District Academic Senate Executive Committee
Meeting
Friday, October 5, 2018
Educational Services Center
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: Equivalency), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer)</td>
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<tr>
<td>City</td>
<td>Dan Wanner</td>
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<td>East</td>
<td>Jeff Hernandez</td>
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<td>Harbor</td>
<td>Deborah Paulsen</td>
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<td>Mission</td>
<td>Angela Belden – Alternate for Anna Bruzzese</td>
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<td>Pierce</td>
<td>Robert Stewart</td>
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<td>Southwest</td>
<td>Martin Diaz</td>
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<td>Trade</td>
<td>Josh Miller</td>
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<td>West</td>
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<td>Guests</td>
<td>Dan Keller, Curriculum Dean (ESC)</td>
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Call to Order and Approval of the Agenda: President Angela Echeverri called the meeting to order at 9:51 a.m.

Owing to the presence of a guest and an alternate, Echeverri requested that those present introduce themselves.

Approval of the agenda
The agenda was adopted as amended with the addition of the topic of the evaluation of faculty on reassigned time.
(Stewart/Miller) M/S/C

Approval of the Minutes: September 7, 2018
The minutes were approved as written.
(Stewart/Wanner) M/S/C, Abstention: Belden

Public Speakers: Dan Keller

AB 705 – Student Placement in English and Math Tiers
Keller reported that he received placement models for English and Math for Tiers 1-3 from all of the colleges. He will be programming them into the Student Information
System (SIS). Prospective students will self-report their cumulative high school grade point averages (GPAs) through CCCApply. They will then be placed in the appropriate Tier for English and Math and given courses for which they are eligible to enroll based on their major. Placements for English are very similar among the nine colleges. However, this process is particularly important for Mathematics as course possibilities differ between Liberal Arts and Business-Science-Technology-Engineering-Mathematics (BSTEM). At present, Keller is unsure of how it will look in the student portal of SIS. He might add another banner to the dashboard, possibly under matriculation or placement. Keller anticipates some limitations, such as: Does the dashboard tailor to what the student identifies as the home college? It is possible that a student will receive nine possible placements – one for each college in the district. He is also looking at another option involving a drop down menu in the portal. Looking at Liberal Arts Math classes (Statistics or STATS), Keller noted that recommended courses are mostly aligned for Tier 1. Tier 2 has different recommended support courses. He also noted that some colleges would like to require support courses for Tier 3, although the implementation guidelines from the State Chancellor’s Office (CCCCO) specify that colleges can recommend support courses but cannot require them.

Identifying placement recommendations in SIS is the challenge. As there are different transfer paths based on major, there are different transfer courses. A workaround currently under discussion would be to list the college and course, and have a link to a college-specific page, which would then have the path related to the appropriate major. Other possibility would be to have three placements – English, STEM Math, and non-STEM Math. Keller noted that one foreseeable problem would be the possibility that we would be discouraging prospective STEM students, especially among under-represented populations. These students might have experienced difficulties with Math in the past and could thus choose a Math placement, which has a shorter course sequence but is not suitable for their STEM major. Therefore, especially for BSTEM students, it is important to identify the major first instead of displaying generic Math placements. Keller emphasized that we must display information in a way that does not discourage our students. The Student Information System can only handle placing students in one of three tiers using a cumulative GPA; it cannot use grades received in courses, including math. The goal is to have SIS programmed with this information by January 2019 in time to meet the admission deadline for Fall 2019 Semester. Some colleges would like to begin placing students for the Spring 2019 Semester, but that timeline is unlikely.

Belden suggested providing information to prospective students in ways that students could assimilate. Miller suggested that information be phased into each college’s website. For example, all of the colleges can look into website redesign so that students have similar website experiences.

Echeverri suggested that counselors visit classes traditionally offered for new students during the first week of the semester to let students know their English and Math
options relative to their majors. Stewart noted that the counselors’ review of English and Math placement would be labor intensive.

Program Mapping
Continuing his report, Keller referred to program maps developed for guided pathways, explaining that there are many useful models, which incorporate placement into English, Math, and support courses into the paths. For example, the Bakersfield Community College program mapper projects time to completion of a student’s program based on AB 705 English and Math placement, major, and educational goal. Similar technology at other colleges include part-time options. Some technology can also factor in work hours, time available for college-related work (e.g., study time), and financial aid.

Miller recommended a pilot, which would be grant-funded, permitting .4 reassigned time to work on the project. One could link via eLumen. Although colleges would need to commit to this project shortly, the completion timeline is not an issue. Some raised concerns that their colleges were still in discussion regarding the implementation of and ramifications of AB 705 and Guided Pathways, and were not in a position to commence work on this pilot. Keller observed that, since the grant expires in Spring 2019, colleges are requested to make commitments this Fall Semester. Initially, there were 20 colleges in this pilot program, including Bakersfield College.

Keller recommended that colleges join the grant in the implementation process of this software. Discipline faculty have completed their course sequencing. Program mapping can also include supplement courses, and can guide students to courses which are most related to their major. The guided pathways grant estimates that implementation usually 4-5 years.

Diaz asked if this program mapping would be the student’s education plan. Hernandez replied that this technological education plan, the second pillar in guided pathways, would be in SIS and eventually feed into a degree audit.

In response to concerns that college presidents and vice presidents received information about the grant but that the faculty did not, as well as requests to see details in writing in order to make an informed decision, Keller will request that Vice Chancellor Ryan Cornner email the college senate presidents with details regarding the grant.

Echeverri noted that most colleges will commit to this program-mapping grant, and she will co-sign the letter with VC Cornner on Monday, October 8th.

Curriculum
Keller reported that the district is still under contract with CurricUNET. He suggested that data can be placed into CurricUNET as a placeholder, and that that curriculum data
can then be imported into eLumen later. He suggested that it might be wise to do so since the Board of Trustees has not approved eLumen as the curriculum management system and that ECD is a database that could fail. In addition, Title 5 states that only faculty who meet minimum qualifications in a subject area can create curriculum in that area. The beauty of an automated system is that it can lock persons out of uploading curriculum that they are not authorized to create. Additional access – such as to department chairs, curriculum chairs, senate presidents, curriculum deans, and vice presidents – can be assigned at the campus level. Echeverri distributed the list of QTOPS, developed by now-retired Vice Chancellor John Clerx. It is a map linking QTOPS to minimum qualifications (MQs) and subject titles. However, at some point, new subjects were no longer assigned QTOPS. In addition, the title "QTOPS" was also problematic since there was unintended reference to TOP Codes. Referencing Title 5, Keller stated that the DAS can align MQs to subjects, and I.T. can link access according to who is responsible for curriculum development. Thus far, in using ECD, this regulation of curriculum access has been a manual process.

Echeverri observed that the DAS needs to review and revise E-115. Keller recommended that we update the QTOPS or find a technological means to match instructors to subjects. For example, the district did not enter MQ data into SAP until 2017. Echeverri noted that the creation of a new subject also involves the DAS working with the Faculty Guild because load factors would have to be determined. There is conversation about offering an Introduction to College course where the instructor would meet the MQs under an interdisciplinary major, which would be a Master’s degree. However, CTE faculty have also expressed interest in teaching such a course, and MQs for their disciplines do not require a Master’s degree, and their load factors are higher than that for an interdisciplinary major.

**Action Item**

**Motion to Support the Resolution for ASCCC Fall 2018 Plenary: Develop a Paper to Update Budget Considerations – A Primer for Senate Leaders (2009)**

Friendly amendment to revise presentation date to Fall 2019 Plenary instead of Spring 2019 Plenary; accepted without objection (Stewart/Atondo) M/S/C

Hernandez reported that the academic senate at East will vote on this resolution on Tuesday. This 2009 ASCCC paper was intended to provide guidance on budget matters. Although the paper has been very useful, it needs updating to correspond with a new state funding formula. Hernandez argued that faculty leaders need to learn about new ways to look at the budget in terms of pressures related to funding that is partially performance-based, e.g., grade inflation. Perhaps some best practices could be included in this paper.
Motion on Funding for Tutoring and Other Concurrent Student Support under New Budget Allocation Model

Wanner – Friendly amendment to include “other concurrent” in motion; accepted without objection (Hernandez/Stewart) M/S/C

Echeverri expressed her concern that colleges will not adequately fund support required for AB 705 compliance. Funding has been inconsistent in the past and overly reliant on separate Basic Skills funding from the state. She recommends that we include tutoring and supplemental instruction as a specific line item when we revise the allocation formula for the district, that this line item be used only for those purposes, and that it cannot be used to backfill budget deficits in the general fund. She emphasized that this money needs to be restricted, and cannot be accessed to meet other expenditures.

Echeverri went on to report that the Board of Trustees appears to be very receptive to this idea; she suggested that this topic be a presentation to the Board’s Committee of the Whole. However, if we do not make this investment now, we will be in trouble later, and it will severely hamper our ability to help students succeed.

Hernandez expressed his concern that college presidents, especially in those colleges in deficit, will be so concerned with balancing their budgets that they will use any and all available funding to shrink or eliminate their deficits at the expense of providing the support services that students need to succeed. He also recommended bringing this issue to the District Budget Committee for inclusion in minimum based funding.

Echeverri will bring include both approved resolutions in the DAS agenda for next week.

Discussion Items

Finalizing AB 705 Placement models in CCC Apply for Fall 2019 Admissions

Keller will send information to Echeverri for distribution.

Update on Program pathways mapper

Previously discussed

eLumen and ECD Status (Atondo)

Atondo reported that both the District Curriculum Committee (DCC) and DAS have voted to support eLumen as an integrated system to include curriculum and student learning outcomes (SLOs). This action would change curriculum from the Electronic Curriculum Development system currently in use (ECD) to eLumen. District officials have expressed concerns that ECD is not stable and that information could be lost. They propose that the district use CurricUNET until such time as eLumen can be purchased and implemented. Both Atlando and El-Khoury reported that faculty will be unwilling to learn a curriculum system now and another one shortly thereafter, and that a motion to
adopt CurricUNET as an interim system will not pass DCC. Atondo reported that DCC is likely to vote on a motion to extend the use of ECD until such time as eLumen can be fully implemented. Addressing concerns regarding the reported instability of ECD, Atondo stated that ECD is still backed up, and curriculum can still be advanced and stored in other electronic formats (e.g., WORD documents) as well as hard copies if necessary. Both Atondo and El-Khoury noted that faculty members reviewed presentations from vendors of curriculum programs, including eLumen and CurricUNET, and that delays affecting implementation of any new curriculum system in the LACCD would not be due to faculty members not doing their due diligence. Echeverri observed that colleges are handling faculty access to course shells for Canvas differently – some colleges have Canvas shells for all faculty in all courses, some colleges do not create shells until requested by faculty, and variations in between. Should DAS wish to make a recommendation to have the colleges make available Canvas shells for all courses for all faculty in all colleges, a formal motion would be required.

Update on Guided Pathways Coordinator Positions

Echeverri reported that two positions posted – one for a .6 and one for a .4. Unfortunately, the positions took weeks to post, and when they did, the incorrect salary was included. It was Echeverri’s intent that the incumbents would be onboard by Fall 2018, but that did not happen. She hopes to get at least one person onboard as soon as possible. Stewart, Atondo, Keller, Harrington, and Echeverri are on the hiring committee.

Planning for Fall 2018 and beyond

- **Consultation: Tuesday, October 9, 2018 at ESC 2-3:30**
  Echeverri suggested a number of topics for the next consultation agenda, including the following: The status of the adoption and implementation of eLumen; the Board Rule change regarding a building naming policy; an update on the reclassification of student workers, including the concern regarding the master tutor/intern classification; a follow-up on the migration of faculty emails to a Cloud-based system; the anticipated district faculty obligation number (FON); and the Fall 2018 LACCD/DAS Summit. Echeverri will send out a draft agenda today.

- **DAS Meeting: Thursday, October 11, 2018 at Trade**
  Two resolutions are anticipated as action items at DAS. Echeverri will ask for additional agenda items.

- **2018 LACCD DAS Summit: Friday, October 26, 2018 at City**
  Janet Fulks from Bakersfield College will present regarding their college’s program mapper. Each of the 9 colleges in the district will send a team of 16 individuals – 8 administrators chosen by the college president, and 8 faculty members chosen by the senate president. There will be rooms for breakout sessions.

- **AB 705 Implementation/Guided Pathways**
DAS Reassigned Time and Committee Representation

Each college is receiving an additional .2 reassigned time for senate-related activities. This additional reassigned time seems to be working to help support and encourage faculty participation in the academic senate and related functions.

Area C Meeting and Fall 2018 Plenary Session

The Area C meeting will be on October 13, 2018 at Compton College. Those faculty members who wish to access DAS funds to send the senate president or designee to the Fall 2018 Plenary Session November 1-3, 2018 must submit their signed conference request forms to Echeverri. After she approves them, they will be forward to DAS Treasurer Wanner for processing.

Follow-up: Comprehensive Evaluation Committees for Limited Faculty Hires (Hernandez)
Ongoing - No updated report

Follow-up: DAS role over District’s administration of Student Equity Advisory program funds (Hernandez)
Ongoing - No updated report

College Reports and Issues
The October Board of Trustees meeting will be at Los Angeles Southwest College.

Other items
There was discussion related to how faculty who are on reassigned time are evaluated for their work performance. Echeverri urged senate presidents to share best practices, and acknowledged that this conversation should also include the Faculty Guild.

Reports

Officers

- President’s Report – Echeverri
  Previously reported.

- First VP Report – El-Khoury
  El-Khoury reported that the Equivalency Committee is running smoothly, and reviewed four cases at its September meeting. The committee will revisit the flow chart process. He also echoed a need for QTOPS or related district chart.

- Reporting on TPPC, El-Khoury noted that there was quorum at the last meeting. East named its college representative to this committee. The committee will also review its charter and membership. The email migration project is progressing more smoothly with anticipated completion in spring 2019. Full-
time faculty will retain their college’s “branding” email. Adjunct faculty will be able to filter all of their email to one inbox. Regarding SIS, El-Khoury reported that the financial aid module has a major issue, which is under review. Information Technology (IT) is doing more work on updating the firewalls. Discussions around ADA 508 have these goals: 1) Have a common platform for the Web; 2) Agree on a design standard; 3) Develop a transition plan. El-Khoury also reported on TPPC’s discussions regarding faculty access to Canvas shells. Some colleges give Canvas shells to all faculty; others reserve the shells to those faculty who are teaching Distance Education (DE) courses. There will be ongoing discussion on this topic. TPPC will also discuss possible mobile applications (apps) for emergency alerts.

- Second VP Report- Atondo
  Atondo reminded everyone that any new curriculum must be received at the District Office by noon on October 19, 2018 to be considered, processed, and approved in time for the colleges to offer those courses in Fall 2019. In addition, colleges are reminded that any new transfer-level Math courses, especially those developed in response to AB 705 intended to be offered in Fall 2019, must ensure UC transferability and IGETC certification. Thus, applicable pre-requisites should not be removed from the course outline of record. At its July meeting, the District Curriculum Committee (DCC) rejected the possibility of using CurricUNET in any capacity, including as a stopgap for an aging ECD.

- Treasurer’s Report – Wanner
  Wanner reported that Harbor has not yet submitted its contribution to DAS. There is currently over $2,200 in the DAS account. Stewart and El-Khoury reported that Southwest continues to have challenges in accessing its senate funds.

- Secretary’s Report – Brent
  Brent requested that the local senate presidents review and revise lists of DAS representatives as well as reassigned time for senate-related positions.

**DAS Standing Committees**

Professional Development College – Brent
Brent distributed a list of faculty leadership seminars as well as a proposed budget seminar. Vice Chancellors Robert Miller and Ryan Cornner present on the budget topic.

**College and/or Committee Reports**

District Budget Committee – Hernandez
Hernandez briefly announced ongoing discussions related to the new funding formula, and reinforced concerns related to providing budget support for supplemental
instruction, tutoring, and other concurrent student support to help students succeed and help colleges comply with the implementation of AB 705.

Given the lateness of the hour, there were no reports related to items listed below:

Other Committees and Task Forces
- Enrollment Management
- Disabled Students
- Title IX
- Institutional Review Board

Future Projects
- Administrator Evaluations
- E-115 and Process for creation of a new subject
- Interdisciplinary Student Success Course
- LACCD shared governance consultation processes

Upcoming Meetings
- Consultation Tuesday, October 9, 2018 at 2 p.m.
- Board Meeting Wednesday, October 10, 2018 at Southwest
- Board Standing Committees Wednesday, October 24, 2018 at ESC
- LACCD DAS Summit Friday, October 26, 2018 at City

Other Items – None

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

(Stewart/Hernandez) M/S/C

Respectfully submitted by Lourdes M. Brent, DAS Secretary