

# District Academic Senate Executive Committee Meeting

October 20, 2017

Educational Services Center

MINUTES

## Attendance

	Present
<b>Officers</b>	Angela Echeverri (President), Naja El-Khoury (1 <sup>st</sup> VP), Elizabeth Atondo (2 <sup>nd</sup> VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer)
<b>City</b>	Dan Wanner
<b>East</b>	Jeff Hernandez
<b>Harbor</b>	
<b>Mission</b>	Deborah Paulsen
<b>Pierce</b>	Anna Bruzzese
<b>Southwest</b>	Robert Stewart
<b>Trade</b>	Martin Diaz
<b>Valley</b>	Josh Miller
<b>West</b>	Holly Bailey-Hofmann
<b>Guests</b>	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.

31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72

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 27<sup>th</sup>. 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.

76  
77 LACP team and outreach leads meet at City on October 24<sup>th</sup>. Their usual meeting  
78 schedule is the 2<sup>nd</sup> Tuesday of month. No meeting is planned for November; the next  
79 meeting will be December 5<sup>th</sup> from 2-4 p.m. at City.

80  
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.

93  
94 Echeverri inquired about Interdisciplinary 1<sup>st</sup> 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.

106  
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.

114  
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.

135

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.

141

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 9<sup>th</sup> 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.

150

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.

156

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).

160

161 Mullen will forward recommendations and proposals to Echeverri who will forward to  
162 the District Academic Senate for review at the December 14<sup>th</sup> 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.

168

169 **Action Items:**

170

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

172 This item will be brought back in November.

173

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.

178

179 **Reports**

180

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.

184

185 **1<sup>st</sup> Vice President's Report – Equivalency**

186 El-Khoury reported that the Equivalency Committee met October 9<sup>th</sup>. 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.

190

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?"

196

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.

200

201 **2<sup>nd</sup> 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.

213

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.

220

#### 221 **Treasurer's Report**

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

223

#### 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.

234

#### 235 **College Reports**

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

239

#### 240 **Discussion**

241

#### 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**

247

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

249  
250  
251  
252  
253  
254  
255  
256  
257  
258  
259  
260  
261  
262  
263  
264  
265  
266  
267  
268  
269  
270  
271  
272  
273  
274  
275  
276  
277  
278  
279  
280  
281  
282  
283  
284  
285  
286  
287  
288  
289  
290  
291  
292

**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  
300  
301   **Adjournment**  
302   The meeting was adjourned at 12:38 p.m.  
303  
304   Respectfully submitted by Lourdes M. Brent, DAS Secretary