

District Academic Senate Meeting

Thursday, October 11, 2018

Los Angeles Trade-Technical College, K-126

MINUTES

Attendance

	Present (Senate Presidents in parentheses)
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Dan Wanner (Treasurer), Lourdes Brent (Secretary)
City	(Dan Wanner), Kamale Gray,
East	(Jeff Hernandez), Lurelean Gaines, Alan Khuu, Jean Stapleton
Harbor	(Van Chaney)
Mission	Tracy Harkins
Pierce	Margarita Pillado
Southwest	(Robert Stewart), Stephanie Arms, Monica Garcia, Joanne Grey
Trade	(Martin Diaz), Ashraf Hosseini, Derek Majors, Deirdre McDermott
Valley	
West	(Holly Bailey-Hofmann), Casey Hunter
Guests	Laurence Frank (Trade); Marcia Cagigas (East); Cindy Cruz (Trade); Monica Garcia (Southwest); LaTanga Hardy (Trade); Jennifer Ortiz (Trade); Alicia Rodriguez-Estrada (Trade); Diane Stein; Joanna Zimring-Towne (ESC)

(Senate Presidents in parentheses)

Before beginning the meeting, LATTC President Larry Frank welcomed those present and announced that the LATTC Foundation will have its annual fundraiser this evening.

Call to Order:

President Angela Echeverri called the meeting to order at 1:35 p.m. She called everyone's attention to information distributed related to Math and English placement in AB 705.

Approval of the Agenda:

The agenda was adopted as written
(Gaines/Stewart) **M/S/C**

Approval of the Minutes:

The minutes of September 13, 2018 were approved as written
(Gaines/Stewart) **M/S/C**

Public Speakers:

Update on L.A. College promise (Joanna Zimring-Towne)

29 Zimring-Towne distributed district completion data for the first year cohort. The LACCD
30 implementation of the L.A. College Promise (LACP) is intended to provide a holistic first-
31 year experience for new students. Structured supports include fee waivers, success
32 activities, and priority registration. The LACCD had 4,067 participating in the L.A.
33 College Promise district-wide during the Fall 2017 Semester. Data for the 2017-2018
34 cohort indicate that a significant number of students are completing English and Math
35 within one year. If these completion statistics remain consistent, they would prove
36 helpful in obtaining apportionment using the Student-Centered Funding Formula.
37 Preliminary data also show higher persistence rates and a greater completion of unit
38 benchmarks as compared with the general student population. Now that AB 19 is in
39 effect, Zimring-Towne reported that it is anticipated that more students will apply for
40 and receive Pell Grants. In order to qualify, students must complete either the FAFSA or
41 the AB 540 Dream Act application electronically; paper fee waiver applications are no
42 longer accepted. Fall-to-Fall persistence rates are higher in raw numbers, although the
43 persistence rate was about the same as the comparison group. Thus far, 5,200 students
44 participated in LACP this academic year, which represents a 25% increase over last year.
45 This number is anticipated to increase by 300 after the commencement of late-start
46 classes this semester. A scholarship for second year students will be provided by the
47 Mayor’s Office. To qualify for the second-year LACP scholarship, students must have
48 completed 24 units by the beginning of the Fall term with a cumulative GPA of 2.0.
49 Approximately 1,600 students will be in this second-year cohort.

50

51 As part of College Promise Educators, English and Math faculty from the LACCD as well
52 as their counterparts in L.A. Unified will meet at L.A. Valley College on October 20 and at
53 East Los Angeles College on October 27. Flyers will be distributed to English and Math
54 faculty; a \$100 stipend is available. Career Guidance Counseling Assistants (CGCAs) are
55 “success coaches” at each college in our district. These student workers are
56 paraprofessionals who are either in graduate school or are in their upper division
57 baccalaureate programs, and are majoring in psychology, counseling, or a related field.
58 These paraprofessionals also assist counselors in facilitating career workshops, and
59 provide referrals for students to various on-campus resources. There is currently a one-
60 million-dollar surplus in the LACP budget, and it is recommended that this money be
61 made available as direct aid to students, such as a U-Pass (\$140 value), a voucher for
62 books, or a voucher for the college cafeteria (\$150 value). Students would choose which
63 they would prefer. Tutoring availability varies per college. It is not possible to
64 determine which interventions for LACP participants are helping students persist as
65 students are also part of other student support programs such as EOPS.

66

67 Legislative changes affecting the Child Development Centers

68

69 Marcia Cagigas, the Child Development Center Director at East Los Angeles College,
70 spoke to the DAS about the recently-enacted AB 2160, which limits the use of student
71 workers in the part-time playground position category. Thus, the LACCD Personnel

72 Commission would eliminate many positions effective December 2018. This action
73 would severely impact the Child Development Centers' capacity to operate.

74
75 Senators were reminded that the Child Development Centers also provide the
76 laboratory settings for many observation classes taught in Child Development – courses
77 which are required for certificates, degrees, university transfer, and Matrix permits.
78 Eliminating or severely curtailing access to such observation venues for our students
79 could limit their completion outcomes, thus proving potentially deleterious to the
80 colleges and the district under the student-centered funding formula. Other students in
81 the social and behavioral sciences would also be affected since they would also lose an
82 observation setting. These Centers also provide child care for our students, especially
83 those in GAIN/CalWORKs and CARE, students who would find it extremely difficult to
84 attend college without reliable child care. The District Academic Senate was asked to
85 investigate further.

86

87 **Action Items:**

88

89 **1. Resolution on Adequate Funding for Tutoring and Student Concurrent Support**
90 **under New Budget Allocation Model**

91 (Pillado/Hernandez) **M/S/C** It was noted that this motion carried unanimously.

92

93 Referring to the October 10, 2018 meeting of the Board of Trustees, Echeverri noted
94 that the Board is concerned that adequate funding for tutoring be provided, especially
95 in light of AB 705. It is feared that colleges which are in debt will focus on the
96 elimination of that debt, and take resources from student support areas such as tutoring
97 in order to balance their budgets. Echeverri stressed that the DAS needs to go on the
98 record to state that supporting students is critical to the successful implementation of
99 AB 705. With respect to the student-centered funding formula, students for whom we
100 provide support now will graduate in 2-3 years, thus contributing to the completion
101 numbers for individual colleges and for the District as a whole.

102

103 Hernandez observed that the greatest allocation related to completion is through
104 students obtaining their certificates and degrees. Although colleges may be concerned
105 about their short-term budget problems, the colleges and the District need to think
106 long-term. The DAS needs to draw attention to the resources that the students need
107 now, and applauds Echeverri for bringing it to the attention of DAS and the Board.

108

109 Echeverri noted that, through representation at the District Budget Committee (DBC),
110 faculty will push to have line items for student support. Hernandez observed that the
111 district budget allocation model and minimum base funding need to be re-examined.
112 Such conversations will be taking place at DBC and the Executive Committee of DBC
113 (ECDBC), and periodic reports will be given. The DAS and the district as a whole need to
114 look at how our colleges will be helping students complete and, under the student-
115 centered funding formula, generate income for the district and the colleges. Speaking

116 on behalf of this resolution, Hernandez went on to argue that this resolution applies to
117 all of the colleges. Placing restrictions on funding, such as allocating funding specifically
118 for tutoring, ensures that those monies are spent for direct aid to student success
119 instead of being made available to help balance deficits in a college's general fund.
120 Echeverri also noted that not all students have access to Net Tutor, a service available
121 through Canvas, as not all faculty use Canvas or have Canvas shells. She went on to
122 recommend that DAS work with the district to re-examine faculty and student access to
123 Canvas, as such access is likely to become an equity issue. At present, different colleges
124 have different policies regarding faculty access and the automatic setting-up of Canvas
125 shells.

126

127 **2. Resolution for ASCCC Fall 2018 Plenary to Develop a Paper to Update Budget**

128 **Considerations – A Primer for Senate Leaders (2009)**

129 (Hernandez/Khuu) **M/S/C** It was noted that this motion carried unanimously

130

131 Speaking in support of the motion, Hernandez observed that the original paper, passed
132 by the ASCCC in 2009, was meant to help senates throughout the state, as well as to
133 provide faculty with information on how California Community College budgets work. In
134 years past, allocations were based on the number of full-time equivalent students
135 (FTES). As we see the implementation of a new funding formula, it is necessary that
136 ASCCC update their paper. In addition, it is recommended that Academic Senate for
137 California Community Colleges (ASCCC) bring such a draft to the Fall 2019 Fall Plenary
138 Session, to correspond with the continued roll-out of the student-centered funding
139 formula. There is a sense of urgency here as faculty need to be well-versed in these
140 areas.

141

142 **Old Business and Discussion Items**

143

144 **1. Summary of AB 705 Placement Models in CCC Apply for Fall 2019 Admissions**

145 Referring to a handout in the packet, Echeverri observed that October 5, 2018 is the
146 deadline for colleges to submit their English and Math placement models for use in CCC
147 Apply. District Dean of Curriculum Dan Keller will be programming PeopleSoft
148 accordingly. English and Math faculty should be drafting these outgoing messages for
149 prospective students. Echeverri observed that bridge courses and boot camps are not
150 calculated in the one-year requirement for the completion of transfer-level English and
151 Math courses required in AB 705. Students also seem to be aware of AB 705, and are
152 requesting to take transfer-level English and Math courses as is contained in the
153 legislation.

154

155 Arms asked what will happen to Reading and Development Communications instructors
156 who would not be teaching in those disciplines if the courses were archived in
157 anticipation of the full implementation of AB 705. Echeverri reported that Equivalency
158 Coordinator Eloise Crippens will be working with district Human Resources to find other
159 areas in which they would meet minimum qualifications. Those faculty members are

160 also seeking equivalency in other disciplines; additional education and training might be
161 required. On matters concerning faculty loads, the Faculty Guild would become
162 involved.

163
164 Pillado reported that colleges which continue to require prerequisites must collect
165 throughput data. The California Community College Chancellor's Office (CCCCO) has
166 sent information to Curriculum Chairs and Chief Instructional Officers. Hernandez noted
167 that there might be different data collection requirements for existing versus new
168 courses, and suggested that we obtain clarification from the CCCCCO or ASCCC.

169
170 There was continued discussion regarding the English and Math tiers, the messaging for
171 prospective and continuing students who wish to register in English and Math courses,
172 and the role of counseling related to guided self-placement.

173

174 **2. Update on Guided Pathways and Program Pathways Mapper**

175 Echeverri reported that DAS requested two faculty Guided Pathways Coordinator
176 positions at a reassigned time of .6 and .4. After many delays in posting, including
177 advertising incorrect salary information, there were very few applicants. The District
178 will re-post. Referencing page 11 of the packet, Echeverri noted that the District has
179 grant funding to implement the Program Pathway Mapper. Thus, the district would pay
180 for the computer program and support faculty leads at each college at .4 reassigned
181 time to coordinate the college work. District Curriculum Dean Dan Keller will be
182 responsible for the cleaning of curriculum. Although the District must commit to this
183 project in Fall to obtain the grant funding, colleges may opt in at a later date. Janet
184 Fulks from Bakersfield Community College is scheduled to speak about the program
185 mapper at the LACCD/DAS Summit on October 26, 2018. This summit was originally
186 scheduled to take place at City, but we will be relocating to East to accommodate
187 administrators attending another event.

188

189 **3. Budget, New Funding Model, and FON**

190

191 Hernandez reported that at the last meeting of the District Budget Committee (DBC), we
192 were told that we should know the Faculty Obligation Number (FON) targets by the next
193 DBC meeting. At present, FON is calculated based, as the college's budget is based, on
194 the number of full-time equivalent students (FTES). However, since the District and
195 college budgets will now be based on FTES, Equity, and Completion, the FON calculation
196 will need to change as well. Stewart also observed that the state will provide additional
197 funding for more than 50 additional faculty positions in the District. Hernandez added
198 that this is permanent funding from the state, and that these 50 positions will be
199 expansion positions (excluding replacements). He also reminded the Senators that the
200 75/25 full-time to part-time faculty ratio is a minimum; it is not a goal. Echeverri
201 encouraged the faculty hiring prioritization committees of the local senates to take
202 advantage of such an opportunity.

203

204 **4. eLumen and ECD Status**
205 El-Khoury reported that Vice Chancellor Ryan Cornner met with representatives from
206 eLumen. Contract and price negotiations continue. Faculty will continue to use ECD
207 until further notice, although the district is no longer supporting it. There is much
208 concern about what the faculty and the district will use should ECD become completely
209 unusable. Continuing his report, El-Khoury believes that eLumen will ultimately be more
210 cost-effective than its competitors, and will also be able to interface with student
211 learning outcomes and guided pathways. Echeverri will follow up with Cornner, and will
212 also request a status report for the DAS.

213
214 **5. Committee Assignments: District Discipline Committees, task forces, and other**
215 **committees**

216 Echeverri continued to encourage faculty participation on committees.

217

218 **New Business/Discussion Items**

219

220 **1. Aligning Subjects with Disciplines and Minimum Qualifications**

221 Echeverri reported on progress toward the revision of Administrative Regulation E-115,
222 the Alignment of Subjects with Minimum Qualifications Areas (Disciplines). She
223 requested that Senators review the document on page 86 of their packets.

224

225 **2. Proposed Changes to Student Employee Job Classifications**

226 Referring to information on Page 13 of the DAS packet, Echeverri noted that the district
227 has new student worker categories. Some categories are still being reviewed, and
228 others have been collapsed. Discussion continued on AB 2160 (previously reported).
229 The Child Development Center Directors are expressing their concerns to Vice
230 Chancellor for Human Resources Albert Roman. Echeverri stated that the DAS will
231 review the situation since it affects student preparation and success and also relates to
232 institutional planning.

233

234 **Motion to extend 10 minutes**

235 (Stewart/Gaines) **M/S/C**

236

237 **3. Including Senate President on Communications on Guided Pathways**

238

239 **Motion:** For the District to follow the model of the Guided Pathways framework coming
240 from the State Chancellor's office by copying the academic senate presidents on the
241 distribution list when district administrators are emailing college administrators (such as
242 vice presidents) regarding Guided Pathways implementation.

243 Hernandez/Khuu **(M/S/C)** – Adopted as a matter of urgency

244

245 In the interest of time, the following reports were omitted or truncated:

246

247

248 **Reports:**
249 **1) President’s Report – Echeverri**
250 Echeverri requested that the Senators review their packets for important information,
251 including the Interact Communications report to the district on the efficacy of social
252 media for outreach and recruitment, as well as upcoming events, including the 2018
253 ASCCC Fall Plenary Session and the Area C meeting.
254
255 **2) First VP Report – El-Khoury**
256 No additional report
257
258 **3) Second VP Report – Atondo**
259 No report
260
261 **4) Treasurer’s Report – Wanner**
262 Wanner reported that mileage claim reports will be distributed in December.
263
264 **5) Standing Committee Reports**
265 **Professional Development College – Brent**
266 Brent gave a brief report on upcoming PDC events.
267
268 **6) District Budget Committee – Hernandez**
269 No additional report
270
271 **Future dates:**
272
273 **District Curriculum Committee:** Friday, October 12, 2018 at ESC – 12:00-2:00 p.m.
274 **Area C Meeting:** Saturday, October 13, 2018 at Compton Community College
275 **2018 LACCD DAS Summit:** Friday, October 26, 2018 at City
276 **ASCCC Fall 2018 Plenary:** November 1-3, 2018 (Irvine)
277 **Consultation:** Tuesday, November 14, 2018 at ESC Hearing Room 2:00 – 3:30 p.m.
278 **DAS Executive Committee:** Friday, November 16, 2018 at ESC 9:30 a.m. – 12:00 p.m.
279 **DAS Meeting:** Thursday, December 13, 2018 at Mission 12:30 – 3:30 p.m.
280
281 **Adjournment**
282
283 The meeting was adjourned at 3:50 p.m.
284
285 Respectfully submitted by Lourdes M. Brent, DAS Secretary