District Academic Senate Executive Committee

Meeting

Friday, January 19, 2018
Los Angeles Valley College
MINUTES

Attendance

<table>
<thead>
<tr>
<th>Officers</th>
<th>Present</th>
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<tbody>
<tr>
<td>Officers</td>
<td>Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer), Don Gauthier (Past-President)</td>
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<td>City</td>
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<td>East</td>
<td>Jeff Hernandez</td>
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<tr>
<td>Harbor</td>
<td>Van Chaney</td>
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<td>Mission</td>
<td>Deborah Paulsen</td>
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<td>Pierce</td>
<td>Anna Bruzese</td>
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<td>Southwest</td>
<td>Robert Stewart</td>
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<td>Trade</td>
<td>Martin Diaz</td>
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<td>Valley</td>
<td>Josh Miller</td>
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<td>West</td>
<td>Holly Bailey-Hofmann</td>
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<td>Guests</td>
<td>Carole Akl (Mission), Tamara Alcantara (LACCD), Luis Cordova (West), Rebecca Frank (Valley), Anita Martinez (Valley), Cheryl Pearson (Valley), Margarita Pillado (Pierce), Alicia Rodriquez-Estrada (Trade-Tech), Natalie Wong (East), Matthew Coombs (eLumen), Malissa Kibrick (eLumen)</td>
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Call to Order and Approval of the Agenda: President Angela Echeverri called the meeting to order at 10:10 a.m. The agenda was adopted as amended with no objections (Miller/Hernandez) (M/S/P)

Approval of the Minutes: December, 2017
(Bailey-Hofmann/Miller) (M/S/P) as amended

Public Speakers:

Presentation on Curriculum Management System by eLumen

Two representatives from eLumen – Matthew Coombs (Chief Operating Officer) and Malissa Kibrick (Customer Success Representative) - were invited to make a presentation to the DAS Executive Committee. Also invited to review this presentation were Articulation Officers, SLO Coordinators, and Curriculum Committee Chairs from the nine colleges in the LACCD.
The presentation outlined the capabilities of eLumen as well as its advantage over competitors in the following areas: SLOs (student learning outcomes), program review, guided pathways, catalog and scheduling, data analytics (student information system, assessment, and demographics), and curriculum management. Other curriculum software programs/packages such as CurricuNET and CourseLeaf do not interface with SLOs. Since eLumen is a database, it can synchronize information in and out of PeopleSoft, student education plans, and degree audits. In addition, Coombs stated that eLumen is less expensive than CurricuNET, and this company is offering a 30% discount to the LACCD should all of the 9 colleges choose to adopt this product.

Coombs stated that he had had a preliminary discussion with Vice Chancellor Cornner.

eLumen also integrates with Canvas, and can synchronize directly into the course shell. This is a time-saver and accuracy tool since outcomes must currently be hand-entered in Canvas. In addition, eLumen can truly support guided pathways in helping students define and stay on their path. Coombs also has a strategy of how eLumen can integrate into E-65. Each college controls its own “instance” of eLumen since each has its own curriculum. eLumen also supports district attributes as well as college course attributes. This company is constantly bettering the system, and develops new code two weeks. Colleges can also customize their tabs or fields (what eLumen refers to as “step templates”) on the course outline of record (COR), but will also maintain consistency with Title 5. Access to the COR and curriculum database is role-based and discipline-related. Everyone can see all curriculum as “view only.”

Coombs reviewed a step by step demonstration related to the origination and tracking of curriculum work flow – from the faculty member to the state. This product has been custom-made for California based on the California Community Colleges Curriculum Program and Course Approval Handbook (PCAH). Being a database distinguishes eLumen from competitors: Data goes into database, information is not going onto a template for later retrieval. Coombs explained that information can be taken from PeopleSoft to eLumen and that, in future, other eLumen products could absorb the databases, tasks, and capabilities of PeopleSoft. Dates of course activation are built into the database, and the college can build future catalogs based on this capability.

Catalogs can also contain recommended course sequences, which may be loaded into a preliminary student education plan. The degree audit component is an extra cost, but it includes the student engagement and ePortfolio modules. Credit hours can be automatically calculated. Curriculum chairs can also run reports to determine when courses need to be updated. Fields and tabs can also be customized to include helper text, links, etc. Faculty originators of curriculum can copy and paste from WORD. This product is Cloud-based, and can run any number of reports – some are built-in, and some can be customized.

Should the District choose to purchase this product, there must be an initial export of data from our current system, ECD, to eLumen. eLumen will the send a customized
spreadsheet to each college. Each college would review each course (Coombs estimates that this task will take between 3-15 minutes per course). ELumen will take 3 weeks to be up and running from the completion of that review and the correction of any errors from data transfer. Coombs suggests that the best time to do this is during the summer. In a best case scenario, it will take approximately 2-3 months to go live. ELumen will provide training for faculty – both initially and as needed on an on-going basis.

The presentation concluded and discussion began regarding possibilities and implementation. Items discussed included guided pathways, digital badges, program review, SLOs, course and education planning, etc. Coombs noted that accurate and verified curriculum information can be submitted directly to the California Community Colleges Chancellor’s Office. LACCD will pay for an “instance” of eLumen for course attributes.

12:30 p.m., the presentation was completed and the DAS guests departed. The DAS Executive Committee recessed for lunch.

12:50 p.m.; the meeting of the DAS Executive Committee resumed.

Action Item
(DAS Executive Committee acting in lieu of full DAS in January)

Proposal for Course Descriptors in SIS
(Hernandez/Atondo) M/S/P

Discussion on the motion –
Echeverri reported that during their January consultation meeting, Faculty Guild members and others had suggested that the lack of course descriptors in the new Student Information System (SIS-PeopleSoft) was a possible contributing factor to recent declines in student enrollment throughout the District. That is, students were unsure of which classes they should enroll in because of the lack of SIS course descriptors. Echeverri further stated that in the current curriculum system, ECD (Electronic Curriculum Database), course descriptors are local attributes; however under the new SIS they are districtwide attributes. In 2012-2014 the DAS supported an effort by District Discipline Committees to develop districtwide course descriptors for all active courses in the District – approximately, 5,000 courses. Several District Discipline Committees submitted common descriptors for over 280 courses including in:

Accounting; Anatomy; Anthropology; Architecture; Astronomy; Biology; Chemistry; Computer Applications and Office Technology; Child Development; English as a Second Language; Economics; Library Science; Mathematics; Microbiology; Physiology; and Spanish. The list was submitted by Don Gauthier to the SIS team, but for some reason the descriptors were never entered into SIS. Echeverri asked the members of Exec to forward any other course descriptors completed by discipline faculty since the list may be incomplete.
Atondo emphasized that these SIS descriptors have nothing to do with the course outline of record, with the catalog, or with accreditation.

Echeverri reported that Vice Chancellor Cornner estimated that it would take approximately six weeks for someone to manually enter 5,000 descriptors into PeopleSoft in time for the Fall 2018 registration which will commence in April. Therefore, time is of the essence. She referred to the proposed document on SIS course descriptors, which contained procedures for determining course descriptors as well as steps for revisions and challenges. All steps involve the discipline faculty and the District Curriculum Committee.

Proposal for Course Descriptors in SIS
(Hernandez/Atondo) M/S/P

Echeverri will include information about this action at the February 2018 meeting of the full DAS. She will also request that discipline faculty who have not yet written course descriptors to please do so via the appropriate District Discipline Committees. It is hoped that this task will be completed in time for inclusion in Fall 2018 schedules of classes.

Discussions

DAS Goals for 2018-2019

Several future DAS priorities were discussed including:

- Increasing student enrollment
- Accountability
- Administrative efficiency
- Administrative evaluations – faculty input

Enrollment Update

- SIS and Financial Aid Concerns –
There was extensive discussion on the causes, the effects, and possible remedies for low enrollment for Spring 2018 classes.

Echeverri referred to a table showing spring enrollment by college. She also reported that she had conversations with a number of District Financial Aid employees who demonstrated on the PeopleSoft Student Information System (SIS) many of the barriers students and financial aid staff are encountering. Some of the problems have to do with incomplete migration of data between the legacy system (DEC) and the new SIS. There were two main data syncs from DEC top PeopleSoft– one in April and one in the summer. Apparently, the one in
summer was particularly problematic. For example, there were 5,000 student grades (mostly from Spring and Summer of 2017) that did not properly migrate from DEC to PeopleSoft. Other missing data included in-state residency status, high school diploma or GED, petitions/extensions of financial aid, etc. Since Pell Grant recipients require a high school diploma, the missing information is causing students to lose access to their financial aid. Echeverri spoke with Associate Vice Chancellor and researcher, Maury Pearl, who ran a grade report in November and confirmed the missing grade problem. The missing information is causing Financial Aid staff to spend additional time on students who are unable to obtain financial aid or enroll, at a time when offices are short staffed due to the recent retirements. Other problems reported include glitches with SIS modules, errors not addressed in a timely manner, delayed petitions, full-time students erroneously coded as part-time students, and problems logging out or in to the system. Alarmed by these problems, she shared her concerns with the Chancellor on January 2, 2018. According to Echeverri, the Chancellor seemed surprised to learn of the magnitude, pervasiveness, and enrollment effects of these problems related to financial aid.

Continuing her comments, Echeverri discussed consultation with the Chancellor held on January 18th, in which the main topic of conversation was enrollment. She distributed two reports – one written by her, and the other a response to that report written by Cornner. This “perfect storm” of disasters is contributing to lower enrollment, especially among older, continuing students. There is a 12% increase in first-time college students coming directly from high school. However, there is a decrease in the enrollment of continuing students, especially older continuing students. Atondo reported that the Board of Trustees approved an 18-month contract with a new firm to provide technical support for SIS; Ciber will no longer be under contract with the District.

Gauthier noted that the volume of data and the students’ need for financial aid (and its concomitant effect on enrollment) was known by administrators. Also known were expected retirements, especially in financial aid and IT, fueled by the retirement incentive. However, administration was not proactive in their solutions and staffing for anticipated problems. He also suggested that older students might enroll closer to the beginning of the semester as is their past practice.

- **SIS Electronic Suggestion Box**
  El-Khoury noted that Vice Chancellor Cornner presented a template for an online suggestion box at consultation. However, when asked where the suggestions go, i.e., who receives them, and what is done with the information, the answer from the administration was unclear.

- **Enrollment Management Task Force**
There was much discussion related to what the DAS was recommending regarding this Enrollment Management task force and whether or not those intended goals would be met should this task force become part of the District Budget Committee (DBC) as was suggested at consultation. El-Khoury strongly recommended that technical people be included as the outcome of the work of this task force should be an assessment of what is really the problem regarding low enrollment. Gauthier suggested that enrollment be part of the monthly report made by Cornner, and that key faculty be identified and be included in this task force.

Hernandez emphasized the necessity of faculty involvement in this research, and that the review of causal and contributory factors not be overshadowed by the ongoing business of DBC. He will put the formation of the task force on the agendas of DBC and ECDBC (DBC Executive Committee).

Hernandez observed that low enrollment has many factors including employment, family problems, DACA, competition with other districts, and technical problems related to SIS, to name a few. Faculty have already identified many of the contributing factors. Faculty also have many ideas about how to solve those problems. Echeverri suggested a joint task force of the Planning Committee and DBC.

Hernandez also stated that we must be very strategic about cutting classes. Our district will be held harmless for the next fiscal year. However, in 2019-20, the new allocation formula for California Community Colleges will be based 50% on enrollment; 25% on outcomes; and 25% on equity (number of low-income students, financial aid recipients, number of fee waivers, etc.). He emphasized that we cannot begin cutting classes now because it will adversely affect our future funding. Echeverri observed that some colleges are already looking at discontinuing viable programs.

The consensus was that DAS needs to be very clear regarding its expectations for the specific and measurable outcomes of this task force. For example: 1) Boost enrollment; 2) Identify areas that are potential weaknesses; 3) Make recommendations to address the problem.

DAS Exec decided to devote its next meeting to brainstorming problems and solutions regarding enrollment. Key faculty and representative stakeholders, including members of DBC, will be invited. Echeverri will look into reserving an adequate venue, possibly the Board Room.

**Guided Pathways Update**
Echeverri offered congratulations to Trade-Tech’s Advanced Transportation and Manufacturing (ATM) Pathway for receiving an Exemplary Program Award from the California Community Colleges Board of Governors. This award was given in recognition for Trade’s work on Guided Pathways. Diaz distributed handouts on LATTC’s PACTS model (Pathways to Academic, Career, and Transfer Success) and reviewed the student competency tiers. This model was affirmed for the college’s strategic master plan, and includes guided choices, and accelerated non-credit to credit for English and Math using competency-based basic skills courses. There are now 7 Pathways, following the successful initial launch of PACTS in 3 pilot programs. There has been an increase in certificates and degrees since 2011 at Trade-Tech.

Motion to extend 10 minutes
Miller/El-Khoury (M/S/P)

Due to the lack of time, the following agenda items were postponed until a future meeting:

DAS Representation and Organization
- Membership Update – District Discipline Committee

E-115 and Process for creation of a new subject

Proposal for Interdisciplinary Student Success Course (New)

Reports

Officers
1. President’s Report
2. First VP Report
   a. Equivalency Committee
   b. DPAC
3. Second VP Report
4. Treasurer’s Report

Committees
DBC/ECDBC

PDC
In the interest of time, Brent referred to a written report which included upcoming faculty leadership seminars sponsored by the DAS Professional Development College. The January 12th seminar, held in collaboration with the AFT Faculty Guild, focused on the roles of the union and the senate in the first session. The second session offered a glossary of terms specific to the California Community Colleges. Both sessions were well-attended and had over 80 registrants. Many thanks to Joanne Waddell, Angela Echeverri, Don Gauthier, and Alex Immerblum for facilitating.
College and/or Committee Reports

Valley – Miller announced that Valley and Pierce are piloting a new professional development system by Cornerstone.

Upcoming Meetings.

- AB 705 Implementation – February 1, 2018 at City – (registration for the event is currently at 100 persons)
- Board Meeting Wednesday, February 7, 2018 at Trade-Tech
- DAS Meeting Thursday, February 8, 2018 at Southwest
- Board Standing Committees Wednesday, January 24, at ESC
- Spring District Discipline Day March 2, 2018 at Valley – (Echeverri will send out additional save the date notifications)

Adjournment

The meeting was adjourned at 2:04 P.M.

Respectfully submitted by Lourdes M. Brent, DAS Secretary