

STUDENT EQUITY & ACHIEVEMENT COMMITTEE MEETING MINUTES

LPC Mission Statement

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting life-long learning.

Equity Mission Statement

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

Equity is parity in student educational outcomes. It places

Equity Operational Definition

Committee Membership: 17 Quorum: 9

5 – Administrators

- Joel Gagnon
- Amy Mattern
- Vacant
- Christopher Crone
- Dr. Jeanne Wilson

5 – Faculty

- Segal Boaz
- Brian Hagopian
- Jill Oliveira
- Kristy Woods
- Library Representative Vacant
- Jin Tsubota

5 – Classified Professionals

- Vacant
- Vacant
- Rifka Several
- Amanda Ingold
- Liz McWhorter

2 – LPCSG Representatives

- Director of Communication
- TBD (post elections)

3 – Non-Voting Members

- Catherine Eagan (co-chair)
- Rajinder Samra
- Shawn Taylor (co-chair)

Thursday, February 15, 2024 | 200p-315p | **Location:** ZOOM:

<https://us06web.zoom.us/j/86038365097>

Agenda

- 1. Temperature Check**
 - a. Presidents' weekend coming!
- 2. SEA 2024-2025 Budget Update**
 - a. There is only a 0.76 COLA increase from the state.
 - b. Our budget is staying flat—we will be at same levels at last year if May revise does not show a 2-3% decrease. However, we are hiring the BCRC coordinator (starting in April most likely), and in July, we'll be getting salary increases across the board plus the corresponding raise in benefits. In effect, then, we'll have smaller budgets.
 - c. If there are positions funded by equity money that don't do equity work, we may have to do some rearranging of priorities and funding. SEA should not be a "slush fund."
- 3. Heritage/Affinity/Awareness Months funding**
 - a. Sui Song and others from Movement API are doing Lunar New Year 2/21.
 - b. If others want to apply they can get \$5500 for an event related to an affinity or heritage or awareness month.
 - c. LPCSG won't be doing everything: this allows faculty, classified, even administrators to participate.
 - i. Intent will be to pull students into planning, though.
 - d. There is a list of heritage months online; some occur in the summer (Disability Pride Month?), so we can decide if there is interest in doing some things during the summer or pulling them into fall or spring.
- 4. SEA "Special Projects" Funding requests**
 - a. Funds for people doing particular equity projects.
 - b. For example, the linguistic justice LEARN conference online, but we will be doing a "hub" to watch it together on campus. Good way for those not in Community of Practice to get exposure. [Registration information at this link.](#)
 - c. Perhaps Joel wants to apply for SEP project for our DI groups in equity plan—hire one person to work on those 5 DI groups? Joel responded that figuring out recruitment and referral process would be the issue.
 - d. Shawn has had some conversations about weaving equity work into STEAM. Those who are interested in this should contact him.
 - e. Kristy mentioned a GP project that might not need funds, but it is a project to work with IR to work with Ellucian dashboards to pull info for DI groups on whether they have taken/completed a math class, for

- example. They will be testing accuracy: where are they pulling info from, how is the info being gathered, what is common denominator, etc. This would be an effort to support equity plan. The focus would be on first gen. and foster youth in particular. Rajinder is going to pull data in next 2 weeks, organized by career pathway and major, starting with needed math class—harder to do with math classes because there are numerous options. They will do a first pass at pulling information, checking accuracy, then send out emails to identified students in March, right before registration, to nudge them. Perhaps they will need money for an equity project to call students.
- f. Shawn responded that calling to find out why students apply, register, but don't enroll could also be funded. People who may not have facility for college applications may not follow through. He mentioned SCFF project. Jin estimates that hundreds of calls were made, and Katie added that Fakhira and Nedah have done/are doing that for English.
 - g. Segal said she did not need funding, but she is working with Dani and Ashley on making STEM more LGBTQ+ friendly. Propose to find more examples and then create a forum for discussion of how to fit into a class. Shawn responded that if training was ongoing, that would be something that could be SEA funded. Then it would be a culture shift, not just an initiative. If Segal is interested, Shawn will talk to her about reporting out about it as well. He will send her funding form to follow up with, depending on how it goes on Flex Day. Jeanne mentioned that there is LGBTQ+ money from the state and offered to connect Segal with that group. Shawn noted that bringing students in at some point to ask how they would feel more included would also be great—perhaps down the line.
 - h. Note: Dean Ward put QR code for LPC app on schedule of classes, and it will soon have more features (next month or month-and-a-half). We want it used, not forgotten and deleted. We have a good discount on app for next 3 years, free downloads are now up to 8,000 a year.
 - i. Katie's project idea about study abroad—LPC doesn't do study abroad for credit yet, but she is interested in getting more students of color seeing this as an option for them. She talked to the CSUEB education abroad director, who emphasized that it's actually affordable given the high cost of living in the SF Bay Area, can also apply in February through the CSUs and then transfer the application to one's CSU in the fall. Shawn suggested starting with learning communities (We also have MESA now) and working with student ambassadors. Student voice will go further than us, particularly if we have DI group members who have studied abroad—stipend them for a panel, etc. Talk to Amanda and Kevin about program to get students a free passport if they are Pell Grant recipients. Jill mentioned putting things on their EOPS Canvas site for students.
 - j. Kristy noted she and Jin have been working with Penji on a better kiosk for login that is HyFlex friendly. Students are coming in online and in person, some students are coming in all day for all sessions, some not coming, etc. They want to proactively reach out to encourage them when they haven't seen them in a while, too. They don't know what Penji would charge for this, but having daily, weekly information about who our students are and why they are coming or not coming would be great. Kristy reported that Jennie is excited about the possibility for this with Emporium, and this would help English NENG HyFlex as well.

5. Student Equity Plan (SEP) revisit/progress

- a. The current equity plan goes from 2022-2025. Rumor has it that the next iteration of the student equity plan, 2025-2028, will be entirely overhauled.
- b. Plan for African American students: enrollment increase by 5%. This aligns with ed. master plan to have LPC be destination for Black students. We do have more Af-Am students this semester, had first Black family day, are working to institutionalize best practices. The latter is tough because the research is hard to keep up with; it shouldn't distract us from what is best for our campus and our students.
- c. Plan for First Generation students:
 - i. Increase math and English completion. 2% a year, 6% total. Welcome day did not go as well as planned, but it was appreciated by those who attended. Getting more student tutors embedded would be an option, but departments have to figure out if that is a priority.

- d. Plan for LatinX/Hispanic and Latino
 - i. Increase first term to second term persistence. 2% a year, 6% total. Having people wear buttons about languages spoken is one idea listed. Puente has a lot of PD, which we can hopefully get out to more people.
 - ii. Kristy wondered about having students translate for her when talking with Spanish speakers at New Hawk Day (April 20) and open house (March). Shawn encouraged her to identify them. He noted Cantonese, Hindi, Spanish, Tagalog, Russian are top languages in Tri-Valley. If Student Ambassadors can walk around campus with buttons saying what languages they speak, that would be great, and he can provide training. Michelle arrived at the meeting and spoke about the online LEARN conference March 29. The keynote speaker is Sunn m'Cheaux, a Gullah/Geechee academic from Harvard whom Karin and Michelle have been following; he accepted their invitation! Presenters have been chosen, and there will also be a student panel. She will send a flyer to the whole campus shortly. Anyone, any discipline, can join. ESL will also be included. We will reserve two or three rooms near the English Center where people can watch together. We will also have some food and have some debriefs. Students are also helping organize. She invited people to share the information with anyone they know from LPC and the larger community who would be interested--teachers, students. Katie noted that English teachers in the area may be able to get subs. She and Karin will be doing Flex Day keynote about language bias on campuses. Shawn committed to putting it out on app as well. (Michelle wants an "I speak Spanglish" button!) Shawn noted that persistence comes from honoring a person's culture and heritage. Belonging flows from that. He hopes that any best practices coming out of LJ can be shared. "Dropout rate between first and second term looks like a cliff" according to data from late 2022-early 2023, and we need to push those numbers up.
- e. Plan for Foster Youth—increase in transfer rates, 2% a year, 6% total. That represents 13 students! They have lowest transfer rate.
 - i. He cited Amanda, Next Up. Part of the problem is self-disclosure. Amanda noted that we are actively recruiting students and trying to get them verified through the state. Katie noted that she has had 3 former foster youth this year, she mentioned plans to support them and wanted to know what to say—can she send them to Amanda to make sure they are registered? Yes. Katie asked if drop-in Q & A sessions are planned. Shawn has done it with Basic Needs so wants to transfer it over. Michael Mertz from Seneca Family Agencies will be coming to do a workshop on healing-informed pedagogy and curriculum development: Seneca Family Agencies is expanding what they do with older foster youth. He may come in April.
- f. Plan for Economically disadvantaged, increase in degrees earned: 2% per year, 6% total. This is a hard one to measure. We only capture this information at the beginning when they are registering.
 - i. Katie noted that she did get information on this group related to drop dates from Liem Huynh. Kristy reminded us that we asked for this info, and Kristen Whittaker noted that this info may be available soon on dashboards, as in a matter of weeks! Creating more on-campus jobs might help. Talk with new VPAS about making parking/transportation free. Do more family support workshops in Basic Needs. They are so busy in survival mode that it's difficult for them to support their college going students—we don't want students to drop out to work. Work with Jill to do more blasts promoting CalWORKS in app, and use it to advertise to students before they come here. Pell grant students are included in this. Katie learned that Pell recipients can get a free passport through grant. Shawn noted that getting a passport is difficult process, so that would be great! He recommended she talk to Kevin Harral, Financial Aid director, about it—help with incentive to sign up for Pell. Jill encouraged me to send info to CalWORKS so that she and Michelle Z. can post to Canvas course.
- g. Shawn will try to get document sharing to work in OneDrive—it's not working for his account for some reason.

6. Summer Institute/Retreat (possible)

- a. Likes the idea of an end-of-year equity retreat of some kind. Jeanne suggested making the “retreat” topics the focus of a meeting, and perhaps extending it or utilizing the time creatively to meet outcomes, include lunch. Shawn wondered about doing it in April in person—our meeting is April 18, and he might have a speaker, for instance on healing “racial battle fatigue.” He will propose something and send it out to the committee. This will help with making equity a part of our culture.

7. Equity wins/challenges in your areas?

- a. Shawn is the ombudsman. Students are dealing with multiple, significant mental health stressors right now. Patricia Gonsman says that they are backlogged in Health Center. Shawn has been referring students to a place nearby that gives students 5-6 free sessions. This is not enough but gets them on the road. He has had more conversations since January than he had in the entire fall semester. He asked for free or low-cost programs to build our referral list.
- b. Jill noted that one win is how many more students are coming in in person. They are running low on supplies. They’re out of highlighters, which is a good sign!
- c. Michelle did a liquid syllabus to promote ENG 45, which she is teaching with the theme of Black and Black vernacular literature. James Spooner’s *High Desert* and two novels. It has 39 students! She thinks her marketing in advance, so that students would know exactly what they were getting into, helped. Shawn said he has extra copies of book. Michelle is doing two talks for Community Ed. and invited her to ask him for copies.
- d. BCRC coordinator coming soon! March board will confirm them and provide continuity!
- e. Jin commented that more students are coming, so he has to clean more! His tutors are finding it harder to tutor students in algebra than in calculus. The tutors are not equipped to teach these more basic skills. Shawn asked how many people come in in a month. Jin estimated 100-300 people coming in per day, though he’s not sure how many are duplicates.
- f. Segal noted a similar challenge—she just taught a zoology lab using math, and she was doing tutoring on basic algebra and thought to send students to tutoring center! She is trying to tell students that they can also talk to a math tutor.
- g. Kristy noted that Jen Decker is holding her engineering office hours in the concurrent support center this year. That helps students see connection of math skills to their majors.
- h. Chris noted that DSPS is continuing to think about math support, get the message to high schools, especially those coming from special education. Do some DSPS satellite support with tutoring center. Katie thanked Chris and Jessica for coming to high school alignment meeting; we also had ESL in English meeting. He has gotten feedback from special education teachers.

8. Adjourn.

- a. 3:10 pm.

Spring 2024 Meetings

March 21 – This is Flex Day. Will need to reschedule.

April 18

May 16