

CLUSTER MEETING MINUTES
Wednesday, October 19, 2016
10:45am - 11:50am
Lake Worth Campus

Chemistry Cluster

ITEM 1. District Agenda Item: Guided Pathways

Discussion:

(Email from Drs. Barbatis and Yohe dated October 5, 2016)
 Dear Cluster Chair,

This information is designed to assist you with the Cluster meeting scheduled at 10:45 am – 12:00 pm on Development Day. This first Cluster meeting is devoted to a District agenda item about the morning presentations on Guided Pathways.

Data/data source:

Prior to Development Day, we suggest you read the following two articles to prepare you to lead your Cluster discussion (note that both articles are included as PDFs to accompany the meeting minutes):

1. “Rethinking the ‘Cafeteria’ Approach to America’s Community Colleges” from the Washington Post
2. “Get With the Program ... and Finish It: Building Guided Pathways to Accelerate Student Completion” from the Community College Research Center

Models Compared

Cafeteria Model	Guided Pathways Model
Self-serve	Guided
Checklists	Structured, Mapped, Online Planning System
Credit Hours Accumulated	Milestones
Undecided Students Explore on Their Own	Structured Exploratory Paths w/ Timeline
Generic	Intentional Toward a Goal
Discrete Interventions	Systemic Interventions
Limited feedback on progress	Monitor student progress
Too Many Confusing Choices	Informed Choices Designed by Faculty
Disconnected	Coherent and Comprehensive

Action: **The Process**

We ask that you decide to have one large group discussion or to have smaller group discussions based on the number of members in your Cluster. Each group must complete the two forms “**Risk Analysis: Implementing Guided Pathways**” below. Please have a recorder for each group type the results using these forms and send them to Angie Dunn by October 31. The information provided by each Cluster will be analyzed by the Guided Pathways Task Force (that is still being formed) and will be instrumental in the development of the continuing college-wide discussion.

Attached is one PowerPoint slide that you should have projected or printed during your Cluster meeting to assist with the discussion. This slide compares the Cafeteria Model with the Guided Pathways Model.

GROUP QUESTION #1: When considering a Guided Pathways Model, what could the benefits and challenges be for students? (Approximately 30 minutes)

GROUP QUESTION 2: When considering a Guided Pathways Model, what could the benefits and challenges be for the College? (Approximately 30 minutes)

The following additional questions for Group Facilitators may be used to keep the discussion going (if needed):

1. Is the current self-service or “the cafeteria model” working for our students?
2. How do we help new students choose a program of study, particularly the many who do not have clear plans for college and careers?
3. How well do we monitor students’ program choices and progress towards completing their program’s requirements?
4. Does the way we schedule courses enable students to take courses when they need them and complete their program on time?

Please forward this packet to each facilitator and recorder in your Cluster. You will be responsible for printing the two forms below for each discussion group recorder. We appreciate your leadership in conducting this College-wide discussion.

Drs. Barbatis and Yohe

Risk Analysis: Implementing Guided Pathways

Directions: Please summarize your Cluster Meeting discussion by completing the following Risk Analysis. Send completed forms to Angie Dunn (dunnam@palmbeachstate.edu) by October 31.

Benefits for Students	Challenges for Students
<ul style="list-style-type: none"> • Helps provide the incoming students with a starting point so they can identify what they need to complete and how far they need to go <ul style="list-style-type: none"> ○ Provides [flexible] structure for students to plan out their academic career • May possibly help reduce the amount of financial aid debt incurred • If we offer placement exams for more subjects (chemistry, math, English, etc.) then that would help provide the students with a basis for understanding where they should start with their programs <ul style="list-style-type: none"> ○ This will help cut down on students entering into courses that they are under-prepared for and end up having to withdraw from • A requirement should be that every student must meet face-to-face with a General Advisor every semester prior to registration • A requirement should also be that the students must meet with the respective faculty advisors for their respective courses (science, math, etc.) • The Advisors discuss with the student their progress towards their pathway and discuss their performance in the individual classes 	<ul style="list-style-type: none"> • Possible reduction in AS program offerings due to wanting to reduce too many choices for students <ul style="list-style-type: none"> ○ This could adversely affect our mission to serve the needs of our local community • Challenges for students who struggle to go to school full-time so can't stick with the possible prescribed course schedule <ul style="list-style-type: none"> ○ They would need to make plans to take summer classes in order to complete their degree in a 2-year timeframe • Part-time students would need to be considered since that is a large number of our student population <ul style="list-style-type: none"> ○ A 3 or 4-year class schedule would need to be taken into consideration • Making sure that they make the time to meet with their advisors in a timely manner prior to registration to ensure they stay on track • Communication is crucial. Students must be required and encouraged to communicate with advisors and faculty regarding discussion for pathways and goals

Risk Analysis: Implementing Guided Pathways

Benefits for College	Challenges for College
<ul style="list-style-type: none"> • Possibly helps with students completing their degrees in a more reasonable time frame <ul style="list-style-type: none"> ○ This could help us achieve Gold Status in College Rankings • Implementation of placement exams to help reduce the number of classes that students fail or withdraw from due to not being properly placed <ul style="list-style-type: none"> ○ This would help with maintaining a steady and/or increasing enrollment • Students who seek advising from both the general advisors and the faculty content-experts will provide the students with a better foundation for their track and progress • Better communication between faculty, advisors and students will create a more positive learning environment, which can contribute to greater success • Guided pathways may assist with articulation agreements between PBSC and other academic institutions 	<ul style="list-style-type: none"> • Potential loss of Interdisciplinary thinking if focused on a general AA guided pathway • Stagnated educational innovation and flexibility <ul style="list-style-type: none"> ○ Possible reduction of AS program specialties because of fear of offering too many choices • Issues for implementing generic guided pathways across the very different PSAV, AS and AA divisions in the college • Implementing the placement exam would require the college to make the provisions for testing centers, logistics, etc. • Advising needs more support and knowledge of science so that they can provide better advice for students exploring STEM disciplines • A challenge with advising is that it is viewed as an opinion by the students so the college would need to push the students and general advisors to inform the students that they need to seek advice from the discipline-specific faculty regarding those courses <ul style="list-style-type: none"> ○ Faculty will need to be compensated for their additional roles as Discipline Expert Advisors • Communication is crucial. Students must be required and encouraged to communicate with advisors and faculty regarding discussion for pathways and goals • The College needs to coordinate the communication between the faculty and the advisors • A challenge with comparing the college to other neighboring institutions who have

	<p>implemented guided pathways is that IRSC, for example, is requiring 77 credit hours for full-time students for an AA Chemistry track with a meta major of STEM. For their nursing AS degree they require 72 credit hours for full-time students. They offer a separate guided pathway course schedule for part-time students that only requires 66 credit hours for the AA nursing track. Their pathways require the students to take classes all year-round. This is in excess of our 60-61 credit hour degrees.</p> <ul style="list-style-type: none"> ○ This would also require the college to provide appropriate course schedules in the summer terms.
--	---

Attendance:

Emma Chow	Alexandra Gorgevska	
Richard Shreve	Trineshia Sellars	Sapna Gupta
Marina Rines	Nelson Daniel	Hayden Garriques

Absences: Cynthia Judd

Ex Officio: GNSC Chair and Associate Dean Carlos Ramos, PBSC, Lake Worth Campus

Submitted by:
Alexandra Gorgevska, Ph.D.

Scribe for Chemistry Cluster – 19 October 2016
cc. Minutes Distribution List

CLUSTER AGENDA
October 19, 2016
1:30 – 1:45pm
Lake Worth Campus

ITEM 1. Assessment Coordinator Introduction (for clusters with Gen Ed courses).

Assessment coordinators will be at cluster meetings for about five minutes for a brief introduction and reminders at the beginning of the afternoon meetings. No discussion is required, but questions are welcome.

Discussion: Q&A regarding Gen Ed assessments

Data source: General Education Assessments for Chemistry
<http://www.palmbeachstate.edu/learningoutcomes/assessment-resources.aspx>

Action: n/a

ITEM 2. General Education Assessment (for clusters with Gen Ed courses)

Clusters should discuss the common embedded assessment, specifically confirming the following information in the meeting minutes.

1. Do all full-time faculty members in your cluster have the current information?
2. Do all adjuncts teaching courses in your cluster have the current information?
3. How many are present at today's cluster meeting, and of those present, how many attended the campus meeting last spring to review embedded assessment results? (Please submit numbers, no names!)

Discussion:

1. Do all full-time faculty members in your cluster have the current information? **Yes**
2. Do all adjuncts teaching courses in your cluster have the current information? **Yes**
3. How many are present at today's cluster meeting, and of those present, how many attended the campus meeting last spring to review embedded assessment results? (Please submit numbers, no names!) **8 faculty present today, 7 of those were present last spring to review the embedded assessment results.**

Data source: General Education Assessments for Chemistry
<http://www.palmbeachstate.edu/learningoutcomes/assessment-resources.aspx>

Action: n/a

OTHER.

Attendance:

Emma Chow	Alexandra Gorgevska	
Richard Shreve	Trineshia Sellars	Sapna Gupta
Marina Rines	Nelson Daniel	Hayden Garriques

Absences: Cynthia Judd

Ex Officio: GNSC Chair and Associate Dean Carlos Ramos, PBSC, Lake Worth Campus

Submitted by:
Alexandra Gorgevska, Ph.D.

Scribe for Chemistry Cluster – 19 October 2016
cc. Minutes Distribution List

Appendix A:

Chemistry Textbook Adoption Information

Course #	Course Title	Text Book	Author	Ed.	Publisher	ISBN	Latest Adoption	Due for Change
CHM 1025	Introductory Chemistry	Introduction to Chemistry Essentials	Nivaldo J. Tro	5th	Pearson	978-0-321-91905-2	Fall 2016	Fall 2019
CHM1032	Principles of Chemistry	An Introduction to General, Organic and Biological Chemistry (NO Mastering Chemistry)	Timberlake	12th	Pearson	9780321908445	Fall 2015	Fall 2018
CHM1032	<i>Principles of Chemistry</i>	<i>w/ Mastering Chemistry</i>	<i>Timberlake</i>	<i>12th</i>	<i>Pearson</i>	<i>with MC new design: 9780321938398</i>		
CHM1032	<i>Principles of Chemistry</i>	<i>Study Guide</i>		<i>12th</i>	<i>Pearson</i>	<i>9780321933461</i>	<i>Recommended</i>	
CHM 1032L	Principles of Chemistry Lab	Laboratory Manual for General, Organic and Biological Chemistry	Chow and Sellars	2nd	Hayden-McNeil	9780738069111	Fall 2016	Fall 2019
CHM 1045/1046	General Chemistry 1 and 2	General Chemistry (NO OWL)	Ebbing and Gammon	11th	Cengage	978-1-305-58034-3	Fall 2016	Fall 2019
CHM 1045L	General Chemistry Lab 1	Laboratory Manual for General Chemistry 1	Chemistry Dept.	2nd	Hayden-McNeil	9780738061559	Fall 2016	Fall 2019
CHM 1046L	General Chemistry Lab 2	Laboratory Manual for General Chemistry 2	Chemistry Dept.	2nd	Hayden-McNeil	9780738061542	Fall 2016	Fall 2019
CHM 2210/2211	Organic Chemistry 1 & 2	Organic Chemistry	Klein	2nd	Wiley	9781118452288	Fall 2014	Fall 2017
CHM 2210	Organic Chemistry 1	Organic Chemistry as a 2nd Language	Klein	3rd	Wiley	9781118010402	Recommended	
CHM2211	Organic Chemistry 2	Organic Chemistry as a 2nd Language	Klein	3rd	Wiley	9781118144343	Recommended	
CHM 2210L/2211L	Organic Chemistry Lab 1 & 2	PBSC Organic Lab Manual	Pavia, Lampman, Kriz, Engel	3rd	Cengage	9781133444602	Fall 2014	Fall 2017
CHM 2210L/2211L	Organic Chemistry Lab 1 & 2	Organic Chemistry Lab Notebook			Hayden-McNeil	9781930882744		
	For All chemistry courses	Sapling Code				9780983385950		