

**Meta Majors Monday Meeting 3/18:**

Attendees: Denise Erickson, Adam Windham, James Carranza, Chris Rico, David Meckler, Martin Partlan, Gloria Darafshi, David Eck, Milena Angelova, Ada Ocampo.

Denise suggested we take a look at the design principles that have been voted on. We are going to leave these up for the rest of the month of March and then see what happens.

***Should we vote on them or just compile them and send them around to the team?***

Some of these are not design principles, but rather goals that will be an outcome of having Guided Pathways. The design principles need to be something that we use to check back in with as we are working.

Adam: Having those goals in mind can be good for using as a guiding principle. We can keep that goal in mind and these could function as a mental framework. I really like the last one: Be open to non-traditional/alternative modes of delivering instruction and student support services in order to meet the evolving needs of our students.

Gloria: Was the meeting well attended?

Denise: It was. The people who were there were people on this committee and the steering committee. The voting with the stars was the means suggested to us by Laurie Scolari.

Chris: What about bringing them to AB 705 summit on FLEX day? We can get more campus involvement.

***It is agreed that the posters will be taken to the FLEX day summit.***Update on March 6th Program Mapping activity:

Maureen: Keep in mind that the program maps are just where we are beginning.

David Eck: Doing the activity, it was hard for faculty to imagine giving this advice to students.

Maureen talks about visioning for a bit and shares some of the notecards

David Eck: I have heard of some concern of too many online classes and not becoming the University of Phoenix.

Maureen: That sounds like something that might be part of a larger work project within the umbrella of Guided Pathways. We need to have work groups like at CSM and Skyline.

Martin: We've got program maps for four semester ADTs. Those are the examples that we can send out to the faculty. Their goal will be to create the realistic maps. Our goal this year will be to compile the example maps. The other thing I think is the much more cloudy picture, and I think we should get down by the end of the semester is a write up of where our support services are and where we would like them to be. What do we have? Where are some of our deficiencies? In the next few years, we can figure out what needs should be addressed.

Ada: I think this is a perfect example of why I was asking in the VPSS forums what they see their role in Guided Pathways.

James: To Martin's point, identifying what support services we have, what capacity do we have in different areas for support would help us prioritize what resources we currently have at our disposal. What we have structurally in place and then those could be used to inform requests of what would be reasonable.

Gloria: I enjoyed working with the faculty to map out the programs, but I do think it has to be a partnership with counselors because faculty don't know a lot of the transfer requirements. I would like to see those aligned and firmer, so that the pathways align with what we offer and our schedule. A visual for the students of how to move through the major is really valuable.

Maureen: I see that as a work group for next year.

Gloria recommended that the counselors would work with individual discipline faculty to get their expert knowledge. Counselors would be able to offer advice that really thinks things through for the student with suggestions for the course map.

Milena: Do you need any data?

Chris: Counselors are here to be a part of the process every step of the way. We're still in our inquiry phase. A four-semester map is not representative of our student population so we need to be careful of how we share the example maps.

David: Maybe we already have this as part of the student voices, but it would be interesting to me to have a few case studies of students of where things got off track. Especially thinking about integrating support, what would have made the difference for that student?

Ada: The worst case scenario is that the way that's created is not useful to you. If it would be useful from the program mapping question, we could ask them what would have made a difference. What's something that's happening often? What's a data question that would come out of that? (For example: withdrawals. What does our withdrawal rate right now? Is that a factor in students staying here because they register for too much in the beginning?)

Gloria: You would need to think about the level of detail. You'd have to have access to the academic history to see what happened and learn all of those situations that they tell us and that we have from their academic record.

Adam: The core sequences are very streamlined for STEM, but they are going to get a lot more complicated when we add in the varying levels of math eligibility and general education requirements.

David Eck: I would love profiles, especially profiles in my majors. Regarding the issue of withdrawals, if a counselor came to a department meeting to explain all the reasons that students would withdraw.

We had a discussion about student success teams as an idea for the larger vision of GP.

Chris: There could be a question when a student drops a course there could be a short questionnaire like "Have you met with the learning center? Etc." They might say "No" and just drop the course, but we could provide the contact information.

Adam: This conversation started by what do we want to do by the end of the year. Martin brought up the idea of writing up our student support services, but we need to decide whether or not this is within the purview of our Academic Pathways team. It would be interesting to ask the staff what support services we have, then ask the faculty what support services we have, and ask students what support services we have and see how they compare.

Also, do we have a plan for how we are going to map the rest of the programs? I don't think the FLEX day activity is going to be scalable. We need to have a plan for how we are going to hit all of the other programs? Are these going to be the department meetings with the counselors coming around for each meeting. Does it start with faculty and then send it over to counselors for feedback? We also need to think about when we are going loop back around to the meta majors idea. How do we want to structure those things?

Denise: What you are talking about now will be what we will cover at the CIETL session in April. What are our goals? What have we already accomplished? I agree with you that we cannot take on the student services idea at the same time. We need to separate this out and see what we're doing. We can spend a bit of time at the CIETL session on the program mapping feedback.

Maureen: That is likely where the work groups would be necessary.

Gloria: I like the idea of developing an actual plan for this group: What are we going to start with? Who is going to be at the table? What's that going to look like? The plan for the mapping and the plan for how we are going to develop the interest area.

David Eck: One strategy might be to do a few different iterations in our group.

Martin: If we looked at all the STEM programs, and you look at all their starting levels, and you look at all the institutions, that could be upwards of thousands of paths. We should look at highly probably maps. There will be exceptions, but it would provide students with somewhere to start.

Maureen: I want to put a plug in for looking at Bakersfield My program mapper tool. It provides a really good template for the level of detail we are looking for.

Adam: We need to decide soon what types of maps are we going to make and how much detail are we going to include. These are guided pathways not railroads. Bakersfield told us to come up with our areas of interest and then we could start working on the mapper.

Maureen: We could think about doing a “first pass” sort of the Meta Majors at the CIETL session.

Gloria: I think there is a lot of anxiety in the meta majors from people in the smaller departments because they will be absorbed.