Location: Los Rios District Office
April 21st, 2015, 3:00-5:00

AGENDA

Preliminaries
10 Minutes

1. Call to Order
   - Approval of the Agenda
   - Announcements
   - Approval of the April 7th minutes
   - Public Comment Period (3 minutes per speaker)
   - Introduction of Guests

Decision Items
15 minutes
(per item)

2. Proposed DAS Constitution Change
   - Plan for when Brian Robinson will take over as President
3. LMS Work Group Regulation language recommendation

Discussion Items
30 minutes
(per item)

4. District IT Prioritization Process
   - Membership of group
   - Faculty Interests
   - Proposal Timelines
   - '15-'16 Proposals
5. DE Course Audit
6. Items of concern for 2015-2016 DAS
7. Items from College Senates & District for DAS consideration.

Reports
5 Minutes
(per Report)

8. Meeting with Chancellor King
9. DCCC Report (Corbin)
10. District Matriculation (Degn)
11. Ed Tech (Beyrer)
12. ASCCC (Crump & Braden)
13. LRCFT (Perrone)

Future Events

1. DAS Meeting, May 5th, 3:00-5:00
2. Los Rios Board of Trustees Meeting, May 13th

Future Agenda Items

1. Academic and Professional issues with Publisher Course Packs
2. Distance Education Ed. Plan for District
3. Student Success and Support Program Assessment group
4. FALL: Advanced Ed Policy and Regulation Workgroup

California Title V §53200 "10+1"

1. Curriculum, including establishing prerequisites.

2. Degree and certificate requirements.

3. Grading policies.

4. Educational program development.

5. Standards or policies regarding student preparation and success.

6. College governance structures, as related to faculty roles.

7. Faculty roles and involvement in accreditation process.

8. Policies for faculty professional development activities.

9. Processes for program review.

10. Processes for institutional planning and budget development.

11. Other academic and professional matters as mutually agreed upon.

![Los Rios District Academic Senate logo]

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2014-2015

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Supporting Documents

Item 2: Proposed change to DAS Constitution

Article V: Section 6

The President shall serve a term of office of two years, beginning on June first. ~~at the conclusion of the final regular meeting of the District Academic Senate in May.~~ The second year of the President's term is subject to confirmation by a majority vote of the members of the District Academic Senate. A confirmation vote will occur in April of the first year of a President's term. If not confirmed, the officers of the college academic senate in the current rotation will select a replacement.

Item 3: Proposed committee structure for LMS Workgroup.

This work group is defined in proposed Board Regulation 7145 4.1.1:

Proposed language from DAS:

4.1.1 ~~The~~ A district-wide learning management system platform shall be recommended by ~~an Education Technology Committee~~ a Learning Management System work group that includes faculty representatives from the District Academic Senate, the District Curriculum Coordinating Committee, the District Matriculation and Student Success Committee, the Education Technology Committee, ~~College Academic Senates~~, and LRCFT. The workgroup also has representation from~~,~~ College Administration~~s~~, ~~and~~ the District Information Technology Department, and District Fiscal services. Decisions regarding the District-wide learning management system and distance education tools are Academic and Professional matters which the administration shall rely primarily upon the advice and judgment of the District Academic Senate.

Language in Administration's Proposal:

4.1.1 ~~The district-wide learning management system platform shall be recommended by an Education Technology Committee work group that includes representatives from the College Academic Senates, LRCFT, College Administrations, and the District Information Technology Department~~

4.1.1 District-wide learning management system platform and distance education tools shall be recommended by a learning management system work group that includes faculty representatives from the District Academic Senate, District Curriculum Coordinating Committee, District Matriculation and Student Success Committee, Education Technology Committee, and LRCFT. The work group shall also have representation from College Administration, the District Information Technology Department and District Fiscal Services. Decisions regarding the districtwide learning management system and distance education tools are academic and professional matters which the administration shall rely primarily upon the advice and judgement of the District Academic Senate.

~~4.1.2~~ Proposals for major district-wide learning management system platform upgrades or full replacement shall also be recommended by ~~an Education Technology Committee~~ the learning management system work group. ~~with representatives from the same constituencies as participated in the initial platform selection.~~

~~4.1.3~~ 4.1.2 Any College may apply to the ~~Educational Technology Committee~~ learning management system work group to recommend additional district-wide learning management system platforms and distance education tools. ~~The work group shall have representatives from the same constituencies as identified in 4.1.1.~~

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LOS RIOS COMMUNITY COLLEGE DISTRICT
DISTRICT COMMITTEE MEMBERSHIP
2015-2016
LMS Workgroup
Purpose: To discuss and make recommendations on district-wide <u>learning platforms and tools. The platform(s) and tools shall allow the Colleges to meet the following federal, state, and accreditation requirements: access for students with disabilities, student authentication, college administrative oversight of the courses being taught, tools for regular substantive and effective faculty initiated contact with students, and FERPA protections for student data. The District shall be responsible for maintaining the approved platform and ensuring system patches and updates are applied in a timely fashion</u>. (Regulation 7145).
Reporting Structure: Recommends to District Academic Senate on academic and professional matters and to the Chancellor on all other matters. Committee members are responsible for providing regular committee updates to their constituency groups and to soliciting input for use by the Educational Technology Committee as requested by the committee co-chairs. The co-chairs will post electronic committee notes or minutes on a regular basis.
Terms of Office: <u>The faculty co-chair serves two academic years (6/1-5/31). Rotation by college.</u>*
Meeting Schedule: Once a month; 4th Thursday (September through May)

Membership	Site	Rep.
Vice Chancellor of Education and Technology is appointed by the Chancellor and serves as committee co-chair	DO	
One (1) District Academic Senate representative appointed by the District Academic Senate President and serves as committee co-chair	DAS	
One (1) representative of the District Academic Senate appointed by the District Academic Senate President	DAS	
Four (4) faculty representing the District Curriculum Coordinating Committee appointed by the District Academic Senate President.	ARC	
	CRC	
	FLC	
	SCC	
Four (4) faculty representing the District Matriculation and Student Success Committee appointed by the District Academic Senate President.	ARC	
	CRC	
	FLC	
	SCC	
Four (4) faculty representing the Education Technology Committee appointed by the District Academic Senate President.	ARC	
	CRC	
	FLC	
	SCC	
Four (4) college administrators, one (1) from each college, appointed by the college President	ARC	
	CRC	
	FLC	
	SCC	
Two (2) District IT representatives, appointed by the Vice Chancellor of Education and Technology	DO	
	DO	
One (1) representative of District Fiscal Service appointed by the Chancellor.	DO	
One (1) representative appointed by the Los Rios College Federation of Teachers.	LRCFT	

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Item 4: District IT Prioritization

item#	Proposed Project Title	Description	Sponsor
1	Student ID Photos on Class Rosters (OGS)	The district's management and faculty share interests in student success and academic integrity. These interests will be supported by adding the photo for each enrolled, waitlisted, and dropped student to the Online Grade Reporting and Class Rosters service, via a thumbnail linked to a higher-resolution image file. This can be placed next to each student's names on the Class Roster page or on a new page (e.g., "Photos") to be added to the Online Grade Reporting and Class Rosters service. Currently faculty taking roll in classes rely on students accurately self-reporting their identities. Student identification is normally not verified by faculty in the classroom. This verification is done by college staff when taking photos for student ID cards. Providing faculty access to the student ID photos for enrolled and waitlisted students would make it easier to identify students, increase the efficiency of enrollment management in the classroom, and protect the academic integrity of Los Rios courses.	Ed Tech
2	CAPP Assessment Software	Business need to find replacement for CAPP Assessment software. CRC uses CAPP (Collegiate Assessment for Academic Proficiency) for: • English placement assessment (hope to move to Compass by Spring 2014) • Math placement assessment (hope to move to Compass by Spring 2014) • Receiving scanned results of paper/pencil Math Competency • Transferring assessment results to District Office nightly – in conjunction with ASAPLook software (all test results, even Compass tests for ESL and Reading Competency) • Accessing archives/ backup CAPP Issues • DOS based, beyond end of life cycle • Vendor communication – they are unable to provide sufficient support and technical questions do not get answered accurately or at all. • Not certified with both Windows 7 operating system on workstations and Windows 2008 Server • Previously installed on dedicated assessment server, which became obsolete and was retired • Now installed on a virtual server as part of other server on campus requiring additional layers of support. • Installed CAPP on Windows 2008 virtual server based on vendor input, which proved to not work as expected and which vendor was not able to resolve. • Now installed on virtual Windows 2003 server for a final installation. This operating system will no longer be supported by Microsoft in July 2015. End Users • Input/Output error when CAPP Test Administer is launched, per Maria, about four times a week. Before the switch back to the older server OS it had errors several times a day. On error, the entire assessment system, including ALL workstations, is unavailable until technicians physically restart the server. • At times have had to turn students away if technician cannot arrive quickly enough. • Requires an excessive amount of support time to keep going.	Marjorie Duffy
3	Develop Vendor Invoice-Payment Status Inquiry in FS	Develop a vendor invoice/AP payment inquiry service in PeopleSoft FS. A web service would probably be the best architecture/solution, allowing vendors to use a secure, self-service interface to lookup the status their AP invoices and payments.	OD Burr

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| 4 | Develop discipline case management system | Develop/procure a 'Discipline Case Management System'   This database would support confidential access by authorized employees to a collection of information that supports the discipline process throughout the district. This application would make the people charged with administration of discipline more efficient, and would coordinate the administration of discipline for students moving from one college to another across the district. | Victoria Rosario |
| 5 | ESA Automation | Employment Service Agreement (ESA) Interface/Work Queue for College/HR in PeopleSoft | Ryan Cox |

6	Learning Communities	Learning Communities (LC) consist of two or more classes that have been grouped together. The expectation is that a cohort of students will enroll in the classes that pertain to the group. Students will share a common experience and develop a network of support, thus improving learning outcomes.	Diana Hicks

Current Practice for Learning Communities Classes at ARC

A placeholder class is set up called INDIS 1000. A class note is attached indicating that it is a Learning Community. It lists the classes that are part of the Learning Community, and it directs students to enroll in the INDIS 1000 section to sign up for these classes. The students who do enroll in the INDIS 1000 are later manually dropped and re-added to the individual classes that make up the Learning Community. The actual classes that make up the Learning Community are set to zero capacity in PeopleSoft so that they appear closed in the class search. This reserves the classes for those students who signed up for the LC via INDIS 1000.

Issues with This Approach

1. INDIS 1000 is not a class that students typically search for. This makes the Learning Communities very difficult to find in the class schedules.
2. Since the LC classes are not very visible to the student, they tend to have low fill rates. To mitigate this, the classes are scheduled at prime time blocks so that counselors can direct last minute students to these classes. This strategy prevents LC classes from being offered in the evenings or other time blocks that might be more convenient for students.
3. Attrition rates are typically high for LC classes because of the way students are directed to enroll in these classes at the last minute.
4. A & R has to manually drop students from INDIS 1000 and then re-enroll them into the individual classes that make up the LC. This is a very time consuming effort. In addition, some students end up with time conflicts and cannot get enrolled into one or more of the LC classes. Students are then contacted individually to try and get them enrolled in the appropriate sections. Keeping the LC classes in sync is a very time consuming process for faculty and staff.
   Suggested Ways to Fix the Process
5. Everyone expressed an interest to move away from the INDIS 1000 class as a placeholder for the LC classes. This approach does not allow for effective class searching, and the individual classes that make up the LC are not visible to students.

Desired Outcome: Clearly identify classes that are part of an LC in the Class Search. Student should be able to see which classes make up the LC including the days/times offered.

1. Display classes that make up an LC together in the Dynamic Class Search and the Web Schedules. This could be accomplished in various ways, possibly with a Class Attribute.
2. If the LC classes are shown individually to students, then the student must enroll in all the individual classes that make up the LC.

Desired Outcome: When a student attempts to enroll in one of the LC classes, then require that the student also enroll in the companion LC class. The student should be prompted to enroll in all parts of the LC.

PeopleSoft Limitations

1. The PeopleSoft Class Search is a delivered process that does not have a way to identify that LC classes are linked. It is not recommended that we modify this piece.
   The custom built Dynamic Class Search, on the other hand, could be modified to show linked LC classes. This could be possible only if we identify a way to tag/link the LC classes. If a method were identified, the Schedule Technicians/ISA's would have to maintain this every term.
2. Provided that we find a way to link the LC classes, the Enrollment Shopping Cart in PeopleSoft Self Service would still not be able to automatically detect LC classes. Significant work would need to be done in order to alert students to linked classes at the time of enrollment.

   As it stands now, the desired outcomes for Learning Communities classes cannot be accommodated without substantial modification to PeopleSoft, the Dynamic

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7	Modify PeopleSoft to prevent additional leave accrual when the maximum accrual amounts have been reached by an employee	Los Rios Regulations specify that when employees reach the maximum number of hours of accrued leave, leave accrual is suspended until such time as they use enough leave as to reduce the accrued amount below the specified maximum amount. PeopleSoft does not have delivered functionality to automatically suspend leave accruals and resume leave accrual as specified by this policy. This project would write programs that would implement this functionality.	Carrie Bray
8	Modify Socrates/ Interface/PeopleSoft to Accept Updates to CB05	Modify Socrates/ Interface/PeopleSoft to Accept Updates to CB05. CB05 is a CA. state MIS data element. This element indicates whether or not the course is transferable to the UC and/or the CSU system(s) on the basis of articulation agreements. Values are A - Transferable to UC and CSU. B - Transferable to CSU only. C - Not Transferable. Socrates would need to be modified to capture the data and stage in the interface table. The PeopleSoft interface would need to be modified to capture the value. PeopleSoft would need to be modified to capture, store and display the appropriate value. Class schedules would then be modified to show the value; i.e. the transferable status of the course.	Dennis Holden
9	PeopleSoft - 3Cs evaluation	Explore and test the PeopleSoft Three C's: Checklists, Communications and Comments. PS's Checklists, Comments and Communications - have the ability to produce emails and letters to students, and managing to-do lists (high priority on to-do lists) for structured communications. The proposed project would gather the needs and interests and develop a project plan with associated costs and benefits. To-do lists could be used to remind students to take action, i.e., supplemental, pay fees, holds, financial aid information, BOG fee waivers, etc.	Michael Poindexter
10	SLO's for Student Services	In 2008, the vice presidents of student services engaged in a strategic planning session that resulted in the identification of a number of future actions that would support student support services delivery and effectiveness. One such activity was to create district-wide student services SLO's and assessment plans. As a follow up to this request, and in preparation for 2015 WASC accreditation site visits, there is a need to establish a repository of student learning outcomes that provides transparency across the four colleges, and that can interface with e-services such that students also have view ability to these outcomes and would permit them to see progress on such learning outcomes. While colleges have locally developed systems that house/store student services SLO's these systems are limited in their use by other colleges due to access issues, lack of consistency and the inability to connect with the student system. This request will serve as the beginning of a participatory dialogue to identify the elements of such a system, the users, the outcomes and strengthen the colleges' ability to demonstrate student learning outcomes at the program level for student support services.	Victoria Rosario

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| 11 | Student Discount Database | This was originally put together by ARC
Should probably make this a district site so that they can enter data locally:
This proposal is a recommendation for a more accessible and user-friendly way for businesses to agree to participate in the LRCCD Student Access Card discount program. It also encourages businesses to provide discounts to students district-wide. Finally, this will make it easier for student leaders to advertise and promote the program.
Web Page Changes
From the LRCCD Student Access Card web page http://www.losrios.edu/lrc/lrc_sacard.htm, click on "Discount Card at Participating Stores." You will see:
Discount Card: Some stores and merchants offer discounts to our students. Use your Student Access card to prove you qualify for the discount. To find out what discounts you may qualify for, click on your college below:
• American River College
• Cosumnes River College
• Folsom Lake College
• Sacramento City College
It is proposed that we make the changes noted below in red and create a hyperlink to the agreement noted in blue:
Discount Card: Some stores and merchants offer discounts to our students. To be added to the list of businesses providing discounts to the students of the Los Rios Community College District, print, complete and return the Discount & Service Agreement. Students, use ~~Use~~ your Student Access card to prove you qualify for the discount. To find out what discounts you may qualify for, click on your college below:
• American River College
• Cosumnes River College
• Folsom Lake College
• Sacramento City College
Please note that the student leaders of the Associated Students will need to:
1. Recruit businesses to provide discounts to LRCCD students. See attached letter to businesses.
2. Publicize the discount program with students. See attached flier to students.
3. Maintain records of all Discount & Service Agreements (copies of approved agreements provided by the Advisor) and, should new agreements be received, forward copies to their advisors immediately upon receipt.
4. The advisors will review and approve all agreements. Upon approval, a confirmation letter will be sent and a copy of the agreement will be forwarded to the LRCCD PIO for web inclusion.
Attachments
Discount & Service Agreement
Letter to Businesses
Confirmation Letter to Businesses
Flier to Students | Victoria Rosario |

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| 12 | Tracking, communicating and reporting "Online" section information | Preliminary Requirements include the ability to identify and track the following online attributes on a section-by-section basis:1. Identification of course sections (CS) with online content available (not required for students to access)2. ID CS with required online content3. ID CS with required assessments conducted online4. ID hybrid CS with <50% seat time replaced with online content/assessment/communications activities5. ID hybrid CS with >50% seat time replaced with online content/assessment/communications activities6. ID fully-online CSPreliminary Requirements also include the ability to:1. Compare course section online attributes with Course Outline of Record and/or Course DE restrictions within Curriculum record2. Specify and present how "regular, effective & substantive" communication will occur and will be measured within any course section where "seat-time" is replaced with online activities3. Clearly indicate specific online attributes for any CS that is scheduled to be taught (includes any eService, iSEP, paper, or other scheduling medium available to students, advisors and counselors)4. Direct students to the appropriate resources available to support student success in course sections with online attributes.a. "Online" orientationb. Online Readiness assessmentsc. Online accommodation resourcesd. Available alternatives to online sectionsThe WHO of tracking, reviewing and reporting:1. Curriculum committee – codifies DE online attributes that are appropriate for a course2. The Instructor – specifies/requests/develops online attributes for a course section3. The Dean – approves/requests online attributes for a course section4. The Scheduling Technician – enters the section information including any online attributes into PeopleSoft5. The Catalog and Schedule of Classes is prepared including information relevant to course section online attributes and student expectations6. The Student – selects the courses that best meet their learning needs and their learning style 7. The Dean/VPI – will track and report DE data including online attribute information term-by-term8. The VPSS/VPI – will track communications, accommodations and successes and report to the VCIT9. The VCIT – will track DE activities and report to the Board | VPI's |
| 13 | Implement Rules Based Transfer Credit (RBTC) in PeopleSoft | Set-up PeopleSoft to accept transfer credit units from other Higher Ed. institutions. The set-up will follow a rules based transfer credit (RBTC) architecture that allows for easy input, recognition and consumption within PeopleSoft. This approach allows for Financial Aid, PreRequisite checking, Degree Audit and the iSEP to process and recognize credit units from other institutions. Includes work to expand the RBTC architectures to include other institutions as the prerequisite project expands and the Universal Transfer credits lists grow to include more subjects and institutions. Includes work to display the transcript status for counselors and students. Includes work to expand and maintain the requisite course lists as courses are added or modified. | |

14	Transfer CSERV information from Socrates into PeopleSoft	i. Transfer community service (CSERV) course information from Socrates into PeopleSoft for purposes of scheduling, accounting, and other administrative and curricular activities. ii. Display correctly when populating schedules of classes and the like. The business process and requirements would have to be developed. Pricing of the CSERV classes if different from the regular courses would have to be accommodated. This potential may mean the creation of 1 or 4 more careers. The accounting structure and display rules for the CSERV classes would have to be worked out. Students when searching for classes will have to easily distinguish from a regular offering for academic credit vs. a CSERV offering. If the CSERV classes are not term oriented than the relationship of CSERV to the term set-up would have to be understood as it relates to PeopleSoft to ensure no unintended consequences.	Dennis Holden
15	Variable Hours Displayed for Variable Unit courses	Getting variable units courses to transfer the variable hours from Socrates into PeopleSoft so they will display correctly when populating schedules of classes and the like. The request is to display the range of variable units and variable hours with the course. This entails modifying the DBI link from Socrates to PeopleSoft to carry the additional value for the lower value of variable hours. Once in PeopleSoft, the catalog and class schedule will have to be modified to accommodate the additional field as the delivered and exiting code do not accommodate the lower range value for variable hours.	Dennis Holden

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