**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) Student Services and Academic

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) Academic
Acad. Services Classified Professional (1)
Assessment Specialist (1)

**Math And Language Equity & Achievement Committee**

March 22, 2022| 2:30-4:00pm | via ZOOM
Meeting ID: 926 3666 6532
Passcode: 957281

**Agenda**

1. **Call to Order**

2:34 pm

1. **Review and Approval of Agenda**

Motion to approve revised agenda: Joel; second, Gabby

1. **Review and Approval of February Minutes**

Motion to approve minutes: Leslie; second, Mike Sato

1. **FCI Dublin Report (Emerald, Justin, Bobby)**

Justin—Last May, there was recruitment to offer classes at the prison. History only was offered in fall 2021; in spring, English 1A, Math 40, and a religious studies course are being offered.

* A delay in semester due to lockdown made things challenging. Students were counseled about whether they wanted to proceed with all courses, but all students kept three courses.
* English section has 11 students who have been given permission to participate
* Many students out-of-state, so bridging to LPC not possible, but talks about next steps once they are released would be important
* A number of students have disabilities, overlapping factors which make them vulnerable. Many have lived on reservations at various points in their lives.
* Access to office hours a challenge, but can use the phone. Limited email, but it’s monitored. Another barrier is that they are only allowed to contact a limited number of people, so substituting a teacher for a family member or friend is a lot to ask. They also don’t have unlimited access to phone during the day. They work, they have visiting hours, for example. So it’s hard to dedicate time to getting extra help.
* Pencil and paper are additional costs, and in commissary, which is hard to schedule time to visit as well.
* They are not currently eligible for financial aid, but by next year, they may be eligible for Pell Grants. Also not eligible for in-state funding because they are not residents.
* Students asked Justin today for access to their unofficial transcripts, so he is working on this with them.
* He was trying to help them apply for a scholarship as an exercise, but all our scholarships are online, so they couldn’t see what one looked like.
* Katie asked Emerald to say some more about structural barriers and anticipating them. How will the college need to adjust?
* Emerald responded by saying that of course many things couldn’t be anticipated, but providing connected student supports is the biggest challenge given FCI restrictions. In the beginning, seemed very amenable, but as soon as the year started, it was very challenging. The times were adjusted many times, there was the 5-week delay. Creating a shadow schedule next time would be important. Now that we have a solid Student Services team, perhaps we can do more with a correspondence course, perhaps.
* Rising Scholars had advice on how to connect to the educational institutions they will be returning to and provide some case management for students.
* All this costs money, and she is exploring grants. We have work to do at LPC to be eligible.
* If we had more that was automated, that would be helpful. Filling out a paper application for their transcripts takes time. They have to make time to fill it out, it has to be collected and they might be in different units, etc. It could take a month! Whenever they finish a certain amount of units, perhaps a transcript could be auto-generated and mailed.
* Justin—it’s pretty unique to offer something in a federal prison. They are mostly correspondence courses. Emerald—as a result, not a lot of people to lean on for examples. Bureau of Prisons finances their tuition, but there are still costs that exceed that. In jails, they have Internet access, even access to tablets sometimes.
* Bobby’s email: He said that the students are very motivated, but he was worried that many don’t have the math background. This will be a reality for many of us in the fall.
* Katie wondered if we could alleviate structural problem of having difficulty contacting people for office hours, but what if we paid faculty extra load so that they could come to the prison more often and provide tutoring without students having to use one of their contacts for a tutor. Justin noted that free entry and exit is challenging. They have tried to proctor for each other so that he could do individual assessment, but hard to find proctoring space, a place to study, etc. *College behind Bars* documentary reflected on students staying up late, but Justin noted the 5 am wake-up time. Perhaps students who persist could function as mentors, Justin suggested. Perhaps Jin could visit and give them some instruction on this or relay it through the instructors. They will be surveying the students.
* Bobby—he has switched to more assessments on less material; he notes that they are good at talking and discussing, so he has posted student explanations as a part of the assessments.
* Justin—they are extremely engaged, wonderful, but also vulnerable. In terms of tracking successes and failures, knowing who we are teaching in advance would be important, English could have some overlapping readings with other classes. DSPS students will not always get the accommodations they need. Kind persistence can sometimes result in creative problem solving—if an Audible version of the text is not available, perhaps a CD version? Also, students want to know how electives will be identified. Can they indicate interests and have those programs be approached?
* Mike—challenge of ed. plans—is the vision of the program for students to have an end goal, or mainly to give them exposure to college? Emerald said funding was intended to provide degree programs. They selected an Associate’s degree in business in response to students’ interests. Also, we can’t do IT because they can’t get on a computer, so that limits what we can offer in certain ways. The goal is to complete a Certificate first so that they at least have that if they don’t finish the Associate’s. The courses should be transferable to colleges in their home state.
* Nan asked that division reps capture this conversation in a succinct way. Emerald said that she would draft a description of the program and a bullet-pointed list of challenges and send it out to representatives. Katie will send recording. Amy noted that moments of joy would be good to share, too. Sharing our “why” would be worth sharing to our colleagues, too.
* Shawn—Do a 2-3-minute video of faculty “whys” to share with other faculty, use for grant applications.
1. **Report on March 8 AB705 Flex Presentation and other Flex presentations (Michael, Mike, Katie, Chris)**
* Chris, Amanda, Karin, and Ian and Ernie Jones participated in a Flex presentation on ableism. <http://www.laspositascollege.edu/gv/pdc/assets/docs/mandatoryflex/archives/spring2022/HowToBeAnti-Ableist.pdf>
	+ Breakout session allowed people to talk about disabilities that you might like to change and one that they would not want to change. Checking able-bodied people’s assumptions is vital, remembering that disabled people aren’t “exceptional,” avoiding a focus on someone as inspiring.
	+ Chris shared what he tells high school students coming to college—that we all have strengths and weaknesses and disabilities, disabilities don’t define us, focus on identity and belonging and celebrating accomplishments. Words matter, so talking about whether “disability” is a negative word. Currently, the state name is Disabled Student Programs and Services. What will LPC call its service center? Chabot uses Accessibility Center for Education (DSPS). Ian and Chris went to psychology club meeting and shared a presentation on ableism and language there.
* AB705 presentation: <https://docs.google.com/presentation/d/1zzfCyIh7Aha6D9nqxt7CSApMvRjBS8w_Qsr0fcz125w/edit#slide=id.p>
	+ Katie felt it was helpful to people who attended.
	+ Michael noted that 35 people attended, math and some STEM, English, student services. Thanks to people from this committee who attended.
	+ Katie--Getting people accustomed to this change and continuing to talk about it will be important. Do the deans have ideas for how we can help people understand how AB705 will affect the way that they teach? Should we on this committee be providing resources so that faculty can scaffold? Nan knows that the departments have been engaged in this for years, so she feels like it is happening in multiple areas. Katie noted the RAW Center website and Karin and Michelle’s work on that website for faculty, but we have not perhaps surveyed content instructors on whether they go there for writing and reading instructional support. Nan noted that quantitative resources are in concurrent support classes, certainly. Perhaps put resources in Canvas in some clearer way. Will faculty not only send someone somewhere but include some of that scaffolding in their classrooms?
	+ Michael noted that faculty learn things on their own time. Lots of new part-time faculty in math, for example. They may assume these pre-requisite classes exist below the transfer classes, so continuing to support them and inform them will be important.
	+ Amy noted that a division meeting is the best way to get a lot of people at the same time, but it can’t be overwhelming. People won’t pay attention unless it’s really simple. How might it impact you? Nan suggested a scenario would be helpful: "a student will come to your class having taken their last algebra class 10 years ago...how might that affect how they will learn in your class?"
	+ Michael gave a division talk, and then he did a one-on-one meeting with someone, and then Michael was getting emails from other people he had talked to, then forwarded him the memo…lots of back and forth over time to really get what is happening.
	+ Perhaps a succinct presentation is something that deans could refer faculty to.
1. **English GSP Draft (Katie, Mike)**
* Recommending that students choose, now, between 1A and 1AEX.
* Opted to keep the step where students enter their GPA. Katie asked if that information is stored anywhere. Can we mine that information later to see what students reported and then track their success? Michael said that IR gets the end result, the recommended placement. That final page has a code associated with it. Can find a student’s GPA with CCC Apply, but they don’t necessarily have that for every student. It would be useful to keep track of them per GPA band so that we can keep track of whether students in lower bands are successful in 1A.
* Adding a recommendation that students with GED and/or without a diploma see a counselor.
* Wrestled with what to do about ELL graduates. Initially, Katie wanted to give ELL students a choice of transfer English or ESL, but she did more research, and data show that ELL high school graduates are more successful when placed into transfer English. Data also show that informing them of availability of ESL important, though. Leslie reminded Katie that they will have to assess, so we’ll put that link.
* Chris suggested using U.S. high school instead of American high school.
* Leslie noted that they just have to look at assessment schedule online—they don’t have to “schedule” something. Some of the 6 levels of ESL are transferable, but they need to assess into those levels.
* We will give them a recommended placement but tell each group that they might consider other option.
* We will attach Karin’s comparison table and update the “English Support Options” link.
* Wanted to recommend NTUT 200, but it will no longer be offered. Katie will recommend campus supports.
* Eventually students will be able to opt for an ESL 1A class once that and ESL 25 outlines are revised.
* Amy recommended spelling out English Language Learners and English as a Second Language the first time, but Leslie noted that all the high schools refer to these students as ELLs.
1. **Committee Charge and Governance Worksheet (All)**
* Forgotten!
1. **DSPS Students and AB705: Ideas for a Response (Chris, Katie)**
* When Chris and Katie met, they had a good conversation about the assumptions being made in the DSPS community and outside of it regarding how AB705 will affect and/or is affecting disabled students. Chris also noted that many miss the diversity of that group, so data may provide information on “DSPS” students, but that includes physical as well as learning as well as mental health disabilities. Finally, since DSPS is a voluntary service, data is only partial. Not every student with a disability signs up, and not every student who is signed up uses their accommodations.
* What information do we want about these students for our college? What do we want to be telling them? Chris shared how he is working to bridge with our high schools. What do students and parents need to know? Special Education teachers don’t know what it is, and then they hear about it and get a little worried about how they can prepare students. In addition, grades may not represent a sufficient level of achievement and self-efficacy. Teachers may not have a special education certificate or may not have English or math credentials. Still, though, throughput for DSPS students as a whole is better if they start in transfer-level, even given problems with grade inflation or grades not meaning the same thing in some special education settings as it might mean in a mainstreamed classroom.
* Chris had shared a sabbatical project of a Mary L. Mettler, Psy.D. from DSPS at Santiago Canyon: [file:///Users/eaglips/Downloads/Supporting%20Students%20with%20Disabilities%20in%20Math%20Following%20AB%20705[6].pdf](file:///Users/eaglips/Downloads/Supporting%20Students%20with%20Disabilities%20in%20Math%20Following%20AB%20705%5B6%5D.pdf) Her take was that students were really suffering, so she’s more focused on the success rates in individual classes. Even if it is going down, though, throughput may be better than it would have been if they started one-level below, if we know. So it’s how you look at data. Still, those lower success rates and those challenges are real, so how do we address them?
* Could we learn more about who is succeeding and who is not? Data not as diversified as it is for race and ethnicity, for example. Put in a research request?
* Chris is also trying to share more information with students and parents about varied degree pathways. He also informs them about accommodations versus modifications. Accommodations must be replicable. High schools are struggling to fund special education so that credentialed teachers are in there. Perhaps sharing with faculty what Chris is sharing with students and parents would be helpful.
* Chris and Jin were talking about specialized tutoring. What does that look like at LPC? Do we have it?

Jin noted that he has a lot of students with a variety of challenges, and it’s challenging for Jin to support his student tutors with these students.

* As far as approaches, talking more about UDL, universal design, would be helpful. He talked to a former colleague who is an inclusion specialist, and she is working for Stanford now and also working with the Vice Chancellor at U. C. Berkeley as well. He will be talking with her tomorrow.
* Katie noted that Shawn had shared a differentiated learning specialist bring resources to LPC. Thinking more about where to put these resources, how to provide more training.
* Chris recommends to students knowing the technology that is out there and how services are offered and provided. In high school, they don’t have to worry about whether they are going to get the services. For college students, it’s up to them.
1. **AB 705 Implementation Transition Plans—Wishlist? (All)—Tabled.**
2. **ASCCC Survey Reports—Efforts towards Responses (Mike, Michael, Leslie)—Tabled.**
3. **Good of the Order**
* English hired a new instructional assistant!
1. **Meeting Adjournment**

4:02 pm.