



Department Council Minutes
Tuesday, December 10, 2019 1:30–3:00 p.m.
College Services Building Conference Room

MINUTES

Attendees

Jennifer Adelini (for Savannah St. Clair), Erin Hayes, Melody Cooper, Martin Karamian, Sara Harvey, Patricia Doelitzsch, Yeprem Davoodian, Lyn Clark, Natalia Grigoriantz, Alyce Miller, Brad Saenz, Elizabeth Cheung, Susan Armenta, Shannon DeVaney, Jill Connelly, Margarita Pillado, Joan Schneider, Michael Gend, Dale Fields, Kim Rich, 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, Mon Khat, Amari Williams, Adrian Youhanna, Juan Carlos Astorga

Absent

Brian Walsh, Lauren Saslow, Eddie Tchertchian, Kalynda McLean

No.	Item	Presenter
	The meeting was called to order at 1:32 pm.	
1	<p>Update: CDC Director</p> <ul style="list-style-type: none"> • Interviews were held yesterday • The final interview is scheduled for this Thursday; hopefully a final candidate will be identified by this Friday and will begin in January 	Juan Carlos Astorga
2	<p>Program Mapper</p> <ul style="list-style-type: none"> • The groupings for Guided Pathways were reviewed by APC, have gone through Curriculum, and will be forwarded to Senate for approval • There has not yet been a discussion as to the process for updating the Program Mapper • Any notifications for programs that need to be moved from one bucket to the other should be emailed to A. Youhanna • The beta version of the Program Mapper is going live early February • The Call-A-Thon was last Thursday. 732 phone calls were made; 229 students were spoken to directly; 	Adrian Youhanna

	<p>69% of the students to whom callers spoke said they were going to enroll</p> <ul style="list-style-type: none"> • Several students have since followed up in person since the Call-A-Thon, including at the Pop-Up event today that includes representatives from different student services office to answer questions for students 	
<p>3</p>	<p>Feedback: Instructor Information Sheet (CCAP)</p> <ul style="list-style-type: none"> • Owing to confusion about instructor assignments in the CCAP program, a list of guidelines has been put together to be disseminated to any instructors teaching classes under the CCAP agreements • Feedback is solicited about the instructor information sheet • Unlike our regular courses, students in CCAP classes are the responsibility of the high schools. As such, we have resources available through the high school, such as high school counselors, that are not otherwise available in standard college classes • This also means that instructors cannot leave students unattended or dismiss classes early, etc. The high school must be informed of these absences in order to ensure the students are properly supervised • Language about how to address problems/concerns with the student enrollment process may be added "Arrive to class at the scheduled start time" to "Arrive to class by the scheduled start time" • Language about contacts for whom to speak regarding issues arising with inadequate whiteboard, A/V, textbook, or supply issues may be added • It can be helpful for chairs to know who the contact for a given high school is as well in order to assist in addressing these issues • Discipline issues with these students may and should be shared with the high school, which has considerably more resources at their disposal to deal with such matters • Academic dishonesty matters are still directed to J. Astorga, but may also be shared with the high school counselor at the instructor's discretion 	<p>Sheri Berger</p>

	<ul style="list-style-type: none"> Language about keeping up with the high school calendar, which may have more sudden changes than the general LAUSD calendar, may be added 	
4	<p>Feedback: Guidelines for Cancelling Classes</p> <ul style="list-style-type: none"> Guidelines for cancelling classes, including criteria used as well as alternatives in lieu of cancellation, has been compiled Feedback is solicited for the guidelines We want to be able to identify low-enrolled courses early; the focus is on classes that have little to no movement in enrollment figures Clearly identifying capstone classes clearly may help for chairs to know which classes will be less in danger of cancellation 2-year scheduling plans from the departments will go a long way to meeting this purpose as well Under "One week before the start of the semester," SCR submission should be the last step after notifying students and instructors 	Sheri Berger
5	<p>Update: Exclusion in Courses with Corequisites</p> <ul style="list-style-type: none"> Title 5 allows us to involuntarily drop students from a class who are not attending a corequisite class, even if they do not have excessive absences in the original class We are working toward a consistent resolution across the campuses for how to address these situations Students would not be able to drop one and not the other without dropping both 	Sheri Berger
6	<p>Winter Enrollment</p> <ul style="list-style-type: none"> Winter enrollments figures are passed around Two sections have been added since printing, so these numbers are no longer entirely accurate If there are better criteria by which to measure enrollment figures other than average class size, the Office of Institutional Effectiveness can help drilldown different information to assist with decision making 	Michael Gend/Sheri Berger
7	<p>Classroom Security</p> <ul style="list-style-type: none"> The sheriff has started sending VPAS a list of all unlocked doors every night Paraphernalia has been found in classrooms as well 	Sheri Berger

	<ul style="list-style-type: none"> Cameras are starting to go online around campus which will hopefully capture information about who is using these classrooms after hours There will be follow-up with Plant Facilities about who in the custodial staff have keys to specialized classrooms 	
8	<p>Ag Biotech Viability Volunteers</p> <ul style="list-style-type: none"> APC has two members not in the related field on the viability committee for the Ag Biotech program, which will be reviewed in February If you are interested in serving on this committee, let M. Gend know in advance of the January APC meeting 	Sheri Berger
9	<p>Comprehensive Program Review Template</p> <ul style="list-style-type: none"> The Comprehensive Program Review (CPR), done every four years, will be more comprehensive, while the APP will be less comprehensive and become an update to the CPR Some SLO information will be removed from the APP and will only be reported on every four years in the CPR It will be up to the chairs how they would like to handle addressing multi-disciplinary departments The chairs will be asked early in 2020 how they would like to address these questions so that appropriate changes can be input to eLumen The CPR will be tailored to deliver appropriate data for each department (e.g. Administrative Services will not be delivered Academic Affairs-related data) A training session for chairs once the CPRs are put in eLumen would be helpful, even for chairs that have input this sort of information in before CPRs will be due at the end of March, before Spring Break 	Sheri Berger
10	<p>Fall Allocations</p> <ul style="list-style-type: none"> Comparative fall allocation data is passed out to the chairs, to be discussed in January Departments generally have not shrunk or grown; fewer than 1% of hours were cut as opposed to previous semesters 	Donna-Mae Villanueva
11	Department Highlights	All

	<ul style="list-style-type: none">• W. Bass – our online students’ success rate is equal to our face-to-face students at 72%• Have a wonderful holiday break!	
	Adjournment: 2:40 pm.	