Call to Order and Approval of the Agenda: President Angela Echeverri called the meeting to order at 9:50 a.m.

The agenda was adopted as amended: Add hiring of curriculum dean (Echeverri); and prerequisites in PeopleSoft (Miller) \( \text{M/S/P} \)

Approval of the Minutes: January 19, 2018

The minutes were approved as written (Stewart/Miller) \( \text{M/S/P} \)

Public Speakers:

None

Action Items

Motion to Restore Faculty Involvement in Interactive Process for Developing Districtwide Policies and Procedures for Disabled Students - West

The DAS Executive Committee discussed this motion in anticipation of its being on the March 8\(^{th}\) DAS agenda as an action item. Echeverri reported that West instructor,
Richard Olivas, spoke at the February 8 DAS meeting to give the background and the context for this motion. A disabled student at West was not given the proper accommodations for an examination. This student filed a complaint with the Office of Civil Rights (OCR), which did an investigation. Their investigation upheld the complaints of the student. West’s DSPS (Disabled Student Program and Services) Office drafted a revised policies and procedures document. The objection from Olivas is that the local senate was not involved in the drafting of this document, that faculty were taken out of the process, and that classroom faculty would no longer be permitted to proctor their own exams. Olivas would like the DAS to weigh in on this topic. Continuing her report, Echeverri stated that disabled students not having access to instructional faculty during examinations could also put those students at a disadvantage because the students could not ask questions. Moreover, taking lab exams outside of the laboratory, in a DSPS office for example, would be problematic. The Academic Senate at West approved a motion to restore faculty involvement in the interactive process for DSPS students. The consensus was that the motion needed to be revised due to questions about the term “interactive process” and what the proper solution would be.

Discussion continued, centering on these questions: Is this an academic and professional matter? What policies and procedures are in place at the local colleges? How are they implemented? Have there been difficulties and what have they been? Is there a District policy related to accommodations? What exactly is the motion from West asking for? What is the appropriate venue for DAS involvement? Echeverri stated that she would review and suggest revisions for the motion from West, incorporating the topics discussed at this meeting; that motion will be an action item at the March DAS meeting at Pierce.

Resolution in Support of Categorical Funding at the California Community Colleges – Brent

Brent reported on the Governor’s request to “flex” categorical programs into block grant funding in time for the May Revise. The State Chancellor’s Office (CCCCO) distributed an electronic survey to determine how this change could be enacted. Brent argued that categorical programs range from long-established programs (such as EOPS in 1969) to new programs (such as Strong Workforce) which are closer to grant funding than categorical. Categorical programs also range from providing funding for adjunct faculty office hours to providing services for underrepresented students. Thus, it would be difficult to amalgamate such programs. In addition, it is only their categorical status which prevents them from being used to backfill budget deficits in unrestricted funds. If greater accountability is being sought for categorically funded programs, converting them all into one block grant would not be the solution. An unintended consequence would be that programs for disadvantaged students might be “competing” with each other. Some suggested revisions to the resolution were made, and the amended resolution will be an action item at the March DAS meeting. Hernandez and Stewart will
have similar resolutions at their respective colleges, and will sponsor the perfected resolution which passes at DAS, or a variation thereof, at the Area C meeting for discussion and vote at the 2018 ASCCC Spring Plenary Session.

**Discussions**

**Update on CurricuNET and eLumen**

El-Khoury tested CurricuNET, based on a file originally sent by Bobbi Kimble, and reported various problems related to curriculum he could see from Southwest. Some examples were: courses reported on the CurricuNET database as belonging to Southwest that did not belong to that college; courses which were not approved but were reported as having been approved, and vice versa; improper labeling of courses; double counting of classes, etc. El-Khoury went on to describe the problems with the filter algorithms in that company’s software. With no integrity in the database, results cannot be trusted. El-Khoury stated that software difficulties were reported by Bobbi Kimble; he will meet with Vice Chancellor Cornner today. Continuing his report, and based on the reported problems and lack of resolution of those problems, El-Khoury’s professional opinion is that the district should not implement CurricuNET, and should explore other options which have more reliability and are more responsive to the current and future needs of the district and its faculty.

Stewart reported that he attended an SLO symposium and the faculty with whom he spoke whose colleges are using CurricuNET are changing to different companies and software.

Echeverri stated that the District could remain with ECD until an adequate replacement is found. eLumen will be at Discipline Day on March 2nd, and faculty members will have an opportunity to review and evaluate their curriculum software at that time. Cornner wants to be sure that the defects in CurricuNET are documented, and that the company is given an opportunity to address those deficiencies. If they are not, then the District could consider cancelling the contract. Hernandez observed that the Board may be willing to pay to get out of a contract if there is documentation that the anticipated deliverables will not be met, and that it will be more expensive in the long run.

**New California Community College Budget Model: Enrollment, Completion, and Financial Aid**

Hernandez reported on budget simulations using the new formula (50% based on FTES: 25% on financial aid recipients; 25% on student completion), and noted that all completions (each certificate and each degree) are counted in this formula. Therefore, a student receiving two certificates and two degrees could be counted four times. Echeverri distributed information related to the new funding formula and noted that, in the 2018-19 fiscal year, each district would decide whether their summer FTES could be used for the current or the subsequent year. However, districts cannot shift its summer
FTES between fiscal years. Hernandez observed that, in one scenario, the budget formula would have adverse effects on the LACCD. In the current year, apportionment will be distributed based on the current funding model. Districts will be “held harmless” next year, but that full implementation would be in 2019-20. The Executive Committee of the District Budget Committee (ECDBC) is running budget simulations, but those simulations are not being run at the college level. For example, colleges should consider global perspectives on enrollment management and staffing, increasing staffing in Financial Aid, for example, to increase apportionment based on financial aid recipients. Wanner reported that City made an effort to increase degrees and certificates. There was a one-year boost due to the resolution of previous coding problems. However, such fluctuations may be false prognosticators for future budget development. Echeverri noted that this would be a good time to address and resolve problems in PeopleSoft, especially in relation to Admissions and Records and Financial Aid, as future difficulties have the possibility of having a significant impact on the District’s ability to collect apportionment. It is also an excellent time to collect data, including completion data, to assist in enrollment management, predict how many sections of classes to offer, etc.

Discussion on 115th fully online college implementation and the meaning of the regular effective contact in the hybrid format

Stewart will ask Jessica Drawbond to address the issue of regular effective contact for distance education at Discipline Day. Miller observed that the fully online college is using a paradigm out of workforce and not out of higher education. It appears that the state has partnered with the corporate world in the development of this model. Hernandez is hopeful that we can have some influence through the ASCCC. He doubts that this fully online college will have an academic senate, and, as a result, might not have shared governance or enforce minimum qualifications for faculty. El-Khoury noted that Southwest has an annual budget of $28 million. However, the proposed fully online college will have a start-up cost of over $100 million and a yearly operational budget of $20 million—a great deal of money in comparison to the “brick and mortar” colleges with fixed non-instructional operating expenses.

Enrollment Update

SIS and Financial Aid Concerns
SIS Electronic Suggestion Box

Echeverri discussed at consultation financial aid concerns and a suggestion box related to SIS. Cornner has set up a site for suggestions, but there is no information on who is staffing the site, who is collecting the suggestions, and what is happening to feedback being received. In December, the Board realized that there was something wrong with the new SIS, but did not have a full understanding about the causes and effects. Paulsen stated that Huron is making a report, and the college senate presidents were interviewed. Echeverri noted that follow-up with district IT would be difficult due to the
26 current vacancies in that department. El-Khoury emphasized the necessity for accountability, given that a common thread for enrollment decline among the colleges is based on financial aid problems in PeopleSoft, and wondered if the new funding formula would exacerbate these problems.

Echeverri continued, referencing a meeting she had with the Chancellor on January 2nd, and expressing concern about the impact on students of ongoing problems with the processing and disbursement of financial aid. She reported that Cornner claimed that there was a three-week delay in financial aid processing during the winter intercession, but that in the spring the delay was only three days. Hernandez urged that conversations take place at DBC to make recommendations about where we put our resources as a district to get enrollment, financial aid, and completion in order to obtain funding, especially in light of the new funding model. With different funding formulas, we need to change the way we see enrollment management. Trustee Moreno noted that there were contract extensions and raises for the college presidents yet, seemingly, no accountability. Hernandez believes that difficulties need to be addressed in the allocation model to incentivize potential recipients of financial aid. Stewart recommended that the district as well as individual colleges allocate funds to address difficulties in Admissions and Records as well as Financial Aid. Referencing her written Board Report, Echeverri observed that we are not breaking even as a district, that even with student headcount creeping upward, class efficiency is down. Mission’s enrollment was up due to a concerted effort to manage class enrollment and to walk students through the registration process.

Hernandez would like to have more persons at each college have the higher-level access to PeopleSoft needed to solve problems related to SIS. At DBC, he asked for but did not receive a list of best practices, and suspects a tendency to not want to pinpoint where problems are. Where data are inaccurate or incomplete, analysis and intervention are not possible. Echeverri observed that college presidents are each making different recommendations to increase enrollment at their own colleges, but that it is striking that no coherent strategy is present or is being articulated. Wanner stated that cancelling classes too aggressively has a long-term deleterious effect on enrollment. A consistent schedule of classes assists both the students and the college in planning for the future. However, he does not see an unmet demand for classes at City, and that college is not turning students away. Echeverri reported that Trustee Moreno requested a report on 5-year enrollment trends throughout the district. Hernandez noted that lower enrollment at East was very likely due to the aftermath of the 2016 presidential election, the precarious status of DACA recipients, and the concomitant uncertainty of all undocumented students.

Enrollment Crisis Task Force
Echeverri reported that Vice Chancellor Ryan Cornner has been identified as the administrative lead for this task force.
FON and FT Faculty Hiring for 2018-19

Hernandez reported that the AFT and DAS were not in agreement at DBC on the number of full-time tenure-track faculty the district should hire in the approaching academic year. There were two motions, and both lost: 1) Hire 68 if we report 103; 2) Hire up to 129. Since both motions failed, the college presidents will just do “emergency hires” at present. They are also still considering paying the state fine of $75,000 per faculty position below the FON per year instead of hiring faculty members, citing the uncertainty of enrollment and the budget as well as the potential long-term financial investment in faculty. Echeverri stated that such an approach was short-sighted, and argued that hiring 68 faculty members next year was not unreasonable. She went on to report that Joseph Perret, one of the DAS representatives to DBC, had resigned. In order to have a full complement of DAS representatives to DBC, she has appointed Brent.

ESC – Dean of Curriculum

Echeverri reported that the position of Dean of Curriculum and Instructional Support Services at the District, the position formerly held by Bobbi Kimble, was being announced. However, AFT Faculty Guild President Joanne Waddell had concerns, according to Echeverri, and has halted the position from going forward, at least at present. A copy of the job announcement was distributed to those members of DAS Exec present, and was discussed. One duty listed in the job description identified as a possible area of concern was: “Provide leadership on current curriculum issues in an effort to improve curriculum and the curriculum development process.” Hernandez observed that leadership on curriculum should be provided by the faculty as it is clearly in the 10 + 1, and provided the following alternative language: “Serve as a resource for district faculty to assist the DAS on efforts to improve the curriculum process.”

Another possible element of contention was the following: “Provide supervision to academic faculty on release for District functions related to curriculum and equivalency.” Atondo noted Vice Chancellor Cornner included this language to satisfy Human Resources concerns and to ensure that the position was one of a dean (an academic administrator) and not a classified manager. Brent suggested that the reference to “supervision of faculty” was likely in the Teamsters contract. Hernandez confirmed. Miller recommended compliance with the Teamsters’ contract language so that the Curriculum position be an academic administrator in order to help ensure that an individual with the required experience be hired. Bruzzese referenced an agreement between the Faculty Guild and the Teamsters which states that the AFT needs to sign-off on new positions. Echeverri recommended the removal of the “equivalency” function from that section. Hernandez suggested a memorandum of understanding (MOU) or contract interpretation to clarify the intent of any problematic language in the position announcement, and also suggested the following revision (in italics): “Provide supervision...as agreed upon through consultation with the District Academic Senate.”

Faculty Role in Administrator Evaluations
Echeverri suggested commencing with the presidents and vice presidents.

**DAS Goals for 2018-2019**

Echeverri will place this topic on the March DAS Exec agenda.

**Guided Pathways Update**

Echeverri asked for volunteers to participate in a breakout session at Discipline Day. Hernandez recommended that discipline faculty spend time to discuss possibilities, then move into identifying meta-majors. A short timeline is not helpful.

**Planning for upcoming events**

**Spring District Discipline Day March 2, 2018 at Valley**

Echeverri reported that 250 registered for this event. A number of breakout sessions are planned. Many thanks to Valley for hosting. Miller also suggested an OER (Online Educational Resources) summit for the District.

**DAS Representation and Organization**

**Membership Update – District Discipline Committee**

Local Senate Presidents and Discipline Committee Chairs are requested to send updated lists to El-Khoury.

**E-115 and Process for creation of a new subject**

Atondo will call a preliminary meeting.

**Proposal for Interdisciplinary Student Success Course**

Atondo reported that no action can be taken on this suggestion until E-115 is revised.

**LACC&D shared governance consultation processes**

Echeverri reported that no progress has been made on this process since there have more pressing and immediate concerns.

**Other**

**Prerequisite Concerns**

Miller reported that a number of students did not meet prerequisites for Psychology classes at Valley. He added that when asked about this President Endrijonas replied that the District did not sweep enrollment. Faculty are concerned that under-prepared students are enrolling in classes, which may precipitate a conversation about prerequisites in general. Also, this discussion may well dovetail into conversations related to AB 705. The question is: Do we want to take a position? Hernandez and Echeverri suggested that colleges may not be sweeping for prerequisites as enrollment is down and there were missing grades and data last year due to problems with the data.
sync from DEC to PeopleSoft. Miller suggested that we look at the success numbers for
these students, to see whether they are more successful than not. Echeverri and
Hernandez concurred, suggesting that this would be a good opportunity to collect data
on student success. Admissions and Records should look at a possible violation of Title
5, however.

Reports

Officers

1. President’s Report – Echeverri
Echeverri reported that due to programing problems PeopleSoft, the new Student
Information System (SIS) is not letting students enroll in late-start classes. To help
mitigate this situation, fourteen new sessions were created to let students enroll in
such classes. In addition, enrollment holds are scheduled to begin on the day prior
to the first day of the semester. Other changes included updating the transferability
of classes, adding a menu item so that students can change their home college,
modifying dispersal dates for Pell Grants and Cal Grants, and adding course
descriptors of classes offered at single colleges. All other course descriptors should
be completed by the appropriate discipline faculty by May 25th. Because there is no
staff available to enter the data, these descriptors will not be in the schedules of
classes for the Fall 2018 Semester where priority registration begins in late April.

2. First VP Report – El-Khoury
No new report.

3. Second VP Report – Atondo
Atondo reported that CurricuNET testing will occur March 9th and 10th.

4. Treasurer’s Report – Wanner
Wanner reported a meeting to develop next year’s DAS budget. He recommends
putting the $3,000 in the college accounts immediately after the funding arrives
from Sacramento, and not wait to receive the reciprocal $400 from the colleges.
However, the expectation remains that the local senates forward their $400
contributions in a timely manner. He further reported that the employee who
processes the paperwork related to mileage reimbursements retired and then
was currently no replacement. Wanner requested patience. Conference
requests for the Spring Plenary Session should be completed as soon as possible.
Wanner will send out a template on Monday, February 26th. He also reminded
everyone that the Area C meeting will be March 24th at Glendale Community
College.

DAS Standing Committees

PDC – Brent
Brent distributed a current list of Faculty Leadership Seminars and reported that participation had been very good among faculty members and that feedback was positive. The DAS Professional Development College (PDC) is also offering a late-start hybrid class through Valley – Education 240, Online Pedagogy and Teaching Modalities. Miller reported that he had been contacted by the district distance education (DE) coordinators who objected to the following: 1) The instructor, Dr. Ayesha Raneall, was not DE certified; 2) The instructor did not have a long history of teaching online; and 3) The instructor is not qualified to offer, nor is the class the appropriate venue to offer, a DE certification to course participants at the completion of this class. Miller reported that the instructor is indeed DE certified, having completed the appropriate requirements through Valley. He will speak with his area dean to make sure that the DE list is accurate. Brent continued by stating that the class is not intended to offer DE certification upon completion. Wanner recommended that that fact be clearly stated to avoid confusion. Brent also noted that this course is not unique to the PDC; it has been offered through West for some time, without complaint or inquiry from the DE coordinators. Moreover, this course is being taught through the Education discipline because the emphasis is not on the technology related issues pertinent to teaching online, but, rather on the learning theories particular to online and hybrid modalities. Dr. Randall has taught classes in a hybrid mode for the PDC before, and participant feedback has been positive. Miller stated that the DE coordinators will send him a list of their concerns, which he will address with them as the department chair, but will also bring that list to the next PDC Steering Committee meeting for review and discussion.

DBC – Hernandez

Hernandez continued a discussion, originated at the February 8th meeting of DAS, regarding a possible Memorandum of Understanding (MOU) from the Faculty Guild to make the credit English and Math and noncredit English and Math workloads comparable. This matter is being reviewed by the AFT for its workload issues and by the Academic Senate for minimum qualifications considerations, and other academic and professional matters. Noncredit English and Math faculty have a 25-hour load; credit English is 12; credit Math is 15. Hernandez went on to report that the Senate at East is recommending that class size for English 28 and 101 be set at the contract goal of 34. Currently, the enrollment cap is set at 45 for those classes. Echeverri noted that the LACCD Board of Trustees is investigating the possibility of including non-credit faculty in the FON (faculty obligation number).

Wanner inquired about the status of the contract with InterAct, and wondered how effective they were in their social media outreach and student recruiting efforts. Referring to a Board presentation in January by InterAct, Echeverri reported that thousands of interest “clicks” had been logged and ads are on Facebook, but that our district-wide enrollment was still down 10%. Whatever interventions are occurring are insufficient, she stated. Systemic problems continue, and students are still unable to register in late-start classes.
College and/or Committee Reports
None due to time constraints

Upcoming Meetings
- Spring District Discipline Day March 2, 2018 at Valley
- Board Meeting Wednesday, March 7, 2018 at Mission
- DAS Meeting Thursday, March 8, 2018 at Pierce
- Board Standing Committees Wednesday, March 21, 2018
- ASCCC Area C Meeting Saturday, March 31, 2018
- ASCCC Spring 2018 Plenary, April 12-14 in San Mateo

Noticed for Future Actions
Two action items for DAS meeting March 8th:
1) Motion to Restore Faculty Involvement in Interactive Process for Developing Districtwide Policies and Procedures for Disabled Students – West
2) Resolution in Support of Categorical Funding at the California Community Colleges – Brent

Other Items
None

Adjournment
The meeting was adjourned at 12:19 p.m.

Respectfully submitted by Lourdes M. Brent, DAS Secretary