



## CLUSTER AGENDA

**October 19, 2016**

**1:30pm to 3:30pm**

**Lake Worth Campus**

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### **ITEM 1. Community Health Statement for inclusion in Gen Ed**

Discussion: We discussed the possibility of making the recommendation for the Community Health course to be included in the General Education core.

Data source:

Action: We will revisit this topic in the Spring 2016 semester meeting.

### **ITEM 2. Support for Human Trafficking Awareness Committee**

Discussion: This discussion was led by Professor Kanathy Haney; she discussed the vision committee and the possibility of offering a SOW-1051L course to students centered on the topic.

Data/data source:

Action: Professor Haney will send us email updates as more information becomes available.

### **ITEM 3. HSC 1101 Rubric**

Discussion: The HSC 1101 instructors discussed updating the semester long project rubric.

Data/data source:

Action: The instructors agreed to coordinate the updates via email discussion.

### **ITEM 4. Feedback on the “Pathway to Success” model**

Palm Beach State College is seeking feedback prior to implementing the “Pathways to Completion” model. As a result, all clusters were asked to consider the strengths and weaknesses of the model for the college and students during Faculty & Staff Development Day, Fall 2016. The following chart depicts feedback from the Health/Nutrition clusters review of the model:

Strengths	Weaknesses
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**Institution:** It is possible that with supporting data that demonstrates the success of the pathways model, the college will experience:

- increased completion and retention rates
- improved funding for performance based funding
- an improved reputation a possible pathway to gold

Note: There is limited institutional data available, but examples of information reviewed in preparing this request for feedback includes:

1. <https://www.irsc.edu/uploadedFiles/FacultyStaff/Redesigning-Community-Colleges-For-Student-Success.pdf>
2. <http://ccrc.tc.columbia.edu/media/k2/attachments/Implementing-Guided-Pathways-Tips-Tools.pdf>
3. [http://www.wsac.wa.gov/sites/default/files/2014.ptw.\(24\).pdf](http://www.wsac.wa.gov/sites/default/files/2014.ptw.(24).pdf)

**Institution:** It is possible that without supporting data that demonstrates the success of the pathways model, the college will experience:

- decreased completion and retention rates, particularly if the pathway is in alignment with the Complete College America's goal of enrolling students in up to 15 hours per term. (Note: FL has only recently revamped its developmental education model.

- Does the data demonstrate that more students are enrolling in developmental courses at PBSC?
- If less students are enrolling in the courses, does the data demonstrate that these students are successful in gateway courses such as ENC 1101, ENC 1102, and MAC1105?
- What type of courses will students take to balance their schedules are guided towards a 100% -150% completion agenda in alignment with guided pathways and pay-for performance?

	<p>(Note: Courses such as the HSC2100, provide students with the opportunity to have a balanced schedule and to learn the necessary skills that they need to for a balanced life.)</p> <ul style="list-style-type: none"> <li>• a decreased ranking and funding for performance based funding</li> <li>• a declining reputation</li> <li>• significant budget increase for newly hired advisors</li> <li>• loss of faculty with proven high retention and success rates due to the courses not being included in the pathways model.</li> </ul>
<p><b>Students:</b> It is possible that <u>with supporting data that demonstrates</u> the success of the pathways model, the students will experience:</p> <ul style="list-style-type: none"> <li>• increased completion and retention rates</li> <li>• better access to resources based on the availability of funds through the pay-for-performance model</li> <li>• the opportunity to graduate from a “gold-rated school” (PBSC is on the path to gold!)</li> <li>• better connectivity with the other students in their cohort</li> <li>• improved management of their financial aid resources</li> <li>• opportunities to receive intrusive advising and better support</li> </ul>	<p><b>Students:</b> It is possible that <u>without supporting data that demonstrates</u> the success of the pathways model, the students will experience:</p> <ul style="list-style-type: none"> <li>• decreased completion and retention rates</li> <li>• decreased access to resources based on the availability of funds through the pay-for-performance model</li> <li>• If the college loses its current ranking or does not move to gold, this could affect the students’ workforce opportunities in the community due to loss of reputation</li> </ul>

- decreased connectivity with the other students in their cohort
- mis-management of their financial aid resources, particularly if the student changes their mind regarding the default pathway that they have chosen
- loss of faculty with proven high retention and success rates due to the courses not being included in the pathways model.
- loss of creativity in the college experiences; prescription does not equal diversity
- lack of elective opportunities; assumption of fewer electives (exploratory courses)
- the lack of a balanced schedule- (Note: The core values of the FL community college system has not changed; all intuitions accept students through open enrollment. Will the PBSC advising model for guided pathways take these factors into consideration? Would a student be recommended to take a full load of core gateway courses such as English, Math, Science, Social Sciences, etc that they may not be

	academically prepared to complete?
<b>Health Cluster Feedback:</b>	
<p>As a team, we believe that we are and will continue to be an asset to the institution. The Health Education Cluster has a myriad of Health Science Professors with diverse backgrounds in the areas of health education, wellness, coaching, healthcare administration, global health, nutrition, exercise physiology, epidemiology, healthcare ethics, and public health. With the opening of the new Health Science Campus in Loxahatchee Groves, we are excited about the opportunity to expand our offerings and maximize the talent of the well-organized, dedicated group of staff who have consistently demonstrated high impact, best practices that directly contribute to PBSC students' success and such bottom line factors as the college's retention and completion rates, community relations, and overall profitability.</p> <p>These best practices, which emphasize critical thinking (the college's current QEP) include the utilization of case studies, Socratic questioning, community-based service learning, project-based learning, and assignments that meet the Gordon-rule writing requirements. Examples of projects and assignments include completed by our students include:</p> <ul style="list-style-type: none"> <li>• the application-based common assessment assignment, <i>The Behavior Change Project</i></li> <li>• use of instructor developed case-studies to assess comprehension of the lesson objectives and the students' ability to apply the information that they are learning.</li> <li>• Panther's Closet Thrift Store currently being launched by honor's HSC 2100 students enrolled in Community-Based Learning course SOW1051L-HONORS.</li> <li>• collected and donated food, clothing, and toiletry items for Haiti on behalf of Palm Beach State College, in conjunction with Homestead Air Force Base; students effectively assessed the public health crisis that resulted from hurricane Matthew.</li> <li>• participated in the Great American Smokeout; created display posters and conducted q/a sessions about the hazards of smoking.</li> <li>• created and distributed 1000 Safe Sex Kits; educated community members about the health risks associated with unsafe sex practices.</li> <li>• SOW-1051L course offered to educate and fight against Human Trafficking</li> <li>• 300+ HSC 2100 Students partnered with Women's Heart and Breast Health Initiative in Riviera Beach to target medical help for women in poverty; contributed a total of 1500 hours of service.</li> <li>• community-based Service Learning Community Engagement includes HSC 2100 students working directly with Compass Health, Blood Bank on Campus, HIV Testing and Education on campus.</li> <li>• community-based Service Learning with Bridges of Belle Glade, the Charles Drew Foundation, and Palm Beach County CAP</li> <li>• participated in TRACYTalks about contemporary health issue; instructor won the Stewart Award.</li> <li>• volunteered to serve food at The Lords Place soup kitchen on Australian Blvd. in WPB</li> <li>• worked with our biotech program students in the lab to complete a GMO identification lab</li> </ul>	

- worked with the Horticulture program staff to grow food using hydroponics.

The Health Education Cluster also offers the annual Jacqueline Rogers Excellence Award for a Project in Health or Nutrition. The award, which provides \$2,000 in stipends for deserving Health and Nutrition students, is offered annually during the Fall semester to up to 20 winners. In addition to winning the award, students are invited to a banquet in their honor; the award includes several opportunities for honorable mentions as well.

The HSC 2100 courses have been successful at enrolling, engaging, and supporting high-risk learners, who would be traditionally enrolled in developmental courses. The instructors hold students accountable for their learning, while maintaining high academic standards. In addition, our courses bolster high enrollment numbers, low withdrawal rates, and high levels of completion. For example, during the 2015-2016 school year, 119 sections of the HSC 2100 courses were offered, with 3,494 students enrolled. Of those who completed the course, 42.2% received an A, 25.9% received a B, and 13.4% received a C; approximately 10% of students who remained in the course earned a D or F. The HSC 2100 class is a Gordon Rule course that includes a rigorous, researched-based behavioral tracking and modification assignment, which emphasizes the application of such healthcare theories as the Health Belief Model and the Transtheoretical Theory of Change.

The HSC 2100/ HSC 1101 curriculum is in alignment with the college's commitment to ensuring that students are workforce ready by engaging them in the whole-person concept. The behavior change project requires students to conduct a gaps analysis by tracking their behavior, to conduct research, develop performance goals, strategic plans, and garner support from their peers. The project, along with other components in the class, allows students to simulate the conditions that they may face in the workforce by emphasizing self-management through self-efficacy. Our goal is to help students to understand the importance of the whole-person concept and its relation to their success at the college, personal lives, and in the workplace. They must be able to effectively manage themselves before they can lead and manage others. Our courses also teach soft skills such as communication and group dynamics.

We continue to believe in PBSC's commitment to its mission of creating and sustaining a dynamic teaching and learning environment that provides a high-quality, accessible, affordable education, preparing students to contribute and compete ethically and successfully in a diverse global community. The examples cited in the previous projects and assignments demonstrate this level of commitment; as a cluster, the success of all students at PBSC will always and continues to be our primary focus.

As Health Science Professors, we feel that the Health Education Cluster is particularly valuable to the meta-major, pathway model due to the versatility of the courses that we teach. The meta-majors emphasis areas include:

- Arts, Humanities, Communication and Design
- Business
- Education
- Health Sciences

- Industry, Manufacturing and Construction
- Public Safety
- Science, Technology, Engineering and Mathematics
- Social and Behavioral Science and Human Services

Currently the HSC course can be taken as a general elective and 3<sup>rd</sup> tier science course by students. In the process of consolidating choices for students, we recommend pooling all elective choices to provide students with exploratory options. Several Florida community college institutions, including our local competitors have successfully embraced the pathways model, while utilizing the HSC 2100 or some form of a wellness (HLP 1081) course as a general elective for all students. In addition these institutions have expanded their courses offerings for HSC, HLP, HUN prefixes to accommodate students who are interested in taking the courses across targeted meta-majors. We would like to provide the following recommendations to ensure that we remain a viable part of the pathway discussion:

- HSC 2100 remains as a general elective course for all students
- Add HLP prefix courses for students to align ourselves with the courses offered at other local institutions and gold colleges.
- Offer a variety of courses within relevant meta-major specializations: Health Sciences, Social and Behavioral Science, Public Safety
- Offer an A.A. with an emphasis in the Health Science meta-major
- Offer an A.S. degree Health Science that leads to the B.S. degree in Healthcare Mgt.
- Offer an A.S. degree in Public Health with that leads to the B.S. degree in Healthcare Mgt.
- Offer an A.S. degree in Food Science
- Package the HSC/HUN courses together to offer a variety of certifications in coaching, healthcare, and wellness. It is recommended that the coaching certification be offered in conjunction with the new educator's preparatory institute for individuals who are interested in athletics.

### **Examples:**

- Miami Dade: <https://sisvsr.mdc.edu/ps/sheet.aspx?pgm=10504> (Pathway for an Accounting Major)-  
Miami Dade has created a pathway structure that embraces diversity with HSC 2100 and a slew of other courses as electives. An Accounting Major, for example, must take a 3 hour general education, Gordon rule course; MDC offers the options of taking HLP 1081Wellness, HLP 1081 Fitness and Wellness for Life, HUN 1201 Essentials of Human Nutrition, and HSC 2400 Basic Emergency Care. MDC process is consistent, similar results for general elective where found for Biotechnology, Construction, Computer Science, etc. Link:  
<http://www.mdc.edu/academics/programs/associate.aspx>
- Broward State College offers the HLP 1081 as a general education course, while incorporating HSC prefix courses into the Health Science meta-major:  
<http://www.broward.edu/studentresources/advising/Documents/General%20Education%20at%20Broward%20College%202016-2017%20web%20site.pdf>

- Colleges such as Valencia State College offers a variety of HLP courses as part of the Health Science meta-major
- St. Petersburg State College offers a Health Science A.S. degree option which expands on the HSC prefix offerings: <https://webapps.spcollege.edu/courses/program/HSA-GEN-AS>
- Indian River State College offers a Meta Major Health Science AA degree option in Dietetics/Nutrition Track Guided Pathway: <http://www.irsc.edu/uploadedFiles/Programs/ProgramsList/11130-AA-Dietetics-Nutrition-Track.pdf>

As a model cluster and team, we look forward to being able to provide further recommendations, research, insights, and statistical data as the process continues. As Health Science Professors, we also look forward to having the opportunity to utilize our professional expertise as offerings are expanded at the new Loxahatchee campus, in addition to our current course HSC/HUN course load.

**Attendance:**

Kristy Taylor, Kanathy Haney, Brian Findley, Tracy Ciucci, Barbara Goldman, Trish Froehlich, Judith Sharlin, Bob Rojcoomar, Robert Van Velde, Jeanne Boone

Submitted by:

Dr. Kristy Taylor, Scribe

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c. Minutes Distribution List