

# Chancellor's DAS Exec Consultation

Tuesday, May 10, 2022

Meeting 2:00 to 3:30 PM

Zoom Meeting ID: 952 4408 0586

<https://laccd.zoom.us/j/95244080586>

1. **Near-term and long-term plans for administrative staffing of EPIE**
2. **AB 705 & AB 1705**
  - **AB 1705:** Concerns and proposed amendments
  - Update on District Counsel Interpretation on AB 705 Math and English Improvement Plans and CCCCCO Memo
  - Addressing Equity Gaps in Math and English Outcomes: Requests for additional support
  - Plan to address disproportionate impact of COVID-19 Pandemic on non-native English speakers, first-generation college students, working learners, student parents, and re-entry students
3. **COVID-19 Related Topics:** Current status, changes to vaccine/mask mandates, and Brown Act meetings
4. **Planning for Upcoming Events**
  - Update on ASCCC Technical Assistance/Collegiality in Action Visit
5. **IT Issues/Concerns**
  - District Policies for Purchasing Instructional Software
  - Impact of District Consolidation on College Library Databases
  - Concerns with delays in eLumen launch. District has been paying subscription without delivery of any service. The paperwork for new course outlines is accumulating—requires hiring assistance to manage backlog.
  - Update on Staffing for Local IT Needs
6. **Online Education and Increasing Accessibility for Students**
  - CVC-OEI Consortium: All 9 colleges plan to join consortium
  - Equally Effective Alternate Access Plan (EEAAP) Deadlines
  - Implementation of NameCoach and Simple Syllabus @ LACC (Accessibility review requests by next week)
7. **DAS Assignments: Guided Pathways and Coordination of Implementation of Legislation/Initiatives**
  - GP Coordinators and Professional Development College
  - Legislation: AB 1111: Common Course Numbering and AB 928: Student Transfer Reform Act
  - AP 4235: Credit for Prior Learning
8. **Human Resources and Hiring**
  - Status of hiring accessibility specialists
  - Update request on the Staff bilingual certification
  - Retreat Rights Policy
  - Student Tutor Desk Audit Progress
9. **Board Policy and Administrative Procedure**
  - Update on BP 7211 and AP 7211: Faculty Service Areas, Minimum Qualifications, and Equivalency
  - Other items
10. **Equity Matters:**
  - Use of State Funds for OER (Open Educational Resources)
  - District-Wide Survey on Social Justice, Work Ethics, and Personnel Diversification
  - Funding for Social Justice and Racial Equity Professional Development Activities
  - Update on Ethnic Studies-Articulation, hiring, AB 1964, etc.

## 11. Other Topics

- State and Federal Updates: Budget, Legislative
- Other?

### Zoom Conference Information:

ECHEVEAC@laccd.edu is inviting you to a scheduled Zoom meeting.

### Topic: DAS Consultation

Time: May 10, 2022 02:00 PM Pacific Time (US and Canada)

Jun 10, 2022 02:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Monthly: [https://laccd.zoom.us/meeting/tJEvc-2opjsvEtKqZUTrVXxaNZPz-](https://laccd.zoom.us/meeting/tJEvc-2opjsvEtKqZUTrVXxaNZPz-3atGSsK/ics?icsToken=98tyKuCtrD8uGtyVtRGBRowMAI-gLPTxiGJYj7d2jSXQNzJIWhv3GNhyKP8sEcz3)

[3atGSsK/ics?icsToken=98tyKuCtrD8uGtyVtRGBRowMAI-gLPTxiGJYj7d2jSXQNzJIWhv3GNhyKP8sEcz3](https://laccd.zoom.us/meeting/tJEvc-2opjsvEtKqZUTrVXxaNZPz-3atGSsK/ics?icsToken=98tyKuCtrD8uGtyVtRGBRowMAI-gLPTxiGJYj7d2jSXQNzJIWhv3GNhyKP8sEcz3)

Join Zoom Meeting

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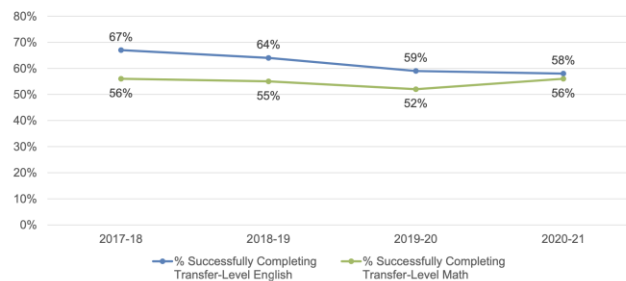
One tap mobile

+16699006833,,95244080586# US (San Jose)

Find your local number: <https://laccd.zoom.us/u/aogGeFCA5>

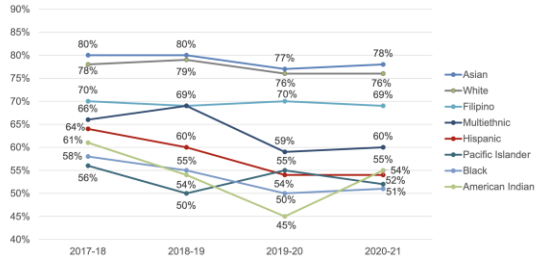
## LACCD MATH AND ENGLISH OUTCOMES

Course Completion  
Students Completing Transfer-level English and Math Courses



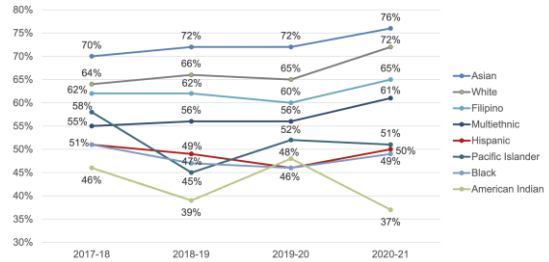
- Overall, the percentage of students completing transfer-level English has decreased since the 2017-18 academic year, while the percentage of students who complete transfer-level Math has remained the same over time.

**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.