# Meta Majors Where We Are Today September 26, 2019

- MM group members identified key elements needed.
- February 2019 a draft document was created.
- Draft principles were presented at division meetings February through March.
- A survey was sent out to gather faculty and staff feedback.
- In April, the MM group analyzed the comments and revised the principles to incorporate suggested changes.

Understandability: Students should be able to understand what the majors are in a meta major, how they are linked together, and what classes to take in order to graduate. Part of this process should be two visual models. One to show students how disciplines fit together and what career choices can be associated with a major, and one to show them how to undertake coursework once they have chosen a major.

Commitment: The Meta Major process should be undertaken with openness and commitment by the faculty, staff, and administration of Hartnell College with the spirit of compromise that will be demanded of all parties in order to maximize the effectiveness of the re-design in support of student success.

Student input: Meta Majors should be constructed based on input from students about their perceived needs in choosing a major, career, or other educational outcome.

#### Hartnell Meta-Major Principles

Mobility: Meta Majors should be constructed in a way that allows students to efficiently move between disciplines in the meta major, or between two meta majors. This will require some level of shared coursework in the meta major.

Exposure: The Meta Majors should not isolate students in a way which fails to expose them to multiple disciplines or forces them to choose a meta major without significant exposure to multiple disciplines in various meta majors.

Future success: Meta Majors should lead to positive outcomes for students, including-but not limited to-jobs, transfer, and advanced degrees as well as identifying soft and transferable skills built into each meta-major. This can include mandating the Counseling course as part of our meta majors. The revised Meta Major Principles Clarity: Meta-Majors should be organized for students into clear, structured visual models.



Student input: Input from students will be considered an essential part in the development of Meta-Majors.

### Hartnell Meta-Major Principles

Mobility: Meta Majors should allow students to efficiently move between disciplines within the Meta-Major. They should allow opportunities for students to switch between Meta-Majors while informing them of the implications of doing so, minimizing the total amount of units accumulated.

Exposure: Meta-Majors should clarify cross-disciplinary connections and skills to expose students to as many disciplines as possible.

Future success: Meta Majors should support student's goals, including- but not limited tograduation, transfer, careers, and advanced degrees as well as identifying soft and transferable skills built into each Meta-Major.

- May 9<sup>th</sup>: The Meta Majors group had a meeting with Alyssa Nguyen and Kathy Malloy from the RP Group and Janet Fulks from Bakersfield College.
  - We discussed how to use data to formulate logical meta majors.
- Alyssa indicated that the Chancellor's Office would be able to supply data to drive the creation of logical groups.

## Hartnell List of Clusters Summary

|   |   |  | Comprehensive Course Profile |                |
|---|---|--|------------------------------|----------------|
|   | Program_Name  | Selected_Name                                  | RP_3_Overlap                 | RP_3_Overlap_N |
|   | Digital Arts  | Arts   | 63.2%                        | 4              |
|   | Music   | Arts   | 63.2%                        | 4              |
|   | Photography   | Arts   | 63.2%                        | 4              |
|   | Studio Arts   | Arts   | 63.2%                        | 4              |
|   | Theatre Arts & Cinema                                       | Arts   | 63.2%                        | 1              |
| / | Advanced Automotive Technology                              | Business, Agricultural, and Industrial Studies | 45.5%                        | 0              |
|   | Agricultural and Industrial Technology/Industrial Mechanics | Business, Agricultural, and Industrial Studies | 45.5%                        | 6              |
|   | Agriculture Business, Plant Science, Production             | Business, Agricultural, and Industrial Studies | 45.5%                        | 11             |
|   | Automotive Technology                                       | Business, Agricultural, and Industrial Studies | 45.5%                        | 5              |
|   | Business Administration, Business Office Technology         | Business, Agricultural, and Industrial Studies | 45.5%                        | 5              |
|   | Construction Management and Architecture                    | Business, Agricultural, and Industrial Studies | 45.5%                        | 3              |
|   | Drafting and Design Technology                              | Business, Agricultural, and Industrial Studies | 45.5%                        | 8              |
|   | Electrical Apprentice                                       | Business, Agricultural, and Industrial Studies | 45.5%                        | 0              |
|   | Manufacturing Technology                                    | Business, Agricultural, and Industrial Studies | 45.5%                        | 7              |
|   | Welding Technology  | Business, Agricultural, and Industrial Studies | 45.5%                        | 3              |
|   | Computer Science  | Computer & Information Sciences                | 54.5%                        | 4              |
|   | Computer Science, Web & Mobile Development                  | Computer & Information Sciences                | 54.5%                        | 4              |
|   | Computer Science, Network Security                          | Computer & Information Sciences                | 54.5%                        | 4              |
|   | Kinesiology   | Health Sciences                                | 26.7%                        | 4              |
|   | Registered, Vocational Nursing                              | Health Sciences                                | 26.7%                        | 4              |

### Hartnell College Academic Roadmaps

|         | Arts Majors  | Computer & Information Sciences Health Sciences Majors  |   |  |  |
|---------|--|---|---|--|--|
| • • • • | Digital Arts<br>Music<br>Photography<br>Studio Arts<br>Theatre Arts & Cinema   | Computer Science Network Security Web & Mobile Development  | <ul> <li>Kinesiology</li> <li>Registered/Vocational Nursing</li> <li>Physical Education</li> <li>Public Health Science</li> <li>Respiratory Care Practitioner</li> </ul>  |  |  |
|         | Highest Ranked Jobs in Monterey County with an Associates (COE Labor Market Data, 2019)  |   |   |  |  |
| •       | Media and Communication Equipment Workers<br>\$44.3/hour<br>Choreographers \$25/hour<br>Audio and Video Equipment Technicians<br>\$22.2/hour | <ul> <li>Computer Network Support Specialists \$27.9/hour</li> <li>Computer User Support Specialists \$25.8/hour</li> <li>Web Developers \$23.1/hour</li> </ul> | <ul> <li>Respiratory Therapists \$46/hour</li> <li>Licensed Practical &amp; Vocational Nurses \$29.2/hour</li> <li>Nursing Assistants \$18.6/hour</li> <li>Physical Therapist Assistants \$14.9/hour</li> </ul> |  |  |

| Business, Agriculture & Industries   | Social Sciences & Humanities  | STEM Majors  |
|--|---|--|
| <ul> <li>Advanced Automotive Technology</li> <li>Agriculture (Business, Plant Science,<br/>Production &amp; Technology)</li> <li>Automotive Technology</li> <li>Business Administration</li> <li>Business Office Technology</li> <li>Construction Management and Architecture</li> <li>Drafting and Design Technology</li> </ul> | <ul> <li>Administration of<br/>Justice</li> <li>Alcohol and Drug<br/>Abuse Counseling</li> <li>Chicanx Studies</li> <li>Communication<br/>Studies</li> <li>Early Childhood</li> <li>History</li> <li>Liberal Arts</li> <li>Political Science</li> <li>Psychology</li> <li>Sociology</li> <li>General Studies</li> </ul> | <ul> <li>Astronomy</li> <li>Biology</li> <li>Chemistry</li> <li>Economics</li> <li>Engineering</li> <li>Geology</li> <li>Mathematics</li> <li>Physics</li> </ul> |
| <ul> <li>Electrical Apprentice</li> <li>Manufacturing Technology</li> <li>Welding Technology</li> </ul>  | Education<br>• Elementary<br>Teacher Education<br>• English   |  |
| <ul> <li>Highest Ranked Job</li> <li>Electrical and Electronics Engineering Technicians<br/>\$43.9/hour</li> <li>Civil Engineering Technicians \$29.8/hour</li> </ul>  | <ul> <li>s in Monterey County with an Associates (COE Labor</li> <li>Police &amp; Sheriff's Patrol Officers \$39.9</li> <li>Sociologist (w/masters degree) \$51.6/hour</li> </ul>   | <ul> <li>Market Data, 2019)</li> <li>Environmental Science and Protection Technicians<br/>\$42.1/hour</li> <li>Chemical Technicians \$28.8/hour</li> </ul>       |
| <ul> <li>Office and Administrative Support Supervisors<br/>\$25.3/hour</li> </ul>  | <ul> <li>Life, Physical, and Social Science Technicians<br/>\$24.8/hour</li> <li>Teacher Assistants \$15.8/hour</li> </ul>  | Forest and Conservation Technicians \$17/hour  |

### Timeline Fall 2019

- Present to councils and committees
- Meta Majors group to explore templates for a visual representation
- Finalize first draft of visual representation of meta majors by October
- Open House for faculty (November) to look at proposed clusters and visual representation and give feedback
- Student survey for feedback
- Revise Meta Majors from feedback