**MLEA 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.

# LPC Planning Priorities

* Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
* Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

# Committee Membership: 8 Quorum: 5

In attendance:

**Voting Members:**

Instructional Faculty: Mike Sato, Moh Daoud

Dean: Nan Ho
Tutoring Center Director: Jin Tsubota

LPCSG: Kyle Johnson

**Non-Voting Members:**

Chair: Katie Eagan
Director of SEA: Shawn Taylor
Director of DSP&S: Chris Crone
Acad. Services Classified: Stella del Rosario

Assessment Specialist: Mike Alvarez

**Guest:**

Michael Peterson, AB705 coordinator, math

**Math And Language Equity & Achievement Committee**

August 24, 2021| 2:30-4:00pm | via ZOOM
Meeting ID: 926 3666 6532
Passcode: 957281

**Meeting Minutes**

1. **Call to Order**
2. **Review and Approval of Agenda**

Nan Ho approved, Kyle Johnson seconded

1. **Review and Approval of April 27 Minutes**

Stella del Rosario approved, Mike Sato seconded

1. **Membership**

Katie Eagan reminded the group of the committee membership, voting and non-voting, that was agreed upon last spring, and we reviewed this list and the faculty who would be filling each position:

**Voting Members:**

Instructional Faculty (3) – Leslie Payne, Mike Sato, Moh Daoud

Counseling Faculty (1) -?
Dean (2) – Nan Ho, Amy Mattern
Tutoring Center Director or designee (1) – Jin Tsubota
LPCSG Representative (1) - Jacky Carrillo (with Kyle Johnson sometimes attending)

**Non-Voting Members:**

Chair – Katie Eagan
Director of Student Equity and Success – Shawn Taylor
Director of DSP&S or designee (1) – Chris Crone
Dean (1) - ?
Academic Services Classified Professional (1) – Stella del Rosario
Assessment Specialist (1) – Mike Alvarez

Michael Peterson suggested that the Academic Services Classified Professional be a voting member. Katie Eagan also wondered if the AB705 representative from mathematics, or an AB705 representative at large, should be a voting member, or whether the third instructional faculty position should be filled by math, because much of the committee’s work will revolve around AB705. In the past, the Basic Skills Committee encouraged membership from all departments, and it was in this spirit that Moh Daoud came forward to serve. The other instructional faculty positions are filled by Mike Sato, who is the English department’s AB705 coordinator, and Leslie Payne, who as the ESL coordinator is also handling AB705. At the suggestion of Nan Ho, we decided to keep the membership as is and monitor how it goes.

1. **Report on July Board of Governor's Meeting, AB705** (Michael Peterson)

Michael Peterson, who is sharing AB705 coordination for math with Kristy Woods, attended the BOG meeting in July and shared the slide deck and led a discussion of it at our August MLEA meeting.

Highlights of the slide presentation:

* Sharp increases in enrollment in transfer level courses at CA community colleges since 2015: from 38% to 96% in English and from 21% to 78% in math
* One-year completion rates in every GPA band are also up [some of the webinar slides seemed to have typos, so these are corrected below]:
	+ For English, rates for students in the ≤1.9 band went from 20% to 37.3%; rates for students in the >1.9<2.6 band went from 34%-51.6%, and rates for students in the 2.6 and above band went from 61%-76.8%. [Note: LPC uses 2.5 GPA as a cut-off point because our early data collected for our shift to multiple measures placement was based on that cut-off point.]
	+ For math, rates for students in the <2.3 band went from 6% to 20%; rates for students in the 2.3-<3.0 band went from 18%-39%, and rates for students in the >3.0 band went from 45%-67%.
* Systems office wants to stress that equitable placement leads to “diminished” “opportunity gaps” and warn that colleges with large population of Black and Latinx students are most likely to place them below transfer level; in addition, some colleges added below-transfer-level (BTL) courses and not all colleges have co-requisite support.
* However, one slide noted that “if students starting in a pre-transfer course had the same one-year completion rate as those who started in transfer level, throughput is said to be **maximized.**
* Fall 2019 data show that 7 colleges (6.1%) did not enroll any students below the gateway course; the remaining 108 colleges are either a) not maximizing one-year completion for any student groups (66 colleges), b) maximizing for one group (5 colleges), c) submitted incomplete data (8 colleges), or d) had small sample sizes (29 colleges).
* The Chancellor’s Office will be asking colleges to report on our placement method’s efficacy and may ask us to “relinquish” our chosen method if we don’t report within two years and/or if we don’t demonstrate that our placement method meets or exceeds the throughput rate of a placement method published by the Chancellor’s Office.
* A memo with our results and what we will be required to do is forthcoming, and we will submit a “transition plan” to show how we will achieve full AB705 implementation by fall 2022. As an “optional addendum,” colleges can “submit data for anyu programmatic subset of students for whom they can demonstrate one-year completion is being maximized.”

Katie responded that this slide show clearly paved the way for the August webinar she attended, “Leading Courageous Conversations,” in which three colleges shared best practices: Berkeley City College was one. In response to a question, Michael and Katie agreed that the model placement method will likely have automatic placement of students in transfer level, eliminating basic skills courses. Katie noted that based on the Public Policy Institute of California (PPIC) report from last year, “A New Era of Student Access at California’s Community Colleges,” she wonders if English is maximizing one-year completion for one group but isn’t sure.

1. **Report on August 4 Chancellor's Office System Webinar, “Leading Courageous Conversations about Equitable Placement”** (Katie Eagan)

Katie reminded everyone that she sent a link to the recording of the webinar before the meeting, along with a link to a March ESL webinar, which she recommends watching. ESL was not discussed in the webinar because they are beginning compliance this year. Since time is short and she misplaced her notes, she would note for now that automatic placement in transfer level seems to be one of model practices that the Chancellor’s Office will ask for or at least recommend. She notes that while LPC’s math department was initially an outlier in using non-credit so extensively, she recalls that at least one of model colleges was using non-credit. She will email details of the maximizing practices that were shared in the webinar: perhaps next time we can come with examples of potential structural changes we should talk about (for example whether students in lower bands should place in English 1AEX or just in 1A with more or different concurrent support) and curricular and/or pedagogical changes.

<https://cccconfer.zoom.us/rec/play/OOJtRMt_gjyhn6IOpmIKOpzoW9Rbl_mBP6r0rh65FFusbZz5cwgQP9S-wwBhk1TP9rVjryqhGY_bi0Bh.vxBPeYd_byid5prJ?startTime=1628092762000>

1. **Goals for the Year**

We reviewed our April list of potential goals for next year and talked over some of them in light of BOG meeting and “Courageous Conversations” webinar.

* Consider what more Math and English can do to maximize one year completion:
	+ Look at placement policies or curriculum
	+ Video for placement process – clear information, more encouraging
	+ Consider paradigm shifts – Ex. equity in assessment, whether labor-based grading or even retooling grading so that students do not receive 0/100 for not completing an assignment versus 60/100 for a D—that artificially pulls down a student’s grade.
	+ Getting a better understanding of students’ experience with placement process—Kyle Johnson shared that the guided self-placement put him in an advanced level of calculus because he took AP calculus in high school, but he felt that did not make sense given his social science major and personal feeling that math was not his strong suit, so he spoke with a counselor. Many students cannot access a counselor, though.
	+ High school students – early counseling/support before starting
	+ Leverage what works in learning communities and create more, perhaps for STEM and/or nursing students, who are concerned about GPA and do not want low grades in English 1A or 1AEX or their transfer math classes, for example. Implement First Year Experience
	+ Implement boot camps or jams for English, Veteran, and Transfer students
	+ Continue funding and marketing for SmartShops, RAW, student tutoring
	+ Look at success rates of asynchronous vs. synchronous students
	+ Look at who is taking concurrent support classes and learn more about them
1. **Next Regular Meetings for fall:**
* Sept. 28, 2021
* October 26, 2021
* November 23, 2021

Meeting adjourned at 4:02 pm.