District Academic Senate Meeting

September 13, 2018
Los Angeles Valley College, ACA Building, Room 1601
MINUTES

Attendance

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officers</td>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer),</td>
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<tr>
<td>City</td>
<td>(Dan Wanner), Luisa Cortez, 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), William Hernandez</td>
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<td>Mission</td>
<td>Elizabeth Hernandez, Tracy Harkins</td>
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<tr>
<td>Pierce</td>
<td>(Anna Bruzes), Margarita Pillado</td>
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<tr>
<td>Southwest</td>
<td>Monica Garcia</td>
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<tr>
<td>Trade</td>
<td>(Ashraf Hosseini, Deirdre McDermott)</td>
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<tr>
<td>Valley</td>
<td>(Josh Miller)</td>
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<tr>
<td>West</td>
<td>(Holly Bailey-Hofmann)</td>
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<td>Guests</td>
<td>Dan Keller, District Dean of Curriculum; Alicia Rodriquez-Estrada, (Trade); Bill Walsh (City); Kellie Williams (Student Trustee)</td>
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*Senate Presidents in parentheses

Call to Order: President Angela Echeverri called the meeting to order 1:35 p.m.
Echeverri thanked Valley Academic Senate President Josh Miller for hosting and for the refreshments.

Since this was the first DAS meeting of the academic year and there were new representatives, the senators were asked to introduce themselves.

Approval of the Agenda: The agenda was adopted as written.
(Hernandez/Gaines) (M/S/C)

Approval of the Minutes: The minutes of the May 10, 2018 DAS meeting at City were approved as amended
(Hernandez/Gaines) (M/S/C)

Public Speakers:
Kellie Williams, the new Student Trustee, addressed the DAS. She stated that student representatives would be attending such meetings as DAS and the District Curriculum Committee (DCC), events such as those related to AB 705, and so on. She relayed her own experiences related to attending community college. She stated that she had taken calculus at a private high school, but assessed in pre-algebra at the community college. Williams expressed her frustration about having to repeat Math courses which she took
in high school. Partly due to her full-time work schedule, it has taken her 14 years to get back to her high school levels of Math. She advocated for the necessity to have a welcoming rather than an intimidating or judgmental conversation in Assessment and in all aspects of student onboarding.

Hernandez expressed his hope that AB 705 would help alleviate some of the obstacles and discouragement which students experience, and encouraged colleges to begin implementing the AB 705 Math and English cut-offs immediately (before fall 2019). He also stated the opinion that CCCApply become less onerous, that the student onboarding process improve, and that there be a culture shift in Assessment Centers to create a more welcoming environment for students.

**Action Items:**

1. **DAS Calendar for 2018-2019 (Echeverri)**

   Echeverri presented the amended DAS calendar for this academic year.

   (Atondo/Bruzzese) M/S/C

   Echeverri announced next week’s Discipline Day at City (September 21st) which will focus on issues related to the implementation of AB 705. More than 200 attendees are anticipated. Keller will present different curriculum models, both within and outside the District, including Glendale and Santa Monica, and will forward a document to Echeverri for distribution. The types of instructional support for students will be included, and senators are reminded that, although colleges maintain local curricular control, deviations from the “tiers” and cutoffs for English and Math which are being recommended by the State Chancellor’s Office (CCCCO) in the implementation guidelines will require that the college researchers maintain data regarding the throughput for that college’s English and Math tiers. Also to be discussed at Discipline Day will be the impact on local degrees regarding for the anticipated “placement” of most students in transfer-level Math. Atondo observed that the current Math requirement for most local AA/AS degrees is intermediate algebra, which is not a college-level Math course. Thus, students who had completed intermediate algebra in high school but assessed at a lower-level Math class, were required to repeat that class at the California Community Colleges (CCC) in order to obtain most local degrees. Changes to Title 5 are anticipated as a result of AB 705 so that students will be granted competency in the “Rationality” section of the Associate’s degree General Education requirements (LACCD GE Area D.2.) by “placement” into transfer-level Math.

L.A. Valley College President Endrijonas welcomed the DAS members to Valley.

2. **DAS Goals for 2018-2019**

   Goals developed at the August meeting of the DAS Executive Committee (DAS Exec) were distributed.

   (Pillado/Gaines) M/S/C
1. Promote more diversity in faculty hiring

2. Obtain final agreement on LACCD Administrative Regulation E-64
   (Procedures for Development and Approval of New Educational Programs
   and Options)

3. Ensure that the district and the colleges consult collegially in the
   implementation of new state initiatives, including the following:
   - Explore, disseminate, and support best practices regarding the
     implementation of statewide initiatives including AB 705, Guided
     Pathways, and the Vision for Success;
   - Support student completion and success by reviewing minimum and
     maximum class size limits;
   - Recommend strategies to support degree, certificate, program, and
     transfer completions to optimize benefits under the new state funding
     formula

4. Recognize outstanding persons doing senate work. This would include a
   nominations and awards process and rubrics.

3. **Noticed Motion:** Recommend English and Math student placement in the Los
   Angeles Community College District (LACCD) based on new grade point average
   (GPA) cut-offs in the California Community College Chancellor’s Office AB 705
   Implementation Guidance Memo
   (Hernandez/Stapleton) M/S/C

   Highlighting various portions of the implementation guidelines, Echeverri
   reinforced the fact that deviations from the English or Math high school GPA
   cutoffs or placement tiers which are recommended by the CCCO need to show
   that the total throughput success is as high as or higher than the state
   guidelines. For example, the throughput success for students in a Math
   sequence of courses needs to be as high as or higher than direct placement in
   transfer-level Math.

   Hernandez argued that the default placement should be that of the CCCCO.
   Moreover, the intent of the State Legislature was very clear: Students need to
   be placed in classes which will let them finish as soon as possible. In addition,
   the CCCCO will monitor our results very closely. Keller noted that the State can
   monitor the CB 21 codes (which identify courses offered which are below
   transfer level). Students will be self-reporting their English and Math placement.
   Hosseini inquired about the effect on international students, or any student who
   did not attend high school-level classes in the United States. Echeverri
responded that the CCCCO has not approved any placement exams as of now, and that we are awaiting further guidance from Sacramento.

Discussion continued, including the benefits of the district embracing a common model to ease logistical problems for our students. In addition, colleges were cautioned not to “stigmatize” students in lower level classes. Although colleges retain local control, AB 705 is state law, and non-compliance is not an option. Preparation at the colleges is imperative, the timing is beyond our control, we must be consistent with our students, and recommendations in these areas for the district need to come from this body. Echeverri referenced a joint memorandum from Chancellor Rodriguez and herself, which only some faculty received due to email problems, emphasizing an October 5th deadline for the colleges to submit plans to comply with AB 705. With the passage of this motion, it will be placed on the next consultation agenda.

4. **Noticed Motion:** Reaffirm that the District and colleges shall consult collegially in the implementation of new statewide initiatives, including the following: advocate for reducing course enrollment maximums for courses with enrollment maximums exceeding discipline faculty recommendations for what is needed to maximize the probability of satisfying new state directives such as AB 705 (Irwin, 2017) and the Vision for Success; recommend strategies to support degree/program/transfer completions to optimize benefits under the new state funding formula.

*(Perfected motion above)* (Hernandez/Gaines) **M/S/C**

Echeverri observed that we need to have conversation about classroom size because instructors cannot be as effective with large classes. Collegial consultation needs to take place. College administrators might want to continue to have large class sizes for the sake of “efficiency.” However, in light of the mandates of AB 705 and the funding formula now funding, at least partially, based on completions (certificates, degrees, etc.), administrators need to take the long view. Also, since class size is also a bargaining issue, there needs to be involvement by the Faculty Guild.

Arguing against the motion, Pillado noted that the motion was redundant, i.e., collegial consultation is already in the Board Rules. However, if discussion will be taking place, then class size also needs to be put in the context of the new funding formula, e.g., Associate Degrees for Transfer (ADTs) will garner more funding for the colleges and the district. Hernandez cautioned against cutting too many classes for the sake of “efficiency” as it might eventually have a deleterious effect on program completions.

5. **Noticed Motion:** Support the creation of AB 705 Model Review Committee to review college models for compliance with the new AB 705 guidelines,
Educational Code, and Title 5. *If no model is provided or the model provided does not meet legal mandates, then the college must implement the State model.* The committee will be comprised of discipline experts, faculty, and student support leaders, administration, researchers and legal counsel.

(Pillado/Walsh) M/S/F

**Motion to divide by omitting the second sentence (in italics above)**
(Pillado/Bruzzese) M/S/F (4 in favor; 4 against; 2 abstentions)

Hernandez argued against the motion, noting that this is motion taken directly from the joint memorandum of Chancellor Rodriguez and DAS President Echeverri. He also observed that time is of the essence, referring to the October 5th deadline for colleges to submit their implementation plans. In defense of her motion, Pillado observed that there is already a legal mandate to comply, which is stated in other documents as well as AB 705 itself.

**Motion to combine sentences 1 and 3 as one motion, and consider sentence 2 (in italics above) separately**
(Hernandez/Khuu) M/S/C (1 against)

**Motion to table indefinitely the second sentence in the original motion (italics above)**
(Hernandez/Miller) M/S/C (2 against)

**Motion to modify sentence 1 by as follows:**
Support the creation of AB 705 Model Review Committee *under the auspices of the District Academic Senate* to review college models for compliance with the new AB 705 guidelines, Educational Code, and Title 5. (Miller/Bailey-Hofmann)
(The underline delineates new language; OMIT sentence 2 from original motion; retain sentence 3 as written in original motion)
M/S/C (1 against; 4 abstentions)

**Motion to support the creation of an AB 705 Committee to review college and curricular support**
(Miller/Hernandez) M/S/F (9 in favor; 9 against)

There was much discussion regarding the composition of the proposed committee, and a concern that it was too ambiguous. For example, would administrators outnumber faculty? It was argued that this committee would be under the auspices of the DAS, and that the DAS Exec would determine the full extent of the committee. Some colleges need feedback, and this committee would help provide that feedback. However, there were concerns about whether or not another layer of reporting would be necessary, and what this
committee’s role would be in relation to the District Curriculum Committee (DCC). Others argued that the motion was redundant as the state mandates are clear. Nonetheless, in all of our considerations, we need to find ways to make processes more welcoming and less onerous and confusing for our students.

6. **Noticed Motion:** On May 18th, 2018, the District Academic Senate (DAS) Executive Committee unanimously endorsed the recommendation of the District Curriculum Committee (DCC) to adopt eLumen as the LACCD’s curriculum management system. Further, the DAS endorses the adoption of eLumen at all nine colleges as our integrated system for curriculum (credit and non-credit courses and programs), Student Learning Outcomes (SLOs), Program Review, Catalog and Digital Badges. The DAS further supports a phased-in implementation of this system to give colleges the time necessary to migrate from their existing system(s) to eLumen.

(Pillado/Miller) **M/S/C - unanimous**

Migrating to eLumen for curriculum and student learning outcomes (SLOs) might take time, especially for some colleges. Therefore, a phase-in period is necessary. There was concern regarding ECD as it is not currently being maintained. Keller described the process for review, obtaining Board approval, programming, validation, and testing. It is not anticipated that the district could “go live” with eLumen prior to Fall 2020 or Spring 2021.

**Reports**

**President’s Report**

DAS Exec motions

**Academic integrity** – Referring to a separate handout, Echeverri summarized a July 8, 2018 article in the Los Angeles Times about an internal audit that raised concerns about two LACCD administrator ISA assignments totaling $147,000. [http://www.latimes.com/local/education/lausd/la-me-la-trade-tech-pay-investigation-20180708-story.html](http://www.latimes.com/local/education/lausd/la-me-la-trade-tech-pay-investigation-20180708-story.html) She reported that after the article was published, the Board of Trustees asked for a review of all Instructor Special Assignment (ISA) positions held by LACCD administrators. The DAS Exec resolution was passed at its August meeting, and Echeverri has requested a copy of the internal audit conducted by the District under the Freedom of Information Act.

**Support for Guided Pathways and AB 705** – During consultation, there was agreement to fund two faculty ISA positions to work with the DAS for coordination of guided pathways efforts— one at 0.6, the other at 0.4. Unfortunately, there was a long delay in the posting and when the positions were finally posted they listed incorrect salaries. Echeverri stressed the importance of having such faculty positions in place to provide information, assistance, coordination, and support to the nine colleges

**Board update** – The big news continues to be the new funding formula. There was a presentation to the Board yesterday on the 2018-2019 proposed final budget, which is
included in the packet. There will be a three-year transition period from the current funding formula based exclusively on enrollment (FTES), to what will ultimately be a 60/20/20 formula (based on FTES/equity/completion). Echeverri also noted that there is additional money in the state budget to fund additional full-time faculty hires. She argued that a commitment to hiring more full-time faculty is critical to ensure high student completion rates under the new funding formula.

**Summit in October** – The Fall Summit, to be held on Friday, October 26 at City, will focus on Guided Pathways. Usually 16 persons per college attend—8 faculty chosen by the college senate president, and 8 administrators chosen by the college president. Senate presidents are urged to select their teams soon.

**Committee participation** – The DAS still needs representatives for a number of districtwide committees. Please let Echeverri know if you would like to serve.

**DAS Newsletter** – There will be another *Academically Speaking* newsletter this Fall. Echeverri invited DAS members to contribute to the newsletter.

**Fall 2018 Plenary** – The Fall Plenary will be held in Irvine November 1-3, 2018. Those who wish to attend were urged to register and submit their paperwork soon.

**Project MATCH** – Sylvia Macias has stepped down as the coordinator to take a faculty position at Mission. Current Project MATCH activities are currently being coordinated by Joanna Zimring-Towne, who had held this position in the past.

Task Forces (Title IX, DSPS, enrollment), etc. – ongoing

**Motion to extend 15 minutes**

(McDermott/Pillado) *M/S/C*

**1st Vice President’s Report**

**Equivalency** – El-Khoury announced that Discipline Day will be September 21 at City College. There is currently a waiting list to register.

**TPPC** – More faculty representation is needed. The migration of District email is not working well, and the migration process has been halted. Full-time faculty will be able to maintain their home college email “brands”; adjunct faculty will go to the LACCD email.

**2nd Vice President’s Report**

**District Curriculum Committee** – Atondo had previously discussed program with the review and purchase of eLumen curriculum and SLO software. She also described a timeline of this semester for E-64 approval.

**Treasurer’s Report** – Wanner submitted an electronic report

**Standing Committee Reports**

**Professional Development College**

Brent distributed a report from the PDC Steering Committee with a list of topics for faculty leadership seminars for the end of Fall 2018 and Spring 2019. Vice Chancellors
Cornner and Miller will be invited to present seminar on the new funding formula and how it will impact colleges.

District Budget Committee (Hernandez)
Hernandez observed that ECDBC has not begun a discussion of the new funding model and how it will affect each college. He will place it on the agenda. He might also recommend that DBC have a task force to: 1) Begin discussion on the new funding formula; 2) Ask for a template for enrollment, especially including equity and success; and 3) Discuss hiring targets.

Old Business
- Committee Assignments: Referring to a table, Echeverri noted that representation is still needed on various district committees.
- Progress on Guided Pathways – Fall Summit in October
- Cornerstone Professional Development (Miller)
  Miller reported that Cornerstone will be new in Spring 2019. He will give updates on a regular basis.

New Business/Discussion Items
- Impact of Changes to the Funding Formula for California Community Colleges – see earlier discussion

Future dates
- Fall 2018 District Discipline Day: Friday, September 21, 2018 @ City 8:30 AM-3:00 PM
- DAS Executive Committee: Friday, October 5, 2018 @ ESC 9:30 AM – 12:00 PM
- DAS Meeting: Thursday, October 11, 2018 @ Trade 12:30-3:30 PM
- 2018 LACCD DAS Summit: Friday, October 26, 2018 @ City
- Consultation: Friday, September 14, 2018 @ ESC Hearing Room 2:00-3:30 PM
- District Curriculum Committee: Friday, September 14, 2018 @ ESC 12:00-2:00 PM
- ASCCC Fall 2018 Plenary: November 1-3, 2018 (Irvine)

Adjournment
The meeting was adjourned at 3:39 p.m.

Respectfully submitted by Lourdes M. Brent, DAS Secretary