



Department Council Minutes
Tuesday, September 11, 2018 1:30–3:00 p.m.
College Services Building Conference Room

MINUTES

Attendees

Savanah St. Clair, Erin Hayes, Melody Cooper, Sara Harvey, Patricia Doelitzsch, Yeprem Davoodian, Lyn Clark, Natalia Grigoriants, Alyce Miller, Brad Saenz, James McKeever, Elizabeth Cheung, Susan Armenta, Lauren Saslow, Eddie Tchertchian, Jill Connelly, Margarita Pillado, Joan Schneider, Michael Gend, Dale Fields, Kaycea Campbell, Maria Perser, Crystal Kiekel, Wendy Bass Keer, Ida Blaine, Joleen Voss-Rodriguez, Sheri Berger, Sharon Dalmage, Mary Anne Gavarra-Oh, Susan Rhi-Kleinert, Donna-Mae Villanueva, Tom Vessella, Kalynda McLean, Eric Peters, Yvonne Grigg

Absent

Martin Karamian, Shannon DeVaney, Moriah Van Norman, Phyllis Schneider, Amari Williams

No.	Item	Presenter
	The meeting was called to order at 1:31 pm.	
1	<p>Student Services Presentation</p> <ul style="list-style-type: none"> • Enrollment issues must be addressed collectively across the campus • Student services recruits at high schools through their Outreach program as the first contact with students, as well as offers college-level coursework at those schools. CGCAs and our new Student Recruiter work to manage these students • 3500-4000 new students come from high schools each year • Although 50% of our students are high school-aged, our recruitment process is missing a significant portion of students who are returning and who identify as having had “some college” • Part of the outreach process is emphasizing not only classes but our philosophy of learning • There are other access points for additional students other than just high school for matriculation 	<p>Eric Dixon-Peters</p>

	<ul style="list-style-type: none"> • We need to step back and investigate the organizational barriers toward a smooth student application procedure • It takes 2-10 days for an application to be processed • We produce the second-most degrees in District but have only three Graduation technicians • We are about the same level of staffing of A&R and Grad Office as we were pre-2010 • We employ outreach programs like Go Days, etc., but also “inreach” programs which begin when the semester begins, and are focused on retaining students. These programs involve departments across campus • While our retention rates are decent, our persistence rates could use work. These are big areas of needed focus in addition to looking at enrollment numbers • California Promise encourages enrollment too by offering a free year of tuition 	
2	<p>Sexual Harassment</p> <ul style="list-style-type: none"> • Higher-level gender discrimination/sex stereotyping only exists where there is lower-level discrimination • Rates go down when the institutions take discrimination seriously, not just as a means to meet compliance standards • Recommendations for change as reported in a study report on the sexual harassment of women in academic STEM fields involve addressing the most common form (gender harassment); addressing the culture and climate of the institutional environment; creating a diverse environment; improving transparency; diffusing hierarchical relationships; providing support; and having diverse leadership. • The full study can be found here: https://www.nap.edu/read/24994/chapter/1 • The current definition of “retaliation” as it relates to these claims and subsequent disciplinary measures is lacking clarity and proportionality • District has revised the C-14 guidelines: Title IX advocates are no longer part of the process owing to mandatory reporting laws; they are now “advisers” • The Title IX coordinator takes complaints from students and faculty, about both sexual and non-sexual harassment • There are only two investigators at District; the coordinators on campus do an informal intake for all cases but the investigation is conducted only by District 	<p>Dale Fields/Beth Cheung</p>

	<ul style="list-style-type: none"> • District also has mandated two software trainings for employees: one regarding sexual harassment, and one regarding sexual assault • Pierce has also created a bystander intervention program for students and faculty called BRAVE. L. Conrady is the contact for more information regarding this program • E. Dixon-Peters is the Title IX Coordinator; E. Benne and G. Sarcedo-Magruder are Deputy Coordinators • The faculty will be proposing to investigate more effective training mechanisms through APC/PCC/Academic Senate 	
<p>3</p>	<p>Accreditation Midterm Report</p> <ul style="list-style-type: none"> • There are four teams to write the midterm report, with two team leaders each: <ul style="list-style-type: none"> ○ Outcomes ○ Professional Development ○ IT ○ “Everything else” • More people need to be added to these teams, so chairs should encourage their faculty to assist if they are interested, particularly those who are not yet on committees or those who have institutional knowledge • At this point we are collecting evidence based on the recommendations for improvement given to us by the external team • Midterm report due March 2020, which means that the bulk of the evidence gathering will be done in the fall of 2018. Writing will commence in 2019 • An email will be sent out campus-wide regarding this recruitment process 	<p>Yvonne Grigg/Sheri Berger</p>
<p>4</p>	<p>Awarding Certificates</p> <ul style="list-style-type: none"> • Departments may not award certificates in the name of the college • Skill certificates can be approved through the curriculum process and are awarded through the Grad office • Former skill certificates are all inactive and have been for some time, but can be re-approved through Curriculum and once approved will be in the Catalog. These do not appear on a student’s transcript but they are reported to the State • Per a Title 5 change, skill certificates must be below 16 units or otherwise must apply to be a certificate of achievement 	<p>Sheri Berger</p>

	<ul style="list-style-type: none"> • Usually skill certificates are attached to CTE programs as a launching point to connecting to the industry • Certificates of achievement, completion, or competency are all State-approved <i>only</i> 	
5	<p>Guided Pathways</p> <ul style="list-style-type: none"> • We want to begin a conversation focusing on a subset of data about how we can help to move the needle on some of these benchmarks • The top colleges in the state have higher average incomes than Pierce, by as much as double. Given this, we may have to consider alternative ways of improving our student success rates than allocated resources • In light of changes because of AB705 we may start to see changes • 17/18 was the first full year of implementing the Multiple Measures assessment as well as the College Promise. These measures may have increased persistence and our standing in the data • Chairs should let S. Berger know about any data that jumps out at them in relation to key performance indicators (KPIs) • We will review Equity data for Math and English at the October meeting. Perhaps attempted 24/30 units in year 1? This may allow us to bring in information from the revised Ed Master Plan • Need data from the high schools in order to consider how our incoming students backgrounds can affect these rates as well 	Sheri Berger
6	<p>APP Updates</p> <ul style="list-style-type: none"> • October 31 is the deadline for APPs as decided by EPC • Data will be available by the end of this week • A. Williams will be attending APC to show how to access the data • APPs will be submitted through eLumen this year 	Sheri Berger
7	<p>Enrollment/Waitlists</p> <ul style="list-style-type: none"> • Updated enrollment numbers were forwarded this afternoon, including "preliminary" census data, which does not include late start classes or instructors who have not yet submitted exclusions • Enrollment numbers seem to be continuing consistent growth from the previous year, whether this is positive, negative, or stagnant 	Michael Gend/Sheri Berger

	<ul style="list-style-type: none"> • There may be a lot of carbon copying in departments who are not growing; there is not necessarily a promise of growth by switching the schedule up, however, but trying different methods may yield different results • Faculty may consider if they are over-scheduled and how that hourly quota may best be applied across other departments and disciplines • If you have only a few sections of a particular class, having small waitlists of 5 students, for instance, is not a productive indicator of demand for more sections of that class. In these cases, a larger waitlist may be helpful in determining the scheduling of additional sections, as well as determining at what times there is demand for these courses 	
8	<p>Department Highlights</p> <ul style="list-style-type: none"> • M. Cooper – Art opening this Thursday night, “Gazing Into the Great Unknown” at 6pm. Reception from 7-8 • D. Fields – next Monday is a telescope night around 8pm • K. McLean – September 29 is College Fair Extraordinaire, a partnership with LAUSD where we bring hundreds of students to showcase the college 	All
	Adjournment: 3:11 pm.	