



Behavioral and Social Sciences Guided Pathways Success Team

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Meeting Minutes [October 27th, 2020]

The meeting was called to order at 3:02 PM.

SITE - It was agreed that team members would complete the first unit of SITE up through the first assignment and discussion board. The second half of the unit will be completed over Winter break, by a date to be decided. Unit 2 will begin at the Guided Pathways Winter Summit in February.

Student Workers - It was agreed that we would like to hire a student worker, preferably from within the Meta Major, to work with the team. Specific duties might include taking meeting minutes, assisting with the chat and waiting room during team meetings, and responding to inquiries about the Meta Major through ECC Connect.

Success Team Hours - I attempted to check in on how everyone is doing on hours, only to realize that many team members were unaware they were eligible for special assignment. Whoops! Taryn Bailey walked the team through the timesheet she developed for Guided Pathways [see attachment], and explained the process, and that team members can submit timesheets for work they have done in previous months.

Enrollment and Retention Data - Chris Wells mentioned that enrollment appears to be down, at least in COMS, and that retention also appears to be down. He compared that to English and found that English is faring better in this regard. I polled the faculty members, and Orion Teal said that he has noticed an uptick in drops and/or unresponsive students. Several hypotheses were suggested to explain a possible drop in enrollment and retention:

- Online learning fatigue - 8 months in semi-isolation can have some distinct, and potentially debilitating psychological effects. It could be that a lot of students who handled the pandemic well in the early months have started to feel "worn out" by it, and by online education (or even the upcoming election and general sense of turmoil).
- Expiration of MOUs - faculty now have to meet more stringent requirements for regular and effective contact with students than they did under the Memorandum of Understanding that the faculty union and administration put together for the Spring and Summer sessions. The MOU might have shielded students from more stringent requirements, leading to a delayed effect.



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- Online vs. "Live" Online - we know that a LOT of students prefer in-person classes to online ones, and many have a preference for "live online" classes over online (asynchronous) classes. Anecdotally, it seems like there might be more drops from the online classes than from the live online ones. Need to do more research.
- Time management - online education is considerably easier for people who have experience with time management, however, the average young person has very little experience with that.

We decided on a couple of "action items" with regard to this issue:

- Chris Wells is going to reach out to Josh Rosales from Institutional Research to see if we can get any data on enrollment and retention for the entire Meta Major for the current semester. This can be our starting point for figuring out what's going on. It might also be good to get the same data for Spring and Summer to compare, and see if the "online learning fatigue" hypothesis has merit.
- Dora Miranda offered to develop some workshops for students on time management. We could also develop this into a Canvas module that can be integrated into classes across the major. Or, put it in the Student Success Hub?
- Dean Chris Gold mentioned that the library tutoring page does not list any tutors for any of the majors in BSS, so she is going to look into the process of recruiting tutors and report back at the next meeting.