



## Behavioral and Social Sciences Guided Pathways Success Team

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### Agenda

Meeting was called to order at 2:03 PM.

#### **1. Introduction**

Student Question: Have you ever had a “flag” raised, or received a “kudo” from a professor through ECC Connect? What impact, if any, did it have on your motivation for the class?

Nick said that he hadn’t had any flags raised, but that he’d had a couple of kudos. He said that only a few professors had used ECC Connect in the classes he’s taken, but that the kudos themselves were motivational, making him feel like his professor(s) had noticed him and his hard work.

The team discussed the issue of ECC Connect usage. One action item for the future is to gather data on which sections used ECC Connect, and which did not. Eventually, we would like to analyze success rates, retention and equity gaps with regard to ECC Connect usage (in Fall 2021?).

#### **2. Discussion Items**

BSS Logo: Guided Pathways has updated the proposed BSS Meta Major logo based on our feedback and would like to know if we like it. If not, we need to provide concrete examples of what we want.



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Orion Teal of the History department suggested that the arrows around the outside, and the absence of anything connecting all of the people (the negative space in the middle of the logo) wasn't an accurate portrayal of the Meta Major. The "social" part of social science includes not just relationships among people and groups, but also the larger *society* that connects all of those people and groups into one community. He mocked up an alternative that has a circle in the middle, with lines spiraling out to each person. The team agreed that this was an improvement, with the caveat that no logo can really do justice to the complexity of a Meta Major. David Reed agreed to convey the new logo idea of Janice Pon-Ishikawa of the Guided Pathways team.



*Gateway Courses:* (1) How do we facilitate collaboration between faculty and counselors for our PSYC 101 class? (2) Where are the "bottlenecks" in the Meta Major that slow students down on their way to degree? What criteria might we use for identifying these courses in the future?

David Reed announced that "gateway" seems to be the term that Guided Pathways has settled on. It seems that the pushback from some of the success teams (including ours) led them to drop the "gatekeeper" terminology.

David also brought up a discussion from the last Team Leads meeting about how to define gateway courses. The idea of "bottlenecks" on the way to degrees and transfers was suggested as a criterion for listing a course as a "gateway." This would require identifying courses that are particularly important for students in the Meta Major, which also have low pass rates. Chris Gold



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mentioned that Psych 9A and Childhood Development 125 are both pretty important for some of the majors, and are “bottlenecks” in the sense that we might not be offering enough sections to satisfy demand.

After some discussion, the team agreed that there is an important difference between a class that is a “gateway” to a major, and one that is a “bottleneck” on the way to degree or transfer. The “gateway” designation should be saved for the larger courses (e.g., general education courses).

Chris Wells, who serves on the Guided Pathways Steering Committee, suggested that the definition and criteria for designating gateway courses shouldn’t be the responsibility of a success team, and that he would take the matter up with the Steering Committee.

### 3. Reports

*ZTC Pathway Data* – Yara has been analyzing some of the data from Mary’s data set and had some preliminary data on ZTC and success rates, however, there was some potential terminological confusion that might have had an impact. Yara said that she would go back and confirm whether the data she presented was on ZTC courses, or OER, and get back to the team.

One thing that was pretty clear from the data is that the number of courses listed as OER or ZTC went up dramatically after the new reporting system was put in place. The numbers went up, and that likely means that a lot of OER and ZTC courses were going unreported in the past. Hopefully we can use these more accurate numbers to measure the impact of lowering the cost of a college education for our students.

### 4. Tasks

*ECC Connect Data* – Make a list of sections in which ECC Connect reports were issued in the 4<sup>th</sup> and 9<sup>th</sup> weeks, and another of sections in which either (a) no reports were done, or (b) only one (either 4<sup>th</sup> or 9<sup>th</sup> week) report was done. Correlate with pass rates and equity gap data.

*Develop Criteria for Identifying Gateway Courses* – Chris Wells is going to take the matter of defining criteria for gateway courses to the Guided Pathways Steering Committee.

*Reach out to Faculty to check Program Mapper* – David Reed will make a list of faculty from the departments within the Meta Major and contact them to ask for volunteers to check the accuracy of Program Mapper, and send any feedback or comments to the Guided Pathways team.

*Continue Mapping and Analyzing ZTC Pathways* – Yara will continue working with the data we have on ZTC courses and their impact on students, particularly in terms of pass rates, retention rates, and equity gaps.

*Developing Meta Major Calendar and Messaging* – David Reed will continue working with Jenny Simon and some of the other success team leads to develop a calendar for sending out due date reminders and Meta Major messaging.