**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

**Voting Members:**

Instructional Faculty (3)

Counseling Faculty (1)
Dean (2)
Tutoring Center Director or designee (1)
LPCSG Representative (1)

**Non-Voting Members:**

Chair
Director of Student Equity and Success
Director of DSP&S or designee (1)
Dean (1)
Acad. Services Classified Professional (1)
Assessment Specialist (1)

**Math And Language Equity & Achievement Committee**

January 25, 2022| 2:30-4:00pm | via ZOOM
Meeting ID: 926 3666 6532
Passcode: 957281

**Agenda**

1. **Call to Order**

Present: Katie Eagan, Kristy Woods, Joel Gagnon, Chris Crone, Mike Sato, Jackie Carrillo, Mike Alvarez, Shawn Taylor, Amy Mattern, Jin Tsubota, Shawn Taylor, Rajinder Samra, Gabriella Discua, Nan Ho, Michael Peterson, Moh Daoud, Stella del Rosario

1. **Review and Approval of Agenda**

Jackie approves, Mike P. approves, Joel abstains because he wasn’t present at last meeting

1. **Review and Approval of November 23 Minutes**

Jackie moves to approve, Kristy seconds

1. **Meetings for spring 2022**
2. **Membership**
3. **Student Use of the Tutoring Center (Jin)**
* Jin shared data from SP21 about students who don’t know about tutoring—16%. That is down from the previous data collection years of October 2016 and October 2018, however, by 4 and 7 points, respectively.
* 45% students heard of tutoring and also used it, which is down by 6% from 2018, but the pandemic likely has something to do with it.
* In terms of advertising in Fall 2021, two 2-minute in-class presentations worked the best as far as inspiring downloads of Penji, the app students have to use to access tutoring. The 149 class-specific emails sent to professors in mid-October only inspired downloads in the mid-30’s and low-20’s, depending on the week. 300 fliers hung on campus generated almost no downloads.
* 58% of students use the Tutoring Center for studying, and 42% for tutoring, 63% of students received tutoring only once or twice
* A pie chart showed the highest participation for students accessing tutoring for Math 40 – 20 students. Other math classes, chemistry and computer science, generate a fair number of students, as do English 1AEX and 1A, but the number are still very small compared to the number of students taking those classes.
* Challenges and Next Steps –
	+ some students don’t know about tutoring, so Jin will conduct more in-class presentations.
	+ some students don’t get tutoring at all, so he is working on one-click scheduling access in Canvas.
	+ Some students don’t get regular weekly tutoring, so he is working to embed tutors into classes and train tutors to develop retention and relationship building strategies.
* Aisling will be emailing people soon to coordinate in-class presentations.
* They are advertising study spaces—on his map, he just now says “quiet study hours” and all rooms are filled! People are coming on campus to Tutoring Center to do their online classes!
* Google doc presentation for tutoring data: <https://docs.google.com/presentation/d/e/2PACX-1vTuzuGQfbJ7JJO319rQpt71UZr7ttU5QIgdVZK9nEKHxjpQjLqGgzgdenrVdtA0p6XShs0jAZr2atp2/pub?start=false&loop=false&delayms=3000&slide=id.p>
* He asked for more ideas on how to target students in particular classes.
* Katie asked if students who come to the Tutoring Center to study then ask about tutoring. He said that there is some anecdotal evidence that a small percentage of students who study there end up accessing tutoring.
* Mike asked if Jin knows anything about why the students who come in only once do so. Mike noted that at least if they come in and check it out, that’s not a bad thing.
* Amy thanked Jin for opening, especially because students had nowhere to go to study and then also were stuck if an in-person class pivoted to online but they didn’t have time to get home to start the online Zoom class.
* Jackie agreed that more in-person presentations about tutoring would be great, emphasize quiet study spaces, places where students can focus—home is often a hard place to study! Sometimes students intimidated by the process of signing up. They also may not know what they need right away. Jin wondered if she was suggesting a kind of re-branding of the Tutoring Center.
* Shawn likes the idea of Tutoring being a part of Student Life – make tutoring center part of student life/campus life and tours, information could be on instructors’ syllabi, have map with info on all entryways (include a QR code). Communicate it at all possible levels of the organization. He is working with Dr. Wilson on this and may have something to report at the next meeting.
* Nan shared a document to prevent students from having to search for places to study after class. She shared a PDF listing student study spaces at LPC and their hours which is good through Feb. 6. Students don’t go in knowing where they need to be, but they know \*when\* they need to be somewhere. We need to ask ourselves how do students enter a space and what do they need to know? We need to reorganize our websites accordingly.
* Katie asked if the cafeteria is open as a study space. Shawn noted that it is not quiet. There is also an outdoor space near veterans. Katie thanked Jin for his innovation.
* Jin noted that if instructors physically bring students to the Tutoring Center, that makes a big difference.
1. **Takeaways from the Campus-Wide Meeting on AB705 Memo**
* Michael Peterson and Kristy Woods had the inspiration to meet on the Friday of the first week of classes to discuss some challenges around AB 705 for Math and related programs
* There are some good next steps in mind. Michael is particularly concerned about AB540 students, students who need the pre-req. classes to get residency. Sometimes students who have completed higher-level math are forced to take some lower-level non-credit math classes just to get residency. It must be humiliating. He wonders if there a way LPC can offer noncredit math, but he is concerned about pursuing workarounds and not following the law, even as he understands that some faculty are struggling with changing this paradigm for how to best prepare students for success.
* Kristy said that students are making great progress with concurrent support, but she is still worried about low STEM numbers and who is not coming to school with only a high school diploma. She would like to offer no pre-transfer math classes, with the exception of Middle College, and see how it goes. As far as the residency required for financial aid, it’s not enough that you have taken years of credit classes. You have to take years of non-credit to qualify for admission to a UC. Kristy wonders if we can keep the non-credit classes but ensure somehow that the only people enrolled in them are also enrolled in a transfer-level math class or have completed one in the past. This would mean that the classes would have to have zero enrollment, though. when they are signed up for a transfer-level class, they can also be in a non-credit class of some kind.
* Katie noted that when she asked CAP’s Katie Hern about whether an English Jam would be allowed, Hern recommended putting more energy into co-reqs. and Communities of Practice instead of spending so much effort on efforts that don’t have good data behind them. She liked the idea of co-reqs for Chemistry, for example, that provide the math in context, but this won’t solve the problems of UC and CSU courses requiring these BTL classes as pre-reqs. for their classes.
* LPC math will require concurrent support for students in lower GPA bands in the fall. It’s mirrored because some students need one more credit for financial aid. Math spoke with chemistry and will speak with econ faculty about pre-reqs. These instructors do not want to be math teachers and have to go over elementary concepts. 55 will certainly stay because Middle College takes it.
* It’s important to acknowledge that people are in different stages regarding adjusting to this new paradigm.
* Michael also met with ECE – shared success and throughput rates for Associate’s degree and transfer levels. Students feel worried about it, but instructors were compelled by the data on number systems for educators. They will do away with Math 50 cohort. They had some good suggestions for Math Jam, perhaps multiple Saturdays for students who have to work during the way.
* As far as credit for prior learning, Joel said that he is working with Dr. Whalen on it. He knows that the Senate recommended additional evaluators, but money is a challenge. Joint-service transcripts should be recognized by credit for prior learning.
* What will the catalog look like? GSP mentioned?
* Katie – do we want to work more with Chabot on strategies? She can reach out. We’re not required to have the same plan, but some things perhaps could be ironed out.
* Amy said that she might reach out to the interim dean in Language Arts, and there is also an interim STEM dean. Would it be in the spirit of the law to offer co-req courses? Ex: work with chemistry to have co-req math courses on the side, experiment with these. However, C-ID for these courses assume certain pre-reqs. Amending GSP to allow students to report passing grades in relevant math and English courses even if GPA is low, working more with Chabot to share info and strategies

1. **AB 705 Implementation Transition Plans**
* Amy and Joel – improvement plan due March 11, will work on it together, English will no longer offer below transfer-level courses, those offering below transfer level will need to provide data. If one doesn’t need to provide data, it’s quite an easy plan. The Nov. 29 Systems office meeting about the memo did say that “Any circumstance when using non-credit to reconstitute your pre-transfer level course then against the law"
* Michael – Option 2 question, no pre-transfer level enrollments for high school graduates only? If so, we will be doing Option 2. There is no cohort for which we have data showing equal or greater success for students taking BTL classes.
* Amy said that the district will likely ask us what we will be saying to see if there is agreement between the colleges as to whether we are answering Option 2 or Option 3.
* Who should work on this plan – entire committee or a small group (Amy, Joel, Kristy, Michael, Nan, Katie, Mike, Rajinder)?
* Will we provide a narrative about concerns? (If so, be specific but not too much.)
* Rajinder wonders what is meant by the district lens because we are two independent colleges. Amy clarified that it would be informational. He also asked about students in a degree, certificate, or transfer program. These are the students we are supposed to focus on. Certificate students are only of concern if they require transfer-level coursework. Joel noted that some pre-transfer-level math would be okay if it is tailored to a particular CTE area, for example, and the transfer-level course wouldn’t satisfy it.
* Joel noted that it says that GSP should only be used if high school data is not available. At Chabot, they are doing this a little bit, but it’s a heavy lift for a small number of students. Not “reasonable effort.” Joel also shared a passage detailing the ways that disciplines with BTL math as pre-reqs. can allow other courses to substitute. Also, minimum cum. GPA requirement needs to be removed.
* Katie asked a question about list of innovations: non-credit is not one of them. How can we still offer some of these math certificates and math jams, and if English wanted to offer co-req. math things? Michael responded that math jam is intersession, and Kristy clarified that students sign up for math jam at the same time as the TL math class. It is part of fall and spring schedules, not summer schedule. It is virtually concurrent. Kristy also noted that when students show up at Math Jam, they are asked if they are enrolled in a transfer-level course, and if they are not, they get registered into one right then and there. Kristy said that the data show that students who do math jam have a 10% higher success rates. Kristy said that the week before the fall semester will be dedicated to getting students acquainted with and ready for college. They should all be able to be CDCP funded. Jill Carbone is looking at career jam.
* Katie said that English doesn’t have a TOP code for English skills like there is one for mathematical skills. Kristy noted Cañada’s Word Jam, but Katie asked if it was for credit. Kristy said that they offered it for free. They didn’t require the funding.
* The reporting form is linked below and is also available on MLEA website:

<https://cccconfer.zoom.us/rec/play/6UMgM8DGrq-hZ6wo0pHHb-Ahy_4nAO2N_jV-019259THiHY7d-l3Dgtgic1pW7ame70UQa-qTJDzlZc6.nBX92Vhc_pStIMih?startTime=1638228515000&_x_zm_rtaid=z04vw299Q5OuaIcF0PX3ww.1643149755436.765f797aeed49cfceae82562b8bdba20&_x_zm_rhtaid=725>

1. **LPC Welcome Week Planning**
	* Shawn had to leave early, and Katie didn’t remember the dates, but it will be rescheduled for in person, so look in your email and get ready to table for math and English. ESL will leave flyers with English for their table.
2. **Good of the Order**
* Should we continue our meetings on Zoom or be in person? Katie is happy to do that.
* Katie reached out to Emerald and Justin and Kali, so hopefully they will come to speak about how they worked to help the FCI students get access to research for their English 1A class.
* Joel is thinking about how counselors will need to be able to tell students about supports that students can count on. Michael will be coming to counseling meeting. Michael is glad that math options will now be simpler to understand. Katie noted that she revised the counselor presentation to change how 104 was referred to, but she will now revise it again.
* Moh asked about students who take ESL courses. If it’s non-credit, are they eligible for financial aid? He was told that they are not. Kristy clarified that this is why we offer a mirrored credit option, so Katie recommended that the student come here!
1. **Meeting Adjournment**

3:56 pm.