

District Academic Senate Meeting

September 13, 2018

Los Angeles Valley College, ACA Building, Room 1601

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer),
City	(Dan Wanner), Luisa Cortez, Kamale Gray
East	(Jeff Hernandez), Lurelean Gaines, Alan Khuu, Jean Stapleton
Harbor	(Van Chaney), William Hernandez
Mission	Elizabeth Atondo, Tracy Harkins
Pierce	(Anna Bruzzese), Margarita Pillado
Southwest	Monica Garcia
Trade	(Ashraf Hosseini, Deirdre McDermott
Valley	(Josh Miller)
West	(Holly Bailey-Hofmann)
Guests	Dan Keller, District Dean of Curriculum; Alicia Rodriguez-Estrada, (Trade); Bill Walsh (City); Kellie Williams (Student Trustee)

*Senate Presidents in parentheses

Call to Order: President Angela Echeverri called the meeting to order 1:35 p.m. Echeverri thanked Valley Academic Senate President Josh Miller for hosting and for the refreshments.

Since this was the first DAS meeting of the academic year and there were new representatives, the senators were asked to introduce themselves.

Approval of the Agenda: The agenda was adopted as written. (Hernandez/Gaines) **(M/S/C)**

Approval of the Minutes: The minutes of the May 10, 2018 DAS meeting at City were approved as amended (Hernandez/Gaines) **(M/S/C)**

Public Speakers:

Kellie Williams, the new Student Trustee, addressed the DAS. She stated that student representatives would be attending such meetings as DAS and the District Curriculum Committee (DCC), events such as those related to AB 705, and so on. She relayed her own experiences related to attending community college. She stated that she had taken calculus at a private high school, but assessed in pre-algebra at the community college. Williams expressed her frustration about having to repeat Math courses which she took

31 in high school. Partly due to her full-time work schedule, it has taken her 14 years to get
32 back to her high school levels of Math. She advocated for the necessity to have a
33 welcoming rather than an intimidating or judgmental conversation in Assessment and in
34 all aspects of student onboarding.

35

36 Hernandez expressed his hope that AB 705 would help alleviate some of the obstacles
37 and discouragement which students experience, and encouraged colleges to begin
38 implementing the AB 705 Math and English cut-offs immediately (before fall 2019). He
39 also stated the opinion that CCCApply become less onerous, that the student
40 onboarding process improve, and that there be a culture shift in Assessment Centers to
41 create a more welcoming environment for students.

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43 **Action Items:**

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45 **1. DAS Calendar for 2018-2019 (Echeverri)**

46 Echeverri presented the amended DAS calendar for this academic year.

47 (Atondo/Bruzzese) **M/S/C**

48 Echeverri announced next week's Discipline Day at City (September 21st) which will
49 focus on issues related to the implementation of AB 705. More than 200 attendees
50 are anticipated. Keller will present different curriculum models, both within and
51 outside the District, including Glendale and Santa Monica, and will forward a
52 document to Echeverri for distribution. The types of instructional support for
53 students will be included, and senators are reminded that, although colleges
54 maintain local curricular control, deviations from the "tiers" and cutoffs for English
55 and Math which are being recommended by the State Chancellor's Office (CCCCO) in
56 the implementation guidelines will require that the college researchers maintain
57 data regarding the throughput for that college's English and Math tiers. Also to be
58 discussed at Discipline Day will be the impact on local degrees regarding for the
59 anticipated "placement" of most students in transfer-level Math. Atondo observed
60 that the current Math requirement for most local AA/AS degrees is intermediate
61 algebra, which is not a college-level Math course. Thus, students who had
62 completed intermediate algebra in high school but assessed at a lower-level Math
63 class, were required to repeat that class at the California Community Colleges (CCC)
64 in order to obtain most local degrees. Changes to Title 5 are anticipated as a result
65 of AB 705 so that students will be granted competency in the "Rationality" section of
66 the Associate's degree General Education requirements (LACCD GE Area D.2.) by
67 "placement" into transfer-level Math.

68

69 L.A. Valley College President Endrijonas welcomed the DAS members to Valley.

70

71 **2. DAS Goals for 2018-2019**

72 **Goals developed at the August meeting of the DAS Executive Committee (DAS**
73 **Exec) were distributed.**

74 (Pillado/Gaines) **M/S/C**

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1. Promote more diversity in faculty hiring
 2. Obtain final agreement on LACCD Administrative Regulation E-64 (Procedures for Development and Approval of New Educational Programs and Options)
 3. Ensure that the district and the colleges consult collegially in the implementation of new state initiatives, including the following:
 - Explore, disseminate, and support best practices regarding the implementation of statewide initiatives including AB 705, Guided Pathways, and the Vision for Success;
 - Support student completion and success by reviewing minimum and maximum class size limits;
 - Recommend strategies to support degree, certificate, program, and transfer completions to optimize benefits under the new state funding formula
 4. Recognize outstanding persons doing senate work. This would include a nominations and awards process and rubrics.
3. **Noticed Motion:** Recommend English and Math student placement in the Los Angeles Community College District (LACCD) based on new grade point average (GPA) cut-offs in the California Community College Chancellor’s Office AB 705 Implementation Guidance Memo (Hernandez/Stapleton) **M/S/C**

Highlighting various portions of the implementation guidelines, Echeverri reinforced the fact that deviations from the English or Math high school GPA cutoffs or placement tiers which are recommended by the CCCO need to show that the total throughput success is as high as or higher than the state guidelines. For example, the throughput success for students in a Math sequence of courses needs to be as high as or higher than direct placement in transfer-level Math.

Hernandez argued that the default placement should be that of the CCCCO. Moreover, the intent of the State Legislature was very clear: Students need to be placed in classes which will let them finish as soon as possible. In addition, the CCCCO will monitor our results very closely. Keller noted that the State can monitor the CB 21 codes (which identify courses offered which are below transfer level). Students will be self-reporting their English and Math placement. Hosseini inquired about the effect on international students, or any student who did not attend high school-level classes in the United States. Echeverri

118 responded that the CCCCO has not approved any placement exams as of now,
119 and that we are awaiting further guidance from Sacramento.

120
121 Discussion continued, including the benefits of the district embracing a common
122 model to ease logistical problems for our students. In addition, colleges were
123 cautioned not to “stigmatize” students in lower level classes. Although colleges
124 retain local control, AB 705 is state law, and non-compliance is not an option.
125 Preparation at the colleges is imperative, the timing is beyond our control, we
126 must be consistent with our students, and recommendations in these areas for
127 the district need to come from this body. Echeverri referenced a joint
128 memorandum from Chancellor Rodriguez and herself, which only some faculty
129 received due to email problems, emphasizing an October 5th deadline for the
130 colleges to submit plans to comply with AB 705. With the passage of this
131 motion, it will be placed on the next consultation agenda.

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133 **4. Noticed Motion:** Reaffirm that the District and colleges shall consult collegially
134 in the implementation of new statewide initiatives, including the following:
135 advocate for reducing course enrollment maximums for courses with enrollment
136 maximums exceeding discipline faculty recommendations for what is needed to
137 maximize the probability of satisfying new state directives such as AB 705 (Irwin,
138 2017) and the Vision for Success; recommend strategies to support
139 degree/program/transfer completions to optimize benefits under the new state
140 funding formula.

141 **(Perfecting motion above)** (Hernandez/Gaines) **M/S/C**

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143 Echeverri observed that we need to have conversation about classroom size
144 because instructors cannot be as effective with large classes. Collegial
145 consultation needs to take place. College administrators might want to continue
146 to have large class sizes for the sake of “efficiency.” However, in light of the
147 mandates of AB 705 and the funding formula now funding, at least partially,
148 based on completions (certificates, degrees, etc.), administrators need to take
149 the long view. Also, since class size is also a bargaining issue, there needs to be
150 involvement by the Faculty Guild.

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152 Arguing against the motion, Pillado noted that the motion was redundant, i.e.,
153 collegial consultation is already in the Board Rules. However, if discussion will be
154 taking place, then class size also needs to be put in the context of the new
155 funding formula, e.g., Associate Degrees for Transfer (ADTs) will garner more
156 funding for the colleges and the district. Hernandez cautioned against cutting
157 too many classes for the sake of “efficiency” as it might eventually have a
158 deleterious effect on program completions.

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160 **5. Noticed Motion:** Support the creation of AB 705 Model Review Committee to
161 review college models for compliance with the new AB 705 guidelines,

162 Educational Code, and Title 5. *If no model is provided or the model provided does*
163 *not meet legal mandates, then the college must implement the State model.* The
164 committee will be comprised of discipline experts, faculty, and student support
165 leaders, administration, researchers and legal counsel.
166 (Pillado/Walsh) **M/S/F**

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168 **Motion to divide by omitting the second sentence (in italics above)**
169 (Pillado/Bruzzese) **M/S/F** (4 in favor; 4 against; 2 abstentions)

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171 Hernandez argued against the motion, noting that this is motion taken directly
172 from the joint memorandum of Chancellor Rodriguez and DAS President
173 Echeverri. He also observed that time is of the essence, referring to the October
174 5th deadline for colleges to submit their implementation plans. In defense of her
175 motion, Pillado observed that there is already a legal mandate to comply, which
176 is stated in other documents as well as AB 705 itself.

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178 **Motion to combine sentences 1 and 3 as one motion, and consider sentence 2**
179 **(in italics above) separately**
180 (Hernandez/Khuu) **M/S/C** (1 against)

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182 **Motion to table indefinitely the second sentence in the original motion (italics**
183 **above)**
184 (Hernandez/Miller) **M/S/C** (2 against)

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186 **Motion to modify sentence 1 by as follows:**
187 Support the creation of AB 705 Model Review Committee under the auspices of
188 the District Academic Senate to review college models for compliance with the
189 new AB 705 guidelines, Educational Code, and Title 5. (Miller/Bailey-Hofmann)
190 (The underline delineates new language; OMIT sentence 2 from original motion;
191 retain sentence 3 as written in original motion)
192 **M/S/C** (1 against; 4 abstentions)

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195 **Motion to support the creation of an AB 705 Committee to review college and**
196 **curricular support**
197 (Miller/Hernandez) **M/S/F** (9 in favor; 9 against)

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199 There was much discussion regarding the composition of the proposed
200 committee, and a concern that it was too ambiguous. For example, would
201 administrators outnumber faculty? It was argued that this committee would be
202 under the auspices of the DAS, and that the DAS Exec would determine the full
203 extent of the committee. Some colleges need feedback, and this committee
204 would help provide that feedback. However, there were concerns about
205 whether or not another layer of reporting would be necessary, and what this

206 committee's role would be in relation to the District Curriculum Committee
207 (DCC). Others argued that the motion was redundant as the state mandates are
208 clear. Nonetheless, in all of our considerations, we need to find ways to make
209 processes more welcoming and less onerous and confusing for our students.
210

211 6. **Noticed Motion:** On May 18th, 2018, the District Academic Senate (DAS)
212 Executive Committee unanimously endorsed the recommendation of the District
213 Curriculum Committee (DCC) to adopt eLumen as the LACCD's curriculum
214 management system. Further, the DAS endorses the adoption of eLumen at all
215 nine colleges as our integrated system for curriculum (credit and non-credit
216 courses and programs), Student Learning Outcomes (SLOs), Program Review,
217 Catalog and Digital Badges. The DAS further supports a phased-in
218 implementation of this system to give colleges the time necessary to migrate
219 from their existing system(s) to eLumen.
220 (Pillado/Miller) **M/S/C - unanimous**

221
222 Migrating to eLumen for curriculum and student learning outcomes (SLOs) might
223 take time, especially for some colleges. Therefore, a phase-in period is
224 necessary. There was concern regarding ECD as it is not currently being
225 maintained. Keller described the process for review, obtaining Board approval,
226 programming, validation, and testing. It is not anticipated that the district could
227 "go live" with eLumen prior to Fall 2020 or Spring 2021.
228

229 **Reports**

230 **President's Report**

231 DAS Exec motions

232 **Academic integrity** – Referring to a separate handout, Echeverri summarized a July 8,
233 2018 article in the Los Angeles Times about an internal audit that raised concerns about
234 two LACCD administrator ISA assignments totaling \$147,000.

235 [http://www.latimes.com/local/education/lausd/la-me-la-trade-tech-pay-investigation-
236 20180708-story.html](http://www.latimes.com/local/education/lausd/la-me-la-trade-tech-pay-investigation-20180708-story.html) She reported that after the article was published, the Board of
237 Trustees asked for a review of all Instructor Special Assignment (ISA) positions held by

238 LACCD administrators. The DAS Exec resolution was passed at its August meeting, and
239 Echeverri has requested a copy of the internal audit conducted by the District under the
240 Freedom of Information Act.
241

242 **Support for Guided Pathways and AB 705** – During consultation, there was agreement
243 to fund two faculty ISA positions to work with the DAS for coordination of guided
244 pathways efforts– one at 0.6, the other at 0.4. Unfortunately, there was a long delay in
245 the posting and when the positions were finally posted they listed incorrect salaries.
246 Echeverri stressed the importance of having such faculty positions in place to provide
247 information, assistance, coordination, and support to the nine colleges

248 **Board update** – The big news continues to be the new funding formula. There was a
249 presentation to the Board yesterday on the 2018-2019 proposed final budget, which is

250 included in the packet. There will be a three-year transition period from the current
251 funding formula based exclusively on enrollment (FTES), to what will ultimately be a
252 60/20/20 formula (based on FTES/equity/completion). Echeverri also noted that there
253 is additional money in the state budget to fund additional full-time faculty hires. She
254 argued that a commitment to hiring more full-time faculty is critical to ensure high
255 student completion rates under the new funding formula.

256 **Summit in October** – The Fall Summit, to be held on Friday, October 26 at City, will
257 focus on Guided Pathways. Usually 16 persons per college attend– 8 faculty chosen by
258 the college senate president, and 8 administrators chosen by the college president.
259 Senate presidents are urged to select their teams soon.

260 **Committee participation** – The DAS still needs representatives for a number of
261 districtwide committees. Please let Echeverri know if you would like to serve.

262 **DAS Newsletter** – There will be another *Academically Speaking* newsletter this Fall.
263 Echeverri invited DAS members to contribute to the newsletter.

264 **Fall 2018 Plenary** – The Fall Plenary will be held in Irvine November 1-3, 2018. Those
265 who wish to attend were urged to register and submit their paperwork soon.

266 **Project MATCH** – Sylvia Macias has stepped down as the coordinator to take a faculty
267 position at Mission. Current Project MATCH activities are currently being coordinated
268 by Joanna Zimring-Towne, who had held this position in the past.

269 Task Forces (Title IX, DSPS, enrollment), etc. – ongoing

270

271 **Motion to extend 15 minutes**

272 (McDermott/Pillado) **M/S/C**

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274 **1st Vice President's Report**

275 **Equivalency** – El-Khoury announced that Discipline Day will be September 21 at City
276 College. There is currently a waiting list to register.

277 **TPPC** – More faculty representation is needed. The migration of District email is not
278 working well, and the migration process has been halted. Full-time faculty will be able
279 to maintain their home college email “brands”; adjunct faculty will go to the LACCD
280 email.

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282 **2nd Vice President's Report**

283 **District Curriculum Committee** – Atondo had previously discussed program with the
284 review and purchase of eLumen curriculum and SLO software. She also described a
285 timeline of this semester for E-64 approval.

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287 **Treasurer's Report** – Wanner submitted an electronic report

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289 **Standing Committee Reports**

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291 **Professional Development College**

292 Brent distributed a report from the PDC Steering Committee with a list of topics for
293 faculty leadership seminars for the end of Fall 2018 and Spring 2019. Vice Chancellors

294 Corner and Miller will be invited to present seminar on the new funding formula and
295 how it will impact colleges.

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297 **District Budget Committee (Hernandez)**

298 Hernandez observed that ECDBC has not begun a discussion of the new funding model
299 and how it will affect each college. He will place it on the agenda. He might also
300 recommend that DBC have a task force to: 1) Begin discussion on the new funding
301 formula; 2) Ask for a template for enrollment, especially including equity and success;
302 and 3) Discuss hiring targets.

303

304 **Old Business**

- 305 ○ Committee Assignments: Referring to a table, Echeverri noted that
- 306 representation is still needed on various district committees.
- 307 ○ Progress on Guided Pathways – Fall Summit in October
- 308 ○ Cornerstone Professional Development (Miller)
- 309 Miller reported that Cornerstone will be new in Spring 2019. He will give
- 310 updates on a regular basis.

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312 **New Business/Discussion Items**

- 313 ● Impact of Changes to the Funding Formula for California Community Colleges
- 314 – see earlier discussion

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Future dates

316 **Fall 2018 District Discipline Day:** Friday, September 21, 2018 @ City 8:30 AM-3:00 PM

317 **DAS Executive Committee:** Friday, October 5, 2018 @ ESC 9:30 AM – 12:00 PM

318 **DAS Meeting:** Thursday, October 11, 2018 @ Trade 12:30-3:30 PM

319 **2018 LACCD DAS Summit:** Friday, October 26, 2018 @ City

320 **Consultation:** Friday, September 14, 2018 @ ESC Hearing Room 2:00-3:30 PM

321 **District Curriculum Committee:** Friday, September 14, 2018 @ ESC 12:00-2:00 PM

322 **ASCCC Fall 2018 Plenary:** November 1-3, 2018 (Irvine)

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324 **Adjournment**

325 The meeting was adjourned at 3:39 p.m.

326 (Khuu/Walsh) **M/S/C**

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328 Respectfully submitted by Lourdes M. Brent, DAS Secretary