



Department Council Minutes
Tuesday, March 12, 2019 1:30–3:00 p.m.
College Services Building Conference Room

MINUTES

Attendees

Erin Hayes, Melody Cooper, Martin Karamian, Sara Harvey, Patricia Doelitzsch, Yeprem Davoodian, Jill Binsley (proxy for Lyn Clark), Natalia Grigoriants, Alyce Miller, Brad Saenz, James McKeever, Elizabeth Cheung, Susan Armenta, Lauren Saslow, Shannon DeVaney, Eddie Tchertchian, Jill Connelly, Margarita Pillado, Joan Schneider, Michael Gend, Dale Fields, Kaycea Campbell, Maria Perser, Phyllis Schneider, Wendy Bass Keer, Ida Blaine, Joleen Voss-Rodriguez, Sheri Berger, Sharon Dalmage, Mary Anne Gavarra-Oh, Susan Rhi-Kleinert, Donna-Mae Villanueva, Tom Vessella, Amari Williams, Kalynda McLean, Angela Belden, Adrian Youhanna

Absent

Savanah St. Clair, Moriah Van Norman, Crystal Kiekel

No.	Item	Presenter
	The meeting was called to order at 1:31 pm.	
1	<p>Perking Permits for Substitute Instructors</p> <ul style="list-style-type: none"> • Some concern has been expressed about the inability of department chairs to request parking permits for substitute instructors • The typical process is for the Business Office to issue permits based on assignments in the system • Without the presence of an existing assignment, they require a signature authorization from administration • Academic Affairs will establish a check-in/check-out process with a limited number of semester-specific parking passes for substitutes on an as-needed basis 	Dale Fields
2	<p><u>Vision for Success Goals</u></p> <ul style="list-style-type: none"> • There are six total aspirational statewide goals to be met by academic year 2020/2021, but five at the college level that will require collaborative work 	Amari Williams

	<ul style="list-style-type: none"> • This initiative was supposed to begin in the 2016/2017 academic year but was delayed • Goal 1: increase the percent of the number of student completers by 20% • Goal 2: increase the percent of UC:CSU transfers by 35%. This specificity of measuring only UC:CSU transfers only may shift over time and encompass other transfer institutions • Goal 3: decrease the average number of units accumulated by students earning AAs • Goal 4: increase the percent of existing CTE students who report being employed in their field of study. The data for this comes from a self-reported survey and may be flawed • Goal 5: reduce equity gaps across all of the above measures • Goal 6: reduce regional achievement gaps across all of the above measures. Being a regional goal, this is not solely college-specific • The tasks for the colleges currently are to ensure we are in alignment with the stated goals • Shared governance will be setting metrics that will be approved by the Board and reported to the State • Although the goals have been known, the metrics by which to measure these goals, as well as data provided to track progress, were not provided until very recently • In some areas we have almost reached these goals already, such as AD-Ts • The chairs are requested to begin a dialogue with their departments about how they can help the college toward achieving these goals 	
3	<p>APP Taskforce of EPC</p> <ul style="list-style-type: none"> • EPC met to convene a taskforce on reviewing APP questions • S. Berger, K. McLean, M. Pillado, and B. Ng were appointed so far • Administrative Services will also have a representative on the taskforce • The process of adding goals is cumbersome and unintuitive • The budgeting component seems to be the most critical, while other components seem less relevant 	<p>Sheri Berger</p>

	<ul style="list-style-type: none"> • The CTE version populated as intended, but the APP version did not seem to work as well • Suggestions and input should be forwarded to S. Berger 	
4	<p>Outcomes – Course/PLO Reports</p> <ul style="list-style-type: none"> • eLumen has two coordinator titles: Course Coordinators and Department Coordinators • Department coordinators can access program plans and PLOs, etc. • Course coordinators are responsible for submitting course reports, and this individual may change depending which course reports are due during a given semester • Ideally, department coordinators will be able to assign course coordinator roles as needed • Chairs should email A. Williams the names of any faculty who need to be added as course or department coordinators 	Sheri Berger
5	<p>Ideas for Increased Collaboration Between Instruction & Student Services</p> <ul style="list-style-type: none"> • Ideas for further collaboration between student services and the instructional side, for instance Business Week, STEM Week, etc., are solicited, as well as how these plans can be implemented • Student clubs are an important way to collaborate with the students directly and to get them involved, and ASO can also be a resource for funding • Department liaisons for each department through the counseling office are an excellent initial contact for initiating an instruction-driven event for students • The faculty are an important piece for encouraging student involvement in these events, through direct communication or even offering incentives like extra credit • Given the logistics planning, organization, funding securement, and paperwork required to hold events, a minimum of three months, or even the semester beforehand is suggested to execute a planned event • If a department has not been able to get a response from their liaison regarding planning of a 	Michael Gend

	<p>student outreach event, they should contact A. Miller</p> <ul style="list-style-type: none"> • Counseling liaisons can also be valuable for other activities, such as visiting classrooms and providing feedback • Counselors have appointments booked two weeks in advance, and this should be taken into consideration when scheduling time to meet with them 	
6	<p>Catalog Organization</p> <ul style="list-style-type: none"> • There has been a request from both the Graduation and Counseling Offices to make the arrangement of the catalog more user-friendly for the counselors and instructors who tend to use it the most • Counselors and instructors tend to want the degrees and certificates arranged by department, while students just wanted them alphabetized • Alphabetizing can present challenges when class and program titles are unexpected. By changing some of these names, it may be made more clear to students and faculty alike • Given the uncertainty about how these degrees and certificates may be organized with respect to Guided Pathways implementation, we may wish to use a temporary measure instead of having to fundamentally change the structure now and then later as well • The counselors get feedback from students that they are unable to navigate these programs completely, so changes should be focused on their ease of use • For the time being we may be able just to add a page number on the table of contents of educational programs which will allow greater flexibility of organizing without fundamentally changing the order in the catalog 	Donna-Mae Villanueva
7	<p>Discover Pierce/Senior Day</p> <ul style="list-style-type: none"> • Senior Day will be Wednesday, April 10 • Instructors have expressed concern about students being engaged with already-full classrooms; classroom walk-throughs were suggested as a way to alleviate this concern 	Donna-Mae Villanueva

	<ul style="list-style-type: none"> • Faculty who have exams between 10:30am-12:00pm should be identified so that the groups do not walk through those classrooms • Smaller group sizes may make the experience of visiting different departments more meaningful; this will require more faculty volunteers to guide students through • Feedback and suggestions about how to accommodate interested departments should be submitted to D. Villanueva by the end of this week 	
<p>8</p>	<p>Guided Pathways</p> <ul style="list-style-type: none"> • The Guided Pathways team has recently started the first phase of validating completed mapping, which did not go as intended • The committee would like feedback for how to make this validation process better • The current process is that after the course sequence for a given process is mapped, the map makes the rounds around campus to identified signatories (i.e. articulation officers, department chairs, deans, and VPAA) • There was no consideration given as to how to implement suggested changes at various points throughout the approval process, which is being added as part of an expansion and revision of this process • Suggested changes should be implemented and revised along the approvals process before moving on to another approver • Identified prerequisites, areas for GE-designation, etc., should be double-checked against the catalog for accuracy • During the mapping process, consideration should be given to egalitarian scheduling of classes with varying units in order not to under- or overload coursework in a four-semester plan • For areas with multiple options for courses that would satisfy a requirement, in order to guide the students the mappers should recommend a specific, appropriate course instead of recommend that any of them should be taken, while also being informed that multiple options can be available 	<p>Angela Belden/Adrian Youhanna</p>
<p>9</p>	<p>Department Highlights</p>	<p>All</p>

	<ul style="list-style-type: none">• D. Fields – Pierce Community of Practice meets tomorrow, March 13 from 2:30-3:30pm• D. Fields – There is also a planetarium show tomorrow, March 13 from 4-6pm	
	Adjournment: 2:40 pm.	