



Academically Speaking

Spring 2018

A Publication of the Los Angeles Community College District Academic Senate
Representing the faculty of the Los Angeles Community College District in all academic and professional matters

Change is Coming, Fast and Furious

Over the next few years the California Community Colleges (CCCs) and the state's higher education system are poised to undergo an extraordinary transformation in how they serve students. You may have heard of one or more of the following:

- California Vision for Success¹
- Assembly Bill 705 (Irwin, 2017)²
- California Guided Pathways Project³
- Proposed Changes to CCC Funding Model⁴
- California State University Executive Orders 1100 and 1110
- 115th Fully Online California Community College

What do all of the above have in common? The answer is that they all are intended to increase the number of students who complete their educational goals in a timely manner in the State of California. Unfortunately, many faculty view some of these initiatives as unwelcome intrusions into "10+1" matters that have traditionally been under academic senate purview (e.g., curriculum including prerequisites, standards and policies related to student preparation and success) or even worse - as compromising the quality and integrity of higher education.

The consensus is that the CCCs offer an affordable, high quality education that is accessible to all students regardless of their income level, background, or academic preparation. CCCs accept all applicants and serve a diverse group of over 2 million students every year. They have the lowest enrollment fees in the country and the recent passage of AB 19 (Santiago, 2017) will ensure that most first-year, full-time CCC students will no longer have to pay fees. About 60% of all of the state's undergraduate students attend a community college, which is 14% higher than the national average. Finally, approximately half of CSU and a third of UC graduates transfer from a CCC.

On the flip side, many critics contend that our students take too long to transfer, complete degrees or certificates, and obtain gainful employment. Less than half (48%) obtain a degree, certificate, or transfer after six years. The average time it takes a CCC student to obtain an associate degree is 5.2 years.¹ Others have expressed concern that a significant number of students, particularly those of color and from underprivileged backgrounds, are placed inappropriately into lower level Math, English, and ESL (English as a Second Language) courses and get mired in remedial pathways that are excessively long

and difficult to finish. Only 45% of students placed in remedial English courses and 33% of those placed in remedial Math ever complete a transfer level course in these disciplines. Another concern is that students are not provided with clear pathways to help them reach their academic goals, are unable to enroll in the classes they need to graduate, and wind up taking too many unnecessary courses. For example, the average CCC student takes 87 units in order to complete an associate degree, which typically only requires 60 units.¹

After spending hundreds of millions of dollars in recent years in an attempt to increase student success and completion rates (e.g., Student Success and Support Program, Student Equity, Basic Skills), the results have been underwhelming and longstanding equity and regional achievement gaps remain stubbornly in place. Unfortunately, faculty are now faced with unprecedented legislative mandates, executive orders, and the prospect of financial pressure from the California state legislature, Governor Brown, Chancellor Ortiz Oakley, and others in an ambitious attempt to reform higher education and improve student outcomes. Given these circumstances, faculty can either oppose these external forces or help drive and shape these historic reform efforts.

I would argue that regardless of how we feel about these initiatives, we must continue to advocate tirelessly on behalf of academic integrity and student learning, while having an objective, open, and honest discussion about how best to improve student success, spearhead novel innovation efforts, and provide students with the support they need to reach their goals.

Sources

1. [California Vision for Success](http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf)
<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/vision-for-success.pdf>
2. [AB 705 Assessment by California Community College Chancellor's Office](https://assessment.cccco.edu/ab-705-implementation/)
<https://assessment.cccco.edu/ab-705-implementation/>
3. [California Guided Pathways Project](http://cccgp.cccco.edu)
<http://cccgp.cccco.edu>
4. [Brown's budget seeks big changes to community college funding](https://edsources.org/2018/browns-last-budget-seeks-big-changes-to-community-college-funding-and-online-learning/592452)
<https://edsources.org/2018/browns-last-budget-seeks-big-changes-to-community-college-funding-and-online-learning/592452>

AB 705 (Irwin, 2017)

This bill was signed into law in October 2017 and is to be implemented by fall 2019. AB 705 makes the following changes:

1. **Assessment Instruments:** Colleges are required to only use instruments developed and approved by the Board of Governors.
2. **Assessment:** Requires the use of multiple measures, including high school transcript data (overall GPA, courses taken, or course grades) to increase the likelihood that students are placed into transfer-level courses in math and English. Allows for the use of self-reported high school transcript information.
3. **Math and English Placement:** Must optimize opportunities to complete transfer level math and English within one year. May not place students into remedial prerequisite courses unless "highly unlikely" to succeed without them.
4. **ESL Placement:** Students must be placed using multiple measures and be able to complete their

language sequences within three years.

Recognizing the significance of these changes, the District Academic Senate (DAS) worked with the LACCD's Office of Student Success to organize two recent districtwide events to inform faculty and provide a forum to discuss the impact of the legislation: an AB 705 Implementation Summit at City in February and the DAS Spring District Discipline Day at Valley in March. Both events generated a lot of interest and were very well attended by faculty. Let's take a closer look at what we know so far about the initial impact of AB 705 on English, Math, and ESL.

English: Initial guidance language developed and released in March by the AB 705 Implementation Task Force *recommends that colleges place most students in a transfer-level English composition course* (i.e., English 101) and provide for additional support based on high school grade point average (GPA) as follows:

- **High School GPA ≥ 2.6 :** Transfer-level English Composition. No change in level of support required.
- **High School GPA 1.9-2.6:** Additional academic and co-requisite support *should be considered* to improve success rates.
- **High School GPA < 1.9 :** Additional academic and co-requisite support *should be provided* to improve success rates.

Math: The implementation guidelines for Math are expected by May and have not been released yet, which makes planning a challenging proposition, but Math will require a more complex approach than English. It is likely there will be separate recommendations for BSTEM (Business, Technology, Science, Engineering Math) and non-STEM pathways. For BSTEM students, transfer level courses could include College Algebra, Precalculus, and Business Calculus. For non-STEM courses, college level courses

would include Statistics. It also is likely that academic and co-requisite support will be recommended for both pathways.

ESL: Implementation of ESL changes will be delayed until fall 2020. Most ESL students do not have high school transcript data that can be used for placement, so other means of placement will need to be used for these students. Transfer-level ESL courses may be an option to consider for some students.

Other considerations: AB 705 has profound implications for all disciplines and academic programs, since these changes not only affect English, Math, and ESL, but also general education requirements. It is important to keep in mind that faculty should lead the discussions on curriculum development, student success, and academic support.

The development of new courses that are part of a degree would require articulation, which may take up to two years. Co-requisite support courses could be credit and/or noncredit; each option has distinct advantages and disadvantages. They could also be offered as either lecture, lab with homework, lab without homework, or a combination of these. In general, contact hours (and apportionment) increase and units decrease when lab hours are used in place of lecture hours (refer to [LACCD Administrative Regulation E-113](#)). While there is no restriction on the number of units for co-requisite credit courses in AB 705, faculty should consider the impact of adding additional units on financial aid, scheduling, homework, degree requirements, and the ability of students to start coursework in their majors.

At this time, important questions remain about AB 705 implementation. Should co-requisite support courses be repeatable if a student does not pass the parent course? What is the

definition of “highly unlikely” to succeed? Should LACCD colleges align their co-requisite support courses or develop nine different approaches? How will curricular changes affect existing Associate Degrees for Transfer? What is the role of noncredit and supplemental instruction? Students will be best served if faculty consider these and other questions while implementing AB 705.

State Academic Senate

The Academic Senate for California Community Colleges (ASCCC) met for its Spring 2018 Plenary from April 11-14, 2018 in San Mateo. Eight of the nine LACCD colleges and the District Academic Senate were represented, as well as most of California’s 114 Community Colleges. The general session opened with an update on AB 705, followed by breakouts on a wide range of hot topics. The body held elections for officers and several positions on the last day of the session. John Freitas (LACC) stepped down from the ASCCC Executive Committee after serving for five years, most recently as Treasurer. It will be great to have him back in the District. Congratulations to Anna Bruzzese from Pierce for being elected as the new South Representative! Outgoing Executive Director Julie Adams was also honored for 21 years of service to the ASCCC.

The newly elected ASCCC officers are:

- President: John Stankas
- Vice President: Dolores Davison
- Secretary: Craig Rutan
- Treasurer: Virginia May



LACCD delegates at the ASCCC Spring Plenary Session in San Mateo, April 2018

On the last day of the plenary session, the ASCCC adopted its 2018-2023 Strategic Plan, two papers (*A Re-examination of Faculty Hiring Processes and Procedures* and *Ensuring Effective Online Education Programs: A Faculty Perspective*), and approved resolutions on a wide range of topics, including several related to AB 705. For all the approved resolutions and papers visit www.asccc.org.

DAS News

In these times of change, it is more important than ever to keep faculty informed about events at the federal, state, and local level that may impact our students and academic programs. This can be a daunting challenge, since the LACCD employs over 1,600 full-time and 3,000 adjunct faculty across nine colleges. The District’s high number of recent faculty retirements and close to 500 new full-time faculty hires over the last three years, have resulted in both the loss of seasoned faculty leadership and an exciting infusion of new talent and energy to our colleges. In the last year the District has also faced challenges due to the implementation of a new Student Information System (SIS), a 5% decline in student enrollment, and uncertainty surrounding the future of DACA/Dreamer students.

Due in great part to these changes, the DAS identified three goals for 2017-18: to support professional development, improve communication, and develop leadership opportunities for all faculty. To that end, the DAS and its Professional Development College have worked with the ASCCC, AFT, District Office of Student Success, Chancellor Rodriguez and his staff, and other partners to offer

faculty professional development on a wide range of topics such as AB 705 implementation, Guided Pathways, faculty/union roles, DACA and Dreamer Students, equivalency, sustainability, and hiring. The revival of the DAS newsletter, *Academically Speaking*, and distribution of regular DAS reports on LACCD Board of Trustees meetings are other important means of addressing these goals.

The DAS Executive Committee is made up of five officers, past DAS president, plus nine local senate presidents, and meets once a month on a Friday morning. The full DAS is comprised of the Executive Committee plus local DAS representatives, and meets three times a semester at different colleges on a rotating basis. Some important DAS recommendations over the last year include approval of:

- District Policy for Adjunct Faculty Hiring
- 2018-23 LACCD Strategic Plan
- Low Cost Textbook Definition
- New Administrative Regulation for Digital Badges
- Process for Determination of SIS Course Descriptors
- Revisions to E-65: Course Development and Approval
- Revisions to Board Rule on Building Naming Policy

The next DAS meeting will be on Thursday, May 10 at LA City from 12:30-3:30pm. Meetings are open to the public and faculty are always welcome to attend. There are also opportunities for faculty to serve as DAS representatives on various District committees and task forces.

Finally, I am pleased to announce that in support of ongoing efforts to further diversify our faculty pool, the DAS is a proud cosponsor of Project MATCH, which recently selected a record number of 65 interns to be paired with faculty mentors at our nine colleges.

—Angela C. Echeverri, DAS President

College Reports



For several years now **Los Angeles City College** has been working to manage its declining enrollments, overspending, and accumulated debt. We're a long way from solving our problems, but we have been able to reduce our deficit and are on track to balance our budget by the end of the fiscal year. Enrollments remain in decline, however, and like most of the District we will not make our FTES targets. In planning the 2018-19 academic year, Interim President Mary Gallagher has worked with senior campus leadership to take some steps to address the enrollment crisis. The first is to offer our students a guaranteed schedule, meaning we will not cut classes due to low enrollments. Students will be able to plan their entire academic year, as will faculty, and we hope this move will regain the trust of those students who were turned away from the 300 classes we cut this past year and 700 classes we cut over the past three years. To support this effort, we will roll out a professional marketing and advertising campaign that captures the diversity and quality of our students and programs.

The College is hiring five new full-time faculty members to start in fall 2018: Graphic Design, Dietetics, Astronomy, and two positions in Nursing (mental health, medical surgical and geriatrics).

—Dan Wanner



The spring semester got off to a productive start. For 2018-2019 student placement, the **East Los Angeles College** Academic Senate moved to begin placement of students in English and Math using self-reported high school grades and coursework contingent

on the departments establishing rubrics for that placement and to the extent that it is feasible for the assessment center. The Senate also voted to support allocating more section hours, as needed, for Strong Workforce Program courses and for disciplines affected by multiple measures implementation. In preparation for the ASCCC Spring Plenary, the Senate advanced resolutions at the Area C meeting on maintaining categorical funding, defining collegiality in the workplace, and reducing class caps due to AB 705. While the former did not make it out of Area C, the ASCCC Plenary overwhelmingly adopted a similar resolution opposing consolidation of categorical funding. The latter two ELAC resolutions were adopted by the ASCCC Plenary unanimously and by acclamation, respectively.

Following her nomination by the ELAC Senate, Nursing Professor Brenda Chan was selected by the ASCCC Executive Committee for the 2018 Hayward Award for Teaching and Excellence. She was formally recognized for this prestigious award at the CCC Board of Governors meeting in Sacramento. ELAC Academic Senate leaders recently met with Tom Epstein, Vice President of the CCC Board of Governors, during a visit to the campus at the end of April.

ELAC has significantly ramped up its implementation of the Guided Pathways framework to achieve college-wide redesign focused on enhanced learning and accelerated completion. In addition to participating in the fall and spring workshops organized by IEPI, ELAC was one of eight colleges to participate in focus groups arranged by the CCCCO to get an early assessment of how Guided Pathways was being understood in the field. Three faculty facilitators on partial reassignment and two deans comprise a college team receiving training pertinent to Guided Pathways through the RP Group's Leading From the Middle Academy. Our Guided Pathways efforts will be boosted by what is

learned from another ELAC team that was selected to participate in the IEPI Strategic Enrollment Management (SEM) Program.

To assist with Guided Pathways redesign, ELAC has an ongoing campaign to enhance communication and synergy college-wide. This spring the ELAC Academic Senate and Administration held a summit on communication. Next, through the support of IEPI, ELAC will receive technical assistance from a Mini-PRT on additional professional development to foster communication. A smaller version of a Partnership Resource Team (PRT), the Mini-PRT will provide the college feedback on its plan for actions to foster greater cross-functionality to help committees, departments, and constituencies transcend their silos while advancing institutional innovation and effectiveness.

—Jeff Hernandez



Los Angeles Harbor College has gone through a transition year with a number of key personnel either retiring or transitioning into new career opportunities. The senate has worked for the past year in opening communication with the administration and faculty in developing a transparent community to fully realize and implement the term "shared governance."

Presently the senate has a new curriculum and DE/Pace chair while having hard working faculty working on Guided Pathways, articulation agreements with local institutions and developing curriculum for AB 705. We are also involved in many community activities such as collaborating with AFT College Staff Guild, Local 1521A in the Shoes That Fit program providing new shoes to children in local schools. The mission of the program is to "provide new shoes to children in need so they can attend school in comfort and with dignity, better prepared to learn and play."

Lastly, the Lomita-Harbor Kiwanis club will be holding its 14th annual Golden Apple Awards ceremony on Friday, May 4, 2018 at the Torrance Doubletree Hilton. The recipient of this year's award will be Carmen Carrillo, who has worked diligently at Harbor College as a professor, department chair, and interim dean in addition to many community service activities.

—Van Chaney



Los Angeles Mission College

welcomes Dr. Nicole Albo-Lopez to the position of Vice President of Academic Affairs. She previously served in dean positions at Los Angeles Harbor College and Los Angeles Trade Technology College.

The Academic Senate Guided Pathways Steering Committee is going strong with 15 voting members, including an ASO student representative, and 18 non-voting resource members. At DAS District Discipline Day the three Guided Pathways Facilitators Jacob Skelton, Veronica Allen, and Claudia Ramirez-Yaglian presented LAMC's Guided Pathways process for developing the Guided Pathway Meta Majors, Self-Study, and Work Plan.

Career Education News: Allied Health, Child Development, and Nutrition are working on Strong Workforce Projects. Allied Health will be hosting an Allied Health Conference, Child Development is creating a developmental kindergarten program, and Nutrition will be finalizing the Certified Dietary Manager program and hopes to have the program live in fall 2018.

Theater is adding a Certificate in Video for Live Entertainment. *Peter and Starcatcher* directed by professor Robert Cucuzza opened March 15-24 for a second run in the new Arts, Media, and Performance Theater.

New programs are under way for Biotechnology, Certified Nursing Assistant/Home Health Aide, Medical Billing and Coding, and

Pharmacy Technician. Programs for Computer Programmer, Cyber Security Associate, and Full Stack Developer have also been developed and should begin soon. Mission College biotechnology students are competing in the 2018 NSF Community College Innovation Challenge, and the first Biotechnology AS degrees will be awarded this June.

LAMC hosted a STEM Symposium in February focused primarily on K-12 STEM teacher prep programs. Mt. San Antonio College is partnering with UC Irvine in such a program, and there is interest in replicating the program at Mission College. This will be explored further at a two-day meeting in April at Mt. San Antonio College.

Athletics News: Baseball is in first place in the Western State-South Conference and sixth in Southern California. Softball is in second place in the Western State-East Conference.

—Deborah Paulsen



The spring 2018 semester started out with the 12th Annual **Pierce College** Student Success Conference, organized by our Student Success Committee. This year's theme was "Champions of Student Success" and this event was very well-attended by faculty. In addition, Pierce faculty has been collaborating with ASO on addressing food insecurity issues among our students and a food pantry for students has been established on our campus. The Senate has also been discussing Guided Pathways and the importance of asserting the central role of faculty in all stages of this collaborative initiative. Finally, spring semester is a time when we have Senate elections on our campus. This year, in addition to the At-Large positions, our 1st and 2nd Senate Vice-President positions (of Academic Policy and of Curriculum, respectively) are up for election.

—Anna Bruzzese

Update: After eight years at Pierce, President Kathleen Burke has accepted the position of Chancellor at South Orange Community College District.



Los Angeles Southwest College is proud to say

that we are in our 50th year serving students and the community in the southern area of Los Angeles. In fall 2017 we held our 50th Anniversary Gala Celebration at the Biltmore Hotel in Downtown Los Angeles. There are many exciting things happening at LASC. Like many California Community Colleges, LASC is gearing up for Guided Pathways. We have been able to come together as a campus and begin to think about how Guided Pathways will be approached on our campus. We have been able to strengthen our shared governance relationships on campus in order to be able to complete the required IEPI Meeting, Self-Assessment, and 5 Year Plan. We are very excited about having the opportunity to bring the campus together, in a cross-functional manner, around the ideal of becoming a fully Student-Centered Campus; and being able to breakdown the many silos that prevail throughout the campus that prevent efforts to serve our students from being truly harmonious efforts.

We are also making progress in our participation in the LA Promise Program. With our first effort, we were able to serve around 400 LA Promise students in our Summer Bridge Program. Since then, we have seen about an 85% persistence rate from fall to spring with this first cohort. Our LA Promise Program is currently working to increase the number of participants and looking at ways to raise the persistence rate.

In February 2018 we broke ground on the new School of Science (SOS) Building, which will allow our Natural Sciences department to RISE out of the dreaded bungalows known as the Academic Village, and occupy a modern science building equipped to better serve

our students. The building will open in summer 2019.

Lastly, our Theater Arts program competed in the Kennedy Center Regional American College Theater Festival Competition and have won “Best Ensemble” two years in a row. This spring 2018, the students traveled and competed in Mesa, Arizona under the leadership of Professor Jonathan Pope-Evans. The Kennedy Regional American College Theater Festival Competition is one of the premier competitions of its type in the country. Colleges and universities come from all over the country to compete regionally in these competitions. This year’s winning play was entitled *The Threat* and was very well received by the attendees and participants of the competition. *The Threat* will be performed on April 30, 2018 in LASC’s Little Theater. In addition to Best Ensemble, the troupe has also been awarded the “Strongest and Most Compelling Response to the Prompt” and the Aspire Leadership Award from the same organization. They have been invited to perform at the Community Arts Summit in Los Angeles and have performed as Guest Artists at Whittier College. Finally, two of the students have been scouted and cast in other outside productions as a result of their performances with the LASC team. We are proud of the work the students are doing in our Theater Arts program.

—Robert Stewart

 On March 28 Los Angeles Trade-Tech had a remarkable opportunity to hear from renowned San Diego State University researchers Dr. Frank Harris III and Dr. J Luke Wood. They led a professional development activity for faculty, staff, and students based on their report, *Teaching Men of Color in Community College*, which is a widely-respected effort to move away from simply addressing the impediments facing male students of color to addressing the structural barriers

within our community colleges. The event was funded through the LATTC Student Equity-Professional Development in collaboration with the Center for Urban Education, LATTC Student Success Committee, the College Council Professional Development Workgroup, and the LATTC Academic Senate.

On March 22 LATTC had the grand opening for a new NEXT UP Student Lounge. NEXT UP is the new name for the substantial additional services provided to targeted past and present foster youth by our Extended Opportunities Programs and Services (EOPS/Care/Next Up). This new state funding will provide additional space to offer services to these students at LATTC.

LATTC had a visiting team from the Community College Research Center to help implement Guided Pathways. They looked closely at our overall PACTS strategy, Pathway teams, and Pathway Math. They praised the college for our work in creating and implementing pathways, and how we are informing the model for campuses across the country.

On March 22 LATTC celebrated the 40th Anniversary of Trade-Tech Labor Center. The event honored Rusty Hicks and the entire County Federation of Labor Team, California Labor Commissioner Julie Su, three respected Labor leaders, and activist and organizer Jan Tokumaru. Tickets were \$200 and will provide scholarships to Labor Studies students. Our Labor Center continues to be a model of activism and student advocacy and has developed real relationships with the unions, including those unions with signatory employers who are hiring many of our students.

The Inter-Club Council put together a community giveaway for students and others in need on March 14. ICC folks gathered blankets, socks, hygiene kits, and other items and brought them to the ASO annex where they held their giveaway. Dozens of people came away with donated items, with

the largest percentage gathered by ICC leadership with community partners and businesses.

The annual Prom Project organized by our Cosmetology faculty and staff took place on March 24. LATTC offered hair styling, make-up, and treatments to high school students, in preparation for their high school prom. Community partners offer gowns to alleviate the financial burden of attending their prom. Our students spend much of the day with the high school students and at the end of the day the high school girls participate in a runway show wearing their prom dress. It is a wonderful gift provided by our faculty and students.

On March 17 more than 400 folks attended an Expungement Fair put together by the Drug Policy Alliance, the LA County Public Defender’s office and our own WorkSource Center. More than 50 public defenders held sessions with the attendees to help clear records, assess which felonies could be changed to misdemeanors and then expunged. LATTC also promoted the college as a location for valuable training in these career paths. This was an important effort for folks in our community whose dreams can be vastly limited by past convictions.

—Martin Diaz



Los Angeles Valley College is the only LACCD campus to be recognized as an

All Steinway piano campus. Once again we have been recognized as a Tree Campus USA. A program called Helping Hands is dedicated to serving our homeless students, and we are committed to our homeless students, fundraising, and providing source food from local farmer’s markets. We are refurbishing a room in Monarch Hall to turn it into a food pantry for our students. This room will be available to distribute food by the end of the month. Along with Pierce, we are piloting a new Professional Development Program called Cornerstone, which will guide our

future professional development efforts. At the end of this month we will start a comprehensive analysis of our marketing and branding efforts to see how we can better brand Valley College and market ourselves to the campus and to our local community.

—Josh Miller



The West Los Angeles College Senate has been very busy this academic year. We are currently engaged in a division realignment process, which is new for West faculty—divisional structures have always been prescribed by college presidents. After establishing guiding principles and a timeline, the Senate solicited proposals from disciplines proposing a move to another division, and allotted a special Senate meeting for deliberations. Senators were charged with representing the views of their constituents, even if divergent. During proposal review, the conversation was spirited but collegial.

In February 2018, West's Senate passed a resolution to affirm faculty purview over DSPS policy (that which is not already prescribed by federal law). In March 2018 the Senate established an ad hoc Senate committee to examine current DSPS regulations and to make policy recommendations as needed.

West Senate is also drafting a Grants Policy to guide the process of grant acquisition and management on our campus. Our Educational Policies and Standards Committee (EPSC) conducted a Music program viability study in fall 2017 and is now conducting one for Art. All four Senate officers are up for election this May 2018. (H. Bailey-Hofmann was finishing out her predecessor's term.)

—Holly Bailey-Hofmann

Curriculum

Elizabeth Atondo, DAS Second Vice President

The District Curriculum Committee (DCC) has been busy this year keeping up-to-date on our statewide initiatives, particularly Guided Pathways and the recent legislation of AB 705 requiring all CCCs to have curricular paths that get our students through transfer-level English and Math in one year. In addition, we have to transition away from our current curriculum management system, ECD, to a new system. ECD will remain our system for the 2018-19 academic year with the goal of going live with a new system for the 2019-20 academic year—lots more to follow. Ideally, the District will adopt an integrated system that houses our curriculum, SLOs, catalog, digital badges, and pathways/meta majors so that our faculty and staff can do their work more effectively and efficiently and, most importantly, provide our students with the information they need in one place to meet their educational goals. The DCC is a great committee and I want to thank all my colleagues who serve on it for all the wonderful work they do.



ASCCC's Craig Rutan presenting on AB 705 at Los Angeles City College, February 2018

LACCD Board Watch



- ◆ Board President Sydney Kamlager resigned from her position as a trustee on April 16, 2018 after winning a special election for State Assembly District 54.
- ◆ Former Vice President Mike Fong automatically became the new Board President as a result of Kamlager's resignation.
- ◆ Andra Hoffman was unanimously elected as the Board's Vice President at a special meeting in April.
- ◆ The trustees are pondering two options to fill the vacancy created by Kamlager's resignation: call a special election (in November, 2018 at a cost of ~\$4.3 million) or make a provisional appointment to fill the remainder of her term until December 14, 2020.
- ◆ If the Board decides to appoint a replacement, it must advertise the position widely, develop a process for submission and considerations of applications, allow candidates to give presentations at a public meeting, and make an appointment through a public vote with the support of at least four trustees.
- ◆ The next LACCD Board of Trustees meeting is Wednesday, May 9 at LA City College.

Understanding Equivalency

Naja El Khoury, DAS First Vice President

I started my service as the DAS Equivalency Chair in July 2017. My first priority was to understand the District's existing equivalency process and propose improvements. With the assistance of Equivalency Committee members, we were able to develop and approve a flowchart representing our local process. We will be reviewing our equivalency process in fall 2018 to assess what works and what needs to be improved.

Why is the Equivalency Committee Needed?

The current minimum qualifications for CCC Faculty are outlined in the *2017 Handbook Minimum Qualifications for Faculty and Administrators in California Community Colleges*. Briefly, for academic disciplines the minimum qualifications are typically a master's degree in the discipline of the assignment; or a bachelor's degree in the discipline of the assignment and a master's degree in a reasonably related discipline. For disciplines in which a master's degree is not generally expected or available, the minimum qualifications are a bachelor's or associate's degree (in any major) and two or six years of professional experience in an occupational area directly related to the assignment. The professional experience is required even if the applicant possesses a master's degree or higher. Assignments that fall into this category are generally in technical, trade, or industrial fields. Nearly 150 such disciplines have been identified in a statewide list.

According to Education Code §§ 87359, individuals who do not possess the minimum qualifications for service may be hired as faculty members if they possess "qualifications that are at least equivalent to the minimum qualifications." Just as CCC districts must adhere to the required minimum qualifications when establishing hiring criteria and/or determining hiring eligibility, districts and colleges may also establish "equivalency" based on a candidate's previous course work and or professional experience, which are at least equal to the state adopted minimum qualifications for a particular discipline.

In conclusion, every district must have an equivalency process, and the determination of equivalency is the purview of the academic senate. So the focus of the Equivalency Committee is to examine a candidate's previous course work, work experience, and eminence in the field and make the judgment of whether a specific candidate's experience is equivalent to the minimum qualifications.

Basic Principles for Granting Equivalency

Because the requirement of an equivalency process was established by AB 1725 (1988) and chaptered into California Education Code, districts are not free to ignore provisions within the law. The ASCCC has adopted the following basic principles for granting equivalency:

- Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal.
- Applicants must provide evidence they have attained the breadth of coursework or experience equal to the general education component of an earned associate's or bachelor's degree.
- Applicants must provide evidence they have attained the skills and knowledge provided by specialized course work required for the degree listed in the Disciplines List.
- Faculty members exemplify to their students the value of an education that is both well-rounded and specialized and has consistently defined associate's degree parameters. Faculty should act as models for students by demonstrating a breadth of general education knowledge and a depth of knowledge that is discipline specific.
- Eminence should not be used as the sole criteria for granting equivalence (Senate Resolution 10.01 SP09).
- Provisional or conditional equivalency should not be granted.

The LACCD Equivalency Committee

Naja El Khoury (DAS 1st Vice President); Eloise Crippens (Equivalency Coordinator); Eddie Flores (East); David Esparza (Trade); William Hernandez (Harbor); Curt Riesberg (Mission); Shilo Nelson (Pierce); Marcela Hernandez (West); Tamara Howard (Southwest); Jesus Gomez (City); Josh Miller (Valley)

Resources

1. [ASCCC.org](http://www.asccc.org)
2. [Equivalence to the Minimum Qualifications Adopted Spring 2016](http://www.asccc.org/sites/default/files/equivalency_paper.pdf)
http://www.asccc.org/sites/default/files/equivalency_paper.pdf
3. [2017 Handbook of Minimum Qualifications for Faculty and Administrators in California Community Colleges](http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf)
<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-Minimum-Qualifications-Handbook-r1-ADA.pdf>
4. [California Community Colleges Chancellor's Office](http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/MinimumQualifications.aspx)
<http://extranet.cccco.edu/Divisions/AcademicAffairs/EducationalProgramsandProfessionalDevelopment/MinimumQualifications.aspx>

Options to Consider When Developing New Credit Courses: Lecture, Lab, or Both?

Angela C. Echeverri, DAS President

The implementation of AB 705 provides a unique and exciting opportunity to develop new and innovative curriculum to improve student success and learning. When developing new credit courses, faculty may fail to fully understand the nuances of using different academic activities and how they affect student contact time, course units, faculty load, financial aid, cost of attendance, and state apportionment.

Colleges grant credit based on **total hours of student work**, whether that work is inside the classroom (e.g., lecture or lab) or outside the classroom (e.g., homework). California Code of Regulations, Title 5, §55002.5 states:

- (a) One credit hour of community college work (**one unit of credit**) shall require a **minimum of 48 semester hours of total student work** or 33 quarter hours of total student work, which may include inside and/or outside-of class hours.
- (b) A course requiring **96 hours or more of total student work** at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide **at least 2 units of credit**.
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- (e) Credit hours for all courses may be awarded in increments of one units or less.

Boards establish policy to define standards for credit hour calculations for all academic activities and expected ratios of in-class to outside-of class hours. LACCD's policies identify three academic activities with different ratios of contact to homework hours, which are outlined in Administrative Regulation E-113 (Unit/Hour Alignment).

Academic Activity	Weekly Contact Hours (In-class)	Weekly Outside of Class Hours (Homework)	Total Contact Hours (18-week Semester)	Total Learning Hours (18-week Semester)
Lecture (Lecture, Discussion, Seminar, etc.)	1	2	18	3 x 18= 54
Lab #1 (Lab with homework, Studio, etc.)	2	1	36	3 x 18= 54
Lab #2 (Lab without homework, Clinical, etc.)	3	0	54	3 x 18= 54

Table 1: Standard Student Work Hours Per Unit of Lecture and Lab Courses

During an 18-week semester, each of the examples above would result in one unit of credit, but very different total contact hours (18, 36, or 54). Therefore, a course with a lab could be a more effective way to provide instructional support to students than a lecture class, since it would provide students a higher number of in-class hours per unit and allow more time for supervised activities to support student learning. Additionally, lab courses are less costly for students, because enrollment fees and financial aid limits are based on units attempted, not contact hours. For example, a student taking a 1-unit lab course meeting 3 hours/week would pay \$46, while a student taking a 3-unit lecture class meeting for the same number of hours would pay \$136. For federal financial aid purposes, students are limited to 150% of the unit requirement of their declared program of study. Thus, a student attempting to complete a 60-unit Associate Degree for Transfer is limited to financial aid for 90 units of attempted coursework.

Reducing the number of units (not hours) of co-requisite support classes would also allow students to take courses in disciplines other than Math, English, and ESL during their first year. Finally, it is also important to note that in the LACCD, faculty assignments (and state apportionment funding) are based on weekly in-class hours, not units (AFT 1521 Collective Bargaining Agreement, Article 13). Therefore, a student would benefit from additional in-class hours, a college would receive higher apportionment, and a faculty member would receive more pay per each unit of a lab class, than per each unit of a lecture class.

While the number of units is a districtwide attribute for any given LACCD course, the hours of instruction are determined locally by each college. Faculty have the option of using either lecture, lab (with or without homework), or a combination of any of these. Keep in mind that in order to be eligible for state funding a course must meet for a minimum time of 50 minutes per session (for example, 30 minute lectures would not be eligible for apportionment). When developing new curriculum, it is important to carefully consider the full implications, advantages, and disadvantages of using each type of academic activity.

Resources

1. Table modified from *Credit Hour Calculations* PowerPoint by Erik Shearer and Michelle Sampat

A Brief History of the Professional Development College

Lourdes Brent, DAS Secretary and PDC Coordinator



For some time, many faculty and administrator leaders have discussed the need to provide opportunities for faculty in the Los Angeles Community College District to improve or develop instructional competencies. Classroom faculty, proficient in their disciplines, are often not trained in andragogical methodology or the techniques needed to understand and relate to students of diverse cultures, backgrounds, and learning abilities. These gaps are particularly problematic given the District's demographics, with many students who are economically and educationally disadvantaged and from under-represented populations.

In 2015, the District Academic Senate (DAS) began exploring the idea of a Professional Development College (PDC) that would provide access to and experience with the latest technology and, more importantly, offer skill sets for instructors to facilitate meaningful and effective teaching and learning. A DAS PDC Task Force and later a Steering Committee were created to explore options and make recommendations to the full DAS, LACCD Chancellor, and Board of Trustees regarding a program for such a PDC.

The Steering Committee developed a framework that included a series of credit courses that addressed authentic activities and multiple instructional delivery methods, interpersonal and affective skills, curriculum and program development, instructional strategies for engaging adult learning, learning process of adults, and evaluation and assessment methods to maximize and meet the learning needs of community college and adult students. Intended benefits would include better student retention and success, improved teaching methodologies, and possible column advancement for the faculty member. It was recommended that these courses be arranged in tiers containing 1-3 stackable courses, all leading to a certificate. All courses would be transferable to the California State Universities.

With the PDC Task Force completing its goal, the DAS recognized the need to create its own PDC Steering Committee that would tackle the challenges involved in running and maintaining the program.

Program Launch

In winter 2016 the PDC began by offering seminars in the use of Mathematica software, best practices in the classroom, adult learning and motivation, and curriculum development. Participants were universally positive in their feedback. Since spring 2016, courses offered by the PDC have included: Education 205 (Diversity in the Classroom), Communications 385 (Communication in the Classroom), Education 250 (Adult Learning and Motivation), and Education 252 (Instructional Design). Again, feedback and student learning outcomes have been positive.

To assist the DAS in achieving two of its goals for the 2017-18 academic year (professional development and encouraging faculty leadership), the PDC has expanded its offerings with a series of seminars. The PDC has worked with a variety of partners including the Chancellor's Office, the Office of the Vice Chancellor for Educational Programs and Institutional Effectiveness, the Office of Diversity, Equity, and Inclusion, the Office of Workforce Development and CalWORKS, the Office of Adult Education, the AFT Faculty Guild, the Dolores Huerta Labor Institute, and the DAS Sustainability Institute. Both present and past Senate leaders have facilitated these seminars. The roll-out of the entire Professional Development College curriculum will continue over the next few years.



Tour of the Educational Services Center conducted by Vice Chancellor Ryan Cornner and the PDC in March 2018



Professional Development College Seminar at Van De Kamp Center, January 2018

Present and Future

As the PDC Steering Committee continues to receive feedback, modifications to the program include offering classes in a hybrid format and investigating the possibility of interdisciplinary course offerings. In future, the PDC plans to award digital badges for completion of the various modules.

Calendar of Events

PDC Seminars

Friday, May 11, 9am-12pm
*Leadership seminar with
Chancellor Rodriguez and
Don Gauthier*

*LA City College, Herb Alpert
Music Center Room 140*

Friday, May 25, 9am-12pm
*Brown Act, Adult Ed, & Curriculum
Van de Kamp Center*

DAS Meeting

Thursday, May 10, 12:30-3:30pm
LA City College

AB 705 Implementation: Next Steps

Friday, May 18, 9am-3pm
LA Harbor College

ASCCC Leadership Institute

June 14-16
San Diego

ASCCC Curriculum Institute

July 11-14
Riverside

ASCCC Part-time Faculty Leadership Institute

August 2-4
San Francisco

Sustainability Institute

*George Leddy,
Sustainability Institute Coordinator*

The **Sustainability Institute of the LACCD** has been a project of the District Academic Senate since 2010. In that time, the SI has pioneered efforts at increasing environmental education throughout the District. George Leddy from LAVC manages the program and has succeeded in expanding teaching in the marine environment, received grants for improving classroom learning materials, one of which is for water, organized talks, collaborated on green jobs research, and many more projects that can be seen on the website at sustainablelaccd.net. The SI is guided by previous (David Beaulieu, Don Gauthier) and current DAS presidents (Angela Echeverri) as well as faculty from ELAC, Pierce, Valley, and Mission. The SI has a mailing list that we would like to grow, so please contact us at leddygs@lavc.edu and get our newsletter and occasional mailings, and check our Facebook page at [facebook.com/SustainabilityInstituteLACCD](https://www.facebook.com/SustainabilityInstituteLACCD).



*Guided Pathways Breakout at Spring Discipline Day
at Los Angeles Valley College, March 2018*



*AB 705 Implementation Summit
at Los Angeles City College, February 2018*



*LACCD delegates at the
ASCCC Spring Plenary Session in San Mateo, April 2018*

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