District Academic Senate Executive Committee Meeting

Friday, October 5, 2018
Educational Services Center
MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1st VP: Equivalency), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer)
City	Dan Wanner
East	Jeff Hernandez
Harbor	
Mission	Deborah Paulsen
Pierce	Angela Belden – Alternate for Anna Bruzzese
Southwest	Robert Stewart
Trade	Martin Diaz
Valley	Josh Miller
West	
Guests	Dan Keller, Curriculum Dean (ESC)

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

30   System (SIS). Prospective students will self-report their cumulative high school grade
31   point averages (GPAs) through CCCApply. They will then will be placed in the
32   appropriate Tier for English and Math and given courses for which they are eligible to
33   enroll based on their major. Placements for English are very similar among the nine
34   colleges. However, this process is particularly important for Mathematics as course
35   possibilities differ between Liberal Arts and Business-Science-Technology-Engineering-
36   Mathematics (BSTEM). At present, Keller is unsure of how it will look in the student
37   portal of SIS. He might add another banner to the dashboard, possibly under
38   matriculation or placement. Keller anticipates some limitations, such as: Does the
39   dashboard tailor to what the student identifies as the home college? It is possible that a
40   student will receive nine possible placements – one for each college in the district. He is
41   also looking at another option involving a drop down menu in the portal. Looking at
42   Liberal Arts Math classes (Statistics or STATS), Keller noted that recommended courses
43   are mostly aligned for Tier 1. Tier 2 has different recommended support courses. He
44   also noted that some colleges would like to require support courses for Tier 3, although
45   the implementation guidelines from the State Chancellor's Office (CCCCO) specify that
46   colleges can recommend support courses but cannot require them.
47
48   Identifying placement recommendations in SIS is the challenge. As there are different
49   transfer paths based on major, there are different transfer courses. A workaround
50   currently under discussion would be to list the college and course, and have a link to a
51   college-specific page, which would then have the path related to the appropriate major.
52   Other possibility would be to have three placements – English, STEM Math, and non-
53   STEM Math. Keller noted that one foreseeable problem would be the possibility that we
54   would be discouraging prospective STEM students, especially among under-represented
55   populations. These students might have experienced difficulties with Math in the past
56   and could thus choose a Math placement, which has a shorter course sequence but is
57   not suitable for their STEM major. Therefore, especially for BSTEM students, it is
58   important to identify the major first instead of displaying generic Math placements.
59   Keller emphasized that we must display information in a way that does not discourage
60   our students. The Student Information System can only handle placing students in one
61   of three tiers using a cumulative GPA; it cannot use grades received in courses, including
62   math. The goal is to have SIS programmed with this information by January 2019 in
63   time to meet the admission deadline for Fall 2019 Semester. Some colleges would like
64   to begin placing students for the Spring 2019 Semester, but that timeline is unlikely.
65
66   Belden suggested providing information to prospective students in ways that students
67   could assimilate. Miller suggested that information be phased into each college's
68   website. For example, all of the colleges can look into website redesign so that students
69   have similar website experiences.
70
71   Echeverri suggested that counselors visit classes traditionally offered for new students
72   during the first week of the semester to let students know their English and Math

73	options relative to their majors. Stewart noted that the counselors' review of English
74	and Math placement would be labor intensive.
75	
76	<u>Program Mapping</u>
77	Continuing his report, Keller referred to program maps developed for guided pathways,
78	explaining that there are many useful models, which incorporate placement into
79	English, Math, and support courses into the paths. For example, the Bakersfield
80	Community College program mapper projects time to completion of a student's
81	program based on AB 705 English and Math placement, major, and educational goal.
82	Similar technology at other colleges include part-time options. Some technology can
83	also factor in work hours, time available for college-related work (e.g., study time), and
84	financial aid.
85	
86	Miller recommended a pilot, which would be grant-funded, permitting .4 reassigned
87	time to work on the project. One could link via eLumen. Although colleges would need
88	to commit to this project shortly, the completion timeline is not an issue. Some raised
89	concerns that their colleges were still in discussion regarding the implementation of and
90	ramifications of AB 705 and Guided Pathways, and were not in a position to commence
91	work on this pilot. Keller observed that, since the grant expires in Spring 2019, colleges
92	are requested to make commitments this Fall Semester. Initially, there were 20 colleges
93	in this pilot program, including Bakersfield College.
94	
95	Keller recommended that colleges join the grant in the implementation process of this
96	software. Discipline faculty have completed their course sequencing. Program mapping
97	can also include supplement courses, and can guide students to courses which are most
98	related to their major. The guided pathways grant estimates that implementation
99	usually 4-5 years.
100	
101	Diaz asked if this program mapping would be the student's education plan. Hernandez
102	replied that this technological education plan, the second pillar in guided pathways,
103	would be in SIS and eventually feed into a degree audit.
104	
105	In response to concerns that college presidents and vice presidents received
106	information about the grant but that the faculty did not, as well as requests to see
107	details in writing in order to make an informed decision, Keller will request that Vice
108	Chancellor Ryan Cornner email the college senate presidents with details regarding the
109	grant.
110	
111	Echeverri noted that most colleges will commit to this program-mapping grant, and she
112	will co-sign the letter with VC Cornner on Monday, October 8th.
113	
114	<u>Curriculum</u>
115	Keller reported that the district is still under contract with CurricUNET. He suggested
116	that data can be placed into CurricUNET as a placeholder, and that that curriculum data

117 can then be imported into eLumen later. He suggested that it might be wise to do so
118 since the Board of Trustees has not approved eLumen as the curriculum management
119 system and that ECD is a database that could fail. In addition, Title 5 states that only
120 faculty who meet minimum qualifications in a subject area can create curriculum in that
121 area. The beauty of an automated system is that it can lock persons out of uploading
122 curriculum that they are not authorized to create. Additional access – such as to
123 department chairs, curriculum chairs, senate presidents, curriculum deans, and vice
124 presidents – can be assigned at the campus level. Echeverri distributed the list of
125 QTOPS, developed by now-retired Vice Chancellor John Clerx. It is a map linking QTOPS
126 to minimum qualifications (MQs) and subject titles. However, at some point, new
127 subjects were no longer assigned QTOPS. In addition, the title "QTOPS" was also
128 problematic since there was unintended reference to TOP Codes. Referencing Title 5,
129 Keller stated that the DAS can align MQs to subjects, and I.T. can link access according to
130 who is responsible for curriculum development. Thus far, in using ECD, this regulation
131 of curriculum access has been a manual process.
132
133 Echeverri observed that the DAS needs to review and revise E-115. Keller
134 recommended that we update the QTOPS or find a technological means to match
135 instructors to subjects. For example, the district did not enter MQ data into SAP until
136 2017. Echeverri noted that the creation of a new subject also involves the DAS working
137 with the Faculty Guild because load factors would have to be determined. There is
138 conversation about offering an Introduction to College course where the instructor
139 would meet the MQs under an interdisciplinary major, which would be a Master's
140 degree. However, CTE faculty have also expressed interest in teaching such a course,
141 and MQs for their disciplines do not require a Master's degree, and their load factors
142 are higher than that for an interdisciplinary major.
143
144 **Action Item**
145
146 **Motion to Support the Resolution for ASCCC Fall 2018 Plenary: Develop a Paper to**
147 **Update Budget Considerations – A Primer for Senate Leaders (2009)**
148 Friendly amendment to revise presentation date to Fall 2019 Plenary instead of Spring
149 2019 Plenary; accepted without objection
150 (Stewart/Atondo) **M/S/C**
151
152 Hernandez reported that the academic senate at East will vote on this resolution on
153 Tuesday. This 2009 ASCCC paper was intended to provide guidance on budget matters.
154 Although the paper has been very useful, it needs updating to correspond with a new
155 state funding formula.   Hernandez argued that faculty leaders need to learn about new
156 ways to look at the budget in terms of pressures related to funding that is partially
157 performance-based, e.g., grade inflation. Perhaps some best practices could be
158 included in this paper.
159

160 **Motion on Funding for Tutoring and _Other Concurrent_ Student Support under New**
161 **Budget Allocation Model**
162 Wanner – Friendly amendment to include "other concurrent" in motion; accepted
163 without objection
164 (Hernandez/Stewart) **M/S/C**
165
166 Echeverri expressed her concern that colleges will not adequately fund support required
167 for AB 705 compliance. Funding has been inconsistent in the past and overly reliant on
168 separate Basic Skills funding from the state. She recommends that we include tutoring
169 and supplemental instruction as a specific line item when we revise the allocation
170 formula for the district, that this line item be used only for those purposes, and that it
171 cannot be used to backfill budget deficits in the general fund. She emphasized that this
172 money needs to be restricted, and cannot be accessed to meet other expenditures.
173 Echeverri went on to report that the Board of Trustees appears to be very receptive to
174 this idea; she suggested that this topic be a presentation to the Board's Committee of
175 the Whole. However, if we do not make this investment now, we will be in trouble
176 later, and it will severely hamper our ability to help students succeed.
177
178 Hernandez expressed his concern that college presidents, especially in those colleges in
179 deficit, will be so concerned with balancing their budgets that they will use any and all
180 available funding to shrink or eliminate their deficits at the expense of providing the
181 support services that students need to succeed. He also recommended bringing this
182 issue to the District Budget Committee for inclusion in minimum based funding.
183
184 Echeverri will bring include both approved resolutions in the DAS agenda for next week.
185
186 **Discussion Items**
187
188 **Finalizing AB 705 Placement models in CCC Apply for Fall 2019 Admissions**
189 Keller will send information to Echeverri for distribution.
190
191 **Update on Program pathways mapper**
192 Previously discussed
193
194 **eLumen and ECD Status (Atondo)**
195
196 Atondo reported that both the District Curriculum Committee (DCC) and DAS have voted
197 to support eLumen as an integrated system to include curriculum and student learning
198 outcomes (SLOs). This action would change curriculum from the Electronic Curriculum
199 Development system currently in use (ECD) to eLumen. District officials have expressed
200 concerns that ECD is not stable and that information could be lost. They propose that
201 the district use CurricUNET until such time as eLumen can be purchased and
202 implemented. Both Atlondo and El-Khoury reported that faculty will be unwilling to
203 learn a curriculum system now and another one shortly thereafter, and that a motion to

204 adopt CurricUNET as an interim system will not pass DCC. Atondo reported that DCC is
205 likely to vote on a motion to extend the use of ECD until such time as eLumen can be
206 fully implemented. Addressing concerns regarding the reported instability of ECD,
207 Atondo stated that ECD is still backed up, and curriculum can still be advanced and
208 stored in other electronic formats (e.g., WORD documents) as well as hard copies if
209 necessary. Both Atondo and El-Khoury noted that faculty members reviewed
210 presentations from vendors of curriculum programs, including eLumen and CurricUNET,
211 and that delays affecting implementation of any new curriculum system in the LACCD
212 would not be due to faculty members not doing their due diligence. Echeverri observed
213 that colleges are handling faculty access to course shells for Canvas differently – some
214 colleges have Canvas shells for all faculty in all courses, some colleges do not create
215 shells until requested by faculty, and variations in between. Should DAS wish to make a
216 recommendation to have the colleges make available Canvas shells for all courses for all
217 faculty in all colleges, a formal motion would be required.
218
219 **Update on Guided Pathways Coordinator Positions**
220
221 Echeverri reported that two positions posted – one for a .6 and one for a .4.
222 Unfortunately, the positions took weeks to post, and when they did, the incorrect salary
223 was included. It was Echeverri's intent that the incumbents would be onboard by Fall
224 2018, but that did not happen. She hopes to get at least one person onboard as soon as
225 possible. Stewart, Atondo, Keller, Harrington, and Echeverri are on the hiring
226 committee.
227
228 **Planning for Fall 2018 and beyond**
229   o **Consultation: Tuesday, October 9, 2018 at ESC 2-3:30**
230   Echeverri suggested a number of topics for the next consultation agenda,
231   including the following: The status of the adoption and implementation of
232   eLumen; the Board Rule change regarding a building naming policy; an update
233   on the reclassification of student workers, including the concern regarding the
234   master tutor/intern classification; a follow-up on the migration of faculty emails
235   to a Cloud-based system; the anticipated district faculty obligation number
236   (FON); and the Fall 2018 LACCD/DAS Summit. Echeverri will send out a draft
237   agenda today.
238   o **DAS Meeting: Thursday, October 11, 2018 at Trade**
239   Two resolutions are anticipated as action items at DAS. Echeverri will ask for
240   additional agenda items
241   o **2018 LACCD DAS Summit: Friday, October 26, 2018 at City**
242   Janet Fulks from Bakersfield College will present regarding their college's
243   program mapper. Each of the 9 colleges in the district will send a team of 16
244   individuals – 8 administrators chosen by the college president, and 8 faculty
245   members chosen by the senate president. There will be rooms for breakout
246   sessions.
247   o **AB 705 Implementation/Guided Pathways**

248 o **DAS Reassigned Time and Committee Representation**
249 Each college is receiving an additional .2 reassigned time for senate-related
250 activities. This additional reassigned time seems to be working to help support
251 and encourage faculty participation in the academic senate and related
252 functions.
253 o **Area C Meeting and Fall 2018 Plenary Session**
254 The Area C meeting will be on October 13, 2018 at Compton College. Those
255 faculty members who wish to access DAS funds to send the senate president or
256 designee to the Fall 2018 Plenary Session November 1-3, 2018 must submit their
257 signed conference request forms to Echeverri. After she approves them, they
258 will be forward to DAS Treasurer Wanner for processing.
259
260 **Follow-up: Comprehensive Evaluation Committees for Limited Faculty Hires**
261 **(Hernandez)**
262 Ongoing - No updated report
263
264 **Follow-up: DAS role over District's administration of Student Equity Advisory program**
265 **funds (Hernandez)**
266 Ongoing - No updated report
267
268 **College Reports and Issues**
269 The October Board of Trustees meeting will be at Los Angeles Southwest College.
270
271 **Other items**
272
273 There was discussion related to how faculty who are on reassigned time are evaluated
274 for their work performance. Echeverri urged senate presidents to share best practices,
275 and acknowledged that this conversation should also include the Faculty Guild.
276
277 **Reports**
278
279 **Officers**
280 • President's Report – Echeverri
281 Previously reported.
282
283 • First VP Report – El-Khoury
284 El-Khoury reported that the Equivalency Committee is running smoothly, and
285 reviewed four cases at its September meeting. The committee will revisit the
286 flow chart process. He also echoed a need for QTOPS or related district chart.
287
288 Reporting on TPPC, El-Khoury noted that there was quorum at the last meeting.
289 East named its college representative to this committee. The committee will
290 also review its charter and membership. The email migration project is
291 progressing more smoothly with anticipated completion in spring 2019. Full-

292	time faculty will retain their college's "branding" email. Adjunct faculty will be
293	able to filter all of their email to one inbox. Regarding SIS, El-Khoury reported
294	that the financial aid module has a major issue, which is under review.
295	Information Technology (IT) is doing more work on updating the firewalls.
296	Discussions around ADA 508 have these goals: 1) Have a common platform for
297	the Web; 2) Agree on a design standard; 3) Develop a transition plan. El-Khoury
298	also reported on TPPC's discussions regarding faculty access to Canvas shells.
299	Some colleges give Canvas shells to all faculty; others reserve the shells to those
300	faculty who are teaching Distance Education (DE) courses. There will be ongoing
301	discussion on this topic. TPPC will also discuss possible mobile applications
302	(apps) for emergency alerts.
303	
304	• Second VP Report- Atondo
305	Atondo reminded everyone that any new curriculum must be received at the
306	District Office by noon on October 19, 2018 to be considered, processed, and
307	approved in time for the colleges to offer those courses in Fall 2019. In addition,
308	colleges are reminded that any new transfer-level Math courses, especially those
309	developed in response to AB 705 intended to be offered in Fall 2019, must
310	ensure UC transferability and IGETC certification. Thus, applicable pre-requisites
311	should not be removed from the course outline of record. At its July meeting,
312	the District Curriculum Committee (DCC) rejected the possibility of using
313	CurricUNET in any capacity, including as a stopgap for an aging ECD.
314	
315	• Treasurer's Report – Wanner
316	Wanner reported that Harbor has not yet submitted its contribution to DAS.
317	There is currently over $2,200 in the DAS account. Stewart and El-Khoury
318	reported that Southwest continues to have challenges in accessing its senate
319	funds.
320	
321	• Secretary's Report – Brent
322	Brent requested that the local senate presidents review and revise lists of DAS
323	representatives as well as reassigned time for senate-related positions.
324	
325	**DAS Standing Committees**
326	
327	Professional Development College – Brent
328	Brent distributed a list of faculty leadership seminars as well as a proposed budget
329	seminar. Vice Chancellors Robert Miller and Ryan Cornner present on the budget topic.
330	
331	**College and/or Committee Reports**
332	
333	District Budget Committee – Hernandez
334	Hernandez briefly announced ongoing discussions related to the new funding formula,
335	and reinforced concerns related to providing budget support for supplemental

336 instruction, tutoring, and other concurrent student support to help students succeed
337 and help colleges comply with the implementation of AB 705.
338
339 Given the lateness of the hour, there were no reports related to items listed below:
340
341 Other Committees and Task Forces
342 ▪ Enrollment Management
343 ▪ Disabled Students
344 ▪ Title IX
345 ▪ Institutional Review Board
346
347 **Future Projects**
348
349 ▪ Administrator Evaluations
350 ▪ E-115 and Process for creation of a new subject
351 ▪ Interdisciplinary Student Success Course
352 ▪ LACCD shared governance consultation processes
353
354 **Upcoming Meetings**
355
356 • Consultation Tuesday, October 9, 2018 at 2 p.m.
357 • Board Meeting Wednesday, October 10, 2018 at Southwest
358 • Board Standing Committees Wednesday, October 24, 2018 at ESC
359 • LACCD DAS Summit Friday, October 26, 2018 at City
360
361 **Other Items –** None
362
363 **Adjournment**
364 The meeting was adjourned at 12:12 p.m.
365 (Stewart/Hernandez) **M/S/C**
366
367 Respectfully submitted by Lourdes M. Brent, DAS Secretary