PALM BEACH STATE

COLLEGE

CLUSTER MINUTES
October 13, 2015
2:00 pm to 4:00 pm
Lake Worth Campus

ITEM 1. **What can faculty do to support the four Performance Funding measures (Job Placement/Continuing Education, Completion to 3-4 years, Retention, and Entry Level Wages)?**

Discussion: The SLS cluster faculty already do a number of activities to support retention, completion, and job readiness through the learning outcomes for SLS 1501 Introduction to the College Experience. They are as follows:

- Campus resource awareness and enculturation:
    - o Resources- students explore the various resources offered on their campus and many have the opportunity to visit the library, computer lab, and/or career center
    - o Events- students are strongly encouraged to get involved in student activities and participate in campus events
    - o Passport to Success- students are strongly encouraged to get involved with this program that helps them "navigate their way to campus resources"
    - o Peer navigators- several faculty are providing opportunities for peer navigators to connect with their students to provide peer mentoring to help students transition into college

- Career research
    - o Career assessment- students complete an assessment that helps them identify their career personality
    - o Career research- students research careers to identify job duties, salaries, job growth and other factors that influence career decision making using tools, such as the Occupational Outlook Handbook, Ferguson's Career Website, and Employ Florida Website
    - o Career Center orientation- students visit the Career Center and/or explore the Career Center website to learn about the varied resources available to them (career exploration for undecided students, career research tools, resume writing guidance, interviewing coaching, career mentoring, job fairs and career advising)
    - o Job skill development- students are exposed to strategies to help them get a job and keep it, such as: resume writing, interviewing, negotiating, communicating with diverse groups of people, and managing time effectively. Students are also encouraged to gain experience in the field through internships, volunteering, service learning, and/or job shadowing.

- Educational Planning
  - Exploring majors- students explore majors related to their career goals
  - Identifying prerequisite coursework- students research the courses required to transfer to a university to pursue their specific majors
  - Educational planning- student complete an education plan that maps out the courses they need to complete their AA or AS degrees
  - Advising- students meet with advisors to discuss educational planning
  - Case Management- students on the LW campus are assigned an advisor who works with students and faculty to help students establish a solid, education plan. This approach enables students to create a relationship with the advisor furthering their connection with PBSC. This might result in students meeting with their advisor to discuss other issues impacting completion and retention (work/family demands, attendance issues, class performance/grades issues, etc.).

- Academic Skill Development
  - Study skills- students practice a variety of strategies that can help them be more successful in current and future classes, such as: reading comprehension, note taking, test taking, and studying techniques
  - Soft skills- students practice other skills that help them be more successful in college, careers, and life, such as: time management, communication, critical thinking, and self-regulation techniques

The faculty also identified some ways that the college can support these measures
1. Keep advising and career centers fully staffed on all campuses
2. Monitor the success of the career center-advising staff merge (LW campus)
3. Research and pilot alternative strategies for retention (Jeanette Sullivan is creating a proposal)
4. Report wages separately to identify career areas that skew the data to identify specific strategies to target the entry level wage measure

Data/data source: N/A

Action: None needed

ITEM 2. **Review Cluster Minutes Guidelines - http://www.palmbeachstate.edu/academicservices/Documents/sectiong.pdf**

A. **Minutes should be prepared and distributed no more than one week after a cluster meeting is held.**
B. **Minutes should be prepared using the standard minutes template located at http://www.palmbeachstate.edu/academicservices/documents/TemplateClusterMinutes.doc. Minutes must address any identified district issues set forth by the VPAA.**
C. **Any cluster recommendations should be in writing and sent to the VPAA in addition to being in the cluster minutes.**
D. **Any curriculum changes (new courses, revised courses, etc.) must be initiated through the established curriculum process (http://www.palmbeachstate.edu/curriculum-development).**

Discussion: Guidelines reviewed.

Data/data source: Items referenced above

Action: None needed

ITEM 3.   (SCIENCE CLUSTER ONLY) Reminder to file paperwork to discontinue AST courses (AST1103 and AST1004).

Discussion: N/A

Data/data source: N/A

Action: N/A

ITEM 4.   Assignments related to Learning Outcomes

Discussion: Each sub-committee presented on the assignment/assignments that could be used to accomplish the four learning outcomes. Some sub-committees (#1 and #4) presented one specific assignment. The other sub-committees (#2 and #3) presented a variety of assignments/approaches that could be used to achieve the outcome. After much discussion, the consensus was that the faculty did not want to commit to one particular assignment and wanted to explore other ways to achieve these outcomes. Additionally, it was suggested that a pre-test (survey) - post-test (survey) tool be created to assess the four outcomes.

The cluster did express that using Blackboard was a good way to share ideas and house assignments that could be used by all faculty. Other members have expressed an interest in not being as tied to a textbook.

Data/data source: N/A

Action: These two topics will be revisited at the spring cluster meeting

ITEM 5.   Fall Training Event

Discussion: Faculty were informed that a fall training event is in the works. The publisher will provide a speaker and co-host the event. The event is scheduled for Saturday, November 14 at the LW Campus. The theme of the event has not yet been decided.

Data/data source: N/A

Action: Department chairs were asked to send out a "save the date" email to adjuncts. Topics for the event's themes should be sent to Sophia Munro or Sandy Demauro by October 23.

OTHER: Prior to the cluster meeting, Mark Hendrix contacted Sophia Munro, the Cluster Chair and asked if he could discuss the possibility of offering an online section of SLS 1501 in the spring. He wants to develop tools to enhance collaboration and needs an online section to "pilot" these approaches. At the beginning of the meeting, Mark spoke to Sophia privately to ask why his request had not been placed on the agenda. Sophia told Mark that she had decided to place it in the "Other" category. He told her that he

didn't think that was a good idea and that he would have appreciated if his agenda item had been placed earlier in the meeting, especially since he had contacted her in enough time for placement on the official agenda.

Mark did get the opportunity to bring up his request, but without adequate time for full discussion. Therefore, he withdrew his request. It was suggested that the cluster meet before the end of the semester to discuss this further*.

The cluster was very vocal regarding this topic and brought up the following questions**:**
- Is it too late to adjust spring course offerings since registration has begun?
- Does offering an online "pilot" section conflict with the cluster's existing policy regarding not offering online sections?
- Shouldn't we be ready to offer online classes if the college's strategic plan includes the creation of a fully online AA degree and SLS 1501 is required of all incoming AA students?
- Will the college begin scheduling SLS 1501 at local high schools for dual enrolled students if we change the policy regarding campus attendance?
- What about other faculty who would like to teach online in the spring term, can they do "pilot" courses, as well?
- Does teaching online meet all of our learning outcomes and the intent of the course?
- Can these collaborative approaches be tried out with a hybrid section?
- What is the proper protocol for moving items through the cluster?
- Should we create a sub-committee to explore this further?

*All SLS faculty who are interested in discussing online coursework have been invited to a meeting on October 23 from 1-3 pm in TC 427 with Sid Beitler.

Attendance:

Freddie Bennett
Marc Davis
Sandra Demauro
Monica Hamlin
Mark Hendrix
Joyce Kevetos
Manny Larenas
Pamela Mason-Egan
Jyrece McClendon
Sophia Munro
Karline Prophete
Magdala Ray
Vanger Simmons
Jeannette Sullivan
Tommy Tucker
Theresa Cusimano
(FYE)
Erika Rolle (Student
Peer Navigator)

Submitted by:
Sophia Munro, Cluster Chair

c. Minutes Distribution List