



Behavioral and Social Sciences Guided Pathways Success Team

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[*] = Student Team Member

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Meeting Minutes

Meeting was called to order at 2:01PM.

1. Introduction

We began with a question for the student team members and Meta Major Guides: What do you know now that you wish you had known your first semester at El Camino?

Jennifer Melendez-Iglesias said that she wished she had known that “everything will be okay,” by which she meant that even though there was a pandemic going on, there were people and resources available to help her get through it. Ernesto Garcia mentioned that there is a stigma to going to community college, and that initially he was concerned that a CC would not be as good as a four-year college, but that he has learned that that is not the case. Chloe Nicole Cruz said that she wished she had known more about the logistics of college, like registration times. She had to learn that registration was open by hearing it from a friend. Nicholas Robinson mentioned that he was also confused about registration at first, and how to tell which classes are still open.

This discussion highlighted some of the things that we are trying to work on as part of the Guided Pathways program. One big take-away is that El Camino College as an institution needs to better communicate with students about things like registration, support services, campus programs, and so on.

2. Announcements

First, there is now a work group for Meta Major Communications which is working on developing consistent messaging to students. Anyone interested in volunteering can contact faculty co-lead Reed.

Second, there is a need for volunteers to work on various projects over the summer in preparation for Fall semester. Contact faculty co-lead Reed if interested.



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Third, we now have greater clarity on the purpose of designating courses as “gateway courses,” as Guided Pathways is looking to expand the number of myPATH courses in the other Meta Majors. There may also be more counselors assigned to support such courses.

Fourth, the team now has a dedicated Google Drive for collaboration and “works in progress.”

Fifth, our SITE inquiry questions have been submitted, and Lars Kjeseth has been contacted about starting the next leg of SITE training. The questions submitted were:

- (A) How do we influence faculty to adopt practices that positively impact student retention and success?
- (B) How do we influence faculty to utilize ECC Connect?
- (C) How do we influence faculty to create and teach zero textbook cost courses?

3. Reports

The Student Guidance, Empowerment, and Support Committee (GEmS) reported that it is making progress planning the BSS Meta Major Career Panel. So far, several alumni and experts from relevant disciplines have been recruited, and a tentative date of April 29th at 2PM has been set.

Dora Miranda, the ECC Connect Liaison, demonstrated some of ECC Connect’s capabilities for collecting data, including the ability to filter data by a variety of characteristics (race, gender, participation in special programs, etcetera). There is the possibility of adding functions to ECC Connect, and thus team members were asked to think about the kinds of data they would like to be able to harvest from that platform.

The Data Gathering and Analysis Committee gave a brief report on its last meeting (March 30th), in which the possibility of doing a student focus group on perceptions of zero textbook cost (ZTC) courses and materials was discussed. In addition, Institutional Research is planning on doing a questionnaire of faculty in BSS with lower-than-average equity gaps to identify specific teaching strategies that are most effective in creating more equitable outcomes.

4. Discussion Items

Focus on Retention – In the Data committees meeting, Data Coach Yara Farah suggested that the team should choose one of the three Guided Pathways metrics (retention, math and English completion, and units earned per year) to focus on in the short-term. Analyzing all three metrics at the same time could be time-consuming and confusing. Given that the “signature project” of the team is creating zero textbook cost pathways to degree and transfer, it was decided that *retention* and *units earned* are the most relevant.

the first and third are most directly relevant to our work in BSS. I would like to start the next meeting with some preliminary data on ZTC vs. conventional courses on the metric of *retention*. (Attempt 15+ units first semester; complete 30+ by end of first year).



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Social Media – Marketing and Communications Committee member Luis Mancía suggested that the team use social media to communicate with students. This idea was met with great enthusiasm, and it was mentioned that part-time faculty member Barry Goldenberg from the History department was very skilled in using social media in his classes. Faculty co-lead Reed indicated that he would get in touch with Barry and see if he would be interested in joining the team, specifically the Marketing and Communications committee, to help design a social media strategy for communicating effectively with students.

5. Next Steps

ZTC and Retention – As a first step, the team should assemble preliminary data on ZTC and retention rates. Longer-term, the team should look at ZTC and units earned (attempt 15+ in first semester; complete 30+ by end of first year).

Mary McMillan should work with Yara Farah (and anyone else who wants to help) to collate Mary's data on which courses are ZTC with data on retention rates.

Meta Major Career Panel – GemS committee should continue work on the Meta Major Career Panel.

Gateway Courses Revisited – Guided Pathways is gradually refining the concept of “gateway courses,” and Chris Wells mentioned that a number of universities use “gateway,” and related terminology, to refer to widely varying things. The team should look into these terms and definitions and see if there is (a) a better term we could be using, and/or (b) a clearer, more concrete definition that we can use in identifying courses to fall under this designation.