District Academic Senate Meeting
Thursday, October 11, 2018
Los Angeles Trade-Technical College, K-126
MINUTES

Attendance

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Present (Senate Presidents in parentheses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers</td>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Dan Wanner (Treasurer), Lourdes Brent (Secretary)</td>
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<tr>
<td>City</td>
<td>(Dan Wanner), Kamale Gray,</td>
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<tr>
<td>East</td>
<td>(Jeff Hernandez), Lurelean Gaines, Alan Khuu, Jean Stapleton</td>
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<tr>
<td>Harbor</td>
<td>(Van Chaney)</td>
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<tr>
<td>Mission</td>
<td>Tracy Harkins</td>
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<tr>
<td>Pierce</td>
<td>Margarita Pillado</td>
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<tr>
<td>Southwest</td>
<td>(Robert Stewart), Stephanie Arms, Monica Garcia, Joanne Grey</td>
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<tr>
<td>Trade</td>
<td>(Martin Diaz), Ashraf Hosseini, Derek Majors, Deirdre McDermott</td>
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<td>Valley</td>
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<td>West</td>
<td>(Holly Bailey-Hofmann), Casey Hunter</td>
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<td>Guests</td>
<td>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)</td>
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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)
Zimring-Towne distributed district completion data for the first year cohort. The LACCD implementation of the L.A. College Promise (LACP) is intended to provide a holistic first-year experience for new students. Structured supports include fee waivers, success activities, and priority registration. The LACCD had 4,067 participating in the L.A. College Promise district-wide during the Fall 2017 Semester. Data for the 2017-2018 cohort indicate that a significant number of students are completing English and Math within one year. If these completion statistics remain consistent, they would prove helpful in obtaining apportionment using the Student-Centered Funding Formula. Preliminary data also show higher persistence rates and a greater completion of unit benchmarks as compared with the general student population. Now that AB 19 is in effect, Zimring-Towne reported that it is anticipated that more students will apply for and receive Pell Grants. In order to qualify, students must complete either the FAFSA or the AB 540 Dream Act application electronically; paper fee waiver applications are no longer accepted. Fall-to-Fall persistence rates are higher in raw numbers, although the persistence rate was about the same as the comparison group. Thus far, 5,200 students participated in LACP this academic year, which represents a 25% increase over last year. This number is anticipated to increase by 300 after the commencement of late-start classes this semester. A scholarship for second year students will be provided by the Mayor’s Office. To qualify for the second-year LACP scholarship, students must have completed 24 units by the beginning of the Fall term with a cumulative GPA of 2.0. Approximately 1,600 students will be in this second-year cohort.

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

Legislative changes affecting the Child Development Centers

Marcia Cagigas, the Child Development Center Director at East Los Angeles College, spoke to the DAS about the recently-enacted AB 2160, which limits the use of student workers in the part-time playground position category. Thus, the LACCD Personnel
Commission would eliminate many positions effective December 2018. This action would severely impact the Child Development Centers’ capacity to operate.

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

Action Items:

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

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

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

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

Echeverri noted that, through representation at the District Budget Committee (DBC), faculty will push to have line items for student support. Hernandez observed that the district budget allocation model and minimum base funding need to be re-examined. Such conversations will be taking place at DBC and the Executive Committee of DBC (ECDBC), and periodic reports will be given. The DAS and the district as a whole need to look at how our colleges will be helping students complete and, under the student-centered funding formula, generate income for the district and the colleges. Speaking
on behalf of this resolution, Hernandez went on to argue that this resolution applies to all of the colleges. Placing restrictions on funding, such as allocating funding specifically for tutoring, ensures that those monies are spent for direct aid to student success instead of being made available to help balance deficits in a college’s general fund.

Echeverri also noted that not all students have access to Net Tutor, a service available through Canvas, as not all faculty use Canvas or have Canvas shells. She went on to recommend that DAS work with the district to re-examine faculty and student access to Canvas, as such access is likely to become an equity issue. At present, different colleges have different policies regarding faculty access and the automatic setting-up of Canvas shells.

2. Resolution for ASCCC Fall 2018 Plenary to Develop a Paper to Update Budget Considerations – A Primer for Senate Leaders (2009) (Hernandez/Khuu) M/S/C It was noted that this motion carried unanimously

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

Old Business and Discussion Items

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

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

Arms asked what will happen to Reading and Development Communications instructors who would not be teaching in those disciplines if the courses were archived in anticipation of the full implementation of AB 705. Echeverri reported that Equivalency Coordinator Eloise Crippens will be working with district Human Resources to find other areas in which they would meet minimum qualifications. Those faculty members are
also seeking equivalency in other disciplines; additional education and training might be required. On matters concerning faculty loads, the Faculty Guild would become involved.

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

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

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

3. Budget, New Funding Model, and FON
Hernandez reported that at the last meeting of the District Budget Committee (DBC), we were told that we should know the Faculty Obligation Number (FON) targets by the next DBC meeting. At present, FON is calculated based, as the college’s budget is based, on the number of full-time equivalent students (FTES). However, since the District and college budgets will now be based on FTES, Equity, and Completion, the FON calculation will need to change as well. Stewart also observed that the state will provide additional funding for more than 50 additional faculty positions in the District. Hernandez added that this is permanent funding from the state, and that these 50 positions will be expansion positions (excluding replacements). He also reminded the Senators that the 75/25 full-time to part-time faculty ratio is a minimum; it is not a goal. Echeverri encouraged the faculty hiring prioritization committees of the local senates to take advantage of such an opportunity.
4. eLumen and ECD Status
El-Khoury reported that Vice Chancellor Ryan Cornner met with representatives from eLumen. Contract and price negotiations continue. Faculty will continue to use ECD until further notice, although the district is no longer supporting it. There is much concern about what the faculty and the district will use should ECD become completely unusable. Continuing his report, El-Khoury believes that eLumen will ultimately be more cost-effective than its competitors, and will also be able to interface with student learning outcomes and guided pathways. Echeverri will follow up with Cornner, and will also request a status report for the DAS.

5. Committee Assignments: District Discipline Committees, task forces, and other committees
Echeverri continued to encourage faculty participation on committees.

New Business/Discussion Items

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

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

Motion to extend 10 minutes
(Stewart/Gaines) M/S/C

3. Including Senate President on Communications on Guided Pathways
Motion: For the District to follow the model of the Guided Pathways framework coming from the State Chancellor’s office by copying the academic senate presidents on the distribution list when district administrators are emailing college administrators (such as vice presidents) regarding Guided Pathways implementation.
Hernandez/Khuu (M/S/C) – Adopted as a matter of urgency

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

1) President’s Report – Echeverri
Echeverri requested that the Senators review their packets for important information, including the Interact Communications report to the district on the efficacy of social media for outreach and recruitment, as well as upcoming events, including the 2018 ASCCC Fall Plenary Session and the Area C meeting.

2) First VP Report – El-Khoury
No additional report

3) Second VP Report – Atondo
No report

4) Treasurer’s Report – Wanner
Wanner reported that mileage claim reports will be distributed in December.

5) Standing Committee Reports
Professional Development College – Brent
Brent gave a brief report on upcoming PDC events.

6) District Budget Committee – Hernandez
No additional report

Future dates:

District Curriculum Committee: Friday, October 12, 2018 at ESC – 12:00-2:00 p.m.
Area C Meeting: Saturday, October 13, 2018 at Compton Community College
2018 LACCD DAS Summit: Friday, October 26, 2018 at City
ASCCC Fall 2018 Plenary: November 1-3, 2018 (Irvine)
Consultation: Tuesday, November 14, 2018 at ESC Hearing Room 2:00 – 3:30 p.m.
DAS Executive Committee: Friday, November 16, 2018 at ESC 9:30 a.m. – 12:00 p.m.
DAS Meeting: Thursday, December 13, 2018 at Mission 12:30 – 3:30 p.m.

Adjournment

The meeting was adjourned at 3:50 p.m.

Respectfully submitted by Lourdes M. Brent, DAS Secretary