



**Behavioral & Social Sciences
Division Meeting Minutes
August 25, 2022**

I) Faculty Welcomes, Congratulations, and Farewells (PowerPoint slides 1-17)

- The faculty enjoyed photos of their colleague's adventures. There are two things our faculty especially enjoyed this summer – family and getting back to nature.
- We welcomed new full-time faculty member, Janice Jefferis (Childhood Education); new adjunct faculty member, Reshon Moutra (Childhood Education); and new clerical assistant Ana Celis.
- We congratulated our 5 year employees (David Reed, Orion Teal, and Sandra Uribe) and our 15 year employees (Kristie Daniel Di-Gregorio and Juli Soden). We thanked these excellent instructors for their commitment and hard work on behalf of ECC students and the college, and we hope they stay with us another 20 years!
- We congratulations Hong Herrera Thomas (History) for her very well-deserved Spring 2022 Distinguished Faculty Award. We also congratulated ourselves for a long legacy of Distinguished Faculty Award winners in the division, and thanked Hong for bringing the plaque back to BSS!
- We welcomed John Baranski (History) and Renee Galbavy (Psychology) back from their Spring 2022 sabbatical. The division does not have any faculty on sabbatical leaves in the 2022-23 academic year. The Dean will remind everyone when the awards are due. Laurie Houske (Political Science) sits on the Sabbatical Committee and can assist with applications.
- In Spring we said farewell to two experienced and popular colleagues who retired – Janet Young (Childhood Education) and Daniel Walker (History). They will be missed by their colleagues and the students.
- On a somber note, Richard Mascolo (Psychology) passed away after a long struggle with health issues. He will be missed.

II) New Campus Leadership (PowerPoint slide 18)

- We welcomed new Vice Presidents – VPAA Carlos Lopez and VPAS Bob Supplesa. We enjoyed a short visit from VP Lopez and are looking forward to partnering with him in Academic Affairs.

III) Division Reports and BSS Break-Out Session Presenters (PowerPoint slide 19)

A) Academic Senate – Stacey Allen

- The Academic Senate thanked its BSS Senators for their service – Stacey Allen, Yun Chu, Kristie Daniel-DiGregorio, Hong Herrera Thomas, and Orion Teal.

- The faculty are invited to attend Senate meetings on Zoom on the 1st and 3rd Tuesday of the month from 1-2:30 pm.
- B) ECCFT – Hong Herrera Thomas, John Baranski, Angela Simon**
 - Negotiations began in June and the Federation is hoping they will be completed before the existing contract expires. The Federation hopes the process will not move as slowly as it has in the past.
 - Among the topics under negotiation/discussion are timely evaluations across the campus; an increase in the number of sabbaticals; etc.
- C) SLOs and Assessment - Eduardo Munoz**
 - a. Assessments for Spring 2022 are 40% complete (30/76). This puts us in third place. Two other divisions have a higher completion rate. While it is not a competition... we do like to win.
 - b. Spring SLO assessments are due Sept. 16 and Spring PLO assessments are due Sept. 30. On Sept. 14 and 28 there are two workshops to help with assessment submission in Nuventive.
- D) Success Team – David Reed**
 - a. David invited division faculty to support the work of the Success Team and possibly join the committee. The Success Team is working to implement Guided Pathways in the division. David is leading a break out session this afternoon where you can learn more.
- E) Curriculum – Chris and Beverly (PowerPoint slide #20)**
 - a. The courses due for curriculum review this academic year are listed in the attached PowerPoint slide #20. Of particular note are the upper-division courses that need to be created for the BS in Respiratory Therapy – Medical Ethics (Philosophy), Psychology of Stress, Illness and Trauma; and Medical Sociology. Faculty are ready to begin work on these. Although they need to be completed in Fall, we should probably wait to put much work into them until we get the final approval from the Chancellor’s Office (the ACCJC has already approved the BS).
- F) BSS Break-Out Session Presenters**
 - a. PowerPoint slide #21 lists the BSS presenters in the afternoon break-out sessions.

III) Division Updates and Information

- A) Social Sciences Building Construction and Move-in (PowerPoint slide #22)**
 - The SOCS building construction is scheduled to be complete in October 2022. After that, the furniture and final finishes need to be installed.
 - There was a bit of confusion over the move-in where some people expected to move-in in October. Actually, the move-in will more likely be in Winter 2023. We are hoping to schedule classes in the building in Spring 2023, but that is just tentative. Any delays along the way could push it back to Summer 2023.
 - A moving company will be providing faculty with boxes for the move. For the faculty on the third floor of ARTB, it will be an adjustment as they move into shared offices. Some may need to pare down the amount of books and

other things stored in their office. Anything left in the ARTB building will be considered trash and will be disposed of during the demolition of the building.

- The Dean will work Division Council to find a fair way to assign faculty offices in the new building.

B) Anthropology Museum (PowerPoint slide #23)

- The Anthropology Museum has a Director for the first time. The Director is shared with the Art Gallery (80% Gallery/20% Anthro Museum). A Museum Clerk (Olivia Havens) has been funded through June 2023 to catalog, organize, pack and unpack the new museum. Rodolfo Otero has 20% reassign to lead work in the museum.
- The new leadership and staff will give us the opportunity to give the objects in our collection the respect they deserve and we are required by law and professional obligation to provide. It is gratifying to watch the collections being organized and the objects being catalogued and professionally stored.
- The new museum will serve as an exhibit and event space.

C) “The History We Stand On,” Library Exhibit (PowerPoint slide #24)

- Sandra Uribe, Hong Herrera Thomas, and Orion Teal participated in the development of the exhibit.
- It will be displayed in the library through September.

D) COVID Protocols and Syllabus Masking Statement (PowerPoint slides #25-26)

- Faculty need to put a statement in their syllabi for on-campus classes stating whether or not masks will be required in their classroom.
- It was suggested that if you are not requiring masks, the statement should be worded in a way that also welcomes students to wear masks if they choose to do so.
- Masks are not required in most indoor and outdoor spaces on campus.
- Wrist bands will no longer be required to enter your classroom. However, students, faculty and staff will be required to complete the daily health screen questionnaire and a blue pass may be required to enter some buildings or receive some services. Marketing told Chris that management of buildings will determine whether the blue pass screen will be required to enter.

IV) BSS Enrollment and Scheduling (PowerPoint slides #27-29)

- The enrollment numbers on slides 27-29 show a snap shot of enrollment right before the fall semester begins. It does not show the final total enrollment for the entire Fall semester.
- On Aug. 23 2022, BSS had 1,170 FTES. In terms of the numbers of seats and number of sections, BSS is the largest division on campus.
- BSS enrollment is up 2% compared to this time last year (2021).
- BSS enrollment is down 16% compared to this time in Fall 2020.
- The bulk of sections being offered are online. Students are still preferring online classes, and those sections have a higher fill rate.
- However, the enrollment in on campus and hybrid sections has increased from Spring 2022.
- 374 sections are currently offered.

- 79 sections are on-camps (21%)
- 43 sections are hybrid (11%)
- 252 sections are online (67%)
- Chris and Beverly will begin building the Spring schedule soon. We were waiting to see what the enrollment trends for Fall would be. Enrollment has grown slightly and more (but not a lot) of students are preferring on campus classes. The Spring schedule will reflect a continuation of those trends, but will still be cautious and premised on the idea that we can more easily add sections than cancel.

V) Highlights from Vice President Reports at the ECC Welcome Back Forum

A) Enrollment (PowerPoint slides #30-33)

- VPAA Lopez explained that enrollment is still declining but he suspects that we are currently “bottoming out” and enrollment will begin to rebound and slowly rise.
- VPAS Supplea shared a chart that illustrated the gap between the number of FTES we are earning and the number of FTES we are paid for. For 2022-23, this is projected to be a 5,022 FTES deficit which equals about \$25,000,000.
- Chris noted Dr. Sims’s reminder during the break-out session that FTES are not just numbers that equate to dollars – they are people who are missing out on the life-long and career benefits of an education.
- VPAS Lopez explained that the 2022-2025 Strategic Enrollment Management Plan will be completed this Fall, focusing on recruitment, engagement, and retention.
- VPSA Miyashiro explained the process by which Student Services reaches out to lead to ensure they apply and then reaches out to applicants to ensure they enroll in classes. Finally, we need to improve retention in our courses.
- Instructional faculty can support the efforts to grow enrollment and ensure that the benefits of a college education reach as many students as possible by:
 - Responding promptly to students requesting to add your class. Either add the student or direct them to another section with open seats. Chris will email faculty with a list of the open sections of classes they are teaching. It was suggested that faculty could use an out of office message to promptly convey the information.
 - Focusing on retention, especially in online classes. Try to catch students who are wandering off or performing poorly. ECC Connect could be used to support this.
 - Encouraging students to enroll in Spring semester and visit counsellors when Spring enrollment begins.

b) The College Budget

- VPAS Supplea shared pie charts illustrating where they bulk of money came to and was spent on. Most of the college revenue comes from general apportionment and other state funding. The bulk of spending (88%) is spent on salaries and benefits of faculty and other staff.

VI) Viviana Unda, Director of Institutional Research – “ECC Faculty Teaching-Learning Practices Study” (Slides 37-46)

- Ms. Unda described the ECC Faculty Teaching – Learning Practice Study. Please refer to slides 37-46 for a detailed description of the study.
- Institutional Research and Planning used data to identify a group of BSS faculty with the smallest equity gaps. Those faculty then answered a series of questions about their instructional strategies in the classroom. IRP invites other BSS to implement those strategies in their classroom in order to determine whether they diminished their equity gaps. IRP is offering a \$200 Amazon card for participation in the study.



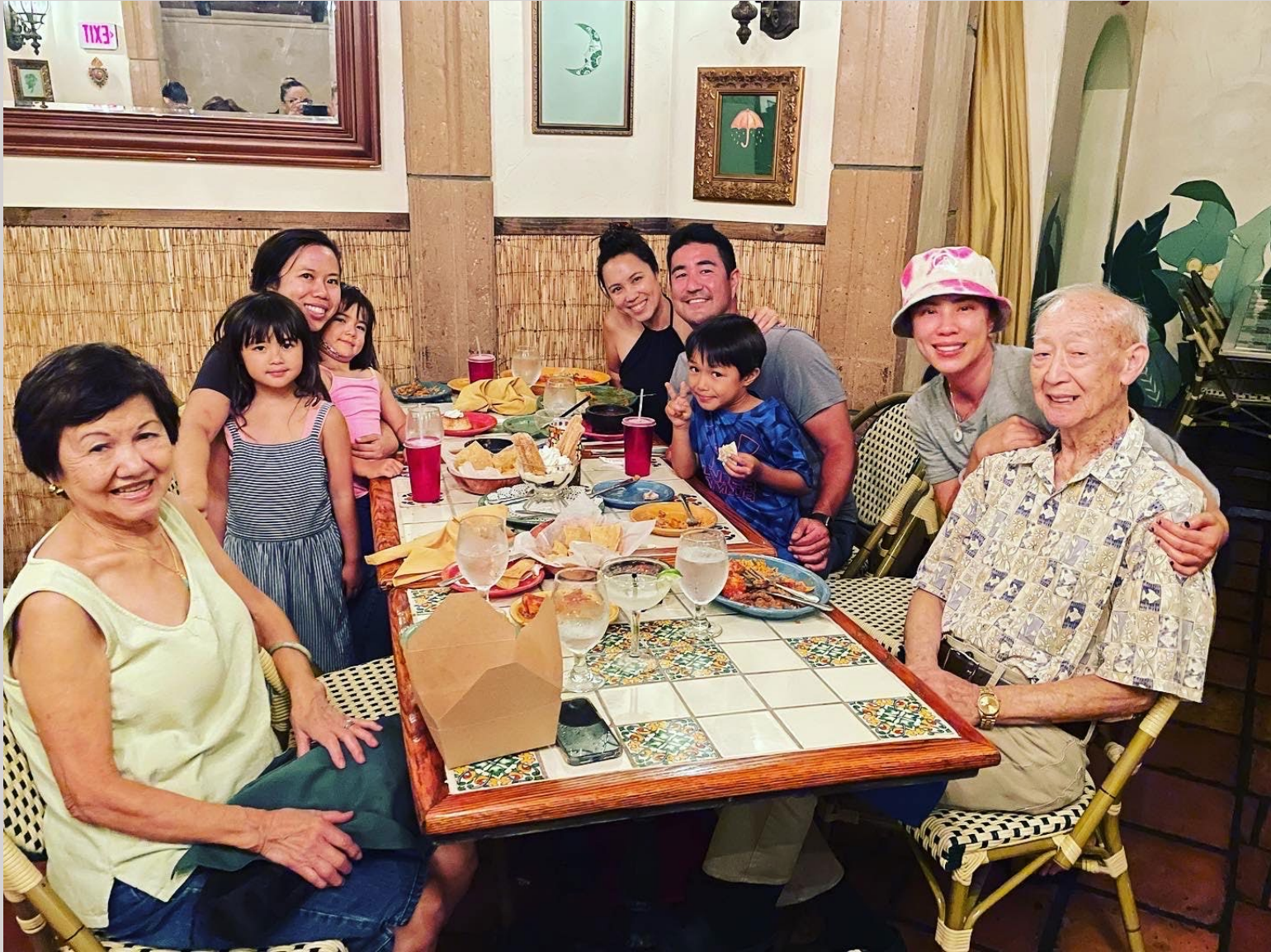
BEHAVIORAL AND SOCIAL SCIENCES DIVISION MEETING

Professional Development Day, Fall 2022



Josh Casper and his wife Maddie traveling up the California coast and attending Steven Gonzales's (Political Science) wedding. Congrats Steven!

Janice Jefferis enjoying dinner with her family in Palm Springs.



Cynthia Cervantes and her family on a trip to Tlaxcala, Mexico and dropping off her brother at the Jesuit Novitiate.



Rodolfo Otero's fostered puppy and trips to Cambria and Argentina.



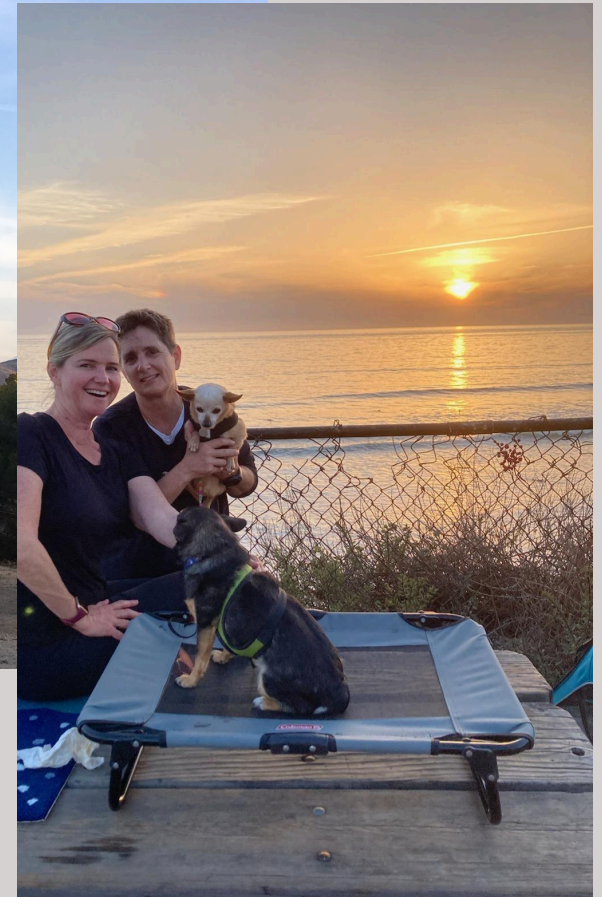
Larry Fike enjoying rainbows in Joshua Tree.



Juli & Kirsten's "Glamping" Trips

San Elijo State Beach
Carlsbad State Beach
Montana de Oro State Beach
Morro Bay State Beach
Pinezanita Campground

El Churro Park
Guajome Park
Lake Cachuma
Lopez Lake
vail Lake





Chris Gold's newest member of the pack, Oski Bear.

Kassia Wosick's trip to a wedding in Poland and refuge work for Ukraine.





Stacey Allen with her husband in Carpenteria on one of 5 summer camping trips.

WELCOME!

New Adjunct Faculty

- Reshon Moutra
(Childhood Education)
- Donte Green
(Psychology)

New Full-Time Faculty

- Janice Jefferis
(Childhood Education)

New Classified Staff

- Ana Celis

CONGRATULATIONS!

□ 5 YEARS

- David Reed (Political Science)
- Orion Teal (History)
- Sandra Uribe (History)

□ 15 YEARS

- Kristie Daniel Di-Gregorio (Human Development)
- Juli Soden (Human Development)

DISTINGUISHED FACULTY AWARD

Hong Herrera Thomas (History)



BSS Distinguished Faculty Award Recipients



El Camino College

Distinguished Faculty Award Recipients

Dr. Bruce Fitzpatrick
Natural Sciences
1996-1997

Dr. Thomas W. Storer
Health Sciences & Athletics
1997-1998

Professor Leslie W. Back
Fine Arts
1998-1999

Professor Antoinette Phillips
Behavioral & Social Sciences
1999-2000

Dr. Jean Shankweiler
Honors Transfer Program
2000-2001

Mr. James Rozolis
Natural Sciences
2001 - 2002

Dr. Barbara Jaffe
Humanities
2002-2003

Dr. Arthur Verge
Behavioral & Social Sciences
2003-2004

Mr. Joseph Holliday
Natural Sciences
2004-2005

Dr. Terry Spearman
Instructional Services
2005-2006

Ms. Janet Young
Behavioral & Social Sciences
2006-2007

Dr. Mercedes A. Thompson
Humanities
2007-2008

Dr. Joan Ingrid Thureson
Behavioral & Social Science
2008-2009

Dr. Kristie Daniel-DiGregorio
Behavioral & Social Sciences
2009-2010

Lars Johan Kjeseth
Mathematical Sciences
2010-2011

Maria A. Brown
Behavioral & Social Sciences
2011-2012

Ed Martinez
Learning Resources Unit/Library
2012-2013

Francis Bernard Rang, II
Humanities
2013-2014

Dr. Joanna Medawar Nacheff
Fine Arts
2014-2015

Dr. Christina Gold
Behavioral & Social Sciences
2015-2016

Doctor Angela Simon
Behavioral & Social Sciences
2016-2017

Dr. Cynthia Mosqueda
Counseling & Student Success
2017-2018

Professor Stacey L. Allen
Behavioral & Social Sciences
2018-2019

- Antoinette Phillips (Childhood Education), 1999-2000
- Arthur Verge (History), 2003-04
- Janet Young (Childhood Education), 2006-07
- Joan Thureson (Philosophy), 2008-09
- Kristie Daniel-DiGregorio (Human Development), 2009-10
- Maria Brown (History), 2011-12
- Christina Gold (History), 2015-16
- Angela Simon (Psychology), 2016-17
- Stacey Allen (Sociology), 2018-19
- Hong Herrera Thomas (History, 2021-22)

SABBATICAL

Spring 2022

- John Baranski (History)
- Renee Galbavy
(Psychology)

Fall 2022-Spring 2023

- None

RETIREMENT

Janet Young
Childhood Education



Daniel Walker
History



RICHARD MASCOLO (PSYCHOLOGY)



NEW LEADERSHIP

**Vice President of Academic
Affairs: Carlos Lopez**



**Vice President of
Administrative Services:
Bob Supplesa**



Reports

- Academic Senate – Stacey Allen
 - BSS Senators include, Stacey Allen, Yun Chu, Kristie Daniel Di-Gregorio, Hong Herrera Thomas, and Orion Teal.
- ECCFT – Hong Herrera Thomas, John Baranski, Angela Simon
- SLOs and Assessment - Eduardo Munoz
- Success Team – David Reed
- Curriculum – Chris and Beverly

Course Review				
Course Prefix & Number	Current Descriptive Title	CTE 2-year Review	6-Year Review	
AHIS 106	Cross Cultural Art		X	
AHIS 205A	History of Asian Art – India and Southeast Asia		X	
AHIS 205B	History of Asian Art – China, Korea, and Japan		X	
CDEV 129	Introduction to Program Administration	X		
CDEV 130	Principles of Program Administration	X		
CDEV 131	Supervising and Mentoring Adults	X		
CDEV 152	Curriculum and Strategies for Children with Special Needs	X		
CDEV 165	Autism, ADHD, Physical and Health Impairments	X		
HIST 105	Women and American History from the Colonial Era to 1877		X	
HIST 108	United States History: The American Indian Experience		X	
HIST 114	History of the Asian American in the United States		X	
POLI 1	Governments of the United States and California		X	
POLI 1H	Honors Governments of the United States and California		X	
POLI 5	Ethnicity in the American Political Process		X	
POLI 10	Introduction to International Relations		X	
POLI 10H	Honors Introduction to International Relations		X	
SOCI 107	Issues of Race and Ethnicity in the United States		X	
SOCI 109A	Introduction to Statistics and Data Analysis for the Behavioral Sciences		X	
SOCI 109B	Research Methods in the Behavioral Sciences		X	
SOCI 110	Introduction to Social Work		X	
PHIL	Medical Ethics (new course)			
PSYC	Psychology of Stress, Illness and Trauma (new course)			
SOCI	Medical Sociology (new course)			

BSS Faculty Presenting in Break Out Sessions

2:00 – 2:55pm

- Orion Teal and Sandra Uribe, “Understanding Why Land Acknowledgement is Important to ECC,” SOCS 118.
- Cynthia Cervantes, “Transforming Parent Support: What Have We Done and What Can We Do at ECC?”, SOCS 207.

3:05 – 4:00pm

- Orion Teal and Sandra Uribe, “Putting Land Acknowledgement in Practice,” SOCS 118.
- David Reed, “BSS Meta-Major Session: Guiding, Supporting, and Empowering Our Students in the Behavioral and Social Sciences Meta Major,” SOCS 119.

New Social Sciences Building

Currently the building should be ready to move in by Winter 2023, if there are no delays.

Division Council will help determine a fair way to assign faculty offices.



Anthropology Museum

New Art Gallery
and Museum
Director.

Museum Clerk,
Olivia Havens, is
cataloging
organizing and
packing.

Museum objects
are being
catalogued on a
public site.

Museum will serve
as an exhibit and
event space.



The History We Stand On – Library Exhibit

Sandra Uribe

Hong Herrera
Thomas

Orion Teal



COVID Protocols and the Masking Syllabus Statement



OFFICE OF **Marketing & Communications**

310-660-3406 • marcomm@elcamino.edu

El Camino College Updates Mask Protocol

Beginning Monday, June 20, 2022 (and until further notice), masks will be required in classrooms, lecture halls, auditoriums (i.e. Marsee Theatre), and labs as outlined in the class syllabus. They are also required in the Student Health Center. In all other areas of the campus, masks will be optional, but strongly recommended.

The safety of El Camino College students, staff and faculty is the College's highest priority. As a result, the College strongly recommends wearing a mask.

Note: masking requirements are subject to change as conditions of the COVID-19 pandemic change.

Health Screening Wrist Band Process Modified

Beginning Monday, August 22, 2022, wrist bands will no longer be required to enter buildings. However, the daily health screening questionnaire and blue pass QR code **will continue to be required** to enter campus facilities and receive services in person (services may still be accessed online). Please be prepared to show your blue pass to enter. In addition, there will be fewer kiosk locations.

If wrist bands are preferred for convenience, or if assistance is needed, please visit the following kiosk locations: Student Services Building, Math, Business and Allied Health (MBAH) building, and the Testing Center, MBBM 134.

As a reminder, exempted staff and students are still required to test.

The wrist band process was reviewed by the COVID-19 Task Force and changes were made in response to campus constituent feedback. Managers and Supervisors are asked to please share this information with all faculty and staff in their respective departments. As requested by ECCE, staff who encounter issues with providing service to students or members of the public under this revised screening process, should request assistance from their direct supervisor.

Note: Changes to kiosk locations, or other protocols such as masking requirements, are subject to change as conditions of the COVID-19 pandemic change.

Fall 2022 Enrollment (on Aug. 23)

Term Enrollment Report

Tuesday, August 23, 2022

Division Enrollment

11:59 PM

Site: El Camino College

Term: 2022/FA

Division	Section	Capacity	Resident Students	Nonresident Students	Enrolled	Fill Rate	Resident FTES
Behavioral & Social Sciences	375	15,627	12,091	607	12,699	81%	1,170
Business	132	4,644	3,472	213	3,685	79%	418
Fine Arts	290	8,565	5,165	349	5,514	64%	638
Health Sciences & Athletics	299	7,679	4,630	274	5,066	66%	577
Humanities	336	9,594	7,627	837	8,464	88%	924
Industry & Technology	128	3,193	2,043	127	2,170	68%	376
Library & Learning Resources	38	869	449	13	463	53%	48
Mathematics	238	7,855	7,030	396	7,426	95%	796
Natural Sciences	149	5,111	4,323	196	4,519	88%	933
Grand Total	1,985	63,137	46,830	3,012	50,006	79%	5,881

*The Enrolled and Fill Rate columns include nonresident students.

2021

Term Enrollment Report					Monday, August 23, 2021			
Campus Enrollment - On/Off Campus & Online Sections						11:59 PM		
Site: El Camino College								
Term: 2021/FA								
Division	Section	Capacity	Resident Students	Nonresident Students	Enrolled	Fill Rate	Resident FTES	
BSSC		360	14,377	11,990	563	12,582	87.5%	1,146.52
BUSI		135	4,727	4,035	198	4,240	89.7%	482.22
FINE		308	8,678	5,296	244	5,546	63.9%	645.95
HEAL		298	7,618	4,864	220	5,088	66.8%	640.05
HUMA		305	8,147	7,527	617	8,173	100.3%	839.15
ITEC		126	2,292	1,626	76	1,710	74.6%	305.58
LLR		36	886	586	16	602	67.9%	64.82
MATH		258	9,028	7,495	387	7,899	87.5%	844.79
NSCI		158	5,437	4,840	166	5,008	92.1%	1,046.34
Grand Total		1,984	61,190	48,259	2,487	50,848	83.10%	6,015.42

*The Enrolled and Fill Rate columns include nonresident students.

BSS 2022 enrollment is up 2% from the same time last year (2021).

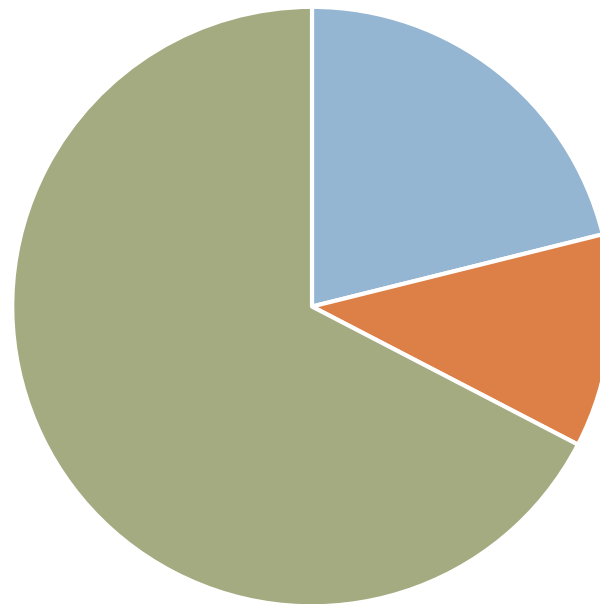
2020

Term Enrollment Report					Sunday, August 23, 2020			
Campus Enrollment - On/Off Campus & Online Se						11:59 PM		
Site: El Camino College								
Term: 2020/FA								
Division	Section	Capacity	Resident Students	Nonresident Students	Enrolled	Fill Rate	Resident FTES	
BSSC		392	16,165	14,852	711	15,563	96.3%	1,395.54
BUSI		136	4,791	4,273	261	4,535	94.7%	557.82
FINE		341	10,557	6,941	340	7,281	69.0%	775.50
HEAL		248	5,819	4,184	159	4,343	74.6%	542.35
HUMA		329	9,104	8,687	664	9,351	102.7%	1,088.96
ITEC		179	4,252	3,426	135	3,561	83.7%	585.59
MATH		257	8,670	8,279	443	8,722	100.6%	1,073.63
NSCI		163	5,613	5,000	210	5,210	92.8%	1,055.92
Grand Total		2,045	64,971	55,642	2,923	58,566	90.14%	7,075.32

BSS 2022 enrollment is down 16% from the same time two years ago (2020).

Online v. On Campus & Hybrid Sections

Modality



■ On Campus (79 sections)

■ Hybrid (43 sections)

■ Online (252 sections)

Highlights From the Welcome Back Forum

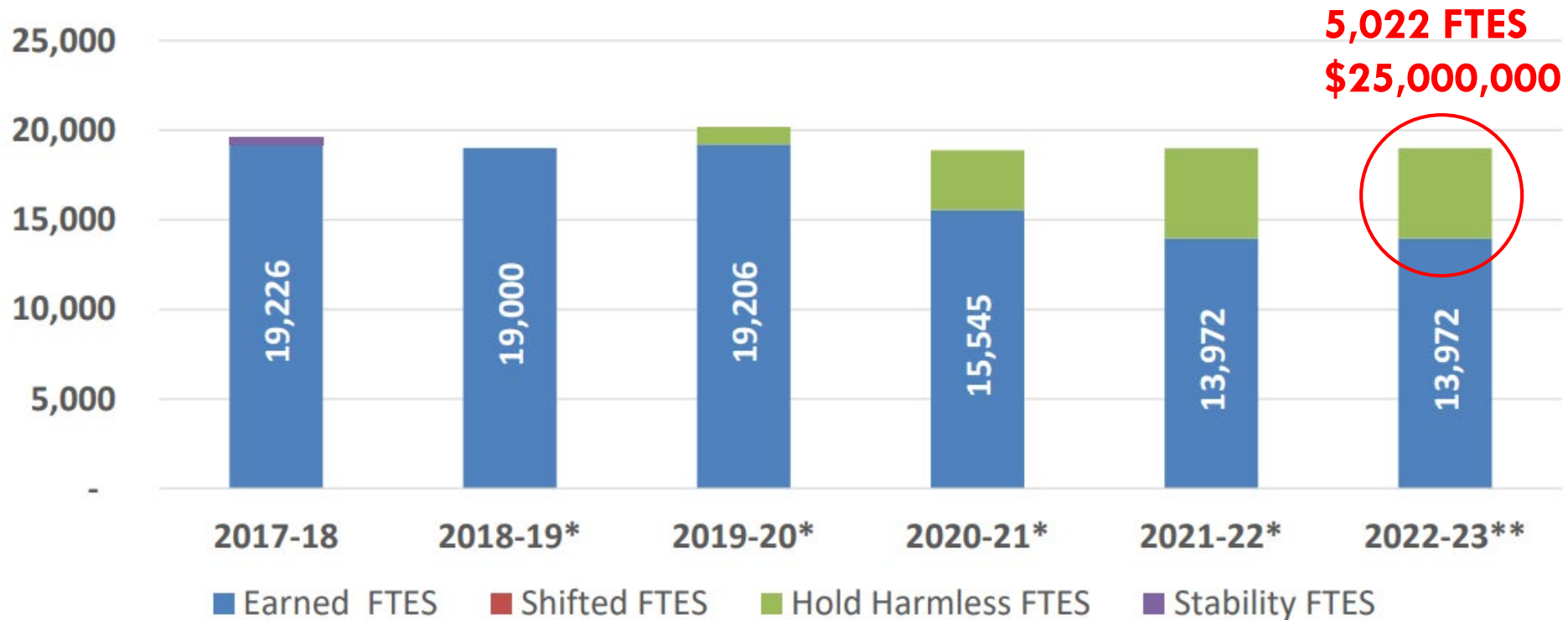
Carlos Lopez, Vice President of Academic Affairs

Enrollment Implications

- El Camino College is still experiencing declining enrollment.
- Positive budget picture for 22-23, but the budget act also placed a cliff in front of all of us in 2024-2025 and beyond.
 - All California Community College will have their baseline apportionment (SCFF-FTES) reset based on 2024-2025 even if that base is lower than it was prior to COVID-19.
 - El Camino College continues to operate on Emergency Allowance Funding due to the COVID-19 impacts experienced by our students, personnel, and communities.

Bob Supplesa, VP of Administrative Services

Funded FTES 18-19 to Present



*Adoption of Student Centered Funding Formula as Community College Funding Model

**Estimated 22-23 Advance Apportionment

Carlos Lopez, VPAA

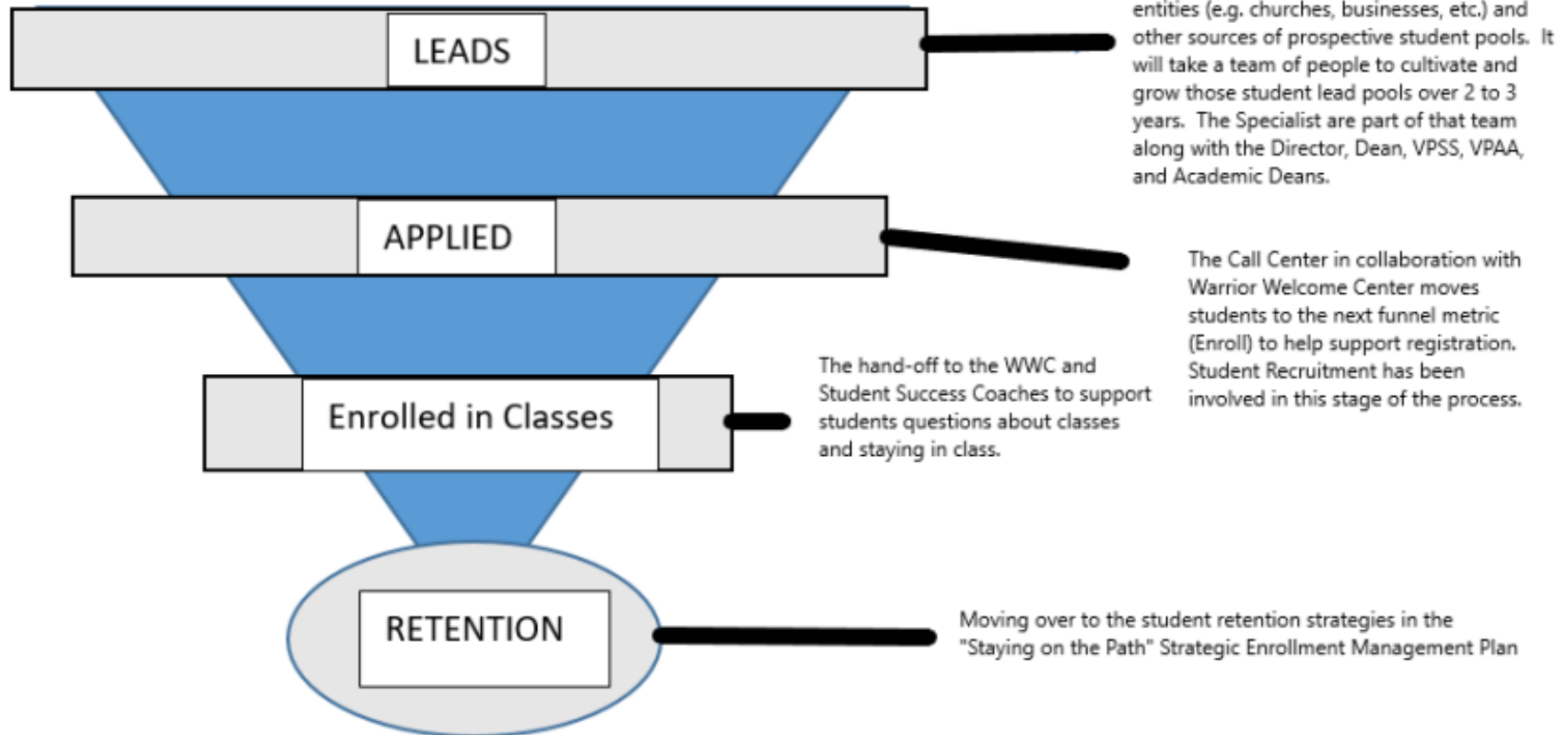


Plans and More Plans

- El Camino College Integrated Comprehensive Plan – Update and integration of the Education Plan, Facilities Plan, Technology Plan, and Human Resources Plan
- 2022-2025 Strategic Enrollment Management Plan will be completed this fall to provide direction and actions intended to recruit new students, re-engage students lost during the pandemic, and support current students.
 - Recruitment, Engagement, and Retention leading to Success and Completion

Ross Miyashiro, VP Student Services

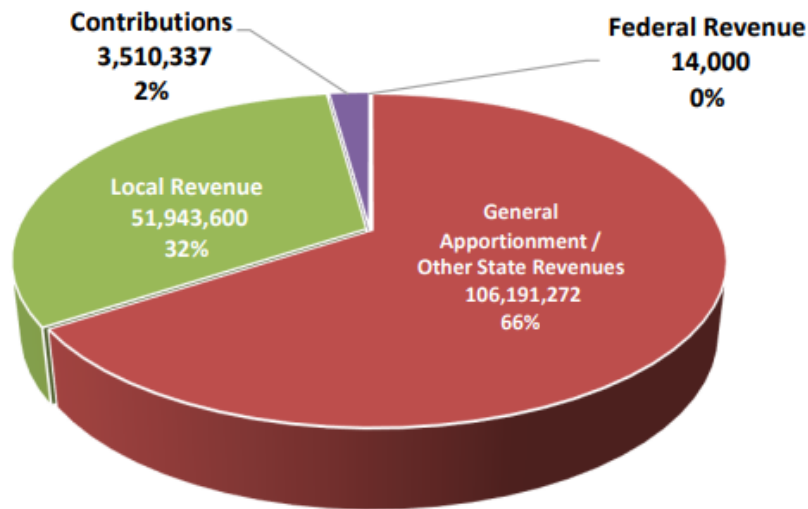
Recruitment Gap Analysis



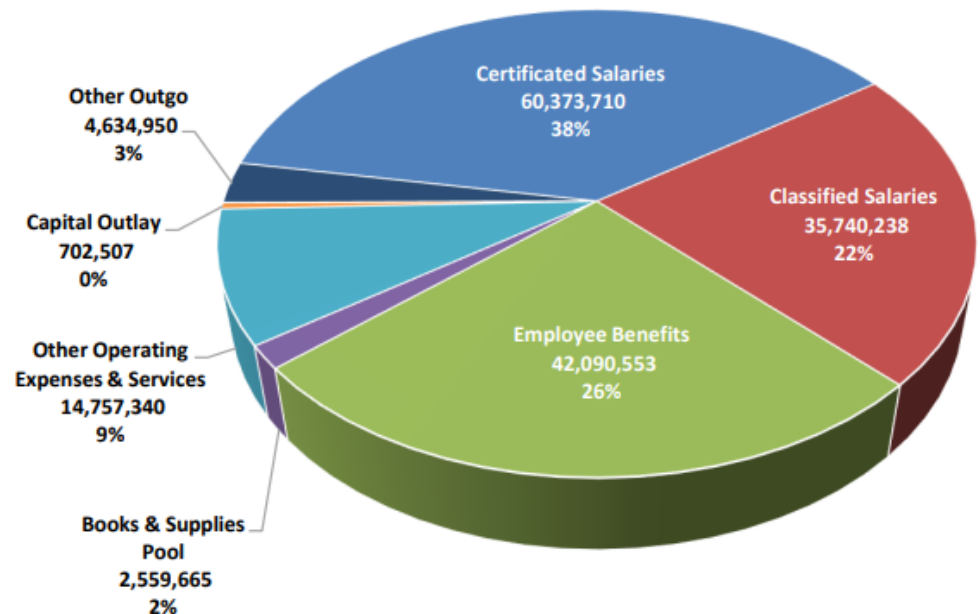
Bob Supplesa, VP of Administrative Services

ECC 22-23 Unrestricted General Fund Budget

22-23 Current Budget Fund 11 Revenue



22-23 Current Budget Fund 11 Expenditures

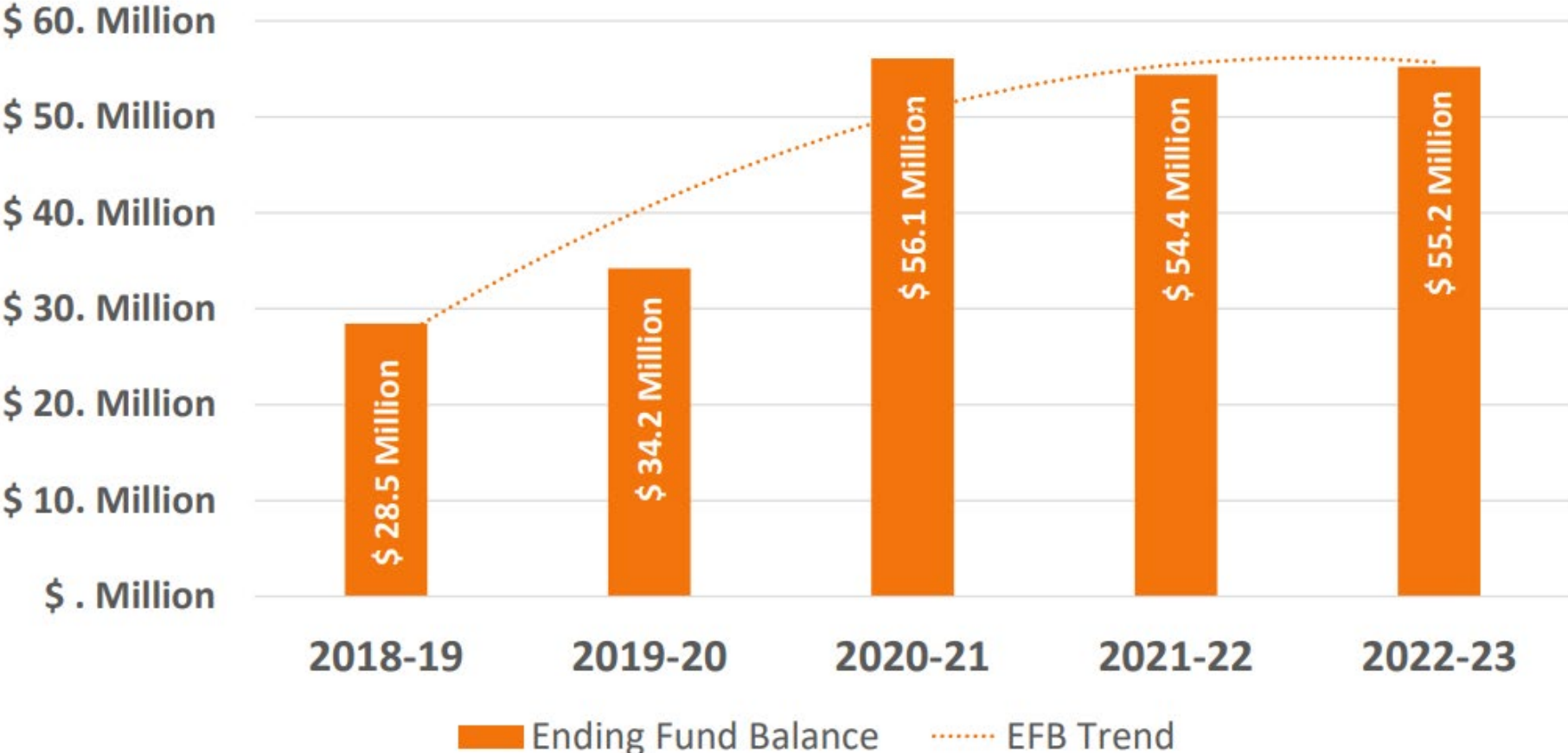


Bob Supplesa, VP of Administrative Services

As of 8/22	Current Budget (8/22)
	Apportionment based upon an FTES level of 18,994 (Hold Harmless)
	2021-22 Fund 11 Ending Balance estimated at \$54.4 million
	Funding COLA of 6.56%, plus additional \$5.1 million in increase to SCFF Base, less Deficit Factor of .0667%
	Step/Column increases for faculty and classified staff, and management: \$2M
	Cost increases to PERS/STRS: \$1.2M
	Significant one-time investment for student outreach, recruitment, retention: \$1.0M
	Resource Allocation Requests: \$4.0M
	Surplus \$0.8 million balance

Bob Supplesa, VP of Administrative Services

El Camino College Fund Balance Trend



ECC Faculty Teaching- Learning Practices Study

*VIVIANA UNDA, DIRECTOR OF INSTITUTIONAL RESEARCH & PLANNING
AUGUST 2022*

Background

- The Academic Senate expressed its interest in reviewing success and retention rates of faculty members teaching at the College in order to identify which instructors routinely had high success and retention rates amongst Black/African American and Latino students.
- Once instructors were identified, their teaching-learning practices would be shared with other colleagues in the division, who may choose to use those practices under the assumption they contributed to the success of Black/African American and Latino students in those classes.
- Behavioral and Social Sciences is the Division willing to participate in this study.

Research Questions

- Which faculty members taught classes in which Black/African American and Latino students showed smaller equity gaps during SP 18, FA 18, SP 19, and FA 19?
- Which teaching-learning practices did these faculty members use in their classes during SP 18, FA 18, SP 19, and FA 19?
- To what extent do success and retention rates of Black/African American and Latino students increase when other instructors use some of the teaching-learning practices identified?

Purpose of the Study & Objectives

Purpose of the Study

Identify evidence-based best teaching-learning practices used by ECC instructors to encourage conversation about them and suggest broad use of those practices with the aim of increasing Black/African American and Latino students' success and retention.

Objectives

- Identify faculty members from the BBSS division whose Black/African American and Latino students showed smaller equity gaps during SP 18, FA 18, SP 19, and FA 19.
- Determine teaching-learning practices that the identified faculty members used in their classes during SP 18, FA 18, SP 19, and FA 19.
- Seek for volunteer instructors who would like to implement one or more of the identified teaching-learning practices during 2021-22.
- Reflect on the experience of implementing active-learning teaching practices based on quantitative and qualitative data.

Methodology

Research Participants

1. Identified Instructors (SP 18, FA 18, SP 19, and FA 19)

- The largest equity gap for BBSS Hispanic students during the terms studied was -2.8%
- The largest equity gap for BBSS Black/African American students during the terms studied was -7.4%
- Courses selected: Hispanic students experienced half or less of the BBSS equity gap for that group of students **and** where Black/African American students experienced half or less of the BBSS equity gap for that group of students
- Identified instructors: taught during one or more of the studied semesters and showed a course average equity gap for Hispanic students equal to or smaller than -1.4% **and** for Black/African American students equal to or smaller than -3.7%.

2. Volunteer Instructors

Faculty members from BBSS division who volunteer to implement one or more identified teaching-learning practices in one or more of the classes to be taught during 2022-23.

Methodology (cont. 1)

Data Collection

- To identify best teaching-learning practices used by *identified instructors*, an active teaching-learning practice matrix was used.
- To reflect on the experience of implementing active-learning teaching practices, a group session with volunteer instructors will be conducted.

Data Analysis

- Process results coming from the matrix used to collect active-learning teaching practices used by faculty members.
- Produce a summary of de-identified teaching-learning practices to be shared with volunteer instructors.
- Reflect with volunteer instructors on the experience of implementing active-learning teaching practices based on quantitative and qualitative data.

Dissemination and Volunteer Recruitment

- Disseminate the study at division meetings
- Contact *identified instructors* via email to determine their participation in the study.
- Recruit volunteer instructors who are willing to implement active-learning teaching practices during 2021-22.

Identified Teaching-Learning Practices

Raw Data Summary

- Course sections were distributed among six disciplines:
 - Child Development
 - Human Development
 - Psychology
 - Sociology
 - Political science
 - Women's Studies
- 41 course sections for Lecture on Campus
- 11 course sections for Lecture Online*
- 3 course sections for Lecture Hybrid*
- 3 course sections for Lab/Studio on Campus*
- **Total course sections for the study: 58**

*Did not further analyze due to the small number of sections

Identified Teaching-Learning Practices (cont.)

Lecture on Campus by Course Sections (41 course sections)

Out of the 22 active teaching practices surveyed, six were the most frequently used:

Turn & Talk

Students discuss ideas/responses to a prompt with a neighboring student.

Pause in Lecture

Intentional pauses to check for understanding and switch things up. We recommend breaks in lecture (or other content delivery) every 7 minutes.

Visual Prompt

Students respond to a picture, figure, diagram, etc.

Small Group Discussions

When a question or case is posed, students discuss in groups of 3–4 for 5+ minutes. It is important that the question or case is difficult enough that group members need to spend time considering what they know (from readings, experience, or data) and multiple options could be considered before coming to a conclusion. If there is not enough to discuss, and students are able to come to a conclusion quickly, the discussion will become flat quickly.

Small Group Problem-Solving

Groups of 2–10 students collaboratively work on problems/projects

Think-Pair-Share

Ask students a question that requires higher order thinking. Ask students to think or write about an answer for one minute, then turn to a peer to discuss their responses for two minutes. Ask groups to share responses and follow up with instructor explanation if needed.

Note: More detailed data on practices by discipline and online/hybrid modalities

Next Steps

September 2022

Seek for volunteer instructors who would like to implement one or more of the identified teaching-learning practices during 2022-23.

Fall 2022

- Adjust syllabus/class plans to incorporate practices (documentation).

WI23/SP23 or SP23/FA23

- Implement practices during two semesters.
- By end of two semesters, attend one session to reflect on the experience of implementing selected active teaching-learning practices.



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Thank You
Questions?



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