

District Academic Senate Executive Committee Meeting

October 20, 2017

Educational Services Center

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
East	Jeff Hernandez
Harbor	
Mission	Deborah Paulsen
Pierce	Anna Bruzzese
Southwest	Robert Stewart
Trade	Martin Diaz
Valley	Josh Miller
West	Holly Bailey-Hofmann
Guests	Adrienne Ann Mullen; Joanna Zimring-Towne

Call to Order: President Angela Echeverri called the meeting to order at 9:51 a.m.

Approval of the Agenda: The agenda was adopted as revised;
(Bailey/Bruzzese) M/S/P

Approval of the September 8, 2017 Minutes:
(El-Khoury/Diaz) M/S/P; Abstention: Bruzzese

Public Speakers: Adrienne Anne Mullen – Adult Education Update; Joanna Zimring-Towne – L.A. College Promise Coordinator

Zimring-Towne and the Educational Services Center will be working with all of the colleges to strengthen the L.A. College Promise (LACP). Although collection is still being finalized, preliminary data show that 3,800 to 4,000 LACP students are attending colleges in the LACCD this Fall Semester. The goal is to help students stay enrolled and be successful. First- and second-year plans go to the state. On October 31, 2017, colleges are asked to attend a Year 2 meeting. Reflection will take place on what went well and what needs to change, as well as what the district can do to support the efforts of the colleges. Students who are part of the LACP need to be enrolled full-time (12 units or more) and have a 2.0 GPA. However, there needs to be an appeals process for LACP students who drop below 12 units and have a GPA under 2.0.

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Governor Brown signed Assembly Bill 19, a statewide promise model. All first year community college students who are full-time and are involved in activities and retention strategies similar to those used by the LACP can participate. Unlike the LACP, AB 19 does not require that students be direct matriculates from high schools. This bill also does not require that participants have a high school diploma, GED, or other high school equivalent. It is currently unknown if AB 19 will be funded beginning Fall 2018 or 2019. It is similarly unknown if AB 19 will pick up mandatory fees (such as the student health fee) or tuition only.

Questions for us now are how will we continue to onboard the LACP students and how are we supporting the current cohort. Enrollment is up 14% at LAUSD. Pierce has largest number of LACP students (800), possibly a result of their infrastructure and outreach efforts. Harbor has largest number for its size (600), again possibly due to existing infrastructure, i.e., the Harbor Advantage. East and Valley each has 500; Mission has 400; Trade, West, and Southwest – 150-175 each (numbers are approximate). “Onboarding infrastructure” seems to be key. There is an innovation grant to fund improvement of systematic collaboration between LACCD and LAUSD. For example, every college would host breakfast meetings for high school principals and high school counselors. Data collection is important, and better tracking of students would be helpful. The Office of the Mayor and LACCD Chancellor work closely together. Conversations regarding the impact of Guided Pathways has begun.

Zimring-Towne continued her report by adding that students are taking English and Math in their first year. Enrollment management needs to be looked at to make sure that the colleges are offering the classes which students need to succeed and complete. There is money in the Innovation Grant to help with technology in the classroom and to help provide software to align with People Soft. Approximately \$250,000 to \$300,000 is available for technology.

The colleges’ drafts for Year Two of LACP are due on October 31, 2017. The LACP team leads and outreach leads meet monthly to share best practices. There will be an early alert summit on October 27th. This meeting will be at Mission to review their home-grown early alert technology system. Zimring-Towne will send information to Echeverri for the planned March and May meetings. Also anticipated will be a two-day training for all LACP representatives from Michelle Weir (NDRC) on behavioral messaging and message crafting.

Miller observed that students’ academic milestones and unit completions need to be celebrated, and digital badging can be used for this purpose. GradGuru can do this through the district. Behavioral messaging is also available through Starfish.

73 Zimring-Towne stated that Steve Zimmer, the former president of LAUSD, is now
74 working on LACP for the Mayor's Office. He is looking to establish a student advisory
75 group.

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77 LACP team and outreach leads meet at City on October 24th. Their usual meeting
78 schedule is the 2nd Tuesday of month. No meeting is planned for November; the next
79 meeting will be December 5th from 2-4 p.m. at City.

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81 Hernandez asked if this group's meeting notes are available. There are many questions
82 at the District Budget Committee (DBC) especially regarding outreach efforts. Echeverri
83 will speak with Vice Chancellor Ryan Cornner to discuss the possibility of housing these
84 notes on the LACCD Institutional Effectiveness site. Access would be available through
85 the intranet only.

86
87 Zimring-Towne reported that she has offered help to colleges. Team leads for LACP
88 work groups should not be "high level" personnel as they have little time to attend LACP
89 meetings. She also noted that LACP students who do not qualify for a fee waiver
90 depend on a third party to pay the college contract; this payment is made at census. In
91 order to prevent same-semester registration holds, Zimring-Towne recommended that
92 the district institute a policy to attach a service indicator for LACP students.

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94 Echeverri inquired about Interdisciplinary 1st year courses and how they would be
95 utilized. Zimring-Towne responded that such courses would be mandatory for high
96 school juniors or seniors. These courses would differ from Counseling 20 or Counseling
97 40 classes as these latter courses would be more in-depth. In addition, instructors for
98 the Interdisciplinary classes would meet the minimum qualifications for Interdisciplinary
99 Studies. Moreover, there would be potential for concurrent enrollment classes taught
100 by high school teachers. Echeverri noted a potential enrollment gain of 2,500 FTES. She
101 also recommended proactively involving the Counseling Discipline Committees in the
102 discussion. Hernandez suggested that these courses could be required for the California
103 Promise as well. In referring to a course outline at College of the Canyons using a similar
104 interdisciplinary approach, Miller noted that these first-year college courses could also
105 meet critical thinking requirements for the California State Universities.

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107 Adrienne Ann Mullen, District Dean of Adult Education, gave an update on Adult
108 Education. She gave a PowerPoint presentation (forwarded upon request to Echeverri)
109 and referred to an overview of strategic planning process which was adopted by the
110 President's Council meeting at their last meeting. The mission is to extend and expand
111 Adult Education with a view of K-12 as Adult Education and the LACCD as "college adult
112 education." They are in the third year of a regional grant with the goal of extending the
113 current plan. One challenge being faced is that they cannot hire an SFP.

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115 LACCD Adult Education has agreed to grow 5% this year; they have developed a regional
116 plan; have shared curriculum and pathways; and have had subject matter expert

117 participation in all 7 discipline groups. Marketing and branding of Adult Education
118 continues. Through an assessment and implementation grant, campus teams are being
119 sent to a summer CASAS institute. Data gathering and accountability of funds is
120 ongoing. They are buying 40 tablets to do electronic testing for CASAS (adult literacy;
121 math; ESL; paired with 12 hours of instruction). The group has also proposed a one-
122 page application for non-credit students which requires only local review and approval.
123 The current college application, in-paper and on CCCApply, is viewed as too lengthy and
124 a deterrent to enrollment. Mullen continued her report by stating that every campus
125 will be a GED testing site (but not HiSET). A goal of Adult Education is to align with other
126 campus initiatives, e.g., Basic Skills, Strong Workforce, etc., and amend the current plan
127 to align with state initiatives. Barriers continue to be the non-credit application (as
128 previously stated) and the paucity of Non-Credit faculty in the LACCD – there are only 5
129 tenured Non-Credit faculty in the district. The fact that they do not count toward the
130 Faculty Obligation Number (FON) is viewed as a disincentive to hire more such faculty.
131 Mullen is on a statewide committee to look at this issue, and to place it on the
132 legislative agenda. A further barrier may be the workload issue, as Non-Credit faculty
133 have a 25 hour load. Echeverri noted that the union would need to be involved in this
134 discussion.

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136 Four entry points are seen: 1) LARAEC Adult Centers; 2) College Adult Education; 3) CTE
137 Programs; and 4) AA/AS transfer. Hernandez wondered if and how the colleges could
138 establish an Adult Education bridge and how remediation classes would be viewed in
139 terms of AB 705. Mullen noted that such non-credit remediation classes could run like a
140 PACE program, and noted that most of our students enter underprepared anyway.

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142 The strategy is to put people in the workforce. It is reported that 1.5 million adults are
143 underprepared for work, with 60% at or under a 9th grade education. Valley has
144 stackable certificates to qualify students for work in the entertainment industry.
145 Onboarding adult education students continues to be a challenge. Adult Education is
146 part of the LACP, but the LACCD does not recognize HiSET for adult schools. There is a
147 multi-year plan to develop non-credit certificate programs to move into credit; have
148 pathways to jobs; and transition to credit courses. Articulation, assessment, and
149 placement are being viewed.

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151 A one-page paper and pencil version of the application for admission should be in play
152 by Winter. An electronic version with alignment with People Soft is a longer-term goal.
153 Questions such as hiring non-credit student workers (who are not enrolled in any credit
154 units and who, thus, would not qualify under current LACCD policies or federal work-
155 study criteria) remain unresolved.

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157 Professional development for adult education crosses over into many areas. Mullen will
158 be participating in an co-sponsoring an event with the DAS Professional Development
159 College (PDC).

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161 Mullen will forward recommendations and proposals to Echeverri who will forward to
162 the District Academic Senate for review at the December 14th meeting. Mullen had
163 been working with Don Gauthier on initial development, and she and Echeverri meet
164 weekly for updates. Curriculum impact is probable but unknown. Representatives,
165 including subject matter experts, from Harbor, West, and Pierce (the west side spine)
166 have had ongoing meetings. There will be a meeting next Monday at 11 at the Van de
167 Kamp Innovation Center. All are welcome.

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169 **Action Items:**

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171 **1. Resolution on Academic Rank for DAS December 2017 Meeting**

172 This item will be brought back in November.

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174 **2. Resolution on DACA Students for Fall 2017 ASCCC Plenary Session**

175 Enrollment is down as a result of the rescinding of DACA. Echeverri will write a
176 resolution or propose an amendment to the existing resolution, perhaps based
177 on the resolution passed by the LACCD Board of Trustees.

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179 **Reports**

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181 **President's Report**

182 Echeverri had already forwarded a Board update and reports on
183 District enrollment as well as the recent DAS/LACCD Summit.

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185 **1st Vice President's Report – Equivalency**

186 El-Khoury reported that the Equivalency Committee met October 9th. They are
187 updating their website, adding prior meetings and agendas. The Committee has done
188 its first review of the proposed flow chart, and members have agreed to confidentiality
189 in the review process.

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191 Echeverri noted that faculty are sometimes hired without the proper minimum
192 qualifications, and those applicants have not applied for equivalency. She stressed that
193 if applicants for faculty positions do not meet minimum qualifications then they should
194 not be hired. Miller recommended a change to a hiring form to read: "Does this person
195 meet MQs?"

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197 El-Khoury had no report from TPPC. Issues related to Computer Science are being
198 resolved. Still pending is the alignment of the course numbering systems. He will be
199 meeting with the Computer Science discipline next month.

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201 **2nd Vice President's Report – Curriculum**

202 Atondo reported that eLumen will make a presentation next Monday at 2 p.m.
203 on how their software can handle college curriculum. The CurricuNet presentation was
204 disappointing as their proposal needs more work and more faculty involvement in the

205 development. The District Curriculum Committee (DCC) does not recommend going
206 forward until all are satisfied. El-Khoury added that the district should not proceed,
207 noting that eLumen understands digital badges (which upload into ePortfolio) and
208 guided pathways.
209 Atondo will work with Miller to draft an E-Regulation related to digital badges. Nuances
210 such as the distinction between badges for curriculum milestones vs. professional
211 development need to be addressed. DCC will also make recommendations regarding
212 the interaction between local policy and district policy.

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214 Reporting on E-79, Atondo noted that the District Math Council (DMC) published a draft
215 letter to send to the LACCD Board of Trustees regarding the recent update to E79 which
216 added language that all courses that meet CSUGE Area B4: Mathematics/Quantitative
217 Reasoning and IGETC Area 2A: Math also satisfy associate degree competency
218 requirements. The DMC had concerns about Math 228B: Statway which is a course
219 offered by Pierce College as some members do not think it should satisfy competency.

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221 **Treasurer's Report**

222 Wanner reported that there is no update from the last DAS meeting.

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224 **Committee Reports**

225 **Professional Development College**

226 Brent reported on a series of faculty leadership seminars, including the LACCD
227 Chancellor, former DAS Presidents Gauthier and Beaulieu, and current DAS
228 officers/representatives/senate presidents Echeverri, El-Khoury, Atondo, Crippens,
229 Miller, and others as facilitators. Also included will be a joint presentation from the
230 Dolores Huerta Labor Institute (Mindy Chen and Jennifer Galvez) and the Sustainability
231 Institute (George Leddy). Almost all will be located at the Van de Kamp Innovation
232 Center (VDK). Education 240, Online Teaching and Pedagogy, will be taught as a hybrid
233 class through Valley. The in-class component will be at VDK.

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235 **College Reports**

- 236 ○ **Progress on Development of Guided Pathways**
- 237 ○ **Other Issues: Enrollment, Hiring, Senate Support, Integrated Plans**
- 238 **(BSI/SSSP/Equity), Bond**

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240 **Discussion**

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242 **Recent Legislation**

- 243 ● **AB 705: Impact on Math, English, ESL, Reading, Developmental**
- 244 **Communication, Basic Skills, Noncredit**
- 245 ● **AB 19: California Promise**
- 246 ● **SB 1358 and definition of low cost textbooks**

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248 **Guided Pathways update and possible mini-summit**

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Proposal for Interdisciplinary Student Success Course (new) – previously discussed

Pierce – Bruzese reported that Pierce has two task forces on guided pathways – one which is solely a Senate committee and the second which is a College Council task force (also with senate representation).

Southwest – Stewart noted that southwest has a cross-functional group – the senate is at the lead and the college president is onboard with their efforts. Bond-related issues continue.

Mission – Paulsen reported on the formation of a guided pathways steering committee.

Miller observed that there must be an icon for classes with zero cost for textbooks, but materials fees may be included. No icon is required for low-cost textbooks. There is a resolution at the Fall 2017 Plenary Session related to No-Cost/Low-cost textbooks. However, there is no standard definition of what is a “low-cost” textbook. This issue will be discussed at the December DAS meeting. There was continued discussion regarding having reserve copies of books in the college library, defining the cost of materials for disciplines in which materials are generally more expensive, and using symbols for materials fees, e.g., art supplies. Wanner recommended a definition of low cost as being the lowest of all of the colleges. Echeverri concluded the discussion by suggesting there be a motion to be noticed in November for action in December.

Valley – Miller reported a Canvas course to be offered in January; he will forward as soon as he has the logistics.

Echeverri suggested a mini summit on guided pathways at Valley, and noted the importance consistency and understanding of what other colleges are doing. Hernandez observed that the sharing of information and best practices is helpful, and it is also important to know about personnel possibilities to employ guided pathways. Echeverri also recommended a time set aside for discussion during the January retreat. Other options for sharing best practices could include Canvas or the LACCD website.

Additional suggestions included a March 2, 2018 Discipline Day, perhaps at Valley, or a Fall Discipline Day to include faculty from Math, English, ESL, Developmental Communications, and Non-Credit. Echeverri will coordinate a Fall 2018 date and time with El-Khoury; senate presidents can identify the discipline faculty. Hernandez stressed the importance of broad-based faculty involvement.

The following agenda items were noted for further discussion at the November meeting:

- **SSSP/BSI/Equity integration plans
- **Draft approval process for digital badges
- **Implementation of SIS and CurricuNet
- **DAS Representation and organization

293 ○ Membership Update: District Discipline Committee
294 ○ Committee Representation
295 ○ Distribution and use of Senate local assistance funds
296 **California State University Executive Order on Assessment and Remedial Education
297 Requirements
298 **LACCD Shared Governance Consultation Process
299 **E-115 and Process for Creating a New Subject
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301 **Adjournment**
302 The meeting was adjourned at 12:38 p.m.
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304 Respectfully submitted by Lourdes M. Brent, DAS Secretary