



Behavioral and Social Sciences Guided Pathways Success Team

<input type="checkbox"/> C. Hurd	<input type="checkbox"/> D. Miranda	<input type="checkbox"/> D. Reed	<input type="checkbox"/> K. Preciado
<input type="checkbox"/> M. Delgado	<input type="checkbox"/> O. Teal	<input type="checkbox"/> S. Uribe	<input type="checkbox"/> Y. Farah
<input type="checkbox"/> C. Gold	<input type="checkbox"/> L. Alamillo	<input type="checkbox"/> M. McMillan	<input type="checkbox"/> C. Wells
<input type="checkbox"/> L. Mancía	<input type="checkbox"/> A. Hagan	<input type="checkbox"/> J. Jefferis	<input type="checkbox"/> N. Robinson [*]
<input type="checkbox"/> C. Nicole Cruz [*]	<input type="checkbox"/> J. Melendez-Iglesias [#]	<input type="checkbox"/> E. Garcia [#]	<input type="checkbox"/> B. Goldenberg

[*] = Student Team Member

[#] = Student Worker

Agenda

1. Introduction

Student Question: How much of an influence does the costs of textbooks have on your decision to enroll in classes? If there were *no textbook costs*, do you think you would enroll in more classes per semester?

Chloe Nicole Cruz said that having zero textbook cost ZTC courses was nice, but that it had no real impact on number of courses. Nick Robinson agreed that it had no real impact on the number of courses he signed up for. Neither student was aware of ZTC courses when registering, indicating that we might need to do a better job of making incoming students aware of these options BEFORE they register. The team also discussed the fact that some professors list textbooks as “required” for the course, but don’t subsequently use those textbooks. This leads to students spending money on books they don’t need. Lucy Alamillo mentioned that this is representative of an “older” mentality among some faculty, who list a textbook for the course because they think that they have to.

Two potential tasks for success teams to take up is to improve the reporting of the types of course materials used in each class, and the communication of that information to incoming and returning students prior to registration.

2. Reports

Meta Major Career Panel Update – Lucy Alamillo reported that the team has recruited four panelists for the BSS Meta Major Career Panel, developed a list of discussion topics and questions, and that the panel is scheduled for Thursday, April 29th at 2PM. Karen Preciado will be sending out announcements and reminders about the event to BSS students, and David Reed has agreed to act as moderator of the panel.

SITE Update [David Reed] – Since the success team, and the SITE team, are both preoccupied with other things right now, team co-leads David Reed and Lucy Alamillo have decided that it is best to suspend work on the other modules of SITE indefinitely. The SITE inquiry questions will serve to orient the work of the team, but work on the actual SITE Canvas training will not continue at this time.

ECC Connect Update [Dora Miranda] – ECC Connect Liaison Dora Miranda reminded



Behavioral and Social Sciences Guided Pathways Success Team

the team that the second ECC Connect progress reports started on April 19th, and close on May 2nd at 11PM. Team members were asked to announce this at their next department meetings, and to encourage faculty to participate. A reminder email will also be sent out to instructors this week.

In addition, the “Progress Surveys” were re-labeled “Progress Reports,” and some new tracking items were added: Tutoring Referral, Academic Concern, and Participation/Engagement Concern.

Dora also promised to send the team a list of the filters and tracking items that are available in ECC Connect so that the team can think about (a) how we can best use ECC Connect for the purposes of the success team, and (b) what new filters or items we might want to request to be added to ECC Connect.

3. Discussion Items

Focus on Retention Revisited – The team discussed whether it would be better to run some preliminary analyses of a course from Fall 2020, when reporting on ZTC versus conventional textbooks was incomplete, or wait until we have retention numbers for Spring 2021, when a new reporting system was implemented and we have more complete data. It was decided that regardless of how we choose to proceed, we first need to have a list of all of the ZTC courses in the meta major. Mary McMillan agreed to send that data out to the team.

[...]

Use of Social Media – The team invited History professor Barry Goldenberg to talk about how he uses social media as part of his pedagogical practice, and to discuss how the success team might use social media to better communicate with students. He talked about his use of Instagram Live to host events where he discusses a range of issues relevant to students. Some past topics have included: being a first-generation college student, affirming the talents of a community college student (i.e., “ending the stigma” of community college), dealing with “impostor syndrome,” choosing majors, writing strategies, and so on (full list of 2021 Spring “talks” can be found here:

<https://www.instagram.com/p/CLXSZ4Hh-Ua/>)

Overall, the team was very excited about the prospect of using social media as a tool to communicate with students in the Meta Major. The next step is to seek approval to set up a Behavioral and Social Sciences Meta Major Instagram account and start planning how best to use it. Barry’s discussion of his use of Instagram Live suggests that this might be a good tool for organizing more regular, but less formal, student events. It leverages student familiarity with social media, which they generally understand better than they do Canvas or Zoom, while also engaging them on a platform that they use outside of school. The team discussed how students might think of Zoom events as more “formal,” the equivalent of going to class, whereas Instagram Live events might seem less formal, and less like a “school event” that they have to prepare for in some way.



Behavioral and Social Sciences Guided Pathways Success Team

4. Action Items

Mary McMillan will post the ZTC data for the Meta Major, along with the results of faculty and student OER surveys to the team Google Drive so that the team can begin to assess and analyze faculty ZTC adoption patterns and the impact of ZTC adoption for student outcomes and other metrics the team may be interested in using.

Dora Miranda will post a PowerPoint slide deck with information on ECC Connect Filters to the team Google Drive so that the team can assess whether we should request any additional filters be added.

All team members should review the Gatekeeper Course Dashboard, the Program Mapper, and Dora's PowerPoint slide deck before the next meeting so we can discuss them and get a list of 2-3 Gatekeeper courses to Guided Pathways by May 10th.

If there is time at the next meeting, the team will also discuss the issue of terminology, and whether or not "gatekeeper" is the best term we could be using for this designation. If not, it will be discussed in the next meeting on Tuesday, May 18th.