Housekeeping and ASCCC Resources

ASCCC GP Canvas - https://tinyurl.com/CCC-GP2018
ASCCC Guided Pathways RESOURCES
https://www.asccc.org/guided-pathways

Resources for Today
Guidelines for Developing Metamajors and Program Mapping
Previous Metamajors webinars

Welcome! We’ll be with you shortly
The chat will be used for questions and input
All attendees will be muted until the end when we will entertain questions if time
The Reality of Metamajor and Program Mapping Work: Interviews with the Field

Presenters:

Charles Otwell, Curriculum Committee Co-Chair, Department Chair Philosophy, Orange Coast College
Michelle Sowers, Dean of Instruction Lake Tahoe Community College
Victoria Dominquez, Mathematics Faculty, Guided Pathways Co-lead, Citrus College
Natalie Desimone, Career Counselor/Instructor, Guided Pathways Faculty Co-Lead, Citrus College
Randy Beach, ASCCC Guided Pathways Lead, Southwestern College
Marcy Alancraig, Cabrillo College, Guided Pathways Lead
Alyssa Nguyen, RP
Janet Fulks, ASCCC Guided Pathways Lead, Capacity Building
Today’s Colleges

Orange Coast College (OCC)
19,751 FTES
28,721 students
Large urban
Largest CTE FTES

Orange Coast College

Lake Tahoe Community College (LTCC)
3,097 FTES
6,747 students
small rural-close community

Lake Tahoe Community College

Citrus College
12,308 FTES
19,948 students
Mid-size suburban
Largest noncredit FTES

Citrus College

Southwestern College
14,379 FTES
27,407 students
Large urban - Basic Skills & CTE

Southwestern College

Cabrillo College
17,222 students
9,377 FTES
Mid-size suburban

Cabrillo College
Orange Coast College

Charles Otwell, Curriculum Committee Co-Chair, Department Chair Philosophy, Orange Coast College
Barriers to Choosing an Appropriate Major

1. Uncertainty or indecision about a career
2. Web site navigation
3. Catalog
4. Advising resources and messaging
5. ASSIST.org
6. Degree works
7. Difficulties linking majors to career outcomes, and time to achievement of the outcome
Our Design Principles and Values

• Alignment with the Orange Coast College mission
• Simplicity
• Clarity of career options
• Opportunities for interdisciplinary collaborations/communities within clusters
• Flexibility (for student mobility)
• Opportunities for early embedded exposure (job shadowing, internships, etc.)
• Cluster-specific counseling at or near the top layer
• Focus on the student voice
Developing the Metamajors

Clusters for Focus Groups

- **Finding Your Pathway**
  - Career and Personal Exploration

- **Interacting with Others**
  - Business, Leadership and Communication,
    - Computer Science,
    - Information Technology,
    - Economics

- **Understanding the Natural World**
  - Natural Sciences,
    - Math, Geography,
    - Astronomy, Geology,
    - Marine Sciences

- **Investigating the Human Condition**
  - Global Studies,
    - Humanities, Social Sciences,
    - Psychology, Anthropology,
    - Geography, Kinesiology

- **Creating to Inspire**
  - Visual and Performing Arts and Design,
    - Creative Writing, Architecture,
    - Fashion, Film and TV

- **Serving the Community**
  - Health and Public Services,
    - Early Childhood, Culinary Arts,
    - Hospitality,
    - Counseling, Kinesiology,
    - Pilot Training, Teaching and Counseling

- **Building and Fixing Things**
  - Industry and Industrial Technology,
    - Engineering,
    - Math, Architecture,
    - Construction, Airline Maintenance, Welding

- **“Top-down”**
  - We are deciding between traditional academic clusters and descriptive headings
  - The first draft has been out in the wild for two months
Developing the Metamajors

• “Bottom-up”
  • Program sorts by student groups and design team
  • Looking at clusters as interdisciplinary communities with certain shared attributes, not just groups of programs

• Based on principles:
  • Clarity/simplicity
  • Not “job market vs. transfer” but types of job markets
  • Math requirements
  • GE patterns for local and transfer degrees
  • Simplifying decision-making with the end in mind
What we are Learning

• One size does not fit all students
  • Students are asking for multiple “onramps” to pathways
• Transparency!
  • Communicating with the campus early and often
  • Communication strategy that includes all constituent groups
• Guided Pathways is cross-functional work
  • Discussions with web-redesign team
  • Cross-functional membership on all design teams
  • Input/feedback from all constituencies
• Don’t rush the process
  • Consider all relevant factors (e.g. mission, ISLO’s, college themes)
  • The continuous-improvement model
Lake Tahoe Community College

Meta-Majors
Michelle Sowers
Developing Meta Majors: Process

- All faculty days: 2017-2018
- Theme of the year:
  - Guided Pathways “Meta-Majors”
- In the Beginning
  - Faculty buy-in: presenting framework (data, meetings, presentations, brainstorming)
  - Disseminating information all year long. Conversations at all levels: classified, faculty, administration, Board of Trustees
  - Brainstorm faculty day Spring 2018-what are meta-majors? How can we develop them? What is the process?
Faculty Get to Work: 2018-2019

- Small faculty: able to have all faculty participate

- Heavy lifting from Guided Pathways work team, but all faculty participated in Meta-Major work

- Counselor input was invaluable

- How to “roll out”? 

- What steps necessary?
Faculty Driven Ideas: Where We Landed

• Raw notes and beginnings
• Presented to:
  • Board Of Trustees
  • Student Senate
  • Classified Senate
  • Academic Senate

• Continued to refine and discuss throughout the year

• Summer/Fall “roll out”

• Next steps: Scheduling/catalog Mapping
Finalizing and Rolling Out

- A group consisting of College President, Academic Senate President, Director of Marketing and Outreach, and an outside design group got together to create the “look” and “feel” of Lake Tahoe Community College Meta-Majors.

- Presented to all constituencies

- Ready to roll for Summer/Fall 2019 Combined Schedule, Senior Day, Early Registration
<table>
<thead>
<tr>
<th>Next Steps</th>
<th>Lessons Learned</th>
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<tbody>
<tr>
<td>• Roll out to students:</td>
<td>• Counseling faculty are critical! This is what they do-involve them in every stage. We could NOT have done this without their help.</td>
</tr>
<tr>
<td>• Summer/Fall schedule</td>
<td>• Involve Student Services staff in Guided Pathways conversations early (they are often on the front line)—we brought specialized Student Services Guided Pathways speaker(s)</td>
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<tr>
<td>• Senior Day</td>
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<td>• New student orientation</td>
<td>• Get everybody on board EARLY!</td>
</tr>
<tr>
<td>• Coyote Kick-Off day</td>
<td>• Be flexible</td>
</tr>
<tr>
<td>• Continue with Mapping</td>
<td>• Realize it’s an evolving process</td>
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<tr>
<td>• Meta-Major counselors</td>
<td>• Be sensitive to fear of change and loss and aware of campus culture</td>
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<tr>
<td>• Promise Program Peer Navigators organized</td>
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<tr>
<td>around Meta-Majors</td>
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</tbody>
</table>
Citrus College
Metamajors

Victoria Dominquez, Mathematics Faculty, Guided Pathways Co-lead, Citrus College
Natalie Desimone, Career Counselor/Instructor, Guided Pathways Faculty Co-Lead, Citrus College
What stage we are at

- Just finalized our 7 CAPs (Career & Academic Pathways)
- Conducted a Campus Forum on 4/26/19 to unveil the CAPs
  - Faculty from the CAP disciplines shared their stories of how they came to be in the discipline they teach in (very impactful)
  - CAP development was a year-long process, including 3 Student sorting activities, a staff group and a faculty group in Fall 2018, a draft was created from the inquiry groups and vetted in 3 Faculty meetings in Spring 2019.
  - The RP Group took our programs and created their own CAPs based on shared coursework; their results were useful, had a lot of commonality with what we came up with and confirmed our struggles with certain programs (Cosmetology and Esthetician were hard for RP and us to place in a CAP home)
  - Natalie & Victoria have presented the CAPs through our shared governance process: Senate, EPC, Curriculum, Associated Students, divisions
- Two of our CAPs will be piloted in 2020: STEM and Exercise & Health Sciences
Career & Academic Pathways (CAPs)

- Visual Arts, Performing Arts & Design
- Business & Information Technology
- Communication, Literature & Languages
- Exercise & Health Sciences
- Social & Behavioral Studies
- STEM
- Career & Technical Education
A timeline of our plans

- Counselor/Articulation Office and Program Review Faculty Coordinator are creating the program course mappings for all AS/AA/ADT programs in the 2 pilot CAPs
  - 2 year/3 year maps
  - Meeting with individual programs to discuss the mapping
    - Courses causing program bottlenecks?
    - Program faculty-recommended GE courses
- Development of Completion and Support Teams (now through the end of the year)
  - What kind of Completion and Support Team is realistic for Citrus College?
- Spring 2020: Early Decision students (if part of the pilot CAPs) will be identified as GP students, and served under the GP 4 pillars
- Fall 2020: All students who are part of the pilot CAPs will be identified as GP students, and served under the GP 4 pillars
Good outcomes
  o Positive response from all campus constituents
    • Faculty said they have never seen this kind of faculty engagement and ownership before
    • Deans seem to be on-board and open to the changes that Guided Pathways will bring

Lessons learned
  o Transparency in all things Guided Pathways
  o Meet early and often with stakeholders (face-to-face)
  o Our biggest lesson so far has been that we wished we had started designing the completion teams a year ago, because we get the most questions about these teams from all parts of our campus.

Other important notes
  o Excited to see how students will benefit from Guided Pathways!
Visual Arts, Performing Arts & Design

Architectural Design

- AA/AS: Architecture, Design & Engineering Drawing Technology
- Certificates: Architectural Design, Computer Generated Imagery (CGI), Computer-Aided Design (CAD) - Architecture & Drafting

Performing Arts

- ADTs: Theatre Arts
- AA/AS: Dance, Music, Recording Technology, Theatre Arts, Theater Arts/Acting Emphasis
- Certificates: Audio Recording Technology, Commercial Dance, Emerging Theatre Technologies

Visual Arts

- ADTs: Art History, Studio Arts
- AA/AS: Digital & Web Design, Photography, Visual Arts
- Certificates: Ceramics, Digital & Web Design, Media Arts, Photography
Business & Information Technology

Business

ADTs: Business Administration
AA/AS: Business, Real Estate
Certificates: Accounting, International Business, Real Estate
Skill Awards: Entrepreneurship, Finance, Human Resource Mgmt, Marketing, Principles of Mgmt, Quickbooks

Economics

ADT: Economics

Information Technology

Certificates: Administrative Office Occupations, Business Information Professional, Database Administrator, Information Technology, IT Technician (2), Website Development
Skill Awards: Microsoft Office, Office Clerk
Communication

ADTs: Communication Studies, Journalism
Certificates: Writing Competency, Skill Awards: Journalism

Literature & Languages

ADTs: English, Spanish
AA/AS: English Literature, Liberal Arts/Humanities Emphasis
Certificates: Literature, ESL (9) Non-Credit
Exercise & Health Sciences

Health

- ADTs: Nutrition & Dietetics
- AA/AS: Dental Assisting, Pre-Allied Health, Registered Nursing, Vocational Nursing
- Certificates: Dental Assisting, Vocational Nursing
- Skill Awards: Emergency Medical Technician, Home Health Aide, Nurse Assistant

Kinesiology

- ADTs: Kinesiology
- AA/AS: Kinesiology
- Skill Awards: Athletic Training, Coaching, Personal Trainer
Social & Behavioral Studies

Administration of Justice
- ADTs: Administration of Justice
- Certificates: Correctional Science, Criminal Justice, Emergency Management & Homeland Security

Early Childhood & Education
- ADTs: Early Childhood Education, Elementary Teacher Education
- AA/AS: Child Development
- Certificates: Child Development (3)
- Skill Awards: Child Development Associate Teacher, Infant & Child Development Associate Teacher

Law & Policy
- ADTs: Global Studies, History, Law, Public Policy & Society, Philosophy, Political Science, Social Justice

Social Sciences
- ADTs: Anthropology, Psychology, Sociology
- AA/AS: Peace Studies, Social Sciences
STEM

Computer Science
- ADTs: Computer Science
- Certificates: Gaming & Applications Development
- SEE ALSO: BUSINESS & INFORMATION TECHNOLOGY

Natural Science
- ADTs: Biology
- AA/AS: Biological Sciences, Biotechnology, Wildland Resources & Forestry
- Certificates: Biomanufacturing, Wildland Resources & Forestry
- SEE ALSO: EXERCISE & HEALTH SCIENCES

Physical Science & Math
- ADTs: Mathematics, Physics
- AA/AS: Physical Science, Pre-Engineering
Career & Technical Education

Cosmetology
- AA/AS: Cosmetology, Esthetician
- Certificates: Cosmetology, Esthetician

Public Works
- Certificates: Construction (3), Public Works (2), Water Efficiency Management, Water Technology
- Skill Awards: Construction Health & Safety Specialist, Greenscape/Hardscape Maint. Technology (2), Public Works (2)

Transportation Technology
- AA/AS: Automotive Technology, Medium & Heavy Diesel Truck Technology
- Certificates: Automotive (6), Medium & Heavy Diesel Truck, Stationary Power Cert.
- Skill Awards: Automotive Emissions Inspection, Engine Rebuilding & Machining, Maintenance & Light Repair
Randy Beach, Guided Pathways Lead, English Faculty
Metamajors…A little magic couldn’t hurt!
The Beginning

- Accepted into CAGP in Spring 2017
- Jaguar Pathways Advisory Committee established the Program Mapping Development Team (PDT) to focus on mapping process in Fall 2017
- Soon became clear we needed to review maps and metamajors together to help inform values of the maps
  - Shared courses
  - Shared first semester
  - Shared General Education recommendations
- Established cross-functional Guided Majors / Career Exploration team with broader mission in early Spring 2018
Sorting Out the Chaos

- Conducted “sorting” activities with students and staff in early spring 2018
- Developed draft “buckets” in late spring 2018
- Vetted the draft at our summer 2018 retreat in Palm Springs
- Brought the draft back to full district in September/October 2018 for more vetting
Asking Questions

• Conducted presentations and distributed an electronic survey for both the names of the buckets and the sorting of program areas

• Approximately 1,600 responses for survey across constituent groups

• Sorted 84 ”program areas” which included 340+ degrees and certificates
We Did It!

• Senate approved Fields of Study and sortings in October 2018
• Redesigned website for the Fields of Study
• Created videos with Powtoon explaining “Fields of Study” and Jaguar Pathways overall
Fields of Study

• Established “Fields of Study” and program sorting
  • Arts, Media, and Design
  • Social and Behavioral Sciences
  • Business
  • Service Industries, Technology, Information Systems
  • Education
  • English, Communication, and
  • Explorations and Undecided
  • Health and Medical Occupations
  • Public Safety, Law, and Professional Services
  • Science, Technology, Engineering, and Mathematics
  • Cultural Studies, Humanities, and World Languages
What’s Coming Next?

• Redesigning CCCApply to begin with Fields of Study

• Developing electronic marketing and social media campaign around Fields of Study

• Planning evaluation of website and fields of study in fall
Our Website

Degrees & Certificates

Whether you are pursuing an educational path that prepares you for transfer to a four-year university, helps you earn a certificate and additional skills for your next career move or you're interested in lifelong learning, Southwestern College has a program for you.

Through our Fields of Study, you can find the academic maps to complete a degree or certificate and through our Career Programs, you can find programs that can prepare you for high-wage, in-demand jobs.
Cabrillo College’s Adventures with Metamajors

Marcy Alancraig, English Faculty and Faculty Lead for Guided Pathways
Cabrillo College Process for Developing Metamajors

❖ **Spring 2017**
  • Sorting the Metamajors Exercise
  • Sorting the Sorts – based on major prep

❖ **Fall 2017**
  • Flex presentation of metamajor drafts – 4 or 6?
  • Revision of metamajors based on departmental feedback
  • Survey of students to name the metamajors
  • Survey of faculty for a term other than metamajor
Cabrillo’s Career and Academic Pathways (CAPs)

❖ STEM
❖ Global and Human Studies
❖ Creative Arts and Design
❖ Health and Public Service
❖ Entrepreneurship and Business
Where are we now?

- Fall 2017-2018 - Created one map for each program
- Now:
  - Implementing Program Mapper software to show maps
  - Creating CAP supports and activities to answer Rob Johnson’s question, “How is the student experience different now that you have metamajors?”
    - Redesigning orientation to feature CAPs
    - Creating student support teams for each CAP
    - Creating CAP centers where students study and faculty hold office hours
    - Infusing career information into CAP curriculum
    - Designing extracurricular activities that give students career info and experiences
Lessons Learned

❖ Cross Functional Teams with Counseling and Instructional Faculty are Crucial!
❖ Define terms
  ▪ What’s a metamajor? How will it be used?
❖ Use Data
❖ Embrace GP as an iterative process -- things will change
RP/ASCCC Collaboration

Looking at curricular overlap to examine clusters/metamajors
An RP/ASCCC Collaboration

- Could we help colleges by electronically analyzing the curricular overlap among courses and programs as a draft start on clustering?
- Could RP develop the algorithm and then use the posted Chancellor’s Office Curriculum Inventory and provide colleges with the data to examine?
- Could ASCCC help integrate program and curriculum considerations and dialog regarding the factors contributing to clusters?
- Would colleges like the help and additional data?
Meta-major clustering overview

1. Determine similar of program awards based on overlapping core course requirements.

2. Cluster algorithm groups programs together (proposal).

3. Manually move group clusters and add in missing programs based on TOP code and intuition.
### Clusters and Programs/Cross-Mapped Courses

<table>
<thead>
<tr>
<th>Clusters and Programs</th>
<th># of Overlap_Programs</th>
</tr>
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<tbody>
<tr>
<td><strong>Arts</strong></td>
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<tr>
<td>Digital Arts, A</td>
<td>Administration of Justice, X; Alcohol &amp; Drug Counseling, C; Alcohol &amp; Drug Counseling, A; Communication Studies, Y; Liberal Arts &amp; Sciences: Social &amp; Behavioral Sciences, A; Liberal Arts: Biomedical Sciences, A; Liberal Studies: Education Emphasis, A; Political Science, A; Psychology, Y; Sociology, Y; Political Science, Y; Journalism, Y; Anthropology, Y; Spanish, Y; Economics, Y; Global Leadership, A; Global Leadership, C</td>
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<td>Digital Arts, C</td>
<td>Administration of Justice, X; Business Administration, X; Communication Studies, Y; Kinesiology, Y; Liberal Arts and Sciences: Science &amp; Mathematics Emphasis, A; Liberal Arts: Biomedical Sciences, A; Political Science, A; Psychology, Y; Sociology, Y; Political Science, Y; Journalism, Y; Geography, Y; Anthropology, Y; Mathematics, X; Economics, Y; Healthcare Data Analytics, C</td>
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<td>Music, A</td>
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<td>Music, Y</td>
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<td>Studio Arts, Y</td>
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<td>Theatre Arts &amp; Cinema, A</td>
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<tr>
<td><strong>Business, Agricultural, and Industrial Studies</strong></td>
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<td>Advanced Automotive Technology, C</td>
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<td>Automotive Technology - Advanced Diesel Technology, S</td>
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</tr>
</tbody>
</table>
College Conversations to Date

1. Citrus College
2. City College of San Francisco
3. College of Alameda
4. Hartnell College
5. Palomar College
6. Rio Hondo College
7. Sierra
8. Yuba
Learnings from Conversations

1. Incomplete COCI data from Data Mart Files
2. Overlaps not always clearly apparent due to issues such as pre-requisites, CTE focus areas, skills/knowledge transfer, etc.
3. Possible curriculum clean-up
4. Additional data needed to further contextualize the information
Differences

• Metamajor names
• Metamajor groupings
• Disciplines within each
• Integration of CTE/noncredit/etc
• Alignment with current organizational structure
• Mapping/Metamajors which came first
• Timeline

Similarities

• Transparency with the process
• WIDE dialog
• Shift to student experience and perspective
• Use of governance structure
• Faculty/Classified/Admin/Student collaboration
Please help us by filling out the ASCCC webinar input survey.

- The link is [https://www.surveymonkey.com/r/JJN32MY](https://www.surveymonkey.com/r/JJN32MY)
- And the survey should take less than 5 minutes
- Thanks

- Also enjoy the paper
  Developing Metamajors: Important Dialog, Significant Process Evaluation, and Iterative Work
Contacts

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