**Chancellor's DAS Exec Consultation**
**Tuesday, ~~February 18~~March 15, 2022**
**Meeting 2:00 to 3:30 PM**
Zoom Meeting ID: 952 4408 0586
https://laccd.zoom.us/j/95244080586

1. **English and Math Offerings**
   - DAS Resolution, Students' Right to Choose to Take a Pre-Transfer English or Math Course
   - AB 705: Math and English Improvement Plans and CCCCO Memo
     - REQUEST FOR DISTRICT COUNSEL INTERPRETATION
   - AB 1705: Proposed legislation
     - Will Board Oppose Unless Modified?
   - Addressing Equity Gaps in Math and English Outcomes

~~1.~~2. **COVID-19 Related Topics**
   - Planning to address "disruptions to student learning caused by the COVID-19 Pandemic disproportionately affect many student populations…, including non-native English speakers, first-generation college students, working learners, student parents, and re-entry students
   - Current status and plans for possible surges
   - **Board Advocacy for AB 1944:** Open and Public Meetings-Teleconferencing
   - ~~State expectations for "at least 50 percent of in-person instruction for 2022-23"~~
   - ~~COVID Dashboard e.g., https://pasadena.edu/about/president/coronavirus-updates/index.php~~
   - ~~Measuring recovery efforts: Elder Tree, enrollment, registration and onboarding process~~
   - ~~Planning to address "disruptions to student learning caused by the COVID-19 Pandemic disproportionately affect many student populations…, including non-native English speakers, first-generation college students, working learners, student parents, and re-entry students~~
   - ~~Public Safety Advisory Committee participation in alignment with proposed Title 5 changes~~

~~2.~~3. **Planning for Upcoming Events**
   - Update on ASCCC Technical Assistance/Collegiality in Action Visit
   - ~~3. Spring District Discipline Day on March 11, 2022~~
   - Sustainability Summit/Earth Day April 22, 2022

~~4. **Insufficient Staffing for Local IT Needs**~~

~~5.~~4. **Board Ad Hoc Committee:** For the Immediate Action on Teaching and Learning Barriers for Non-English Speaking, Monolingual Community for Equal Access and Representation

~~6.~~5. **Human Resources and Hiring**
   - ~~Requirement that All Tutors Work on Site and Impact on Staffing~~Student Tutor Desk Audit Progress
   - Bilingual Differential Certification
     - ~~Update on the college allocation of additional state funds for full-time hires ($8.6 million)~~
~~7.~~6. **Access and Disability Rights:** Concerns About Impact of Payan V. LACCD Case
   - Implementing a syllabus management platform
   - Status of hiring accessibility specialists

~~8.~~7. **IT Issues/Concerns**
   - Implementation of 2-step verification process
   - Removal of the Add People button in Canvas

~~9.~~8. **Military Articulation Platform implementation**

**10.9.** **New Board Policies (BPs) and Administrative Procedures (APs)**
- BP/AP training for stakeholders
- Removing inactive board rules and administrative regulations
- AP 7211: Faculty Service Areas, Minimum Qualifications, and Equivalency
- Time between DAS approval/completion of consultation and OGC review/Chancellor approval

**11.10.** **District Coordination and Implementation of Legislation**
- AB 1111: Common Course Numbering
- ~~AB 705: Math and English Improvement Plans and CCCCO Memo~~
- AB 928: Student Transfer Reform Act
    - ~~AB 1193: California Center for Climate Change~~
    - ~~AB 1705: Proposed legislation~~

**12.11.** **Credit for Prior Learning** – Need for dedicated resources (human and fiscal) for successful implementation
- AP 4235: Credit for Prior Learning

**13.12.** **Enrollment management**:
- Under enrolled courses closed

- Re-branding non-credit education

**14.13.** **Equity Matters:**
- 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, etc.
    - AB 1964
- Equity audit of program outcomes for all students
- ~~Addressing Equity Gaps in Math and English Outcomes~~
- ~~District-Wide Survey on Social Justice, Work Ethics, and Personnel Diversification~~
- ~~Board Resolution on Equity Minded Faculty Hiring~~
- District advocacy for affordable broadband in CC service areas with predominantly low-income families
- ~~Funding for Social Justice and Racial Equity Professional Development Activities~~Public Safety Advisory Committee participation in alignment with proposed Title 5 changes

**15.14.** **Online Education and Increasing Accessibility for Students**
- Limits to percent of faculty load as online instruction
- Educational Master Plan for Online Instruction
- Equally Effective Alternate Access Plan (EEAAP) Deadlines
- CVC-OEI Consortium: District versus 8 colleges

**16.15.** **Other Topics**
- ~~CVC-OEI Consortium: District versus 8 colleges~~
- ~~Update on Ethnic Studies-Articulation, hiring, etc.~~
- eLumen and ECD Update
- State and Federal Updates: Budget, Legislative
- Update on Staffing for Local IT Needs
- Other?

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

**Topic: DAS Consultation**
Time: Mar~~Feb~~ 15, 2022 02:00 PM Pacific Time (US and Canada~~)~~

    Apr 12, 2022 02:00 PM
    May 10, 2022 02:00 PM
    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-
3atGSsK/ics?icsToken=98tyKuCtrD8uGtyVtRGBRowMAI-gLPTxiGJYj7d2jSXQNzJlWhv3GNhyKP8sEcz3

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Meeting ID: 952 4408 0586
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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
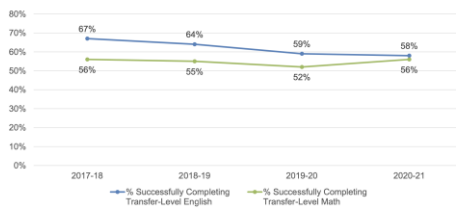


- Overall, the percentage of students completing transfer-level English has decreased since the 2017-18 academic year, while the percentage of students who complete transfer-level Math has remained the same over time.



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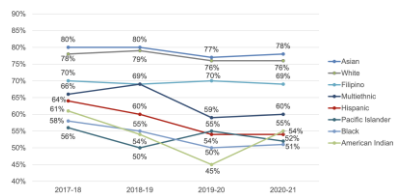
- While transfer-level English course success rates, in general, have decreased over time, Hispanic, Black, American Indian, and Multiethnic student groups have seen larger decreases in success rates than other student groups.



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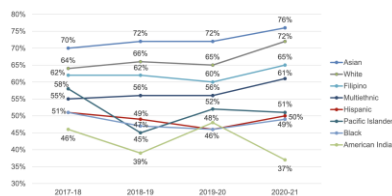
- While transfer-level math course success rates, in general, have remained the same over time, American Indian, Pacific Islander, Black, and Hispanic student groups experienced decreases when compared to other student groups whose success rates have increased.