



# ACADEMIC SENATE MINUTES

April 8, 2026 | 2:30 pm – 4:30 pm | Room 21147 + Zoom for visitors

## Agenda Item – Zoom information at end of agenda

### LPC Mission Statement

Las Positas College is 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 lifelong learning.

### LPC Planning Priorities

- ❖ Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.
- ❖ Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- ❖ Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

### Academic Senate Quorum: 8

#### Non-Voting Members:

*President:* Ashley Young  
*Student Government:* TBD  
*Faculty Association:* Heike Gecox

#### Voting Members:

*Vice President:* Ashley McHale  
*Secretary:* Collin Thormoto  
*Treasurer:* Catherine Suarez  
*A&H:* Justin Garoupa, Catherine Suarez  
*BSSL:* Joanna Jen, Felipe Ponce, Collin Thormoto  
*PATH:* Susan deFuniak  
*STEM:* Anita Bhatia, Moh Daoud, David Montelongo,  
*Student Services:* Kimberly Burks, Ryan Eckles  
*Part Time Representatives:* Jeff Judd, Peter Zimmer

- 1. Call to Order:** 2:30 pm
- 2. Review and Approval of Agenda:** Motion to approve (Joanna Jen)/seconded (Peter Zimmer)/approved unanimously
- 3. Review and Approval of Minutes (March 25, 2026):** Motion to approve (Joanna Jen)/seconded (Catherine Suarez)/approved unanimously
- 4. Public Comments (3 minutes):** *This time is reserved for members of the public to address the Academic Senate. Please limit comments to 3 minutes. In accordance with the Brown Act, the Academic Senate cannot act on items not already on the agenda. None*
- 5. Consent Items:** None
- 6. Action Items**
  - 6.1 Resolution in Support of an Ethical Investment Policy**  
Motion to approve (Peter Zimmer)/seconded (Anita Bhatia)/approved unanimously
- 7. New Business**
  - 7.1 Enrollment and Apprenticeships (Chancellor Gerhard)**

#### **Apprenticeship Programs**

Chancellor Ron Gerhard introduced himself and Julia Dozier, District Executive Director of Economic Development and Contract Education (EDCE), to the group. Enrollment has officially recovered since the pandemic decline so the conversation has shifted from chasing enrollment to now focusing on sustaining enrollment growth with limited resources. While we are receiving small increases in funding, it is not enough to increase course offerings/FTEF and services simultaneously so decisions must be made to determine where students are best served. Investing in apprenticeship programs can increase FTES more sustainably than traditional programs since funding comes from both federal and state sources. Executive Director Dozier explained that demand from both employers and students continues to grow; within the last eight years, our district has grown from a few apprenticeship programs to now over two dozen.

How do we find new apprenticeship programs and how do we ensure these programs do not cannibalize existing LPC programs (e.g., welding technology classes)? The majority of apprenticeship programs are employer-driven and are often related to trades. EDCE's job is to not only provide the administrative work behind the scenes but also to bring the curriculum to the students. The advantage to apprenticeship programs connected to community colleges is that it allows students to earn college credit; this gives apprentices a pathway to return later and complete a degree, whether due to physical limitations or a career change. While other community college districts have expressed similar concerns with cannibalization, the reality is that we are capturing non-traditional students who may otherwise never attend LPC so their enrollment likely does not impact our existing programs. Additionally, some of our district's apprentices may be enrolled in work experience courses already without the instructor knowing their connection to an apprenticeship program.

What is the relationship between apprenticeship and work experience programs? The program sponsor is responsible for ensuring apprentices are registered with a state-approved program and are being providing relevant training through their employer. Some of our work experience courses provide the needed training. Clarification that the program sponsor is usually different from the employer (e.g., International Brotherhood of Electrical Workers (IBEW) is the union but apprentices are employed by different electrical companies). While trade-based apprenticeship programs are still the majority, non-traditional apprenticeship programs are becoming more popular (e.g., dispensing optician). Hypothetically, a viticulture apprenticeship program could allow apprentices to gain classroom hours in LPC viticulture classes (producing FTES) while simultaneously earning an LPC certificate and a journey-level certificate from the state of California. Could international internships, like those offered through Maximo Nivel, connect with apprenticeship programs? Any partnerships would have to align with state apprenticeship requirements, so students must be paid a living wage and all courses and activities must be approved through the state. This allows us to have the program, instructor salary, and other expenses covered by the state.

How are apprenticeship expenses and revenue treated by the district's allocation model? The apprenticeship hours come in as a separate line item; apprenticeship FTES will be incorporated into future allocation sheets to be reviewed by DEMC. Clarification that unlike our traditional programs, apprenticeship programs are not limited by geography within the state of California so we can reach students within other districts.

Have there been changes in employer trends and requests? Traditional trade-based apprenticeship programs continue to be the largest customers. A current apprenticeship partner, NorCal Laborers' Training Center has expressed interest in exploring our drone technology classes to determine if they will offer a drone technology program. If the current faculty member who teaches drone technology classes has separate classes for apprentices, will it take from his current FTEF? It may count against his current load but the plan is to teach supervisors employed by the apprenticeship-sponsoring company in a train-the-trainer model; the supervisors may then teach the classes directly in future terms. Does this new curriculum have to go through the Curriculum Committee? Yes.

**Enrollment**

The district entered hold harmless during the 2017-2018 academic year due to the new funding formula and has since received three extensions. Last year's funding was based on the revenue received from 2017-2018 and adjusted for COLA. FTES is based upon a 3-year rolling average, which constitutes approximately 70% of our funding. Approximately 20% is based on number of students receiving Pell or

Promise Grants (which is based only on the past year, *not* on a rolling average), and the remaining 10% is tied to success metrics (degrees awarded, transfer-level math and English passage rates, etc.). If 2026-2027 FTES increases by a large amount, will that significantly boost our funding on the new 3-year rolling average? Not necessarily since funding is not based on just the FTES but the dollars associated with the FTES, which is still tied to 2017-2018 revenue. Our FTES is capped so even if we significantly increase metrics, funding would grow only a little over 1% from the previous year. This is partly due to a disbursement method used by the State Chancellors office; there are 78 districts within the state and funding is not disbursed evenly due to the internal formula. Is it correct that increasing metrics now will benefit our district in 2028-2029 and future years? Yes, if the state funds us favorably. Will increasing apprenticeship programs help offset our costs? Yes. Is it correct that there is a final calculation at the end of the year that captures the unallocated funds at the state level for redistribution? This is correct and the calculation is discussed in DEMC. The goal is to keep the district around 300-400 FTES above what the state funds due to this redistribution since there is a likelihood that some of it will be funded after the year's end. We are fortunate to have enrollment growth because several other districts continue to decline, though we still have to find a balance because we have more enrollment than we have resources.

The latest focus has been to identify students who have outstanding enrollment fees and have not applied for financial aid. This group of approximately 6,800 students across the district will not be able to register for Summer and Fall 2026 courses until the outstanding fees have been paid; up to 80% of these students likely qualify for a Promise Grant, which will cover the outstanding amounts. Individualized emails have been sent to all students. If 80% of the 6,800 students successfully earn a Promise Grant, this will equate to over \$6 million in additional revenue. Efforts have been made by the Department of Education to reduce financial aid application barriers for federal aid, like shortening the application process, but only about 25% of CLPCCD students qualify based on our location and cost of living. For example, a working student who earns \$20/hour in a small eastern California city is evaluated the same as a working student earning \$20/hour in the Bay Area.

## **8. Old Business**

### **8.1 Classified Appreciation Day**

Classified Appreciation Day will be held on April 22<sup>nd</sup>. Kimberly shared the proposed food order. Volunteers are still needed to help set up and serve foods. Additional gift cards are also needed.

### **8.2 AI Rubric**

The group discussed the pros and cons of each proposed rubric prototype. Each member has been tasked with brainstorming ways to simplify the verbiage to avoid overcomplication. They are also working on identifying accompanying icons for each level.

### **8.3 Playlab Bot Workshop**

Chancellor Gerhard is on board with the plan, although participating individuals will likely not get funding for attending the training. Ashley is hopeful that the district will provide some funding to faculty after training commences so participating faculty can integrate projects into their existing curriculum.

The district plans to select one person from each campus to receive robust train-the-trainer AI training to become the campus "lead trainer." We must be thoughtful about who we select.

**9. Wellness Break (5 minutes)****10. Reports (5 minutes each)**

10.1 LPC Student Government (TBD): None

10.2 A.I. Honesty (Catherine Suarez): None

10.3 CEMC/DEMC (Ashley Young): None

10.4 CTE (Melissa Korber): Pathways 2 Careers presented information based on the comprehensive local needs assessment. Results will drive where spending will occur. Full results should be available by the end of the semester. A meeting recently took place with attendees ranging from employers, administrators, and faculty to discuss future CTE needs. There will be a follow up meeting at the end of the month. The committee is ranking Perkins grant proposals.

10.5 District Technology (Jeff Judd): A question was asked regarding technical glitches in CRM advise. Jeff will learn more at the next meeting.

10.6 Faculty Association (Heike Gecox): Heike will remain as FA president. The FA will meet with administrators later in the week to discuss contract changes and ensure everyone is on the same page. After the meeting, the contract will be sent out for publication. Question if Keenan offers online training regarding student privacy in AI usage, similar to sexual harassment training? Heike will check with Vice Chancellor Druley. Discussion regarding confusion with some faculty members being asked to complete sexual harassment training despite having completed the training within the last year. This was done intentionally by HR to align completion dates.

10.7 Global Engagement (Katie Eagan): None

10.8 Guided Pathways (Nadiyah Taylor & Jill Carbone): None

10.9 Program Review (Karin Spirn): None

10.10 SLO (John Rosen): None

10.11 UndocuAlly (David Montelongo): None

10.12 Treasurer (Catherine Suarez): The current BMO balance is \$426.58. Clarification that the account in Foundation is one single account under scholarships.

10.13 President (Ashley Young): We are able to issue one Great Teachers Seminar scholarship through FACCC to a part time or first year full time faculty member. Two individuals expressed interest. Ashley spun a digital wheel and Brendan Sullivan was selected.

10.14 Divisions

- A&H (Justin Garoupa, Catherine Suarez): None

- BSSL (Joanna Jen, Felipe Ponce, Collin Thormoto): None
- PATH (Susan deFuniak): None
- STEM (Anita Bhatia, Moh Daoud, David Montelongo): None
- Student Services (Kimberly Burks, Ryan Eckles): None
- Part Time Representatives (Jeff Judd, Peter Zimmer): None

**11. Good of the Order/Announcements:** None

**12. Adjourned:** 4:14 pm

**13. Next Regular Meeting:** April 22, 2026

**ZOOM LOGIN: This will be the same for every Academic Senate meeting**

<https://us06web.zoom.us/j/87800866487>

Dial: +1 669 900 6833

Meeting ID: 878 0086 6487