

**CLUSTER MINUTES**

**October 28, 2016**

**10:30-12:30**

**Lake Worth Campus**

---

**ITEM 1. Guided Pathways Risk Analysis**

Discussion: The music faculty discussed the benefits and risks of the Guided Pathways approach. The following additional questions were discussed:

1. Is the current self-service or “the cafeteria model” working for our students?  
For good students, yes. However, even for them, it’s hard to find the information on which classes they need.
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?  
Is this addressed in the SLS class? Otherwise, we really do not have any good ideas. Financial limitations hinder students from trying out various areas.
3. How well do we monitor students’ program choices and progress towards completing their program’s requirements?  
Rather well within the AS degrees, but terribly in AA degrees. Refusal to acknowledge a major with the AA is a huge factor in the poor monitoring of student progress toward the AA degree.
4. Does the way we schedule courses enable students to take courses when they need them and complete their program on time?  
Yes and no. There is sufficient variety, but students who are limited because of work, family commitments, and transportation problems may not find classes at times that work for them. The courses of the Music Department are coordinated to dovetail to avoid as many conflicts as possible between our classes. For general education classes, there is certainly sufficient variety in the schedule. Having a requirement for a minimum number of students in a class is somewhat problematic for student scheduling. Finally, we believe that not every course or student adapts well into on-line class scheduling.

Data source: Articles and other information provided by Dr. Yohe. Notes from Development Day presentation.

Action: The music faculty submitted the Guided Pathways Risk Analysis as requested (attached).

**ITEM 2. Updates on drumline**

Discussion:

- A third of the Drumline equipment was back-ordered or has not yet been received.
- Penny McIsaac said that work-study funding may be used for Drumline members.
- CRM is working on a story about the Drumline, which will start in the Spring. David Gible will be the contact for interested students. Melissa Solis Gible has said she's heard of five interested students, but we don't know who they are!
- President Parker and Dick Becker have indicated that eventually the Drumline will be a line in the budget of the College. The group may eventually be able to charge admission for performances. However, we don't know if those revenues could ever be used directly for Drumline expenses, or whether it all goes into the College budget in general.
- Eric Levy is building a website we will use to direct everyone for information. Rehearsals will probably be Monday and Wednesday afternoons, or maybe on Fridays. Most rehearsals will be held outside, with back-up spaces for weather being the Duncan Theatre and Humanities Building. Such outside practice area could be a combination of the SW corner of the Humanities parking lot and the adjacent grassy area between the parking lot and Congress Avenue. The visibility of that location would be likely to get more people to notice the Drumline.
- We need to set audition dates and a rehearsal schedule.
- We need to meet with Kristy Sorrow (News Center) and Penny McIsaac regarding an all-student e-mail, and information on other campuses to publicize the drumline auditions (in January).
- David suggests an audition on Jan. 11, late in the afternoon, which would be the last day of drop/add. Other possibilities are Jan. 13 or Jan. 18.
- Eric could put together a "demo" drumline performance to "drum up" interest and awareness for upcoming auditions. These short demo performances could occur between classes, especially from 10:45-11:00 and 12:15-12:30, when many students are on campus.

Data source: Notes from MacMullen's meeting with Dean Grant

Action: No Action at this time. A follow up meeting will be scheduled with Eric Levy when he returns from China

**ITEM 3. "Pre-freshman" applied lessons**

Discussion: "Pre-freshman" applied lessons could be an important additions to our curriculum. There are always a number of students who have some prior background in playing an instrument or singing but who are not yet at the performance skill level that is required by universities for admission as a freshman music major. Currently, we allow these students to enroll in freshman level (MVx131x) applied lessons. The applied lessons are a good way for students to improve their skills and eventually get to "university parallel" freshman level. However, these credits may not transfer (or the university require more the 2 semesters of freshman or sophomore level) because, although the students did good work and improved, they are not yet at sophomore (or junior) level.

A separate pre-freshman course would allow student to begin applied study at a lower level and the transition to the freshman level course when they are truly at "university parallel" freshman level. This approach would also have benefits with building a Guided Pathway for music students. This could also solve some problem with the ensemble co-requisite issues, as these students often are not yet ready to plan in an ensemble.

Preliminary investigation has determined that there are at least three colleges in the FCS that offer this level course, so it does exist and there is a course number assigned to it. The colleges are State College of Florida Manatee/Sarasota, Broward College, and Florida State College Jacksonville.

Data source: Emails from FCS college music faculty

Action: The music faculty will research the specific courses at these colleges further (each taking one school) and discuss at the next Cluster meeting.

**OTHER.**

**Attendance:**

Michael J. MacMullen,  
David Gible,  
Allen Webber

Submitted by:

Allen Webber/ Michael MacMullen

Scribe

c. Minutes Distribution List

**Risk Analysis: Implementing Guided Pathways**

**Directions:** Please summarize your Cluster Meeting discussion by completing the following Risk Analysis. Send completed forms to Angie Dunn by October 31.

Benefits for Students	Challenges for Students
<p>---Potentially (especially for A.A. students), this could be a strong motivating factor for students to complete their General Education courses. Working toward a goal for a “major” that the student is motivated about can make students more likely to “stick it out” in challenging General Education courses.</p> <p>---A commitment to Common-Course prerequisites should prepare students to be at junior-student status in their major when they transfer.</p> <p>---It would limit choices for students so that they know what to take, especially in their first semester.</p> <p>---It would lead students to complete two “gateway” courses and nine major-area credits in their first year, which is documented to increase their success rate.</p> <p>---It should make closer follow-up from advisors easier. When students change their goal or major, it triggers a meeting with an advisor.</p> <p>---Students who transfer to a university without enough major-area credits would have to take them at the university, and pay extra for those “overage” classes. The Guided Pathway approach will help to reduce this extra money students have to pay by guiding them to take the major-area credits at Palm Beach State College.</p>	<p>---This will not automatically enable students to become full-time rather than part-time students, but there may be a tendency to construct the guided pathways with only the full-time student in mind. Unless allowances are made for part-time students in the guided pathways, they could, in some cases, <i>increase</i> the time needed for a student to earn a degree, especially where sequential courses are involved.</p> <p>---Students who are not degree-oriented may feel lost or left out.</p> <p>---Guided pathways are likely to limit the opportunities for students to take some electives outside of their major areas. Music ensembles, which depend heavily on non-music pre-majors and A.S. students, could be negatively impacted, thereby creating a less effective educational experience for students.</p>

**Risk Analysis: Implementing Guided Pathways**

<b>Benefits for College</b>	<b>Challenges for College</b>
<p>---Theoretically, Guided Pathways could lead to higher student success rates. Do studies exist which demonstrate this?</p> <p>---While not one of the criteria by which the College is rated or funded by the legislature, Guided Pathways are likely to increase the percentage of students who graduate being academically prepared to perform junior-level work and who graduate being at junior level in terms of classes and skills in their major area when transferring. Is this something that PBSC is concerned about or wishes to address?</p>	<p>---This will require a MAJOR overhaul in the relationship between administration, faculty, advisors, and IT/Marketing, especially in regards to the accessibility of information regarding requirements for academic areas within the AA degree.</p> <p>---It may require release time for increased faculty advisement.</p> <p>---It may require additional staffing for more advisors and more faculty.</p> <p>---It will require the College to deal with the flexibility needed for part-time students, non-goal students, those who fail classes, skip semesters, and withdraw from classes.</p> <p>---Acknowledgement of and allowance for the fact that 60 credits are not enough for an AA degree, because of the required SLS course and the MAT 1033 course that most students take but does not count as a general education course. These courses effectively take up 7 credits from the 24 elective credits allowed in the AA degree. Because of statewide common-course requirements, many AA degree programs already require more than 24 subject-area credits. Allowing our students only 17 is a huge problem.</p> <p>---PBSC must confront (and we believe approve) a decision to label our AA students as majors within specific areas in order to have a unified system of tracking their progress.</p> <p>---The educational experience could be negatively impacted if students are restricted from taking electives outside their area. For example, it may become difficult to maintain an adequate number and variety of students in our music ensembles. The College should not accept anything less than the best possible educational experience for its students.</p>