

District Academic Senate Executive Committee Meeting

Friday, June 7, 2019
Educational Services Center
Board Hearing Room
MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP), Lourdes Brent (Secretary), Don Gauthier (Past President)
City	
East	Jeff Hernandez
Harbor	
Mission	Deborah Paulsen
Pierce	Barbara Anderson (incoming senate president) for Anna Bruzzese
Southwest	Robert Stewart
Trade	
Valley	Chauncey Maddren (incoming senate president) for Josh Miller
West	
Guests	Carole Akl (Mission), Luisa Cortez (City), Joy Fisher (Harbor), Lisa Ford (Southwest), Christopher Garcia (East), Eboni McDuffie (Trade-Tech)

Call to Order:

President Angela Echeverri called the meeting to order at 9:58 a.m. Present were some incoming senate presidents as well as counseling department chairs, and Echeverri asked all who were at this meeting to introduce themselves.

Approval of the Agenda:

The agenda was adopted as amended to include a new discussion item at top of agenda, and possible action item at the next meeting: *Recommendation to Expand the Use of the Online English and Math Placement Questionnaire for Continuing Students to Facilitate AB 705 Implementation*
(Paulsen/Atondo) **M/S/P**

Approval of the Minutes:

The minutes of the May 3, 2019 meeting were approved as written
(Stewart/Gauthier) **M/S/P**

Gauthier - abstention

Public Speakers:

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Christopher Garcia, the Counseling Department Chair at East, spoke for the other counseling chairs regarding the College 101 course. He stated that he was unable to locate the course in the Electronic Curriculum Development system (ECD), but, looking at the course outline of record (COR), the class looks much like college success courses already being offered through the Counseling discipline. Garcia expressed concern regarding possible encroachment and overlap, and stated that there had been no consultation with the Counseling discipline in the development of this course.

Atondo reported that the course had been approved at Valley, but was not in ECD as there is no subject code for that class at present. She stated that there had been collaboration and course development for over a year at Valley. Atondo further stated that there was no intended overlap with Counseling courses. Instead, discipline faculty in the major/CAPS areas were to be teaching these courses as a means of introducing students to their major. Thus, the classes are to be major-specific only. She will email Rebecca Frank, Curriculum Chair at Valley, to forward the particulars.

Gauthier added that such courses are geared to particular groups of majors/meta-majors, and that the curriculum should be written in a way not to encroach onto other disciplines. The focus is intended to be on discipline expertise such as work, industry, career options in the field, etc.

Maddren reported that he had a copy of the submitted curriculum which Frank had sent him electronically. He will forward it to Atondo, who will forward it to the district Chair of the Counseling Discipline, Michong Park (Mission).

Cortez stated that it was important to know what to expect in order to be prepared. She also inquired as to whether such a course is being submitted to meet the requirements of CSUGE Area E (California State University General Education, Area E [Lifelong Understanding and Self-Development]). In response, Atondo stated that she is unsure, but that it is unlikely, as the class in question is one unit and, thus, would not fulfill the CSU 3-unit requirement in that area.

Action Items

Proposed 2019-2020 DAS Calendar

(Gauthier/Stewart) **M/S/P – as amended** (*Atondo – some changes were made relative to the meeting schedule of the District Curriculum Committee [DCC]*)

Echeverri reported that she had asked for a rotating consultation meeting schedule, i.e., meeting on different days of the week, in order to accommodate the academic senate schedules at the colleges in the district. She went on to state that those dates will likely be set as soon as the meeting schedule for the Board of Trustees has been determined

73 for 2019-2020. To be discussed at consultation will be the dates of the Summit as well
74 as Discipline Day.

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76 There was additional discussion, but no decisions, regarding possible alternate dates for
77 the Summit, for Discipline Day, and a proposed LACCD Plenary event. Possible funding
78 sources were also mentioned.

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81 **Guided Self-Placement Guidelines – The DAS Exec, acting on behalf of the DAS per the**
82 **DAS bylaws since the DAS is not meeting during the summer, supports the use of**
83 **guided self-placement, as developed by Pierce and East, for those colleges not having**
84 **a model template. Although models from Pierce and East as well as other possible**
85 **defaults can be used as templates, local control must be preserved.**

86 ***NOTE: Those guided self-placement interview recommendations are contained in***
87 ***pages 14-17 of the packet; page 19 is not included in the motion.***

88 (Hernandez/Gauthier) **M/S/P**

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90 Echeverri reported that the guided self-placement guidelines had been pulled from the
91 consultation agenda because they had not yet been vetted by the District Math Council
92 (DMC) (see page 13 of the packet for the DMC response). As of this date, there has
93 been no response from the English Council. To comply with AB 705, most colleges in the
94 district went with the state default model for placing students who graduated from a
95 U.S. high school within the last ten years. Pierce is placing fewer students in transfer-
96 level English and Math; Mission is placing more students in those courses. Both Pierce
97 and East are using a guided self-placement interview structure such as contained in the
98 packet.

99

100 Continuing her report, Echeverri stated that the intent was that Assessment staff or
101 Counseling Faculty would utilize such a guided self-placement interview in order to help
102 students place in the appropriate English and Math classes. The preponderance of the
103 difficulty would be with Math placement since there are so many different options for
104 such classes – all dependent on the student’s major, and academic and career goals.
105 Absent any district electronic support, such placement would be labor-intensive,
106 especially during critical times in the academic year. Although the district is working on
107 extracting APMS (Assessment and Placement Management System) data, most
108 continuing students do not have an updated placement. El-Khoury pointed out various
109 technical difficulties, all leading to the portal not being user-friendly and, thus,
110 contributing to students’ non-response. Gauthier suggested that the DAS make
111 recommendations to the district so that they can update the portal/website in the
112 Student Information System (SIS) to make it more user-friendly and encourage student
113 participation. Atondo urged consensus among the colleges, as too many
114 course/placement differences resulting from local control hurts our students, especially
115 those who attend multiple colleges in our district.

116

117 **Latest Revisions to E-115 (E-XX): Creation of New Subjects**
118 (Stewart/Hernandez) **M/S/P as amended – Exclude proposed revisions to timelines.**
119 **Include: Definition of “EPIE.”**
120

121 Referencing page 42 of the packet, Echeverri described E-115, the process for the
122 creation of new subjects. Revisions to the previous administrative regulation had been
123 made by the DAS. Atondo reported that LACCD Curriculum Dean Dan Keller had
124 reviewed the changes made by DAS, and had forwarded his comments (in red in the
125 packet). Most of his suggestions dealt with amending timelines in this Administrative
126 Regulation so that they would match E64 and E65. Also included as a suggested
127 amendment would be to designate the DCC as the destination for challenges.

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129 However, Hernandez observed that the reference to DCC as the destination for
130 challenges is already contained in 3)a)ii) of the updated Administrative Regulation.
131 Moreover, discipline committees have been determined as recommending but not
132 decision-making bodies. Echeverri pointed out that proposed new subjects will be
133 discussed by the curriculum committee and the academic senates at the local/college
134 levels, thus giving faculty members at the college an opportunity for local input.
135 Gauthier argued for maintaining the timelines previously approved by DAS, observing
136 that the requirement to involve the AFT (American Federation of Teachers/Faculty
137 Guild) would favor a longer timeline. The body reached consensus on this point.

138
139 **Appeal of Eminence Denial (El-Khoury)**
140 **MOTION: to uphold the decision of the Equivalency Committee**
141 (Hernandez/Paulsen) **M/S/P**
142

143 Hernandez recommended that the DAS meet in closed session to review personnel
144 matters, and that perhaps such a procedure could be included in any revisions to the
145 DAS bylaws.

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147 **Discussion Items**
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149 **Recommendation to Expand the Use of the Online English and Math Placement**
150 **Questionnaire for Continuing Students to Facilitate AB 705 Implementation (NEW)**
151

152 Echeverri reported that a substantial percentage of continuing students had not yet
153 placed in English and Math. A number of logistical reasons were cited. At present, only
154 new incoming students are using a web form for self-placement. To capture the
155 continuing students for English and Math placement, there is a recommendation to
156 forward the web form for those students. The alternative would be to place
157 automatically all continuing students in transfer-level English and Math.

158
159 There was much discussion on this topic, including issues related to the many different
160 options for Math placement (depending on major), and how “user-friendly” the form is.

161 There was also concern regarding turn-around time for placement (although placement
162 is supposed to be updated in 24 hours, the forms state a timeline of 72 hours, and there
163 are reports of the process taking as long as 15 days.

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166 **Motion to extend meeting 15 minutes**

167 (Stewart/Gauthier) **M/S/P**

168

169 **Agenda for DAS Consultation meeting on Tuesday, June 11, 2019 at 2:00 p.m.**

170

171 Echeverri identified the following topics for consultation: Summit date; supporting
172 active academic senates at local colleges; web form questionnaire; debt solution for
173 Southwest; resolution from the DAS related to offering English and Math classes in the
174 Fall 2019 Semester to remain in compliance with AB 705.

175

176 She also reported that she has spoken with several members of the LACCD Board of
177 Trustees regarding finding a way to resolve the issue of the Chancellor's directive to the
178 colleges to cancel all English and Math classes which are more than one level below
179 transfer for the Fall 2019 Semester. This directive was issued April 29, 2019, the
180 beginning of Tier 1 priority registration for the 2019 Fall Semester. Echeverri thought
181 that there might be legal language (referring to the cancellation of college-level courses)
182 to help the position of the DAS, which opposes the class cancellations. Also, because
183 violations of laws and statutes which affect the operation of the district and the colleges
184 are prohibited by the faculty collective bargaining agreement, the Faculty Guild might
185 become involved. The position of the DAS is that the shared governance agreement was
186 not followed, and the unilateral decision to cancel certain English and Math classes
187 impacted faculty and students unnecessarily. For example, some students do not
188 require transfer-level coursework, and thus are not mandated to take those classes
189 under AB 705 (see page 36 of the packet).

190

191 Hernandez suggested that Echeverri reach out to the executive leadership of the
192 Academic Senate for California Community Colleges (ASCCC) and request collegiality in
193 action, formerly known as a technical visit. He also recommended that the DAS request
194 additional throughput data for transfer students. For example, many of the students in
195 the LACCD began their Math coursework below transfer level, but successfully obtained
196 their degrees and transferred. In addition, there are many reasons – socio-economic
197 status, work and family issues, etc. – which contribute to students in our district taking
198 longer than two years to complete their academic goals. Those factors are not
199 addressed by AB 705. Hernandez suggested that we need different ways to think about
200 the question of student completion, and that the message that classes below transfer
201 level do no good may not be the best approach. Stewart voiced concern that El Camino
202 is offering English and Math classes more than one level below transfer, and that their
203 enrollment might benefit from Southwest not offering those courses. Echeverri also

204 noted that such district directives related to which classes to offer also interferes with
205 the colleges' ability to do enrollment management.

206

207 **E-Regulation on Students with Disabilities (E-100) (Brent)**

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209 Echeverri is requesting a faculty position to take the lead on this, since disabled students
210 might be disproportionately impacted by AB 705. Gauthier concurred, stating that
211 additional funds are necessary for the DAS to complete the volume of work which it
212 must handle, especially in light of so much new legislation. He clarified that he was not
213 referring to money for secretarial work, but, rather, funding for an executive position.
214 Support from the Board is also critical.

215

216 **College 101 and Counseling courses (Michong Park et al.)**

217 Discussed during Public Comments.

218

219 **Commencement program and professional titles (Paulsen)**

220

221 Paulsen explained how the district listing of academic degrees and titles was
222 grammatically incorrect. She will discuss this topic at consultation.

223

224 **Other Items**

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226 Echeverri and the DAS Exec congratulated Madden on his attaining tenure, and reported
227 on an acknowledgement and reception for newly-tenured faculty at the last Board
228 meeting. She also referred to and distributed print copies of the Spring 2019 DAS
229 Newsletter, and thanked outgoing DAS Treasurer Wanner for his service as treasurer, his
230 editorial assistance with the newsletter, and the many other DAS tasks he executed so
231 capably.

232

233 In the interest of time, Brent referred to written reports by the Professional
234 Development College which contained a list of upcoming events including one on June
235 21, 2019 on Teaching and Learning in the Age of AB 705, and a Leadership Institute in
236 late fall and early spring which might incorporate some items contained in the proposed
237 LACCD Plenary.

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239 Owing to the lack of time, the subsequent agenda items will be postponed to a later
240 date.

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242 **Update on AB 705 Implementation**

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- 244 • **Joint task Force: Support recommendations for English, ESL, and Math**
- 245 • **Update on English and math placement for Fall 2019**
- 246 • **Financial aid eligibility for S courses**

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248	Curriculum from outside LACCD and faculty primacy: Update on Graduation Technician position (Atondo)
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251	Planning for Spring 2019 and beyond
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253	• DAS Spring, 2019 Newsletter
254	• DAS Access and Training for Board Docs
255	• Cornerstone Professional Development Platform
256	• Professional Development Events: LACCD DAS Plenary Session in Fall, 2019?
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258	Budget Update
259	• LACCD revised allocation model
260	• College debt
261	• Other
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263	Guided Pathways – Next Steps (Miller)
264	• Upcoming Events
265	• Online Teaching and Pathways
266	
267	Future Projects
268	• Administrator Retreat Policy
269	
270	Update on Personnel Commission: CDC Faculty, Student Workers, and Counselors
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272	College Reports and Issues
273	• Administrative Vacancies and President Searches
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275	<u>Reports</u>
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277	• Officer Reports
278	○ President
279	○ 1st Vice President
280	○ 2nd Vice President
281	○ Treasurer
282	○ Secretary
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284	• ASCCC Spring 2019 Plenary
285	• Professional Development College – Brent
286	Previously reported.
287	• Guided Pathways – Miller
288	• DBC-ECDBC – Hernandez
289	• Other College, Committees, and Task Forces
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291 **Upcoming Meetings**
292 Board meeting: Wednesday, June 5, 2019 at ESC
293 Consultation: Tuesday, June 11, 2019 at ESC
294 District Budget Committee: Wednesday, June 12, 2019 at ESC
295 ASCCC Leadership Institute, June 13-15, 2019 in Sacramento
296 Board Standing Committees: Wednesday, June 19 at ESC
297 ASCCC Curriculum Institute: July 10-13, in San Francisco
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299 **Adjournment**
300 (Gauthier/Hernandez) **M/S/P**
301 The meeting was adjourned at 12:27 p.m.
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303 Respectfully submitted by Lourdes M. Brent, DAS Secretary