

## District-wide Meta-Major (MM) Conversation with Guided Pathways (GP) Faculty Leads

Meeting Notes

Feb. 15, 2018

Chancellor's Office

Attendance: (List is incomplete) Shannon Mills, Rick Schubert, Teresa Aldredge, Dana Wassmer, Bill Simpson, Judy Mays, Francis Fletcher, Joshua Roberts, Tony Giusti, Judy Mays,

Note Taker: Dana Wassmer

Item	Discussion/Action Plan	Who's Responsible	Deadline
District alignment of the Meta Majors (MM)	<ul style="list-style-type: none"> <li>• The purpose is to begin the dialogue among the colleges regarding the District's interest in aligning the MM across the 4 colleges.</li> <li>• While we may agree that alignment will be less confusing for the students, it may be less important than the differences in the actual processes that occur within the MM at each college.               <ul style="list-style-type: none"> <li>○ I.e., Students consider themselves as an "ARC" student and not as a "MM" student (at ARC).</li> <li>○ MM can help guide the student to a program.</li> <li>○ Students may be less concerned with the names of MM at the colleges vs. what being in a MM actually means/provides.</li> <li>○ Students are more interested in finding a specific program.</li> <li>○ Students may not understand the meaning of MM.</li> </ul> </li> <li>• It is possible that the 4 colleges will share some of the same MM (titles) as well as have unique MM (college specific).</li> <li>• Programs are very unique across the district and are faculty driven &amp; developed.               <ul style="list-style-type: none"> <li>○ Each college is individually accredited and unique.</li> <li>○ Each college is responsive to different structures and needs.</li> <li>○ How much independence does each college have?</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ In what ways are we a unified district?</li> <li>● Uniformity in the services provided in each MM may be more beneficial to the students.</li> <li>● We need to seek student feedback.</li> <li>● Other ways we can align: <ul style="list-style-type: none"> <li>○ Terminology—be consistent among the 4 colleges. <ul style="list-style-type: none"> <li>▪ MM, “Area of Interest,” “Area of Focus,” “Area of Study,” “School of___,” “Career and Academic Community,” “Meta Major,” etc.</li> <li>▪ FLC has decided to use the term “Meta Major” because that is what Sac State is using (to be consistent).</li> <li>▪ Guided Pathways, Path, Pathway, Career &amp; Academic Pathways, etc.</li> <li>▪ Program Map, Program Template, Recommended Academic Path, etc.</li> <li>▪ Safe semester, foundational semester, freshmen year, first year experience</li> </ul> </li> <li>○ Inventory of the program titles for MM (see Rick’s PowerPt slide that was emailed separately).</li> <li>○ Foundational semester</li> </ul> </li> <li>● Pros of District Alignment of the MM <ul style="list-style-type: none"> <li>○ Easier for students to find the program at the different colleges (applies to shared programs only).</li> <li>○ Familiarity with hearing the title of the MM across the district.</li> <li>○ MM can be listed in CCCApply.</li> </ul> </li> <li>● Cons of District Alignment of the MM <ul style="list-style-type: none"> <li>○ Programmatic issues are not addressed</li> <li>○ Services provided within the MM may be unique/different among the colleges (and this can be based on what the available resources are on each campus).</li> </ul> </li> </ul>		
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	<ul style="list-style-type: none"> <li>○ On-boarding students to the MM may be unique and different at each college.</li> <li>● Questions to ask DO (and/or answer for ourselves): <ul style="list-style-type: none"> <li>○ What does the District mean by “alignment”?</li> <li>○ What are the ramifications of alignment of the MM?</li> </ul> </li> <li>● GP faculty lead will take this discussion back to their respective colleges to discuss the alignment of MM further.</li> </ul>	GP Faculty Lead	Next meeting
Foundational (“Safe”) Semester	<ul style="list-style-type: none"> <li>● The foundational semester may not be possible for all programs.</li> <li>● The (full-time, college ready) foundational semester may consist of: <ul style="list-style-type: none"> <li>○ Math course</li> <li>○ ENG course</li> <li>○ Program/major course</li> <li>○ GE</li> </ul> </li> <li>● A foundational semester created for part-time (e.g., 2 courses) and full-time.</li> <li>● More discussion needed.</li> </ul>	Shannon/Gary-Place on agenda of future meeting	TBA
District Office Barriers	<ul style="list-style-type: none"> <li>● Online orientation (video on Canvas) is overly generic and not specific for the college that the student is enrolling in.</li> <li>● CCCApply <ul style="list-style-type: none"> <li>○ Supplemental questions—the colleges must agree on the questions.</li> <li>○ The application is too long/complicated</li> <li>○ Incorporation of AB 705/multiple measure for assessment—How will this work for all 4 colleges where each have different assessment criteria?</li> </ul> </li> <li>● Automated LRCCD email responses sent to the students are overly generic and confuse students who also receive correspondence from a college.</li> <li>● Bring these concerns to District at the March 2 meeting.</li> </ul>	All	March 2 meeting
Quick updates from each colleges	<p>ARC:</p> <ul style="list-style-type: none"> <li>● Currently in the process of gathering student feedback/input regarding the MM titles/names.</li> </ul>		

	<ul style="list-style-type: none"> <li>• MM grouping session process: <ul style="list-style-type: none"> <li>○ Program description on “3x5” cards</li> <li>○ Faculty/Staff group programs together</li> <li>○ Network analysis of cluster used to identify common cluster of programs</li> <li>○ These clusters are then placed into MMs.</li> </ul> </li> </ul> <p>CRC:</p> <ul style="list-style-type: none"> <li>• Begin the initial drafting of program placements to the MM to get feedback.</li> <li>• Hosting student conversation to gather input on how students select GE courses and major.</li> <li>• We consider our GP process as a pilot and realize that we will not get it right the first time. We will make adjustments as needed.</li> </ul> <p>SCC:</p> <ul style="list-style-type: none"> <li>• Beginning college conversation on MM (“Area of Focus”).</li> <li>• Counselors are not in favor of “faculty advisors” or counselors being assigned to a MM.</li> </ul> <p>FLC:</p> <ul style="list-style-type: none"> <li>• Will use the term “Meta Major”. (See above.)</li> <li>• Have implemented on-campus orientation</li> </ul>		
<b>Future Action/Agenda Items (many from our last District GP Faculty Meeting):</b>			
Software Concerns	<ul style="list-style-type: none"> <li>• Adoption of Student Experience Lifecycle (SEL) and Enrollment Management Software <ul style="list-style-type: none"> <li>○ What is the plan for implementation?</li> <li>○ Who will be providing the training and support?</li> <li>○ Who will be maintaining the software?</li> <li>○ How will training be rolled out?</li> <li>○ What is the College’s role and what is the District’s role?</li> </ul> </li> </ul>	Senate Presidents to bring to District	Spring 2018
Gen Ed concerns	<ul style="list-style-type: none"> <li>• How will GE be populated into program maps/templates or MM?</li> <li>• Important to have a big picture view in terms of equity, balance, program outcomes (related to the program and career), &amp; applicability to the program.</li> </ul>	All	Discuss at next meeting

Next step	<ul style="list-style-type: none"><li data-bbox="456 191 1015 268">• Initiate regular meetings (1-2x/semester?)</li></ul>	Gary/Shannon	TBA
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