



District Planning Committee
October 25, 2019 Minutes
Educational Service Center, 7th Floor Conference Room

Attendance: (13 members present)

Badalyan, Anna	City	Kudo, Mily	ESC
Echeverri, Angela	DAS	Master, Sarah	Mission
Fowles, Michelle	Valley	Nish, Melinda	ESC
Gallegos, Patricio	Pierce	Pearl, Maury	ESC
Gonzalez, Roberto	West	Stewart, Robert	Southwest
Grigoryan, Anahit (for B. Ventura)	East	Wardinski, Steve	East
		Zarpas, Ani	Trade-Tech

The minutes of the May 31, 2019 meetings were reviewed and approved with corrections.

Review and Approve 2019-20 Meeting Schedule

The meeting schedule was reviewed. The meeting schedule was approved with the November meeting date changed to Nov. 22, 2019.

Template and Process for DSP Reporting

A draft template for DSP reporting was presented. In addition to the data reported, it was suggested that a column for goal be added. In response to a question from Sarah about presentations to the Board, Maury responded that, as with previous DSP reporting, EPIE would make the presentation and college representatives would be present to address Board questions related to specific college outcomes. The DPC would review the data prior to Board presentations. The template would serve as supplementary, more detailed material that would be provided along with a high level reporting format (similar to that developed for the previous DSP evaluation) developed for the presentation. The initial presentation would be focused on first year DSP priorities. Maury will develop a proposal for presentation of plan outcomes for the remaining 2019-20 IESS meeting. Melinda also recommended that recent presentations by ESC Senior Staff showing alignment of ESC organizational unit activities with the DSP be included in DSP reporting.

Recommended 2019-20 DSP Priorities

Mily presented the results of the DSP 2019-20 priorities. The survey was sent to all DSP member and seven responses were received. Goal 3 (Student Success and Equity) received the most responses followed by Goal 2 (Premier Learning Environments). Goal 3, Objective 4 (increase the percentage of students completing transfer-level math and English within the first year) and Goal 4, Objective 3 (improve processes to increase responsiveness) received the highest responses. Since the number of respondents was low it was suggested that Angela re-send the survey and that the results be brought to the next DPC. In addition, it was suggested that the results be disseminated to the DAS, CIO and CSSO councils, and the DAC.

AB 705: Modernizing Math Education

Steve presented a recent LA Times article titled “Making high school math relevant” which discussed the need to change the focus of high math education away from traditional algebra, trigonometry, and calculus to data analysis and statistics as more relevant to current work skills for most students. The article mentioned that that LAUSD obtained an agreement with UC to allow substitution of data science in place of Algebra

2 for the college preparatory pathway. Steve noted that the shift in math education at the high schools would have future implications for community college math curricula, student placements, and class offerings.

AB 705: Math and English Outcomes

Angela discussed a recent ASCCC presentation on math and English outcomes that was based on a larger RP Group study of colleges that utilized multiple measures assessment criteria to expand placements in to transfer level math and English courses. The study found that success rates in transfer level courses declined between Fall 2015 and Fall 2018 (by 2 pct. pts. in English and by 6 pct. pts. in liberal arts and STEM math). The study also noted widening of equity gaps in course success, particularly in math. Pending analysis of outcomes from Fall 2019, she urged District and college preparation for provision of additional college supports to address possible adverse student impacts. Steve suggested that as a first step it would be useful to inventory the number and type of college supports and student utilization of these supports. Maury responded that EPIE would be studying math and English withdrawal rates in addition to pre-census drop rates and would be conducting a survey of students who dropped math and English classes. This information will provide a basis for class schedule and support service planning.

Future Meetings:

Friday, November 22, 2019, 12:30 p.m. to 2:30 p.m.
7th Floor Conference Room, ESC