los angeles pierce college

Department Council Minutes
Tuesday, October 9, 2018 1:30–3:00 p.m.
College Services Building Conference Room

MINUTES

Attendees
Savanah St. Clair, Erin Hayes, Melody Cooper, Martin Karamian, Sara Harvey, Patricia Doelitzsch, Yeprem Davoodian, Lyn Clark, Natalia Grigoriants, Alyce Miller, Brad Saenz, James McKeever, Elizabeth Cheung, Susan Armenta, Lauren Saslow, Shannon DeVaney, Eddie Tchertchian, Jill Connelly, Margarita Pillado, Michael Gend, Travis Orloff (proxy for Dale Fields), Kaycea Campbell, Maria Perser, Crystal Kiekel, Wendy Bass Keer, Ida Blaine, Joleen Voss-Rodriguez, , Sharon Dalmage, Mary Anne Gavarra-Oh, Susan Rhi-Kleinert, Donna-Mae Villanueva, Tom Vessella, Amari Williams, Angela Belden

Absent
Joan Schneider, Moriah Van Norman, Phyllis Schneider, Kalynda McLean

No.	Item	Presenter
	The meeting was called to order at 1:34 pm.	
1	**Seniority and Priority Lists** • Seniority lists have been submitted and are being posted to the website. • Make sure all refusals are in writing, email is OK. Any in-writing communication should be retained for recording purposes. • Full time faculty can only be on one priority list. • Full time faculty with a nonstandard annual load plan have top priority, followed by all other FT faculty, followed by adjuncts according to their charted position.	**Sheri Berger**
2	**APP Data** • Data is accessed through the website under Faculty and Staff -> "Institutional Effectiveness" • Reports are accessed through the left column • "2019-2020 Annual Program Planning Data Reports" pages: 1. Navigation tools and glossary	**Michael Gend/Sheri Berger/Amari Williams**

	2. Enrollment management data; data defaults to college-wide; PACE, Honors, and DE programs don't display the same as other data as they are not tied to any one program
	3. Number of FT teaching faculty, as well as what percentage of hours they have taught
	4. Data disaggregated by gender/ethnicity
	5. Awards
	6. Grade distribution to course level, sliceable by gender/ethnicity
	7. Job placement/licensure rates; set standards are set at the program level for CTE programs, or otherwise set by the college; job placement rates are from the state and are imperfect, not necessarily including everyone or specifying their field
	• "Program Learning Outcomes Data Reports"
	1. Navigation tools and glossary
	2. Data overview; follow highlighted bar and select program; data can be disaggregated by ethnicity/foster status/veteran status, etc.
	3. Shows the specific number by group: follow instructions in the yellow bar; "lost" student calculations refers to the number of students required to "fill" an equity gap; the "Percentage Point Gap Method" data methodology is linked at the bottom of page 3
	• eLumen Resource Priority Ranking
	  • Strategic Planning -> Initiatives -> Cycles
	  • Once you've added resource requests in Section VII, go to Management -> Budget Management, and all resource requests should be there
	  • These items should be downloadable
	  • Instructions will be added to the guide	

3	**Guided Pathways** • District was selected for a pilot program to map Guided Pathways. This program was just approved by the Senate and five colleges will be beginning this semester; we will start in February • GP team will be coming up with criteria for stipends for this work • Bakersfield College, a GP institution, has implemented a mapping program already and it can	**Sheri Berger**

	be viewed on their website under <u>"Academics."</u> A webinar reviewing this process is archived online • The State Chancellor's office may be maintaining the mapper, and it requires a $50,000 one-time implementation fee – will be paid by a grant at the District • Data disaggregated by ethnicity is passed out in response to interest in equity information in GP data • Data provided by the state refers only to first-time students in their first year in any given academic year cohort, including first time students from anywhere in any California college, or students who took summer classes in advance of fall enrollments after high school • Next month, take the time to examine the data and discuss what it may mean for the college and what strategies we can give back to GP coordinators as they plan implementations	
4	**Time Blocks** • Task force started meeting last year to try and implement different time blocks • Survey was sent out to students and faculty and got 1400 students and 137 faculty responses. The majority of the questions were about time and scheduling, including having a College Hour. The responses of this survey helped inform the design of alternate schedule proposals • Within the survey, faculty and students had no clear preference for having a College Hour or not • The proposed alternate time blocks include blocks starting 15 minutes earlier, 15 minutes later, and increasing the passing time between classes to 15 minutes from 10 • "Current" lost a period in the middle of the day • Other two begins earlier or ends later to allow the middle block to reappear • 15-minute passing allows for the current amount of blocks but greater passing periods to make the best of fewer time blocks • A 2-day per week 4 hour class option was also added in each scheduling option • For classes that do not fit within the standard block, the assumption is that these sections would	**Angel Belden/Eddie Tchertchian/Michael Gend/Sheri Berger**

	nonetheless begin or end on one of the "standard" blocks • Another survey will go out to determine which is the favored schedule in priority order, and there are still other options for consideration • In the meantime, chairs should discuss with their departments how best their needs are serviced • This could go through APC to begin the shared governance process • For students, it may be advantageous to pull out certain blocks to narrow focus (i.e. 2 day/week three hour class day and evening blocks) • Considerations that increase the decision-making time may mean implementation in Spring 2020 instead of Fall 2019 • All participants should consider the ultimate needs of the students, not the ultimate needs of the faculty • There is a general agreement that a survey to faculty (and students) should include all options so that a more complete conversation can be continued at APC	
5	**Enrollment Management Strategies** • Will be moved to a later date	**All**
6	**Department Highlights** • New sexual harassment prevention training is required by December 4 • D. Fields - Planetarium show next week Wednesday 10/17 from 4-6pm • J. Connelly – requests anyone send her language in their syllabus about trigger warnings, if applicable • M. Gend Talent – show at 1pm at PAB • L. Saslow – Unlocking Justice event Friday • M. Karamian – October is Business Month: Thursday there is a Great Hall workshop on the Business major, October 16 and October 24 are other business professionals/networking events	**All**
	Adjournment: 3:02 pm.	