



Los Angeles Valley College

ACADEMIC SENATE

Web site: <http://www.lavc.edu/senate>

SENATORS

2015-2017

Mr. Josh Miller- President

Dr. June Miyasaki- Exec VP

Dr. Rebecca Frank- Curriculum VP

Mr. Rick Murray- Treasurer

2014-2017

Dr. Zack Knorr

Dr. Michael C. Gold

Ms. Lynne Polasek

Mr. Kevin Sanford

Ms. Fay S. Dea

Ms. Monica Hang

Ms. Xiao Liu

2015-2018

Dr. Tyler Prante

Dr. Ron Mossler

Dr. William C. Wallis

Dr. Victorino M. Fusilero

Ms. Kathryn Queen

Ms. Dora Esten

Mr. Nicholas Wade

2016-2019

Mr. Jim Fenwick

Ms. Siu Chung

Dr. LaVergne D. Rosow

Dr. Ruby Christian-Brougham

Ms. Deanna Heikkinen

Ms. Eugenia Sumnik-Levins

Mr. George Caleodis

Ms. Ann Gee

Adjunct Senator 2016-2019

Mr. Jack Condon

Probationary Senators 2016-2017

Ms. Gjenaii Givhan

Dr. Wesley Oliphant

VISION STATEMENT

Los Angeles Valley College inspires, educates, and enriches our diverse community, developing critical and creative thinkers and lifelong learners.

MISSION STATEMENT

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community.

December 15, 2016
1:10 pm
SS Multi Purpose Room

Agenda

1. **Call to Order**
 - a. Motion to approve Agenda
 - b. Motion to approve minutes of November, 2016
2. **President's Report - Miller**
 - a. Adjunct Hiring
 - b. Web enhancing
 - c. Academic technology committee
 - d. Operation Santa
3. **Old Business/ Discussion items**
 - a. Senate space: Union, meetings, more furniture, decoration
 - b. Non paying Senators
 - c. DAS funds
 - d. SLO update
 - e. Resolution in support of students
4. **New Business / Discussion Items**
 - a. Standard proposal- Peter
5. **Senate/Campus Committee Reports**
6. **Public Agenda Speakers / Guests**
7. **Motion to adjourn**

Future Meeting Dates

2-16-17, 3-16-17, 4-20-17, 5-18-17



**ACADEMIC SENATE MINUTES
NOVEMBER 17, 2016 - 1:10 P.M.
STUDENT SERVICES MULTIPURPOSE ROOM**

Present: Mr. Josh Miller- President, Dr. June Miyasaki, Dr. Rebecca Frank, Mr. Rick Murray, Dr. Zack Knorr, Dr. Michael C. Gold, Ms. Lynne Polasek, Mr. Kevin Sanford, Ms. Xiao Liu, Dr. Tyler Prante, Dr. Ron Mossler, Dr. William C. Wallis, Dr. Vic Fusilero, Ms. Dora Esten, Mr. Jack Condon, Ms. Siu Chung, Dr. LaVergne D. Rosow, Dr. Ruby Christian-Brougham, Mr. Jack Condon, Ms. Eugenia Sumnik-Levins, Ms. Ann Gee, Ms. Gjenaii Givhan, Mr. Wesley Oliphant, Ms. Fay S. Dea, Mr. Nicholas Wade, Ms. Holly Batty for Kathryn Queen

Absent: Ms. Monica Hang, Mr. George Caleodis, Mr. Jim Fenwick, Ms. Deanna Heikkinen

Resources: Deborah Kaye

Guests:

Meeting Date: **November 17, 2016**

Recorded By: Ilene Sutter

AN = Action Needed AT = Action Taken D = Discussion I = Information Only

DISCUSSION/DECISIONS

1. Call to Order 1:14 pm

- a. Motion to approve AT **M/S/P Fusilero/Murray**
Agenda The agenda was amended as follows: 4e. was added to new business: A discussion about a resolution to bring to DAS in support of our students and safety pin initiatives.
|
- b. Motion to approve AT **M/S/P Murray/Gold**
minutes of October,
2016

2. President's Report - Miller

- a. [Plenary](#) report I
 - J. Miller attended the plenary of the State Academic Senate.
 - One issue that arose was the Multiple Measures Assessment Project ([MMAP](#)). Multiple-measure assessments ostensibly affect Math and English, but their impact affects all faculty members. The senate had been excluded from this process; a resolution was crafted requiring that multiple-measure assessments be brought

to the Academic Senate and be signed off by the senate president. Please also see Agenda item 6.a.

- Plenary resolutions will be emailed to senators once completed.
- The [CSU have developed a report](#) examining transfer patterns and re-evaluating curricula.

b. Budget/enrollment update

I, D

- J. Miller attended the First Quarter and FTES Enrollment & College Financial Plan Review Meetings on November 16.
- At IEC, Administrative Services presented a conservative budget projection assuming zero growth, though the College is attempting to achieve two percent growth.
 - Current enrollment projections indicate about one percent growth.
 - The headcount is the same as last year, but students are taking fewer classes.
 - More sections will be added to spring and a second session for summer is under discussion.
- If the College achieves zero growth, the budget will end with a deficit unless the district funds the College for meeting the Faculty Obligation Number (FON). Even after the number was revised, the College's hiring allowed the district to meet its FON and avoid incurring penalty fees.
- Currently the College is seeking funding for 12 positions (of the 14 FON hires, two were transfers). If the College receives funding following board approval, the budget will end with a positive balance; as a result of achieving a positive balance for three consecutive years, the College could request that the debt be cut in half.
- Enrollments for winter are doing well. Late-start courses for fall with the best average class size will repeat in spring.

c. Senate dues

AN

- 13 people have not paid senate dues.

d. Academic technology committee

AN

- There may be a call for an Academic Technology committee.
- The committee would review issues such as offering [digital badges](#), which are awarded for completing a seminar or other activity and can be included on resumes or on LinkedIn pages.
- The DAS also plans to take a position that if faculty members wish to web enhance their classes, they will not be required to complete Canvas certification. This is contrary to the training required by the College. The union feels that the contract does not require the certification and that it may be a violation require it for web enhancement.
- The Campus Distance Education Committee (CDEC) still feels people should be trained to use it.

- e. Operation Santa I
- The Winter Wonderland party will be held on Monday, November 28; the entrance fee is \$5.00 or a new, unwrapped toy worth \$5.00 or more.
 - The Senate will spend \$300.00 on the Winter Wonderland.
 - Operation Santa communicates with local elementary schools and children or families are referred.
 - Senators may adopt a family.
 - EOPS also solicits donations for children from EOPS families. Sherri Rodriguez is the contact.

3. Old Business/ Discussion items

- a. One Book, One College (OBOC): Lewis I
- Michelle Lewis distributed flyers announcing the Student Project Showcase Event scheduled for Tuesday, November 29 from 1:00 pm-3:00 pm in Monarch Hall.
 - Some faculty members have paired up in order to complete student projects across the disciplines and have reported positive experiences. The OBOC program will continue next semester using the same book. There are free copies available to faculty in the library.
 - The Lacks family is scheduled to visit to the campus to speak in the Spring.
 - A new book will be nominated and voted upon in the spring for fall 2017.
- b. Multiple measures- Scott Weigand I, D
- The Foundational Skills Committee, which represents the Basic Skills Initiative (BSI) has been looking at assessments since 2009 in order to develop best practices. There is little awareness of the test, or the impact of it. As a result, students are often unprepared or do not take the tests seriously. Research has indicated that the assessment tests were not accurately placing students.
 - The College decided to join the Multiple Measures Assessment Project (MMAP) to discover the predictability of using high school transcripts as an indicator. MMAP was implemented in spring 2016.
 - Typically students place higher as a result of multiple measures according to data results from other campuses. When students are placed too low completion rates decrease.
 - Without multiple measures, 17% of students placed into English 101 from high school; with multiple measures 45% were placed into the course.
 - Testing from fall 2015 placed 4% of high school students into college level Math; using multiple measures 28% were placed into college level courses.
 - The accuracy of these placements will be determined after the completion of the fall semester.
 - The Common Assessment Initiative (CAI) is moving away from AccuPlacer and other standardized tests toward a

new assessment tool for placement; the new tool is expected sometime in 2018. In addition to CAI, colleges will likely begin to use transcripts.

- Currently people can retake tests after a year, however efforts are underway to place students correctly the first time. If you have questions, please contact Scott Weigand.

c. OER and Z degrees-
Miller

I, D

- J. Miller reported that part of the plenary addressed the issue of Open Education Resources (OER) and Zero Textbook Cost (ZTC) degrees.
- The College has received a grant for \$50,000 to develop and assist with the curation and creation of OER materials for students.
- Grants to fund the development of ZTC degrees will be offered from the state, and the College may apply for one or more. Plans aim to create degrees with zero textbook costs, including the GE courses that lead up to the degree.
- The college will receive Strong Workforce funds to develop CTE courses. Discussions have included initiating ZTC degrees using these courses.

d. Student Learning
Outcomes (SLO) -
Miller and Christian-
Brougham

D,
AN

- J. Miller addressed the senate to bring forth the issue of SLO compliance issues. A motion from OAC about archiving courses whose SLOs were incomplete was denied at the previous meeting; a few years ago, a resolution similar to the motion presented by OAC was passed.
- The President has said that this is not under her purview, but that something must be done.
- The state accrediting commission is looking more closely at SLOs. The number of responses required for completion is not 100%; proposed actions are aimed at departments whose course completions are near or at zero.
- The faculty contract requires participation in SLOs, and there can be discipline against departments for compliance issues. Concerns were raised that faculty are in the midst of a collective bargaining agreement and compliance issues are not helpful for negotiations. R. Christian-Brougham urged the senate to get take action to achieve compliance.
- R. Hubbard reported that non-compliant departments have been identified and offered help but no responses have been received.
- A recommendation was made for an open-ended policy with a rolling deadline that if a course hasn't been assessed over a three year cycle that it is archived.

e. Horizon 2 rankings-
Miller and Christian-

D

- Measure CC was approved on the November ballot.
- The Bond Work Group (BWG) and Facilities Planning

Committee (FPC) both prioritized the Horizon II projects. No specific criteria were included for ranking.

- J. Miller will inquire with the President about what directed the ranking system, as well as what criteria the President will use to determine the priorities for the proposed projects.
- Concerns were raised about the inflation of the projected price of projects and the impact of displacement on students and faculty. Additional concerns included that few voices were included in institution-wide decisions.
- J. Miller will address the disappearance of the sustainable mall as a proposed project.

4. New Business / Discussion Items

- a. Water bottle motion- Mossler AT
- **M/S/P Knorr/Mossler**
 - Motion: Resolved that because it is inconsistent with our mission statement and our responsibility to be global citizens and promotes awareness of a basic human right, the academic senate asks that those responsible for ordering, approval, and procurement of LAVC budget items reject any and all requests to purchase water bottles; and be it further
 - Resolved that all notices of events are to include a (flexible) statement that LAVC encourages the conservation of resources, recognizes our responsibility to provide for earth's sustainability, and that event participants should provide their own water; and when campus events do not have nearby water supplies, we encourage planners that ordinarily consider purchasing water bottles to instead purchase large thermos jugs.
 - Senators agreed that we have sustainability in our master plan but very few sustainable practices. Retrofitting to include water stations where people can refill water bottles was suggested.
 - Water for purchase from vending machines would still be available.
 - The Motion passed and will be brought to the President during consultation.
- b. VCCC motion- Frank AT
- **M/S/P Frank/Murray**
 - Motion: The New Courses and Programs Subcommittee (NCAPS) of VCCC guidelines need an update to include procedures for selecting committee members on an as needed basis. The attached paragraph will be added to the guidelines as published on the VCCC webpage.
 - Motion passes.
- c. Shredding services- Frank D. AN
- A motion to rent a shredding truck to discard old tests and assignments after the required time to keep them has passed was proposed.
 - The Academic Senate would pay for the truck, which would make stops around campus. The charges include \$200 for truck, which includes shredding 20 boxes of documents, and \$5 for each additional box. More volume might lower the price.

- More concrete numbers will be brought to a future senate meeting.
- D. Kaye offered her shredder for faculty use in the meantime.

d. Vericite- Murray

AT,
AN

- **M/S/P Murray/Dea**
- Motion: Begin free 90-day trial of VeriCite beginning spring 2017.
- The CDEC reviewed the price for Turnitin versus VeriCite, both of which are plagiarism software that filter for originality. The resolution is not to fund the service, but to conduct the trial and bring the issue to the Institutional Effectiveness Council (IEC) and the President.
 - Both services charge based upon FTES. A full year for Turnitin would cost \$27,500, while Vericite costs \$10,000 and includes a free 90 day trial.
- Concerns were raised that the VeriCite database would not be as robust as Turnitin, and that the College would be settling for an inferior product. Additionally, Turnitin supports many other languages while VeriCite may not.
- The motion was denied.
- R. Murray will create a senate motion for Turnitin.

e. Resolution for sanctuary schools, safety pin initiative

- W. Oliphant proposed a resolution stating support for the college as a sanctuary school, which would add a guarantee from the institution not to release information related to student deportation.
- J. Miller offered to bring the concept and a proposal to the DAS, which can present the resolution to the Chancellor.
- The proposed resolution will be emailed to senators.
- There is an AFT resolution addressing sanctuaries; the Board of Regents passed a resolution about sanctuary schools for the UC system; and USC is working on a similar resolution.
- The [safety pin initiative](#) shows supports for those who may feel threatened by indicating that you are a friendly and supportive person to approach.

5. Senate/Campus Committee Reports

6. Public Agenda
Speakers / Guests

I, D,
AN

- W. Oliphant proposed a resolution stating support for the college as a sanctuary school, which would add a guarantee from the institution not to release information related to student deportation.
- J. Miller offered to bring the concept and a proposal to the DAS, which can present the resolution to the Chancellor.
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- There is an AFT resolution addressing sanctuaries; the Board of Regents passed a resolution about sanctuary schools for the UC system; and USC is working on a

similar resolution.

- D. Kaye announced the “Overcoming Test Anxiety” STARS workshop on December 1.
- The College Hour is still under discussion with the Professional Development Advisory Committee. Any ideas or suggestions should be brought to D. Kaye.

a. William Wallis

I, D,
AT

- WEC is working on a proposal forbidding all food and any drink but water in the classroom. B. Wallis solicited the opinion of the senate.
- The rationale: the campus is understaffed with custodians and the mess left behind is unsanitary and may lead to pests.
- Senators disagreed with this proposal. The senate feels that students are mature enough to be trusted and that faculty should ensure that their students clean up after themselves instead.

7. Motion to adjourn

- 3:20 pm

Future Meeting Dates

12-15-16, 2-16-16, 3-16-16, 4-20-16, 5-18-16

<u>SENATORS</u>	<u>1 Water Bottle motion</u>	<u>2 VCCC motion</u>	<u>3 VeriCite</u>
2015-2017			
<i>Mr. Josh Miller- President</i>	Yes	Yes	Yes
<i>Dr. June Miyasaki- Exec VP</i>	Yes	Yes	No
<i>Dr. Rebecca Frank- Curriculum VP</i>	Yes	Yes	No
<i>Mr. Rick Murray- Treasurer</i>	Abstain	Yes	Yes
2014-2017			
<i>Dr. Zack Knorr</i>	Yes	Yes	Yes
<i>Dr. Michael C. Gold</i>			
<i>Ms. Lynne Polasek</i>	Yes	Yes	No
<i>Mr. Kevin Sanford</i>	Yes	Yes	No
<i>Ms. Fay S. Dea</i>	Abstain	Yes	No
<i>Ms. Monica Hang</i>			
<i>Ms. Xiao Liu</i>	Yes	Yes	Abstain
2015-2018			
<i>Dr. Tyler Prante</i>	No	Yes	No
<i>Dr. Ron Mossler</i>	Yes	Yes	No
<i>Dr. William C. Wallis</i>			
<i>Dr. Victorino M. Fusilero</i>	Yes	Yes	Yes
<i>Ms. Kathryn Queen (Holly Batty)</i>	Yes	Yes	Abstain
<i>Ms. Dora Esten</i>	Abstain	Yes	Abstain
<i>Mr. Nicholas Wade</i>	Yes	Yes	Yes
2016-2019			
<i>Mr. Jim Fenwick</i>			
<i>Ms. Siu Chung</i>	Abstain	Yes	Abstain
<i>Dr. LaVergne D. Rosow</i>	Abstain	Yes	Abstain
<i>Dr. Ruby Christian-Brougham</i>	Yes	Yes	No
<i>Ms. Deanna Heikkinen</i>			
<i>Ms. Eugenia Sumnik-Levins</i>	Abstain	Yes	Yes
<i>Mr. George Caleodis</i>			
<i>Ms. Ann Gee</i>	Abstain	Yes	No
Adjunct Senator 2016-2019			
<i>Mr. Jack Condon</i>	Yes	Yes	No
Probationary Faculty 2016-2017			
<i>Ms. Gjenaii Givhan</i>	Yes	Yes	Yes
<i>Mr. Wesley Oliphant</i>	Abstain	Yes	Yes

VCCC approved items for November 9, 2016

Outline Update with Addenda

- ANTHRO 104: SLO, DE, PreReq, TAP
PreReq (Y), SLO (N), Catalog/Schedule (N), District (N)
- ANTHRO 111: SLO, DE, PreReq, TAP
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ARC 173: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ARC 221: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ARC 271: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ART 709: SLO, PreReq
PreReq (Y), SLO (Y), Catalog/Schedule (Y), District (N)
- ART 710: SLO, PreReq
PreReq (Y), SLO (Y), Catalog/Schedule (Y), District (N)
- CH DEV 48: SLO, PreReq
PreReq (Y), SLO (Y), Catalog/Schedule (Y), District (N)
- CO SCI 808: SLO, PreReq
PreReq (N), SLO (Y), Catalog/Schedule (Y), District (N)
- CO SCI 839: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- CO SCI 895: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- DANCEST 802: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (N), District (N)
Content update to meet UC IGETC reviewer comments
- ENGLISH 21: SLO, DE, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
Course Change: Old: Pass/Not Pass, New: Student Choice
- ENGLISH 103: SLO, DE, TAP, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ENGLISH 205: SLO, TAP, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ENGLISH 207: SLO, TAP, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- ENGLISH 208: SLO, DE, TAP, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- MUSIC 206: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (Y), District (N)
- MUSIC 242: SLO, PreReq
PreReq (N), SLO (N), Catalog/Schedule (N), District (N)
- PHYSICS 37: SLO, DE, PreReq
PreReq (Y), SLO (N), Catalog/Schedule (Y), District (N)
- PHYSICS 38: SLO, DE, PreReq
PreReq (Y), SLO (N), Catalog/Schedule (Y), District (N)
- PHYSICS 39: SLO, PreReq
PreReq (Y), SLO (N), Catalog/Schedule (Y), District (N)
- PHYSICS 66: SLO, PreReq
PreReq (Y), SLO (N), Catalog/Schedule (Y), District (N)

DE updates

JOURNAL 43 – DE new request

TAP requests

ANTHRO 111 – new TAP request

New Course

All language and Geography courses need CSU GE changed to Yes in ECD.
All new courses need to be part of program modifications.

ENGLISH 72

Name: English Bridge; Units: 1; Hours: 2 hour lab; UC: no; CSU: no; SLO, New Course addendum attached.

E.S.L. 4C

Name: College English as a Second Language IV: Listening and Speaking; Units: 3; Hours: 3 hour lecture; UC: no; CSU: no; PreReq E.S.L. 3C; SLO, PreReq, New Course addendum attached.

E.S.L. 5C

Name: College English as a Second Language V: Listening and Speaking; Units: 3; Hours: 3 hour lecture; UC: no; CSU: no; PreReq E.S.L. 4C; SLO, PreReq, New Course addendum attached.

Needs Section V.11 changed to Basic Skills: Yes

Title Section I.4: needs to be fully written

Created using ESL rather than E.S.L. will need to have changed at district.

E.S.L. 6C

Name: College English as a Second Language VI: Listening and Speaking; Units: 3; Hours: 3 hour lecture; UC: no; CSU: no; PreReq E.S.L. 5C; SLO, PreReq, New Course addendum attached.

Needs Section V.11 changed to Basic Skills: Yes

Additional of an Existing Course in District

GEOGRAPHY 25

Name: Introduction to Geographic Information Systems and Laboratory; Units: 4; Hours: 2 hour lecture; UC: request; CSU: Yes, ~~Area D5 request~~; SLO, New Course addendum attached.

MEDIART 116

Name: Introduction to Screenwriting; Units: 3; Hours: 3 hour lecture; UC: request; CSU: Yes, for transfer not GE; PreReq: none; SLO, New Course addendum attached.

- Clarified that this course will be offered using existing Media Arts FTEF by rotating it with MA 100. It will be added to existing MA: Screenwriting programs, and would be an option along with Broadcasting 25 in other programs. Students could take both MA 116 and B25 for credit, and MA 116 articulation to CSU would not impact B25's current articulation with CSU.

MUSIC 435

Name: Commercial Voice I; Units: 2; Hours: 1 hour lecture, 2 hours lab; UC: request; CSU: Yes; PreReq: MUSIC 411; SLO, PreReq, New Course addendum attached.

MUSIC 436

Name: Commercial Voice II; Units: 2; Hours: 1 hour lecture, 2 hours lab; UC: request; CSU: Yes; PreReq: MUSIC 435; SLO, PreReq, New Course addendum attached.

MUSIC 437

Name: Commercial Voice III; Units: 2; Hours: 1 hour lecture, 2 hours lab; UC: request; CSU: Yes; PreReq: MUSIC 411; SLO, PreReq, New Course addendum attached.

GERMAN 63

Name: Intermediate Conversation I; Units: 2; Hours: 2 hour lecture, 4 hours lab; UC: request; CSU: Yes; PreReq: none; SLO, New Course addendum attached.

GERMAN 64

Name: Intermediate Conversation II; Units: 2; Hours: 2 hour lecture; UC: request; CSU: Yes; PreReq: German 3 or 63; SLO, PreReq, New Course addendum attached.

GERMAN 66

Name: Advanced Conversation I; Units: 2; Hours: 2 hour lecture; UC: request; CSU: Yes; PreReq: German 4 or 64; SLO, PreReq, New Course addendum attached.

FRENCH 66

Name: Advanced Conversation I; Units: 2; Hours: 2 hour lecture; UC: request; CSU: Yes; PreReq: French 4 or 64; SLO, PreReq, New Course addendum attached.

SPANISH 66

Name: Advanced Conversation I; Units: 2; Hours: 2 hour lecture; UC: request; CSU: Yes; PreReq: Spanish 4 or 64; SLO, PreReq, New Course addendum attached.

New Program

Chemistry AS-T

Total Units: 40

Required Courses: Chem 101, 102, 211, 212, Physics 37, 38, Math 261, 262

With the required courses, our degree totals 61 units. We will submit this degree to the Chancellors office to demonstrate the need for a modification of the TMC

Program Change

Physics AS

Old: 38-40 units; New: 40 units

Core Courses Added: Chem 101, Chem 102, Math 261, Math 262, Math 263

Core Courses Deleted: Math 265, Math 266, Math 267

Elective Courses Deleted: Chem 101, Chem 102, Co Sci 802, Math 275

Chemistry AS

No change: 40 units

Core Courses Added: Math 261, Math 262, Physics 38

Core Courses Deleted: Math 265, Math 266, Physics 39

Archive

LRNSKIL 1

LRNSKIL 2

LRNSKIL 13

THEATER 276

Motion # :
(assigned by Council)

Date Presented to IEC: Revision of a previous motion? Dec. 1, 2016

I. Motion

Date of Initiating Committee

Action:

Initiator: Budget EPC HPC PEPC SSC TC WEC IEC Other (specify):

Statement of Motion: (Use separate form for each issue.)

Accept the new Institutional Set Standards (ISSs) that have been approved by PEPC to meet the concern of the ACCJC. The standards have been updated as follows: Success raised from 64% to 66%, Retention kept at 84%, Persistence raised from 41% to 43%, Degree Awards (AA, AS, AT, ST, count) raised from 722 to 788, Certificate Awards raised from 260 to 690, and UC & CSU Transfers raised from 618 to 702.

Rationale for Motion: (Specify how the motion supports the Educational Master Plan goals and objectives and other institutional plans.) Attach documentation if necessary.

LAVC must respond to the ACCJC concern which stated, "The College should review and consider resetting those [ISS] standards to a more rigorous level." The new ISSs support institution and program effectiveness goals in keeping with the EMP.

- Goal 1: Foster student completion by supporting a learner-centered environment
- Goal 2: Increase equity by identifying gaps in achieving outcomes (transfer, associate degree, certificate, etc.) and implement effective models and programming to minimize gaps.
- Goal 3: Through the College's shared governance structures, maximize institutional effectiveness through evaluation of environmental, human, physical, technological and financial resources.

Data Considered & Source(s): [Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]

Annual data for each indicator were reviewed from the years 2006/2007 to 2015/2016, with the exception of UC and CSU transfer for which annual data were reviewed from years 2010/2011 to 2015/2016 when resetting the ISSs.

II. IEC Action

Accepted by IEC Rejected by IEC Modified by IEC (Specify): _____

Returned to Committee/Workgroup for Revisions (Specify): _____

Reason/Rationale for Action: Accept presented rationale Other: _____

Date of Action: _____ IEC Chair Signature: _____

III. President's response to IEC:

Accepted Rejected Modified (Specify): _____

Implementation Date (if applicable): _____

Reason/Rationale for Action: Accept presented rationale Other: _____

Date of Action: _____ President's Signature: _____

Distribution: Original to Official File Copy to President Posted to Web Notifications to IEC Chair & Originator

- Statement of motion (for printing purposes):
- Rationale (for printing purposes):

Table attached (wouldn't fit in space provided).

COST ANALYSIS REQUEST

Submit to Budget Office and IEC Chair

REQUESTING COMMITTEE OR COUNCIL:

DATE: _____

Budget EPC HPC PEPC SSC TC WEC IEC Other (specify):

MOTION UNDER CONSIDERATION:

REQUESTED ANALYSIS:

DATE NEEDED: _____

NEW REQUEST ADDITIONAL ANALYSIS FOR PREVIOUS REQUEST

ANY ADDITIONAL DATA OR INFORMATION FOR CONSIDERATION:

COUNCIL CHAIR COMMENTS/ ADDITIONAL REQUEST FOR BUDGET OFFICE:

COUNCIL CHAIR SIGN-OFF: _____ DATE: _____

COST ANALYSIS REPORT
Prepared by Budget Office for IEC
Date: _____

Purpose of Analysis

The intent of this financial examination is to:

- Provide realistic financial projections before a decision is made.
- Show the potential impact of proposal.

SUMMARY OF FISCAL DATA:

Proposal Number	Costs (-)					Benefits (+)			Budget/Expense Impact
	Development Costs	Operational Costs	Other Costs	Total Costs	Recurring	Cost Reduction (Savings)	Other (specify below)	Recurring Savings	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
Alternative(s) (including status quo):									
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	
					<input type="checkbox"/>			<input type="checkbox"/>	

NOTES:

ADDITIONAL AREAS OF IMPACT:

BUDGET OFFICE SIGN-OFF: _____ DATE: _____

Development Costs: Any costs associated with proposal prior to implementation.

Operational Costs: Direct costs if proposal adopted, i.e. Salary.

Other Costs: Other than direct or developmental, i.e. Benefits associated with salary expense.

Recurring Costs: Yes or No. *Y if costs will continue into subsequent fiscal years. N if not recurring.*

Cost Reduction: Any cost savings projected if proposal adopted.

Other (Specify Below): Any other anticipated savings.

Budget/Expense Impact: How much, in dollars will the budget or projected expenses be impacted?

LAVC Academic Senate Motion/Resolution Form

Motion # :

(Assigned by Senate President)

Date Presented to Senate: 12/15/16

Revision of a previous motion? Yes

Initiator: PEPC

Statement of Motion/Resolution: (Use separate form for each issue.)

Accept the new Institutional Set Standards (ISSs) that have been approved by PEPC to meet the concern of the ACCJC. The standards have been updated as follows: Success raised from 64% to 66%, ~~Retention~~ ^{Retention} raised from 84% to 84%, (Repeat count) raised from 722 to 788, Persistence raised from 618 to 702.

Persistence
Certificate A

Rationale for Motion/Resolution: (Address how the motion supports the Educational Master Plan.)

LAVC must respond to the ACCJC concern which stated, "The College should review and consider resetting those [ISS] standards to a more rigorous level." The new ISSs support institution and program effectiveness goals in keeping with the EMP.

- | | |
|---|---|
| <input type="checkbox"/> Goal 1: Increase student retention, persistence and success | <input type="checkbox"/> Goal 2: Increase student access |
| <input type="checkbox"/> Goal 3: Enhance academic programs and services to meet student needs | <input checked="" type="checkbox"/> Goal 4: Enhance institutional effectiveness |

Data Considered & Source(s): [Specify specific data considered (e.g. efficiency, success, service trends) and attach a summary report where applicable.]

Annual data for each indicator were reviewed from the years 2006/2007 to 2015/2016, with the exception of UC and CSU transfer for which annual data were reviewed from years 2010/2011 to 2015/2016 when resetting the ISSs.

II. Status of Recommendation:

Accepted by Senate

Modified by Senate

Statement of Modification:

Reason for Modification of Recommendation:

Rejected by Senate

Reason for Rejection of Recommendation:

Returned for Revisions

Reason for Returning Recommendation:

Date of Action: _____ Senate President Signature: _____

III. College President's Response (if needed):

Accepted as Recommended

Implementation Date: _____

Modified Recommendation

Implementation Date: _____

Statement of Modification:

LAVC Academic Senate Motion/Resolution Form

Reason for Modification of Recommendation:

Denied Recommendation

Reason for Rejection of Recommendation:

Date of Action:

President's Signature: _____

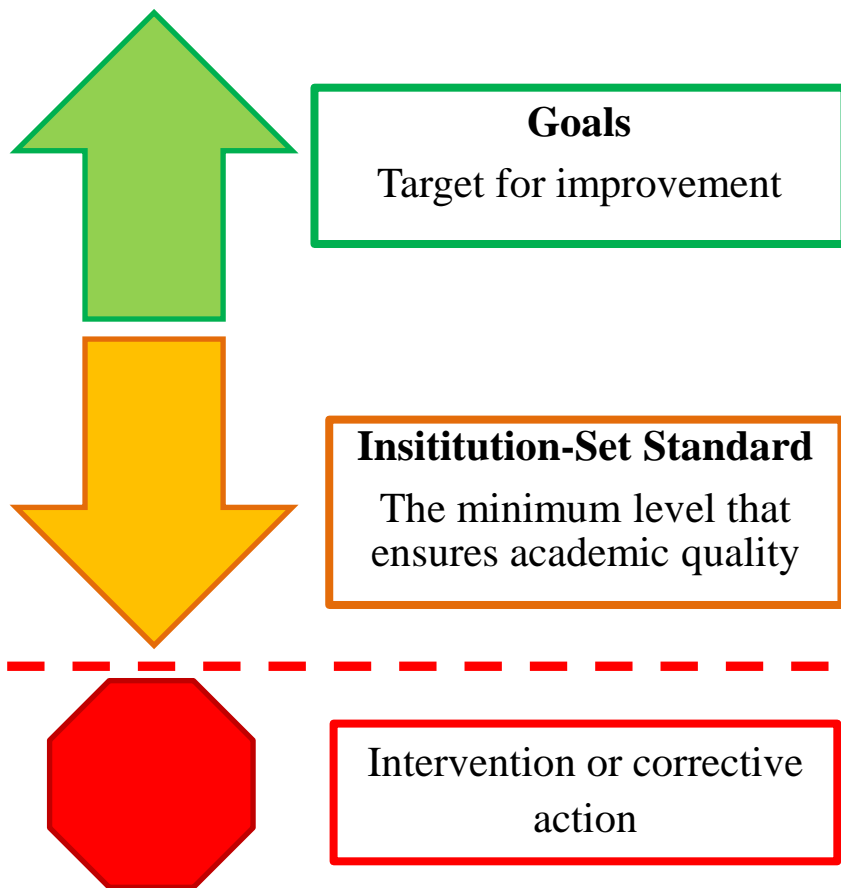
Institution-Set Standards				
Indicator	2013 Standards	Proposed 2016 Standards	Methodology/Notes	Trend
Success (Successful Course Completion)	64% and The	66%	95% of average (2006/07-2015/16) Students successfully completing a course with a passing grade (i.e. A,B,C,P).	<i>Steady over the last 3 years, but down from the prior 3.</i>
Retention (within course)	84%	84%	Students completing a course (All grades except W).	<i>Trending down for the last 4 years.</i>
Persistence (Fall to Fall - New Students)	41%	43%	95% of average (Fall 2006 - Fall 2014 cohorts) New students (first-time beginners) earning a grade in the first fall term and re-enrolling and earning a grade in the subsequent fall term. **Consider focus on new students e.g.LA Promise, Equity, SSSP.	<i>Peaked at 49% in 2011 cohort. After dip in 2012, trending up in the 2 most recent years.</i>
Degree Awards (AA, AS, AT, ST) - (count)	722	788	95% of average (based on 2009/10-2015/16)	<i>Trending up in the last 3 years after trending downward in the prior 4 years hitting a low in 2012-2013.</i>
Certificate Awards (CA) (count)	260*	690	95% of average (based on 2009/10-2014/15) * Most recent cohort was excluded since value was an outlier. The prior standard was set low based on the available data and low numbers of certificates of achievement. Several programs changed from Skills Certificates to certificates of achievement in 2009-10 academic years, thus increasing the number of awards in this category.	<i>Trending up since 2012-2013. Most recent increase (58% in 2015-16) is not expected to continue at that level.</i>
UC & CSU Transfer	618	702	95% of Average Prior standard based on data that included years with reporting anomalies.	<i>CSU Transfers trending up in 3 most recent years. UC Transfers have fluctuated over the period and is down in the most recent year.</i>

Defining Institution-Set Standards

A standard is the minimum level of performance set by the institution to meet educational quality and institutional effectiveness expectations. This may differ from a performance improvement “goal” which an institution may aspire to meet (ACCJC). The institution-set standards represent a level the institution does not want to fall below, i.e. floor.

ACCJC Standard I.B.3: The institution publishes institution-set standards for student achievement, appropriate to its mission, and assesses how well it is achieving them in pursuit of continuous improvement.

The following information summarizes the data reviewed, recommendations and justifications for modifications to the standards.



Process and Developments

During 2015-2016, the LAVC Program Effectiveness and Planning Committee (PEPC) discussed student achievement data and methodology relative to the institution-set standards established in 2013. The committee revised the persistence (fall-to-fall retention) to include only first-time students and subsequently modified the standard to 41%. PEPC did not finalize any other recommendations to modify the standards at that time, but prioritized completion of this work for early 2016-2017.

Following the 2016 ACCJC site visit and the Commission action letter dated July 8, 2016, PEPC approached the data and methodology with the intent of addressing the Commission Concern regarding the rigor of institution-set standards. Specific issues regarding the institution-set standards were not identified in the Team Exit Report or checklist response (see narrative below) and thus provided no direction with regard to specific indicators, levels of achievement or methodology that might be more appropriate.

Additional Commission Concern

In the review of the ISER and team report, the Commission made the following observation. This issue should be addressed by the College at the time of the Follow-Up Report in October 2017.

Commission Concern 1:

The Commission discussed the institution-set Standards established by Los Angeles Valley College and, like the team, believes that they are set low. The College should review and consider resetting those standards to a more rigorous level. (Standard I.B.2)

Excerpt from the 2016 Exit Report:

Institutional set standards (ISS) of student achievement (below) were identified via a ten-year trend analysis and subsequently approved in 2013 after being vetted through various campus committees.

- Course completion rate: 64% (successful completion – A,B,C,P/ all grades including Ws)
- Student retention percentage: 32% (Fall to Fall – all students)
- Student degree completion: 722 (annual)
- Student transfer to 4-year colleges/universities: 618 (annual; to UC & CSU only)
- Student certificate completion: 260 (annual)

In addition, the college's licensure examination pass rates for the Nursing and Respiratory Therapy Programs, are found on the College's disclosure page along with job placement rates (three-year trends). The college monitors achievement data against these institutional set standards. Processes are in place wherein the PEPC identifies and reviews programs that fall below the ISS, making recommendations for improvement via a viability process. The team found evidence of institutional improvement based on these processes. (Standard I.B.2, I.B.3, ER 11)

Excerpt from the 2016 Exit Report:

**Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies
Standards and Performance with Respect to Student Achievement Evaluation
Items:**

The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. [Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):


The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College provided evidence that it has established institution-set standards in March 2013 for course completion, job placement rates for instructional programs, and licensure passage rates for instructional programs. Plans are in place for monitoring these student achievement measures and for communicating results.

Institution-Set Standards				
Indicator	2013 Standards	Proposed 2016 Standards	Methodology/Notes	Trend
Success (Successful Course Completion)	64%	66%	95% of average (2006/07-2015/16) <i>Students successfully completing a course with a passing grade (i.e. A,B,C,P).</i>	<i>Steady over the last 3 years, but down from the prior 3.</i>
Retention (within course)	84%	84%	 <i>Students completing a course (All grades except W).</i>	<i>Trending down for the last 4 years.</i>
Persistence (Fall to Fall - New Students)	41%	43%	95% of average (Fall 2006 - Fall 2014 cohorts) <i>New students (first-time beginners) earning a grade in the first fall term and re-enrolling and earning a grade in the subsequent fall term.</i> <i>**Consider focus on new students e.g.LA Promise, Equity, SSSP.</i>	<i>Peaked at 49% in 2011 cohort. After dip in 2012, trending up in the 2 most recent years.</i>
Degree Awards (AA, AS, AT, ST) - (count)	722	788	95% of average (based on 2009/10-2015/16)	<i>Trending up in the last 3 years after trending downward in the prior 4 years hitting a low in 2012-2013.</i>
Certificate Awards (CA) (count)	260*	690	95% of average (based on 2009/10-2014/15) <i>* Most recent cohort was excluded since value was an outlier.</i> <i>The prior standard was set low based on the available data and low numbers of certificates of achievement. Several programs changed from Skills Certificates to certificates of achievement in 2009-10 academic years, thus increasing the number of awards in this category.</i>	<i>Trending up since 2012-2013. Most recent increase (58% in 2015-16) is not expected to continue at that level.</i>
UC & CSU Transfer	618	702	95% of Average <i>Prior standard based on data that included years with reporting anomalies.</i>	<i>CSU Transfers trending up in 3 most recent years. UC Transfers have fluctuated over the period and is down in the most recent year.</i>

Referenced Data:

Success & Retention																
	Academic Year															
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Average	5 Year Average	Standard Deviation	95% of Average	90% of Average	Range High
Success (Successful Course Completion)	68%	68%	69%	70%	71%	71%	70%	69%	69%	69%	69%	70%	1.0%	66%	62%	71%
Retention Total (Within Course)	86%	87%	88%	89%	89%	89%	87%	86%	85%	84%	87%	86%	1.8%	83%	78%	89%
Graded Enrollment Count (Entire Academic Year)	93,662	97,310	109,793	102,766	103,687	93,602	94,951	102,379	102,929	103,661						

New Incoming Cohort Fall to Fall Persistence Analysis 2006-2016									
	Incoming Fall term				Persisted to Second Fall Term				
New Cohort	Headcount	Graded Enrollment	Success (%)	Retention (%)	Persist (%)	Headcount	Graded Enrollment	Success (%)	Retention (%)
Fall 2006	2,327	6,718	55%	86%	46%	1,072	12,689	64%	85%
Fall 2007	3,228	8,486	58%	87%	42%	1,364	15,280	67%	86%
Fall 2008	3,557	9,325	60%	86%	41%	1,453	15,904	69%	89%
Fall 2009	3,539	9,663	63%	89%	46%	1,621	19,383	89%	68%
Fall 2010	3,420	8,896	63%	89%	44%	1,488	16,804	71%	89%
Fall 2011	2,661	6,737	65%	90%	49%	1,296	13,860	67%	88%
Fall 2012	3,444	7,973	63%	87%	44%	1,523	15,037	70%	88%
Fall 2013	3,414	8,725	62%	87%	47%	1,609	16,298	67%	85%
Fall 2014	3,152	8,456	62%	85%	47%	1,479	15,912	67%	86%
Fall 2015	3,748	9,758	62%	82%	Data Not Yet Available				
Average	3194		62%	87%	45%	1434		70%	85%
95% of Average					41%				
90% of Average					43%				
Standard Deviation					3%				

Success & Retention Interactive File: https://public.tableau.com/views/LAVC10YearEnrollmentSuccessRetentionData2006-16_0/ISSDepthbyAY?:embed=y&:display_count=yes

Student enrollment and achievement data extracted from DEC SIS on 11/8/16 and subject to changes thereafter.

Award Totals by Type (2006-2016)																	
Award	Award Year										Total	Average	Standard Deviation	95% of Average	90% of Average	Range High	Range Low
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16							
AA	654	776	737	696	577	553	528	604	649	662	6,436	644	79.62	611	579	776	528
AS	135	120	156	179	148	166	140	149	155	171	1,519	152	17.62	144	137	179	120
AT						3	20	42	76	198	339	68	77.73	64	61	198	3
ST							1	9	20	60	90	23	26.19	21	20	60	1
Associate Award Total	789	896	893	875	725	722	689	804	900	1091	838	838	119.07	796	755	1091	689
Associate Award Subtotal				875	725	722	689	804	900	1091	8384	829	140.41	788	746	1091	689
Certificates of Achievement	110	80	93	436	568	888	732	892	840	1332	5,971	597	418.26	567	537	1332	80
				436	568	888	732	892	840		4,356	726	187.56	690	653	892	436

LAVC Full-Year Transfer Volume by University Type: 2009-10 to 2015-16*														
University Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016*	5 Year Total	5 Year Average	95% of Average	90% of Average	Standard Deviation	Maximum	Minimum	
In-State-Private (ISP) Total	131	143	143	134	153	N/A	704	141	134	127	8.7	155	131	
Out-of-State (OOS) Total	84	96	117	109	114	N/A	520	104	99	94	13.8	117	84	
ISP/OOS Subtotal	215	239	260	243	267		1,224	245	233	220	20.3	267	215	
California State University	480	590	428	609	681	652	2,960	592	562	533	98.4	681	428	
University of California	138	153	145	138	158	142	736	147	140	132	8.2	158	138	
UC/CSU Subtotal	618	743	573	747	839	794	3,696	739	702	665	100.8	839	365	
Total Transfers (Count)	833	982	833	990	1,106	794	4,705	941	894	847	127.1	1,106	613	

* The validity of the 2009-10 CSU transfer figure is disputed, but is presently reported as it appears on the official CSU transfer report.

Sources: ISP & OOS figures: *CCCCO Datamart*, http://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx Retrieved 11/30/16.

Data for CSU transfers: California State University, <http://www.calstate.edu/as/ccct/index.shtml> Retrieved 11/30/16.

Data for UC transfers, University of California, <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-u> . Retrieved 11/30/16.