



**Los Rios Community College District
District Academic Senate
2017-2018**

DAS President...Gary Aguilar
ARC President...Alisha Shubb
CRC President...Greg Beyrer
FLC President...Paula Haug
SCC President...Gayle Pitman

District Office
Main Conference Room
Tuesday, November 5, 2019
3:00 pm – 5:00 pm

Approved Minutes

Gary Aguilar	ARC	District Academic Senate President	X
Dan Crump	ARC	District Academic Senate Secretary	X
Alisa Shubb	ARC	Academic Senate President	X
Janay Lovering	ARC	Academic Senate Vice President	X
Amy Gaudard	ARC	Academic Senate Secretary	X
	ARC	Academic Senate Past President	
Greg Beyrer	CRC	Academic Senate President	X
Scott Crosier	CRC	Academic Senate Vice President	X
Teresa Aldredge	CRC	Academic Senate Secretary	X
Julie Oliver	CRC	Academic Senate Past-President	X
Paula Haug	FLC	Academic Senate President	X
Eric Wada	FLC	Academic Senate Vice President	X
Francis Fletcher	FLC	Academic Senate Secretary	X
Carlos Lopez	FLC	Academic Senate Past President	Excused
Gayle Pitman	SCC	Academic Senate President	X
Lori Petite	SCC	Academic Senate Vice President	X
Sandra Guzman	SCC	Academic Senate Secretary	
Troy Myers	SCC	Academic Senate Past President	X
Dyan Pease	SCC	District Curriculum Coordinating Committee (DCCC)	X
Alice Dieli	ARC	District Educational Technology Committee (DETC)	X

Karen Tercho	SCC	District Matriculation & Student Services Committee (DM&SSC)	X
Robert Perrone		Los Rios Colleges Federation of Teachers (LRCFT)	
Guests			
Michelle Brock	ARC	Math Faculty	X
Phil Smith	ARC	Math Faculty	X
Kevin Pipkin	FLC	Math Faculty	X
Brandon Muranaka	CRC	Math Faculty	X
Camille Moreno	CRC	Math Faculty	X
Joseph Steever	SCC	Math Faculty	X
Kalinda Jones	FLC	SWHS	X

Preliminaries

1. Call to Order---called to order at 3:05
2. Introduction of Guests
3. Approval of the Agenda---approved.
4. Approval of Minutes (October 15)---approved.
5. Public Comment (3 minutes per person as time permits)

Information Items

6. None

Decision Items

7. None

Discussion Items

8. Follow up: Proposed Online Degree Paths with Arizona State University (ASU)
Discussion on questions and concerns raised at College Academic Senates and Board of Trustees's Meeting regarding "2+2" online paths with ASU. (See attached)

Aguilar presented the questions to Chancellor King and Deputy Chancellor Nye and they will contact the appropriate ASU Online officials for answers. Aguilar also noted that there will be a presentation by ASU Online at the December Board of Trustees meeting.

9. Support for Online Teaching
Discussion on the resources required to make online course material accessible.

Pitman shared that SCC is working on a Senate Resolution asking for additional resources to implement the Accessibility Plan that includes professional development for faculty and a request for additional

10. Los Rios Mathematics Departments Response to the “Getting There” Document

Discussion on concerns that the “Getting There” report from the Campaign for College Opportunity and the California Acceleration Project may be driving/shaping policy within the district, especially with respect to course offerings.

(Link to Report: <https://accelerationproject.org/Portals/0/Documents/CAP%20Report%20v8.pdf>)

The Math department chairs for all the colleges attended the DAS meeting and discussed issues raised in the “Getting There” document. They also expressed concerns about the timing of the evaluation processes to be conducted to report on the changes that have been made to Math courses and how they have affected student progress.

See Attachment C.

Reports

11. Meeting with Chancellor King---Senate Presidents shared the topics discussed with Chancellor King at their meeting on November 1st. Topics included the District Request to Pause Fulltime Counseling Position Requests / Hires, Request for Support of Online Teaching - Resources and Access to Technology, Request to make Final Exam Schedule Available to Students at Time of Registration, The Impact to Colleges regarding the District Management of College Webpages, Sharing of future College Senate Resolutions (Accessibility, ASU, & AB705).

12. Meeting with Deputy Chancellor Nye---Senate Presidents shared the topics discussed with Deputy Chancellor Nye, including Academic Calendar Committee, the Getting There Document and Math Scheduling, Request to make Final Exam Schedule Available to Students at Time of Registration, Inmate Education training for PRT members

13. College Academic Senate Presidents

14. District Curriculum Coordinating Committee---see Attachment A

15. District Matriculation & Student Success Committee---no report.

16. District Educational Technology Committee---see Attachment B.

17. Academic Senate for California Community Colleges---Fall Plenary Session, November 6-8.

18. Los Rios College Federation of Teachers---no report.

Adjourned at

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Online Paths with Arizona State University – Questions

1. Throughout the application process, what information about criminal history is asked of applicants? Note- this is not just related to the written application, but may involve any part of the application process that would require disclosing criminal history.

2. What portion of ASU's online college program involves for-profit components? It is unclear how part of the college program could be for-profit where as others may be non-profit. If any of the ASU program is for-profit, there are numerous implications related to student loan debt, predatory practices, and the move to privatize higher education that should be asked. How might the CSUs and UCs perceive this type of partnership?
3. How might the public/taxpayers perceive a collaboration with an out-of-state college- especially a state with values that are very different to California's?
4. Why are all 4 of our Los Rios Colleges listed as partners on the ASU website?
5. Why are we choosing to formally partner and send resources to a state and state university (Arizona) that discriminates against undocumented individuals?
6. Can ASU please provide documentation that outlines the cost per unit for undocumented individuals? On the website, it indicates that undocumented students pay 150% of the tuition cost, which would make it more expensive to attend then if they stayed in state.
7. Will undocumented students be able to use their California Dream Act to pay for tuition?
8. What does ASU do to silo and protect the information of undocumented students, so as not to put them or their families at risk of harm?
9. Any of our students can choose to go to ASU now, we have the articulation agreements, why do we need to partner?
10. Given the equity gaps we are working to close and issues with accessibility, why are we rushing to create a new program?

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ATTACHMENT A:

DCCC Report to the District Academic Senate, November 5, 2019

1. Curriculum: Courses and programs on the October 25, 2019 DCCC agenda were reviewed and approved, with two exceptions. SCC's FITNS 400 was held for the inclusion of "family" information and FLC's Pre-Clinical Laboratory Scientist Trainee program was held for a vote until after the PPC vote has occurred. New courses and programs and deletions that were approved at DCCC will appeared on the November Board of Trustees agenda.
2. Competency Committees: The DCCC request for more documentation on the denial of POLS 382 (CRC) for Math Competency is still on the table. Renee Medina (SCC curriculum chair and SCC MATH faculty) and Lynn Fowler (ARC AO) are exploring the current practices of the Math Competency Committee and make recommendations in the fall. (This is an ongoing task)
3. New Designators/Thematic Blocks/Families: SCC was approved for new thematic blocks for the SLLAB and CHEMT designators. A motion was carried that the DCCC will not review and/or approve new to college or district physical activity courses until satisfactory progress is made in the development of families for those courses.
4. Collaboration Requests: Open collaboration requests in the District were discussed. Progress is monitored by the Curriculum Chairs at each college.
5. GE Alignment Project: The four Articulation Officers from each of the Los Rios colleges met in October and started working on this project.
6. SOCRATES Advisory Group (SAG): SAG met on October 9th and discussed planned changes to the AO screens, CB coding, academic year concerns, and potential changes to DE and accessibility language in Socrates.
7. District Report: The DCCC reviewed the changes requested by the DAS on new language clarifying certificate of achievement requirements. As a next step Tammy Montgomery will forward the proposal to JP Sherry for review.

Respectfully Submitted,
Dyan Pease

DCCC Chair

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ATTACHMENT B:

Educational Technology Committee Report to the District Academic Senate Nov 5, 2019

The following items were discussed during the District Educational Technology Committee meeting on October 24, 2019:

- District Technology Accessibility Task Force: As the Los Rios Community College District Information & Communication Technology Accessibility Program has been adopted, the committee encourages the implementation of Ally into the Canvas LMS at the earliest opportunity along with requisite support for faculty efforts to bring instructional material into compliance with appropriate federal, state, and local regulations. A workgroup comprised of faculty with LMS experience is being formed to advise on any questions associated with the practical implementation of Ally within the LMS.
- Title 5 changes impact on LRCCD Policy 745 and Regulation 7145: With the changes in Title 5, the LRCCD Distance Education Policy and Regulation need modifications. Ed Tech will provide input on suggested modifications to be taken to the various constituencies and then to Chancellor's Cabinet. A small group of faculty have volunteered to work on this for the next meeting.
- DOIT updated the committee on the progress with the OEI-CVC Course Exchange. LRCCD is in a pilot program with the Foothill-DeAnza district to facilitate an automatic online-class enrollment process with other CCC Exchange colleges. The two districts are looking forward to a working process possibly as early as the summer term. This will benefit our students who want to take an online class from other colleges in the exchange, as they will not need to apply to any other college that is also a member of the exchange. Registration will be available for students after priority enrollment dates have concluded.

Respectfully submitted,

Alice L. Dieli

ARC Faculty Instructional Development Coordinator

DETC Co-chair
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ATTACHMENT C:

Dear Academic Senators,

The four Los Rios Mathematics Departments were recently asked to read and consider the document Getting There: Are California Community Colleges Maximizing Student Completion of Transfer-level Math and English? A regional progress report on implementation of AB 705. We wanted to share our thoughts and concerns about this document and its use within Los Rios. In particular, we note that Getting There is an advocacy document rather than an even-handed progress report, establishing benchmarks independent of the actual requirements of AB 705.

Mathematics faculty at Los Rios understand that our role as educators within a public institution is governed by laws enacted by democratically elected officials. To help us interpret these laws, we rely on policies and regulations adopted by the California Community College Board of Governors and interpretations by the California Community College Chancellor's Office (CCCCO). The Los Rios Mathematics Departments began reading the text of AB 705 immediately after its passage and relied upon the CCCCCO official communication entitled Assembly Bill (AB) 705 Implementation (AA 18-40; July 11, 2018) to enact the necessary changes in our mathematics curricula to be compliant with the new law. The Los Rios Mathematics Departments want to highlight to the Academic Senate and the Board of Trustees the breathtakingly short amount of time (practically speaking, just 9 months: late August 2018 to early May 2019) that we had to develop an implementation plan and to enact necessary curriculum and procedural

changes to be compliant with AB 705. With respect to just curriculum alone, the Los Rios Math Departments had to create or revise roughly 20 courses within this short time window. Despite the tight deadline, the four Los Rios Mathematics Departments began Fall 2019 in full compliance of the AB 705 Math program requirements.

The Getting There publication describes itself as a regional progress report of AB 705 implementation, but, for that evaluation, it relies on a metric that is not currently in the law to assess that progress. Specifically, it defines a college as a “strong AB 705 implementer” if at least 90% of its introductory English and math offerings are at the transfer level, with fewer than 10% at the pre-transfer level (p. 10). The Los Rios Mathematics faculty are concerned that the Board of Trustees and Administration, by asking us to review this document, are implicitly accepting this external metric as valid and expecting us to meet a condition that does not exist either in the law, or the CCCC’s initial guidance. It is new to our experience in the Los Rios district that faculty are being asked to exceed the law rather than comply with the law according to our best professional judgment.

AB 705 is revolutionary law that changes almost every aspect of placement and instruction in our transfer-level mathematics curriculum. The Los Rios mathematics faculty have created new courses (e.g., transfer-level courses with support) and new formats for existing courses (e.g., lecture/lab format for students with mixed preparation backgrounds). Teaching courses in which students enter with mixed levels of mathematics preparation and varying levels of college-going experience is completely new for us. It will take time for the most effective instructional approaches to become clear. Furthermore, counselors must learn new ways to talk to students about these courses, and new and returning students must learn to navigate this new system. Additional admonitions to exceed the requirements of the law as put forth in the Getting There report are demoralizing to the faculty who are intensively trying to implement the law as written in a way that best serves students. We note that Getting There explicitly endorses the complete abolition of pre-transfer developmental courses: “the surest way to maximize student completion is to eliminate these classes and offer 100 percent transfer-level courses.” (p. 10). This position would make all developmental classes unavailable, even for students who did not succeed in a transfer-level class. The Getting There authors provide no options for those students who are on the wrong side of higher completion rates.

The Getting There document often describes transfer-level English and mathematics as if they are highly similar. We would like to point out some major differences both in terms of subject matter and in California community college policy and why setting artificial targets like 90% transfer offerings is particularly problematic in mathematics:

- In terms of background, students experience an English-rich learning environment but a mathematics-limited environment. Native speakers of English are surrounded by written and spoken English. While it does not rise to the level of college-level prose, virtually all students do some reading and writing every day. This is not the case with mathematics. While some students may do simple arithmetic at restaurants and stores, many students experience mathematics only in the context of formal academic classes, this is particularly true of courses that rely on the abstract language of algebra.
- The English writing graduation competency course (ENGWR 300: College Composition) is a transfer-level course, but all mathematics graduation competency courses in Los Rios are at the pre-transfer-level of Intermediate Algebra (MATH 120). Mathematics competency courses are needed for students pursuing local degrees, typically Career Technical Education programs, and who are not planning to transfer. If Los Rios were to eliminate all its pre-transfer courses or strictly limit them, it would force such students to take a higher-level mathematics course that they need in order to graduate.
- While English Composition (ENGWR 300) is a requirement for all majors, the mathematics needed for majors varies dramatically. The math needed for computer science majors is different than the math needed for biology majors which is different from the math needed for art history majors. Science, Technology, Engineering, and Mathematics (STEM) majors in particular will need courses based on a thorough

grounding in algebra. STEM majors without this grounding in high school are allowed to take pre-transfer intermediate algebra (MATH 120) courses (CCCCO Memorandum AA 18-40, p. 6).

The Getting There report was commissioned by the Campaign for College Opportunity, a lobbying group, and authored by the California Acceleration Project. Both of these organizations can be described as advocacy organizations with their own vision of how California community colleges should operate. By asking the Los Rios Mathematics Departments to focus on the vision put forth in Getting There, it seems to us that one viewpoint about how to implement AB 705 is being afforded more weight than other, equally legitimate viewpoints. Again, because of the extensive transformation that AB 705 has brought to the Los Rios curriculum and instructional practices in mathematics, we see a rapidly changing educational landscape. We think a one-size-fits-all orthodoxy is detrimental to thoughtful experimentation and sharing of best practices.

In conclusion, the Los Rios Mathematics Departments requests that, if the Academic Senate concurs with our analysis, the Academic Senate:

- Ask the Board of Trustees and Administration to acknowledge and support the incredibly demanding work being completed by the Los Rios Mathematics Departments.
- Ask the Board of Trustees and Administration to focus on implementing AB 705 as written and enacted through the democratic process, and not to attempt to meet targets set by outside lobbying groups or professional organizations.
- Encourage the Board of Trustees and Administration to have a dialogue with the Los Rios Mathematics Departments about the positive and negative consequences of AB 705 and work with us to ameliorate the challenges.

Sincerely,