



**Developmental Education Faculty Cluster**

**October 19, 2016**

**AM Session**

**Lake Worth Campus**

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**ITEM 1.**      **The Developmental Education cluster (EAP, ENC, REA, and SLS) discussed the pros and cons for students and the college in regards to the implementation of a Guided Pathways approach.**

**Discussion:**      Please see the attached worksheets.

**Attendance:**

Rita Alonso-Sheldon	Derrick Ruffin
Mary Bailey	Mike Sfiropoulos
Susan Bierster (Liaison)	Vanger Simmons
Sandra Benetti	Erin Sullivan
Ralston Brown	Jeannette Sullivan
Reginald Butler	Kalisha Waldon
Lisa Byard	
Aylim de Chazal	
Carleton Chernekoff	
Sandy DeMauro	
Eileen Doran	
Monica Hamlin	
Mauvette Joseph	
Joyce Kevetos	
Valerie Lazzara	
Maria Garcia Landry	
Tricia Lynn(Holcombe)	
Luli Marx	
Pamela Mason-Egan	
Tabatha McDonald	
Gladys Montalvo	
Sophia Munro	
Magdala Ray	

**Submitted by:**

Valerie Lazzara

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Scribe

c. Minutes Distribution List

**Cluster:** Developmental Ed (EAP, REA, ENC, SLS)    **Completed by:** Valerie Lazzara and Mary Bailey

### **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.

Note: students in SLS1501, Introduction to the College Experience, are required to see an Academic Advisor or to attend an Educational Planning meeting to create an Educational Plan assignment for their entire college degree. This means each student entering college is declaring a major and creating an educational plan in support of that major in their first or second semester at PBSC. The “GPS” system created by Ginger Pederson provided a clear path for students, and made it evident how long it would take to complete a major, depending upon the number of classes taken per term.

Two things that may cause students to take longer to complete a degree:

1. Changing majors
2. Completing an additional certification, such as a College Credit Certificate (CCC)

Two things we can do to possibly decrease time to completion:

1. Remind students of the start of the 12 week term and Express B and encourage them to add another class if, at that time, they have their current schedule well in hand and can be successful with an additional 3 credit hours completed by the end of the semester.
2. Make the course offerings during these terms more robust in anticipation of students’ utilizing this opportunity.

Benefits for Students	Challenges for Students
<ul style="list-style-type: none"><li>• There will be no choices to confuse students.</li><li>• The students will have a clear checklist to keep their goals in sight.</li><li>• It <i>could</i> improve the completion rate (not a sure thing).</li><li>• Embedded elements in all classes could create a common thread that will help students make global connections (content, the college experience/culture, the process, etc.).</li></ul>	<ul style="list-style-type: none"><li>• Many of our students cannot take more than one or two courses per semester no matter what (time, funds, jobs, outside commitments and responsibilities)</li><li>• One size does not always fit all. Learning is individual—not a mass fit.</li><li>• Difficulties when changing majors</li><li>• 60% of PBSC students need some kind of remediation.</li><li>• Students will have less exposure to interesting electives.</li></ul>

	<ul style="list-style-type: none"> <li>Because decisions are made for them throughout, students stop thinking for themselves, and instead of growing or changing in a positive way from the experience, they return to what they know, their comfort zone (Recidivism in the prison system is a prime example of this.)</li> </ul>
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### Risk Analysis: Implementing Guided Pathways

**Cluster:** Developmental Ed (EAP, REA, ENC, SLS)    **Completed by:** Valerie Lazzara and Mary Bailey

Benefits for College	Challenges for College
<ul style="list-style-type: none"> <li>If Guided Pathways work, the college could receive more funding.</li> <li>Having faculty advisors would improve communication between what is happening in the classroom and advising. In addition, it will fill any gaps that may exist in the student, professor, advising cycle.</li> <li>It could lead to cross-discipline interaction/communication—again to fill in the gaps.</li> </ul>	<ul style="list-style-type: none"> <li>The college would need more advisors.</li> <li>The college would need to build better relationships between four-year universities and their BA programs and requirements.</li> <li>The college may need to either make the classes smaller or adjust professors' loads to allow time to enhance the professor-student connection.</li> <li>Will guided pathways increase the retention and completion rates? How do we know?</li> <li>Technology to provide degree audits is difficult.</li> <li>Space is an issue—parking, classrooms, etc.</li> <li>The college may need to create more space and provide more resources/equipment.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The college needs more technology instruction—teaching students to use computers for Word and PowerPoint, etc.</li><li>• There will be complications when students want to change their majors.</li><li>• PBSC students are not the typical four-year university students.</li><li>• The college will need to provide remediation for college preparedness.</li><li>• Issues will arise when considering how to pay faculty advisors and for training.</li><li>• Determining how to best utilize faculty, staff, and advisors to make connections with students will be a challenge.</li><li>• The larger the class size, the more difficult it will be to make connections with students.</li><li>• The current semester system may need to change.</li><li>• Faculty advisors/advising takes away from lesson planning, grading, and prepping.</li><li>• Why not use Starfish to allow faculty members to see student schedules, progress, etc.</li><li>• Any Early Alert system that we use will need to work properly to be effective.</li></ul> |
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