District Academic Senate Executive Committee

Meeting

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

Attendance

<table>
<thead>
<tr>
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<th>Present</th>
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<tbody>
<tr>
<td>Officers</td>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP), Lourdes Brent (Secretary), Don Gauthier (Past President)</td>
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<tr>
<td>City</td>
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<tr>
<td>East</td>
<td>Jeff Hernandez</td>
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<td>Harbor</td>
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<tr>
<td>Mission</td>
<td>Deborah Paulsen</td>
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<tr>
<td>Pierce</td>
<td>Barbara Anderson (incoming senate president) for Anna Bruzzese</td>
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<td>Southwest</td>
<td>Robert Stewart</td>
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<td>Trade</td>
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<td>Valley</td>
<td>Chauncey Maddren (incoming senate president) for Josh Miller</td>
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<td>West</td>
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<td>Guests</td>
<td>Carole Akl (Mission), Luisa Cortez (City), Joy Fisher (Harbor), Lisa Ford (Southwest), Christopher Garcia (East), Eboni McDuffie (Trade-Tech)</td>
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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:
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.
for 2019-2020. To be discussed at consultation will be the dates of the Summit as well as Discipline Day.

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

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

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

(Hernandez/Gauthier) M/S/P

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

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

(Stewart/Hernandez) M/S/P as amended – *Exclude proposed revisions to timelines.*

*Include: Definition of “EPIE.”*

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

However, Hernandez observed that the reference to DCC as the destination for challenges is already contained in 3)a)iii) of the updated Administrative Regulation. Moreover, discipline committees have been determined as recommending but not decision-making bodies. Echeverri pointed out that proposed new subjects will be discussed by the curriculum committee and the academic senates at the local/college levels, thus giving faculty members at the college an opportunity for local input.

Gauthier argued for maintaining the timelines previously approved by DAS, observing that the requirement to involve the AFT (American Federation of Teachers/Faculty Guild) would favor a longer timeline. The body reached consensus on this point.

**Appeal of Eminence Denial (El-Khoury)**

**MOTION: to uphold the decision of the Equivalency Committee**

(Hernandez/Paulsen) M/S/P

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

**Discussion Items**

**Recommendation to Expand the Use of the Online English and Math Placement Questionnaire for Continuing Students to Facilitate AB 705 Implementation (NEW)**

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

There was much discussion on this topic, including issues related to the many different options for Math placement (depending on major), and how “user-friendly” the form is.
There was also concern regarding turn-around time for placement (although placement is supposed to be updated in 24 hours, the forms state a timeline of 72 hours, and there are reports of the process taking as long as 15 days.

Motion to extend meeting 15 minutes
(Stewart/Gauthier) M/S/P

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

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

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

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

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

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

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

Discussed during Public Comments.

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

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

**Other Items**

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

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

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

**Update on AB 705 Implementation**

- Joint task Force: Support recommendations for English, ESL, and Math
- Update on English and math placement for Fall 2019
- Financial aid eligibility for S courses
Curriculum from outside LACCD and faculty primacy: Update on Graduation Technician position (Atondo)

Planning for Spring 2019 and beyond

- DAS Spring, 2019 Newsletter
- DAS Access and Training for Board Docs
- Cornerstone Professional Development Platform
- Professional Development Events: LACCD DAS Plenary Session in Fall, 2019?

Budget Update

- LACCD revised allocation model
- College debt
- Other

Guided Pathways – Next Steps (Miller)

- Upcoming Events
- Online Teaching and Pathways

Future Projects

- Administrator Retreat Policy

Update on Personnel Commission: CDC Faculty, Student Workers, and Counselors

College Reports and Issues

- Administrative Vacancies and President Searches

Reports

- Officer Reports
  - President
  - 1st Vice President
  - 2nd Vice President
  - Treasurer
  - Secretary

- ASCCC Spring 2019 Plenary
- Professional Development College – Brent
  - Previously reported.
- Guided Pathways – Miller
- DBC-ECDBC – Hernandez
- Other College, Committees, and Task Forces

ASCCC Spring 2019 Plenary
Upcoming Meetings
Board meeting: Wednesday, June 5, 2019 at ESC
Consultation: Tuesday, June 11, 2019 at ESC
District Budget Committee: Wednesday, June 12, 2019 at ESC
ASCCC Leadership Institute, June 13-15, 2019 in Sacramento
Board Standing Committees: Wednesday, June 19 at ESC
ASCCC Curriculum Institute: July 10-13, in San Francisco

Adjournment
(Gauthier/Hernandez) M/S/P
The meeting was adjourned at 12:27 p.m.
Respectfully submitted by Lourdes M. Brent, DAS Secretary