

District Academic Senate Executive Committee Meeting

Friday, May 8, 2020

Zoom URL: <https://laccd.zoom.us/j/920663328>

Meeting ID: 920 663 328

MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1 st VP), Elizabeth Atondo (2 nd VP: Curriculum), Lourdes Brent (Secretary), Robert Stewart (Treasurer), John Freitas (Parliamentarian)
City	
East	Jeff Hernandez
Harbor	
Mission	Carole Akl
Pierce	Barbara Anderson
Southwest	Robert Stewart
Trade	Artemio Navarro
Valley	Chauncey Maddren
West	Holly Bailey-Hofmann
Guests	Grace Cancik (Valley student), Daniel Keller (Curriculum Dean, LACCD), Bonnie Peters (CVC-OEI), Meredith Randall (CVC-OEI), Maria Siccardi (Trade-Tech), Tim Slade (Trade-Tech), Mario Valdez (Harbor), Joanne Waddell (President, AFT Faculty Guild)

Call to Order:

President Angela Echeverri called the meeting to order at 9:32 a.m.

Approval of the Agenda:

The agenda was adopted as amended to include discussion of the ASCCC Leadership Institute

(Akl/Hernandez) **M/S/P**

Approval of the Minutes:

The minutes of the Special DAS Exec meeting April 24, 2020 meeting were approved as written

(Akl/Stewart) **M/S/P**

Public Speakers: Meredith Randall and Bonnie Peters on California Virtual College (CVC-OEI)

27 Meredith Randall, Director of Programming and Educational Effectiveness for the
28 California Virtual Campus Online Education Initiative, had worked in the California
29 Community Colleges (CCC) for 20 years and is a former chief instructional officer. She
30 has been with CVC OEI for a year. Randall has been working with the LACCD to get
31 courses into the CVC course inventory. At present, students can get real time seat
32 counts in courses, but they then must go through the regular application and
33 registration process in order to enroll. The goal of CVC is to get the LACCD into full cross
34 enrollment by June 30, 2020. In this way, students from all 114 colleges in the CCC will
35 be able to find and enroll in LACCD online courses. Initially, there will be 25 “teaching
36 colleges” which will implement this process by June 30th; this implementation is being
37 done at the request of CCC Chancellor Eloy Ortiz Oakley.

38
39 Bonnie Peters spoke from the “student experience side of the house,” and has been
40 with CVC OEI from the beginning. She stated that District students will not lose their
41 priority registration dates. Instead, the “Exchange” would permit registration only
42 during open registration dates, i.e., open registration occurs after all of the priority
43 registration periods have passed in the District.

44
45 Continuing, Randall stated that CVC OEI will put all of the inventory of the LACCD online
46 courses into the CVC OEI inventory. Students may cross-enroll and either pay for the
47 class or use their Promise Grant (formerly referred to as the fee waiver) or other types
48 of financial aid to cover enrollment. Randall has also worked with LACCD Vice
49 Chancellor of Educational Programs and Institutional Effectiveness Ryan Cornner, with
50 DAS President Angela Echeverri, and individuals at L.A. Valley College regarding
51 prerequisites. AB 705 allows students to self-certify that they have satisfied
52 prerequisites in order to register for courses. CVC OEI would work with existing LACCD
53 processes to validate and verify prerequisites. Students will be informed that if they fail
54 to satisfy prerequisites for a class, they will be de-enrolled from that class. However, it
55 is anticipated that “over-placing” (over-stating prerequisites) will occur much. It is
56 anticipated that this process will begin in time for Fall 2020 registration. Randall will
57 forward a video to Echeverri for review and forwarding.

58
59 Freitas observe that past practice has been that the Senate needs to sign off on the
60 consortium. Two colleges, West and Pierce, are already members. Randall stated that
61 there was a request from the State Chancellor to accelerate the process due to COVID-
62 19. The CVC OEI wants the complete catalog of LACCD courses in its inventory and the
63 entire District in the Exchange. Freitas went on to remark on an initial conversation in
64 the early part of the Spring 2020 Semester, but then the LACCD conversations centered
65 on COVID-19. He was not aware if there have been discussions about prerequisites
66 aligning with C-ID Descriptors.

67
68 Peters spoke of a federal financial consortium agreement which must be signed, even
69 though not all of the 9 colleges are in the master consortium. One is with the Federal
70 Government, so that students may combine units (at different colleges to qualify for

71 Federal Financial Aid, e.g., Pell). She will contact the Financial Aid Managers at the
72 colleges. Financial aid is now paid according to the identified home college. Randall
73 assured the Senators that more support would be available.

74
75 Randall also defined “Exchange” and “Consortium.” The Exchange would permit cross-
76 enrollment, i.e., allowing students from across the State to access LACCD classes and do
77 streamlined application and registration during the open enrollment period. The
78 Consortium would give access to certain student services tools such as Net Tutor,
79 Proctorio, and Cranium Café. Randall also stated that CVC OEI has added more
80 benchmarks for having courses aligned to the rubric.

81
82 Echeverri thanked Randall and Peters for their remarks and introduced Waddell.

83
84 Joanne Waddell, President of the AFT Faculty Guild Local 1521, spoke in support of a
85 noticed motion. She applauded the faculty for doing such a great job migrating to a
86 remote learning environment. Waddell noted that many conferences as well as other
87 professional development opportunities have been cancelled in the last few months due
88 to the COVID-19 pandemic. The intent of the noticed motion (appearing later in the
89 agenda) is to give faculty the opportunity to count the professional development they
90 already had to do to migrate classes from face-to-face to remote environments. They
91 had to learn the technology and formats, then adapt curriculum to those formats. The
92 ASCCC (Academic Senate for California Community Colleges) has already approved this
93 kind of activity, and the CCCCO (California Community College Chancellor’s Office) has
94 issued guidance in support.

95
96 Echeverri noted that edits are included in the resolution. Raising a point of order,
97 Hernandez asked if debate were to occur now, during Public Speakers, or later in the
98 agenda. Echeverri stated that discussion would occur later, as reflected in the agenda.
99 Waddell expressed her thanks for all that the DAS has done as well as her appreciation
100 of the Senate and the Union working together.

101
102 **Action Items:**

103
104 **LACCD Guidance for Reviewing Institutional Accreditation (Approved by DCC**
105 **4/17/2020)**
106 **(Atondo/Stewart) M/S/P**

107
108 Atondo reported that she worked with Cathleen Rozadilla to make the edits
109 recommended by DAS Exec (the District Academic Senate Executive Committee) at its
110 last meeting. The content has not changed. This guidance memorandum is intended for
111 the use of Articulation Officers and Counseling Faculty. It would also help guide
112 discipline faculty if they felt they needed help. The intent is for there to be consistency
113 in all of our 9 colleges in reviewing and accepting coursework from colleges whose
114 regional accreditation status was “in candidacy.”

115
116
117
118
119
120
121
122
123
124
125
126
127
128
129
130
131
132
133
134
135
136
137
138
139
140
141
142
143
144
145
146
147
148
149
150
151
152
153
154
155
156
157

Interstate Passport Network – Memorandum of Agreement (Approved by DCC 4/17/2020)

MOTION: *Table indefinitely*
(Hernandez/Maddren) **M/S/P**

Atondo asked LACCD Curriculum Dean Daniel Keller to clarify the fee schedule. Keller reported that the WICHE organization is trying to promote the facilitation of LACCD students transferring to its member colleges. Therefore, it is offering free membership for 5 years if the LACCD sends a memorandum of understanding (MOU) before June 30, 2020. After 5 years, it would follow the fee schedule currently in place. Keller reported Vice Chancellor Cornner’s suggestion that, should the faculty approve it in principle and it is free for 5 years, we could enroll in the membership as a type of pilot program to see if it helps students. If, after 5 years and before renewal is necessary, it has been determined that WICHE has helped students, the LACCD can review and possibly renew the agreement and pay the scheduled fees. However, should it not provide the support we need, we can exit the agreement.

Stewart inquired as to how the fees would be apportioned: Would it be a local college responsibility? Would the District defray the costs? Keller suspected that the LACCD could look for funding to help the colleges should association with WICHE prove to be of value. Hernandez observed that the existing free structure was substantial and that colleges are looking at cuts. Students can now transfer without the LACCD’s membership in WICHE. And unless there is a commitment that fees would come out of the ESC budget, he was disinclined to vote in favor of the agreement.

Proposed LACCD Distance Education Addendum for eLumen (Noticed 4/24/2020)
(Atondo/Bailey-Hofmann)

MOTION: *Remove language pertaining to “emergencies” (in red - Row 14, Column 4 in draft)*

(Akl/Freitas) **M/S/P**

No: El-Khoury

Perfected Motion – M/S/P as amended

Keller noted that this table illustrated the configuration of how DE certification is done in eLumen. This action is only coincidentally occurring simultaneous to the blanket DE addendum due to COVID-19. He went on to describe the process of how this document was created. Keller met with the DE Coordinators and looked at commonalities. These attributes were reduced to 30. Then there was discussion with Atondo, Echeverri, and Freitas which resulted in fewer fields. The “emergency approval only” field (in red in the document) was a response to some faculty inquiries and requests.

158 In reply to a question from Hernandez, Keller stated that eLumen supports addenda for
159 colleges. As an example, we will be using addenda in eLumen for historical documents.
160 The District Curriculum Committee wants to use actual fields instead of many addenda
161 because reports can be run from the fields but not from the addenda. Having some
162 degree of uniformity is helpful because having to support 9 different versions is difficult
163 for IT.

164
165 Hernandez was concerned that this not be a District form and that local processes would
166 remain intact; that is the way he explained it at the East senate. As a point of
167 information, Atondo stated that curriculum is local. The table under consideration is the
168 minimum for DE elements. Colleges, curriculum committees, and local senates can
169 attach addenda in the course outline of record. What is under consideration is not a
170 District curriculum form. Freitas added that this is a common subset of all of the local
171 college DE addenda; colleges are still free to add addenda. Keller included that the
172 fields would include that which is used to minimally satisfy Title 5 requirements and
173 from which to draw reports; colleges would be free to attach addenda or not.

174
175 Maddren then inquired about fields related to distance education in times of
176 emergencies. He asked if we are committing to offering these courses in distance
177 education modalities during an emergency. Keller replied that CCCs are currently
178 empowered to offer courses in remote formats due to a blanket approval from the
179 CCCCCO due to a pandemic. However, should there be an earthquake or other local
180 disaster, it would empower us to offer a course online. The assumption is that the
181 Chancellor or the LACCD Board of Trustees would declare an emergency. El-Khoury
182 added that reports would be difficult to run with a series of addenda because such
183 addenda would be outside the fields; the fields would facilitate those reports as that
184 information would be easy to obtain. Keller added that fields in eLumen can be
185 reconfigured.

186
187 Akl inquired further about Element 14 in the document and suggested not including it as
188 of the fields in eLumen. El-Khoury responded that, should we get into a local emergency
189 situation, it would be up to the faculty to offer courses remotely on an emergency basis.
190 By eliminating this field related to emergency situation, we have no ability to approve
191 that course on an emergency basis only.

192
193 Hernandez replied that he came to the opposite conclusion, noting that we are not
194 precluded locally from addressing the emergency situation being discussed. Instead, DE
195 conditioning based on an emergency can be addressed in a separate addendum.

196
197 Freitas suggested that the implication of the emergency language in red is that one
198 could not offer those courses that were not pre-approved unless the college went
199 through the full curriculum and governance process. Instead, he recommended
200 amending the Administrative Regulation regarding distance education and putting such
201 language there.

202

203 An amendment came to the floor and was passed as was the perfected motion.

204

205 **DAS Statement in Support of Academic Freedom during COVID-19 Pandemic**

206

207 *In the face of the current unprecedented move toward online instruction and emergency*
208 *powers to address the COVID-19 pandemic, the District Academic Senate unanimously*
209 *agrees to safeguard the fullest form of academic freedom for all faculty. All faculty*
210 *members engaged in distance and/or emergency remote learning are entitled to*
211 *academic freedom appropriate to maintain the highest caliber of teaching. Academic*
212 *freedom includes flexibility in meeting student needs as well as adaptability per*
213 *discipline and content requirements.*

214

215 (Hernandez/Maddren) **M/S/P**

216

217 Hernandez reported that this statement came from the East Academic Senate
218 Committee on Academic Freedom and Ethics. Apparently, there have been a number of
219 faculty members who have been feeling pressure from their colleges and possibly their
220 chairs during the COVID-19 pandemic and this time of remote and online learning.
221 Therefore, it was determined that a reaffirmation of academic freedom was both
222 needed and important. Echeverri suggested the additional language of and/or
223 emergency remote. Hernandez accepted this revision without objection. Akl asked
224 about what is meant by “emergency powers” in the first sentence of the statement.
225 Hernandez suggested that it could refer to things taking place in the LACCD related to
226 the implementation of an online learning environment. One example could be
227 Proctorio, an exam proctoring software about which certain instructors have concerns.

228

229 **Noticed Items**

230

231 **DAS Recommendation on Preparations for Course Offerings in Summer and Fall 2020**
232 **Schedules of Classes**

233

234 Echeverri reported that Summer 2020 classes will be online and Fall classes will be
235 mostly online. There must be a process to identify and prioritize hard-to-convert
236 classes. This topic was discussed at consultation on Tuesday, May 5, 2020. Certain
237 factors must be considered, such as: Those classes which are critical for completion;
238 Courses needed to support healthcare and other essential infrastructure elements; and
239 Logistics, including risk and cost. At present, there is nothing in writing, but Echeverri
240 would like to have something by next week’s DAS meeting, May 14, 2020. Freitas
241 recommended the approach of a resolution in support of the work which discipline
242 committees are doing in this regard. He volunteered to help write such a resolution.
243 Maddren noted that the recovery plans would have to be interwoven within those
244 limitations; we can suggest but not dictate. Echeverri agreed that we are constrained by
245 public health guidelines. Hernandez urged the Senators to be cognizant of a separation

246 of issues. Colleges should have in motion which courses would be approved to be put
247 on a temporary DE addendum to the State. Related would be courses which would not
248 be submitted for that because they would be hard to convert. In that latter respect,
249 information from the discipline committees would be very valuable. Hernandez
250 recommended a locally-driven understanding of which courses would fall under the
251 category of essential infrastructure, and then a prioritization which would come back to
252 DAS. Those hard-to-convert classes would be identified as would the challenges and
253 resource needs in terms of facilities, etc. An emphasis on essential infrastructure would
254 prioritize respiratory therapy versus intercollegiate sports, as an example. A list of hard-
255 to-convert classes and challenges would be helpful. Unfortunately, we do not have
256 those answers now.

257

258 **Resolution to Use Training for Conversion to Remote Teaching from March 16-30,**
259 **2020 to Fulfill Professional Development Obligations**

260 **MOTION: Amend second resolve as follows (new language underlined): “That the**
261 **District Academic Senate support local senates ensuring that all LACCD faculty**
262 **would...”**

263 Hernandez/Stewart (Approved in principle to make recommended edits and place
264 amended version on May 14, 2020 DAS agenda.)

265

266 There was discussion about local control versus a DAS recommendation regarding the
267 use of time which instructional faculty used to convert to remote formats as a complete
268 satisfaction of FLEX requirements. Hernandez referenced a resolution passed at the
269 East L.A. Academic Senate, and suggested a modification of the resolution to refer to
270 guidance from the State of California regarding the fulfillment of FLEX requirements as
271 well as language that would state that the DAS would encourage local senates to accept
272 the time referenced in the resolution for FLEX. Maddren concurred, noting the
273 importance of an overarching supportive statement from the DAS. Freitas added that
274 FLEX recording procedures are local and that DAS cannot issue mandates to the local
275 senates. However, DAS can recognize that this work is valid professional development
276 and urge local senates to allow these hours spent to transition to remote instructional
277 platforms be used as alternatives to local FLEX requirements. Stewart wanted to clarify
278 that the resolution was intended for those faculty members who worked during spring
279 break to transition their classes online and not those who did not do so. Echeverri
280 concurred.

281

282 **Reports:**

283 **Officer Reports:**

284

285 **President**

286

287 Echeverri reported that the COVID-19 Response Team has been meeting once a week.
288 To date, 63 individuals in the District have tested positive for COVID-19; 23 are
289 suspected as having the novel coronavirus but have not been tested; there are 23

290 possible exposures; and 1 fatality. A number of the colleges have been shut down. The
291 District is currently in Phase I where instruction and services are online or remote. At
292 present, the District is trying to find ways for students to complete classes which were
293 suspended in the Spring 2020 Semester. It is also trying to identify hard-to-convert
294 classes, find ways to bring some aspects of those classes back to the colleges in an in-
295 person format in Fall 2020, and to provide professional development for the faculty.
296 Freitas and Keller have been in conversation with the district discipline chairs.

297
298 There has been extensive discussion in the District about what is happening next – how
299 to identify the hard-to-convert classes, how to prioritize those courses, and how to
300 deliver instruction. There are three upcoming deadlines: May 5 – to determine how
301 many hours would be needed to complete instruction for Spring 2020 classes which
302 have been suspended; June 1 – Summer 2020; June 30 – Fall 2020 classes. Echeverri
303 observed that the District is very reluctant to take on unnecessary risk. The LACCD must
304 be in line with the L.A. County Health Department protocols as it looks to return
305 instruction and services to campus. As of now, the Health Department has not
306 published those protocols. Logistically, we are looking at reduced class sizes to adhere
307 to social/physical distancing requirements, personal protective equipment (PPE),
308 disinfection protocols, and testing – both for infection and for the presence of COVID-19
309 antibodies. Echeverri noted that the impact would vary from college to college, but
310 observed Trade would have disproportionate impact because of its high percentage of
311 CTE (career technical education) courses. The Professional Development College will be
312 repurposed to address the issues related to the hard-to-convert classes.

313
314 Cuts of \$200 million are anticipated from LACCD budget. Colleges may be part of the
315 California recovery plan.

316
317 **1st Vice President – at District Curriculum Committee (DCC) meeting**

318
319 **2nd Vice President - at DCC**

320
321 **Treasurer**

322
323 Stewart had forwarded electronic reports and reminded the Senators to turn in their
324 mileage claims. Local senate funds have the same budget number but with different
325 alphabets written into each fund number, e.g., “C” for City, etc. Echeverri is advocating
326 with District Administration to roll over 2019-2020 Senate funds as the COVID-19
327 pandemic precluded attending certain meetings, e.g., DAS and DAS Exec, and
328 conferences (including the 2020 ASCCC Spring Plenary Session) in person, thus lowering
329 expenditures. She is awaiting a reply about her formal request to roll over local and
330 District Academic Senate funds (also to include professional development and
331 professional growth funds), but Chancellor Rodriguez agreed in principle. Since the
332 Academic Senate for California Community Colleges (ASCCC) will have its June
333 Leadership Institute online, the cost will only be \$100 per participant. Therefore,

334 Echeverri is encouraging more faculty members to attend. Stewart and Echeverri are
335 working with ASCCC to see if DAS can purchase a certain number of registrations and
336 then assign those registrations to interested faculty members. It is anticipated that the
337 DAS Exec will attend as well as 5 faculty from each college. Akl noted that the ASCCC
338 Leadership Institute conflicts with the Online Teaching Conference (June 17-19, 2020).
339 Echeverri congratulated Stewart on his decision to run for ASCCC Area C Representative.

340

341 **Other Reports:**

342

343 **TPPC – no report**

344

345 **Professional Development College**

346

347 Before beginning her report, Brent noted that the ASCCC has its Curriculum Institute in
348 July, and some of the rollover funds could be used for that professional development
349 opportunity. The Professional Development College (PDC) Leadership Institute which
350 was to have been in March was cancelled due to COVID-19. However, parts could still
351 be offered in synchronous and asynchronous modalities, including a seminar on the new
352 Administrative Regulation (the updated E-100). She has contacted Freitas and Brittany
353 Grice, Director of the LACCD Office of Diversity, Equity and Inclusion to facilitate. The
354 PDC will also be working with faculty in hard-to-convert classes to help identify
355 solutions.

356

357 **DE Training Workgroup**

358

359 Echeverri reported that the District had approved the funding of DE Coordinators at 2.0
360 at each college through Fall 2020. Also approved was the position of a District DE
361 Coordinator at 1.0 FTEF. Two training courses were approved to fulfill DE certification
362 training. Echeverri recommended that faculty sign up soon as the training classes are
363 filling up quickly.

364

365 **Guided Pathways – no report**

366

367 **Others – none**

368

369 **Discussion Items:**

370

371 **Update on DE Training Workgroup Recommendations – previously reported**

372

373 **Identification and Support for Essential and Hard-to-Convert Courses and Services**

374

375 • **Identification Criteria and Process**

376 • **Role of Discipline Committees, Professional Development College & Others**

377

- **Identifying needs for transition to in-person instruction/services**

- 378 • **Canvas Shells for All Disciplines**
- 379 • **Fall 2020 District Discipline Day**
- 380 • **Planning for the Return to Face-to-Face Instruction**

381

382 Echeverri reported that District discipline committees have received Canvas shells to
383 facilitate discussion. She met with Keller and Freitas regarding the process and needed
384 resources for hard-to-convert classes Wednesday and Thursday of this week (May 6 and
385 7, 2020). The PDC work with faculty in these courses and help to identify solutions.
386 Discipline Day will be online.

387

388 **Role of Senate and of Administration in ensuring departments with courses on blanket**
389 **addendum actually submit course DE Addendum or DE Updates by the Fall –**
390 previously discussed

391

392 **AB 705 Implementation During COVID-19 Pandemic**

393

- 394 • **LAUSD: Summer School, Remote Education Challenges, and Grading Policies**
- 395 • **ESL in Fall 2020**
- 396 • **College Math and English Offerings**
- 397 • **Other Concerns: Faculty Training, Student Support, Technology, etc.**

398

399 Echeverri reported that this topic was discussed in consultation. Remote instruction in
400 K-12 has not had the teacher/student contact time it usually has nor the academic rigor
401 which the LACCD faculty use in their classes. Thus, this semester has been a “lost”
402 semester, and posited that graduating seniors from LAUSD entering the LACCD as first-
403 time students would be in need of remediation. Anderson noted that Math and English
404 Chairs have been sharing that students need even more support now, and have
405 recommended that colleges have the option of offering English and Math classes two
406 levels below transfer. She also observed that College of the Canyons and Moorpark,
407 colleges in different districts but geographically close to Pierce, are offering such classes,
408 and that the LACCD needs to remain competitive in this environment. Echeverri noted
409 that LACCD Chancellor Rodriguez seemed supportive of this idea. Brent asked about the
410 status of the Fall 2019 English and Math completion data disaggregated by students in
411 DSPS and EOPS. Echeverri replied that Associate Vice Chancellor Maury Pearl was
412 looking into it. Hernandez remarked positively on the appropriateness of a
413 communique from Echeverri to the LACCD Board of Trustees on this topic, and noted
414 that AB 705 does not prevent California Community Colleges from offering English and
415 Math courses below transfer. Echeverri will work on a resolution related to this issue,
416 noting that some students will continue to be disenfranchised if the Chancellor’s
417 directive related to the offering of English and Math classes is not modified.

418

419 Echeverri expressed concerns regarding the AB 705 implementation related to ESL
420 (English as a Second Language) for Fall 2020. Enrollment at some colleges is down in

421 ESL; initial assessment is unresolved and is falling on the counseling faculty. Assessment
422 Centers at some colleges have been repurposed and online self-placement is not
423 operational.

424

425 **Updates to Spring 2020 DAS Academically Speaking Newsletter**

426 Echeverri stated that a draft will be available by next week. She continued to encourage
427 submissions for the newsletter.

428

429 **Project MATCH Updates**

430

431 Echeverri noted that Project MATCH mentees would take the two trainings for DE
432 certification – Introduction to Canvas and Introduction to Teaching and Learning in the
433 Fall Semesters. They would be assigned their mentors in Spring 2021.

434

435 **COVID-19 update & Discussion**

436

- 437 • **COVID-19 Response Team**
- 438 • **Shared Governance During Pandemic**
- 439 • **Remote/Virtual Interviewing Guidelines for Hiring and Search Committees**
- 440 • **Fulfilling Faculty FLEX Requirements**
- 441 • **Final Exam Schedule**
- 442 • **Support for Upcoming Remote DAS Meetings and Events**

443

444 Echeverri reported that there is a search currently underway for a deputy chancellor.
445 Shared governance concerns remain regarding shared governance and the District's use
446 of the colleges' SEA funds (Student Equity and Achievement Program). The remote
447 virtual interviewing protocols have been posted. The District has a final exam schedule;
448 it is not clear that any action needs to be taken to modify it. However, during this time,
449 Echeverri suggested that the faculty help make this time less stressful for our students.

450

451 Echeverri reported that, at its May 7, 2020 meeting, TPPC discussed the possibility of
452 doing a survey for faculty. However, it did not wish to duplicate other extant surveys.
453 Stewart reported that Southwest had done its own student survey. Maddren noted that
454 Valley had no survey, but observed that since classes are online, there is more flexibility
455 to schedule and give exams since we are all remote. Echeverri will get District
456 clarification. Hernandez observed that, if classes are offered synchronously, then the
457 times scheduled for final exams should remain; classes offered asynchronously would be
458 different.

459

460 Echeverri reported that 9,400 LACCD students had participated in the District survey.
461 The results from the respondents indicated that most students are somewhat familiar
462 with Canvas. Students are facing additional challenges related to college closures and
463 remote instruction and services due to COVID-19, such as increased worry and anxiety,

464 and concern about loss of healthcare. Most students report regular contact with
465 instructors as well as access to materials. Echeverri observed that, according to these
466 survey results, we are doing fairly well considering the circumstances, but that we need
467 to be aware of the challenges which the students are facing. She will ask Chancellor
468 Rodriguez for additional support to help the PDC work with DE learning.

469

470 **Update on Pass/No Pass options During COVID-19 Pandemic: Implementation,**
471 **Student Notification, and Forms**

472

473 Echeverri reported that students have been notified and Pass/No Pass requests forms
474 have been sent out.

475

476 **Other Concerns – none**

477

478 **Adjournment**

479 The meeting was adjourned at 11:56 a.m.

480 (Stewart/Bailey-Hofmann) **M/S/P**

481

482 **Upcoming Meetings:**

483

- 484 • District Budget Committee: Wednesday, May 13, 2020 – Zoom
- 485 • DAS Meeting: Thursday, May 14, 2020 – Zoom
- 486 • Board Standing Committee: Wednesday, May 20, 2020 – Zoom
- 487 • Board Meeting: Wednesday, June 3, 2020 – Zoom
- 488 • DAS Executive Committee: Friday, June 5, 2020 – Zoom
- 489 • Consultation Meeting: Tuesday, June 12, 2020, 2 p.m. – Zoom

490

491 Respectfully submitted by Lourdes M. Brent, DAS Secretary