

# Chancellor's DAS Exec Consultation

Friday, October 12, 2021

Meeting 2:00 to 3:30 PM

Zoom Meeting ID: 9206 1583 142

Join URL: <https://laccd.zoom.us/j/92061583142>

## 1. COVID-19 Related Topics

- DAS Executive Committee recommendation to lower class enrollment caps for in-person instruction, and appropriate reductions in in-person services, for winter and spring due to imminent risks to the health or safety of attendees
- Implementation of BP 2800 (Face Coverings) and BP 2900 (COVID-19 Vaccination Requirement)
- Official Guidance to District and Local Legislative Bodies Following Adoption of AB 361 (Rivas)
- DAS Resolution to Improve Outcomes of AB 705 Implementation, and Address COVID-19 Related Learning Loss and Enrollment Declines
  - Need for adequate curricular offerings, professional development, and academic/student support
  - Widening gaps in student access and success (transfer-level English and math)
- Recovery Focus: Advertising versus Other Strategies
  - Faculty Input on RFP for Professional Agreement with Elder Tree for Districtwide Marketing and Advertising Services up to \$15,000,000 per year
  - Addressing Technical and Programmatic Barriers to Enrollment During Pandemic

## 2. Board Rules and Administrative Procedures (APs) Project

- AP 4235: Credit for Prior Learning– Need for implementation work group and concerns about business processes proceeding without establishment of standards for good practice
- Formation of Task Force for Transfer, Articulation, and Student Success
- BP 4110 and AP 4110: Proposal for Honorary and Posthumous degrees
- Request to Review Chapter 7 BPs and APs
- AP Implementation – Plan to ensure APs are implemented consistently at all colleges

## 3. Increasing Accessibility for Students

- Accessibility Specialist
- Equally Effective Alternate Access Plan (EEAAP) Deadlines

## 4. Human Resources and Hiring

- DAS Exec Recommendation to Explore Expansion of Project MATCH by Including a Cohort of Adjunct Faculty Mentees and by Using Faculty internship Minimum Qualifications defined in Title 5
- Update on the college allocation of additional state funds for full-time hires (\$8.6 million)
- Follow-up meeting on process student tutor desk audit and concerns about and the removal of the Student Tutor III and IV Classification
- Administrator Retreat Rights - next steps

## 5. Adult Education and Noncredit

- Update on Adult Education Consortium – What pathways to college are in place and what roles are faculty playing in the curriculum?
- Noncredit to Credit Pathways – Best practices for creation of mirrored noncredit and credit courses and allowing students in noncredit courses to earn college credit (e.g., credit by exam)

## 6. Planning for Upcoming Events

- Update on ASCCC Technical Assistance/Collegiality in Action Visit
- Fall 2021 Summit Plans
- Spring District Discipline Day on February 25, 2022?

## 7. Other Topics

- CVC-OEI Consortium: District versus 8 colleges
- Update on Ethnic Studies-Articulation, hiring, etc.
- Funding for Social Justice and Racial Equity Professional Development Activities
- eLumen and ECD Update
- State and Federal Updates: Budget, Legislative
- Other?

**Zoom Conference Information:** ECHEVEAC@laccd.edu is inviting you to a scheduled Zoom meeting.

Topic: DAS Chancellor Consultation

Time: This is a recurring meeting

Join Zoom Meeting

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One tap mobile

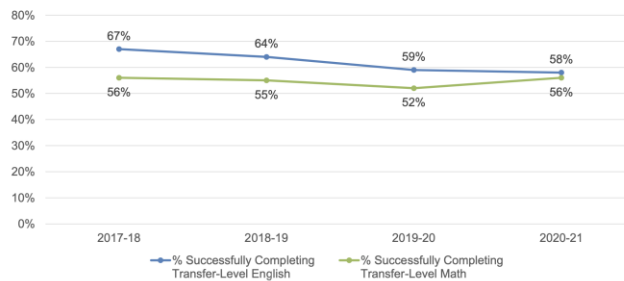
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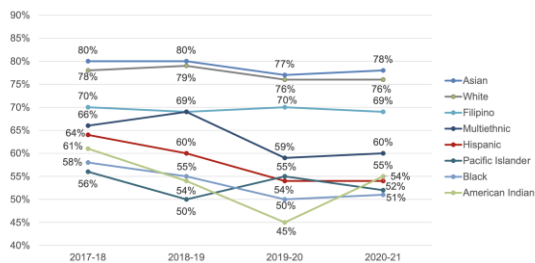
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Course Completion  
Students Completing Transfer-level English and Math Courses



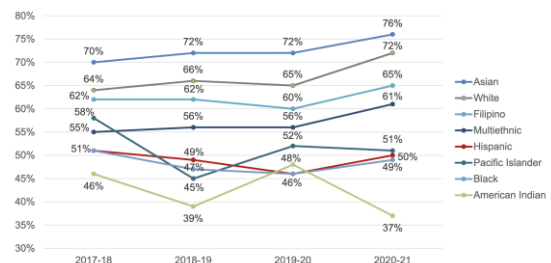
- Overall, the percentage of students completing transfer-level English has decreased since the 2017-18 academic year, while the percentage of students who complete transfer-level Math has remained the same over time.

Course Completion  
Students Completing Transfer-level English by Ethnicity



- While transfer-level English course success rates, in general, have decreased over time, Hispanic, Black, American Indian, and Multiethnic student groups have seen larger decreases in success rates than other student groups.

Course Completion  
Students Completing Transfer-level Math by Ethnicity



- While transfer-level math course success rates, in general, have remained the same over time, American Indian, Pacific Islander, Black, and Hispanic student groups experienced decreases when compared to other student groups whose success rates have increased.