District Academic Senate Executive Committee Meeting

Friday, January 19, 2018
Los Angeles Valley College
MINUTES

Attendance

	Present
Officers	Angela Echeverri (President), Naja El-Khoury (1st VP), Elizabeth Atondo (2nd VP: Curriculum), Lourdes Brent (Secretary), Dan Wanner (Treasurer), Don Gauthier (Past-President)
City	
East	Jeff Hernandez
Harbor	Van Chaney
Mission	Deborah Paulsen
Pierce	Anna Bruzzese
Southwest	Robert Stewart
Trade	Martin Diaz
Valley	Josh Miller
West	Holly Bailey-Hofmann
Guests	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)

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.

27
28 The presentation outlined the capabilities of eLumen as well as its advantage over
29 competitors in the following areas: SLOs (student learning outcomes), program review,
30 guided pathways, catalog and scheduling, data analytics (student information system,
31 assessment, and demographics), and curriculum management. Other curriculum
32 software programs/packages such as CurricuNET and CourseLeaf do not interface with
33 SLOs. Since eLumen is a database, it can synchronize information in and out of
34 PeopleSoft, student education plans, and degree audits. In addition, Coombs stated
35 that eLumen is less expensive than CurricuNET, and this company is offering a 30%
36 discount to the LACCD should all of the 9 colleges choose to adopt this product.
37 Coombs stated that he had had a preliminary discussion with Vice Chancellor Cornner.
38
39 ELumen also integrates with Canvas, and can synchronize directly into the course shell.
40 This is a time-saver and accuracy tool since outcomes must currently be hand-entered in
41 Canvas. In addition, eLumen can truly support guided pathways in helping students
42 define and stay on their path. Coombs also has a strategy of how eLumen can integrate
43 into E-65. Each college controls its own "instance" of eLumen since each has its own
44 curriculum. ELumen also supports district attributes as well as college course attributes.
45 This company is constantly bettering the system, and develops new code two weeks.
46 Colleges can also customize their tabs or fields (what eLumen refers to as "step
47 templates") on the course outline of record (COR), but will also maintain consistency
48 with Title 5. Access to the COR and curriculum database is role-based and discipline-
49 related. Everyone can see all curriculum as "view only."
50
51 Coombs reviewed a step by step demonstration related to the origination and tracking
52 of curriculum work flow – from the faculty member to the state. This product has been
53 custom-made for California based on the California Community Colleges Curriculum
54 Program and Course Approval Handbook (PCAH). Being a database distinguishes
55 eLumen from competitors: Data goes into database, information is not going onto a
56 template for later retrieval. Coombs explained that information can be taken from
57 PeopleSoft to eLumen and that, in future, other eLumen products could absorb the
58 databases, tasks, and capabilities of PeopleSoft. Dates of course activation are built into
59 the database, and the college can build future catalogs based on this capability.
60 Catalogs can also contain recommended course sequences, which may be loaded into a
61 preliminary student education plan. The degree audit component is an extra cost, but it
62 includes the student engagement and ePortfolio modules. Credit hours can be
63 automatically calculated. Curriculum chairs can also run reports to determine when
64 courses need to be updated. Fields and tabs can also be customized to include helper
65 text, links, etc. Faculty originators of curriculum can copy and paste from WORD. This
66 product is Cloud-based, and can run any number of reports – some are built-in, and
67 some can be customized.
68
69 Should the District choose to purchase this product, there must be an initial export of
70 data from our current system, ECD, to eLumen. ELumen will the send a customized

71 spreadsheet to each college. Each college would review each course (Coombs estimates
72 that this task will take between 3-15 minutes per course). ELumen will take 3 weeks to
73 be up and running from the completion of that review and the correction of any errors
74 from data transfer. Coombs suggests that the best time to do this is during the summer.
75 In a best case scenario, it will take approximately 2-3 months to go live. ELumen will
76 provide training for faculty – both initially and as needed on an on-going basis.
77
78 The presentation concluded and discussion began regarding possibilities and
79 implementation. Items discussed included guided pathways, digital badges, program
80 review, SLOs, course and education planning, etc. Coombs noted that accurate and
81 verified curriculum information can be submitted directly to the California Community
82 Colleges Chancellor's Office. LACCD will pay for an "instance" of eLumen for course
83 attributes.
84
85 12:30 p.m., the presentation was completed and the DAS guests departed. The DAS
86 Executive Committee recessed for lunch.
87
88 12:50 p.m.; the meeting of the DAS Executive Committee resumed.
89
90 **Action Item**
91 (DAS Executive Committee acting in lieu of full DAS in January)
92
93 **Proposal for Course Descriptors in SIS**
94 (Hernandez/Atondo) M/S/P
95
96 Discussion on the motion –
97 Echeverri reported that during their January consultation meeting, Faculty Guild
98 members and others had suggested that the lack of course descriptors in the new
99 Student Information System (SIS-PeopleSoft) was a possible contributing factor to
100 recent declines in student enrollment throughout the District. That is, students were
101 unsure of which classes they should enroll in because of the lack of SIS course
102 descriptors. Echeverri further stated that in the current curriculum system, ECD
103 (Electronic Curriculum Database), course descriptors are local attributes; however under
104 the new SIS they are districtwide attributes. In 2012-2014 the DAS supported an effort
105 by District Discipline Committees to develop districtwide course descriptors for all active
106 courses in the District – approximately, 5,000 courses. Several District Discipline
107 Committees submitted common descriptors for over 280 courses including in:
108 Accounting; Anatomy; Anthropology; Architecture; Astronomy; Biology; Chemistry,
109 Computer Applications and Office Technology; Child Development; English as a Second
110 Language; Economics; Library Science; Mathematics; Microbiology; Physiology; and
111 Spanish. The list was submitted by Don Gauthier to the SIS team, but for some reason
112 the descriptors were never entered into SIS. Echeverri asked the members of Exec to
113 forward any other course descriptors completed by discipline faculty since the list may
114 be incomplete.

115	
116	Atondo emphasized that these SIS descriptors have nothing to do with the course
117	outline of record, with the catalog, or with accreditation.
118	
119	Echeverri reported that Vice Chancellor Cornner estimated that it would take
120	approximately six weeks for someone to manually enter 5,000 descriptors into
121	PeopleSoft in time for the Fall 2018 registration which will commence in April.
122	Therefore, time is of the essence. She referred to the proposed document on SIS
123	course descriptors, which contained procedures for determining course descriptors as
124	well as steps for revisions and challenges. All steps involve the discipline faculty and the
125	District Curriculum Committee.
126	
127	**Proposal for Course Descriptors in SIS**
128	(Hernandez/Atondo) M/S/P
129	
130	Echeverri will include information about this action at the February 2018 meeting of the
131	full DAS. She will also request that discipline faculty who have not yet written course
132	descriptors to please do so via the appropriate District Discipline Committees. It is
133	hoped that this task will be completed in time for inclusion in Fall 2018 schedules of
134	classes.
135	
136	**Discussions**
137	
138	**DAS Goals for 2018-2019**
139	
140	Several future DAS priorities were discussed including:
141	• Increasing student enrollment
142	• Accountability
143	• Administrative efficiency
144	• Administrative evaluations – faculty input
145	
146	**Enrollment Update**
147	
148	• **SIS and Financial Aid Concerns –**
149	There was extensive discussion on the causes, the effects, and possible remedies
150	for low enrollment for Spring 2018 classes.
151	
152	Echeverri referred to a table showing spring enrollment by college. She also
153	reported that she had conversations with a number of District Financial Aid
154	employees who demonstrated on the PeopleSoft Student Information System
155	(SIS) many of the barriers students and financial aid staff are encountering.
156	Some of the problems have to do with incomplete migration of data between
157	the legacy system (DEC) and the new SIS. There were two main data syncs from
158	DEC top PeopleSoft– one in April and one in the summer. Apparently, the one in

159	summer was particularly problematic. For example, there were 5,000 student
160	grades (mostly from Spring and Summer of 2017) that did not properly migrate
161	from DEC to PeopleSoft. Other missing data included in-state residency status,
162	high school diploma or GED, petitions/extensions of financial aid, etc. Since Pell
163	Grant recipients require a high school diploma, the missing information is
164	causing students to lose access to their financial aid. Echeverri spoke with
165	Associate Vice Chancellor and researcher, Maury Pearl, who ran a grade report in
166	November and confirmed the missing grade problem. The missing information is
167	causing Financial Aid staff to spend additional time on students who are unable
168	to obtain financial aid or enroll, at a time when offices are short staffed due to
169	the recent retirements. Other problems reported include glitches with SIS
170	modules, errors not addressed in a timely manner, delayed petitions, full-time
171	students erroneously coded as part-time students, and problems logging out or
172	in to the system. Alarmed by these problems, she shared her concerns with the
173	Chancellor on January 2, 2018. According to Echeverri, the Chancellor seemed
174	surprised to learn of the magnitude, pervasiveness, and enrollment effects of
175	these problems related to financial aid.
176	
177	Continuing her comments, Echeverri discussed consultation with the Chancellor
178	held on January 18th, in which the main topic of conversation was enrollment.
179	She distributed two reports – one written by her, and the other a response to
180	that report written by Cornner. This "perfect storm" of disasters is contributing
181	to lower enrollment, especially among older, continuing students. There is a
182	12% increase in first-time college students coming directly from high school.
183	However, there is a decrease in the enrollment of continuing students, especially
184	older continuing students. Atondo reported that the Board of Trustees approved
185	an 18-month contract with a new firm to provide technical support for SIS; Ciber
186	will no longer be under contract with the District.
187	
188	Gauthier noted that the volume of data and the students' need for financial aid
189	(and its concomitant effect on enrollment) was known by administrators. Also
190	known were expected retirements, especially in financial aid and IT, fueled by
191	the retirement incentive. However, administration was not proactive in their
192	solutions and staffing for anticipated problems. He also suggested that older
193	students might enroll closer to the beginning of the semester as is their past
194	practice.
195	
196	• **SIS Electronic Suggestion Box**
197	El-Khoury noted that Vice Chancellor Cornner presented a template for an online
198	suggestion box at consultation. However, when asked where the suggestions go,
199	i.e., who receives them, and what is done with the information, the answer from
200	the administration was unclear.
201	
202	• **Enrollment Management Task Force**

203	
204	There was much discussion related to what the DAS was recommending
205	regarding this Enrollment Management task force and whether or not those
206	intended goals would be met should this task force become part of the District
207	Budget Committee (DBC) as was suggested at consultation. El-Khoury strongly
208	recommended that technical people be included as the outcome of the work of
209	this task force should be an assessment of what is really the problem regarding
210	low enrollment. Gauthier suggested that enrollment be part of the monthly
211	report made by Cornner, and that key faculty be identified and be included in
212	this task force.
213	
214	Hernandez emphasized the necessity of faculty involvement in this research, and
215	that the review of causal and contributory factors not be overshadowed by the
216	ongoing business of DBC. He will put the formation of the task force on the
217	agendas of DBC and ECDBC (DBC Executive Committee).
218	
219	Hernandez observed that low enrollment has many factors including
220	employment, family problems, DACA, competition with other districts, and
221	technical problems related to SIS, to name a few. Faculty have already identified
222	many of the contributing factors. Faculty also have many ideas about how to
223	solve those problems. Echeverri suggested a joint task force of the Planning
224	Committee and DBC.
225	
226	Hernandez also stated that we must be very strategic about cutting classes. Our
227	district will be held harmless for the next fiscal year. However, in 2019-20, the
228	new allocation formula for California Community Colleges will be based 50% on
229	enrollment; 25% on outcomes; and 25% on equity (number of low-income
230	students, financial aid recipients, number of fee waivers, etc.). He emphasized
231	that we cannot begin cutting classes now because it will adversely affect our
232	future funding. Echeverri observed that some colleges are already looking at
233	discontinuing viable programs.
234	
235	The consensus was that DAS needs to be very clear regarding its expectations for
236	the specific and measurable outcomes of this task force. For example: 1) Boost
237	enrollment; 2) Identify areas that are potential weaknesses; 3) Make
238	recommendations to address the problem.
239	
240	DAS Exec decided to devote its next meeting to brainstorming problems and
241	solutions regarding enrollment. Key faculty and representative stakeholders,
242	including members of DBC, will be invited. Echeverri will look into reserving an
243	adequate venue, possibly the Board Room.
244	
245	**Guided Pathways Update**
246	

247 Echeverri offered congratulations to Trade-Tech's Advanced Transportation and
248 Manufacturing (ATM) Pathway for receiving an Exemplary Program Award from the
249 California Community Colleges Board of Governors. This award was given in recognition
250 for Trade's work on Guided Pathways. Diaz distributed handouts on LATTC's PACTS
251 model (Pathways to Academic, Career, and Transfer Success) and reviewed the student
252 competency tiers. This model was affirmed for the college's strategic master plan, and
253 includes guided choices, and accelerated non-credit to credit for English and Math using
254 competency-based basic skills courses. There are now 7 Pathways, following the
255 successful initial launch of PACTS in 3 pilot programs. There has been an increase in
256 certificates and degrees since 2011 at Trade-Tech.
257
258 **Motion to extend 10 minutes**
259 Miller/El-Khoury (M/S/P)
260
261 **Due to the lack of time, the following agenda items were postponed until a future**
262 **meeting:**
263
264 **DAS Representation and Organization**
265 • **Membership Update – District Discipline Committee**
266
267 **E-115 and Process for creation of a new subject**
268
269 **Proposal for Interdisciplinary Student Success Course (New)**
270
271 **Reports**
272
273 **Officers**
274   1. **President's Report**
275   2. **First VP Report**
276   a. **Equivalency Committee**
277   b. **DPAC**
278   3. **Second VP Report**
279   4. **Treasurer's Report**
280
281 **Committees**
282 **DBC/ECDBC**
283 **PDC**
284 In the interest of time, Brent referred to a written report which included upcoming
285 faculty leadership seminars sponsored by the DAS Professional Development College.
286 The January 12th seminar, held in collaboration with the AFT Faculty Guild, focused on
287 the roles of the union and the senate in the first session. The second session offered a
288 glossary of terms specific to the California Community Colleges. Both sessions were
289 well-attended and had over 80 registrants. Many thanks to Joanne Waddell, Angela
290 Echeverri, Don Gauthier, and Alex Immerblum for facilitating.

291
292 **College and/or Committee Reports**
293 Valley – Miller announced that Valley and Pierce are piloting a new professional
294 development system by Cornerstone.
295
296 **Upcoming Meetings.**
297 • AB 705 Implementation – February 1, 2018 at City –(registration for the event is
298   currently at 100 persons)
299 • Board Meeting Wednesday, February 7, 2018 at Trade-Tech
300 • DAS Meeting Thursday, February 8, 2018 at Southwest
301 • Board Standing Committees Wednesday, January 24, at ESC
302 • Spring District Discipline Day March 2, 2018 at Valley – (Echeverri will send out
303   additional save the date notifications)
304
305 **Adjournment**
306 The meeting was adjourned at 2:04 P.M.
307
308 Respectfully submitted by Lourdes M. Brent, DAS Secretary