

JFF

META MAJORS: REDESIGNING THE STUDENT EXPERIENCE

January 16, 2020

PRESENTED BY

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AGENDA

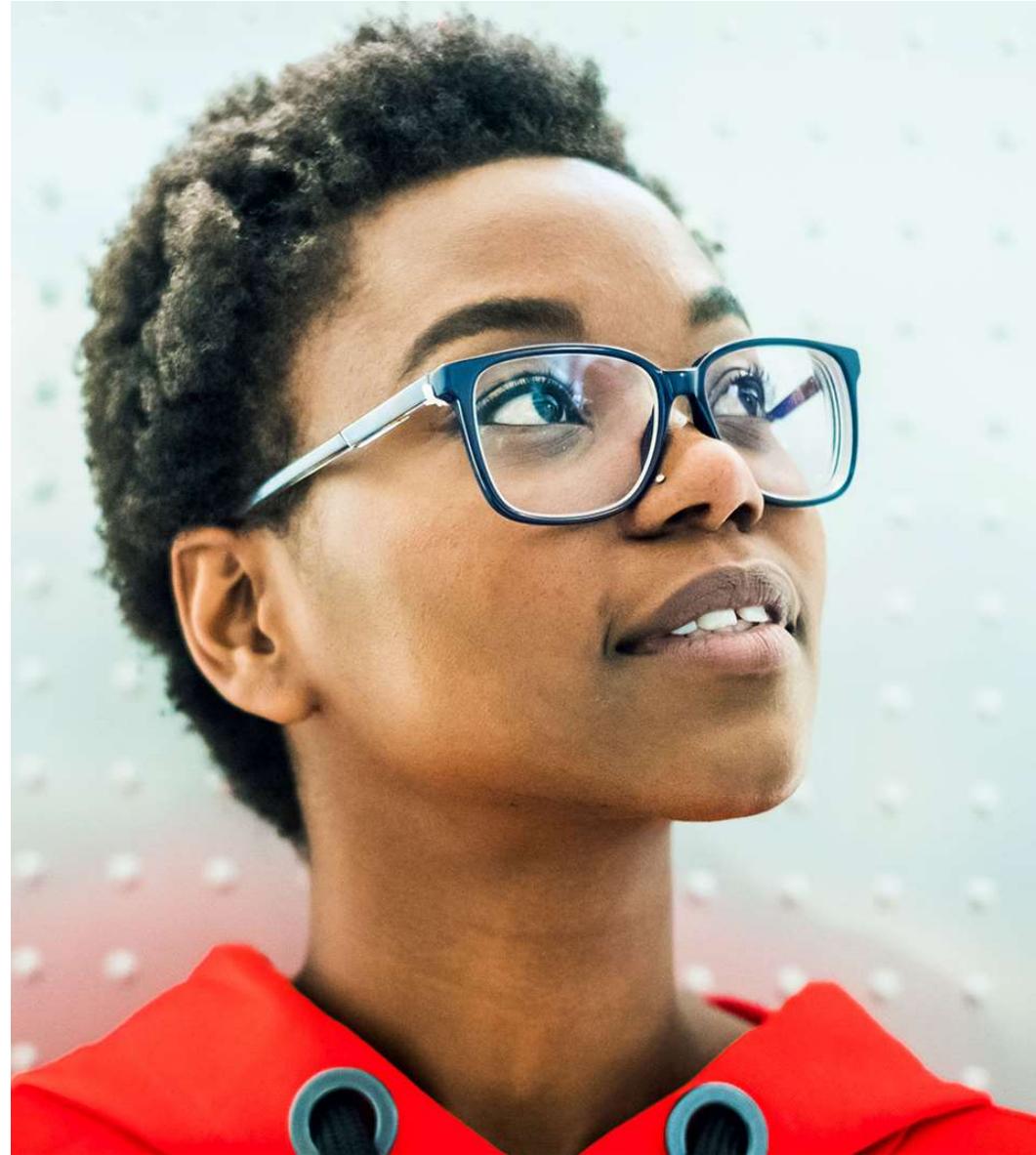
- Welcome and introduction
- Foundation setting
 - Defining meta majors
 - Benefits
 - Common elements
- Guiding questions
 - Planning
 - Review of programs
 - Student intake
 - Kickoff
 - Progress
- Case study
 - Lorain County Community College
- Wrap up

Building a
Future
That Works.

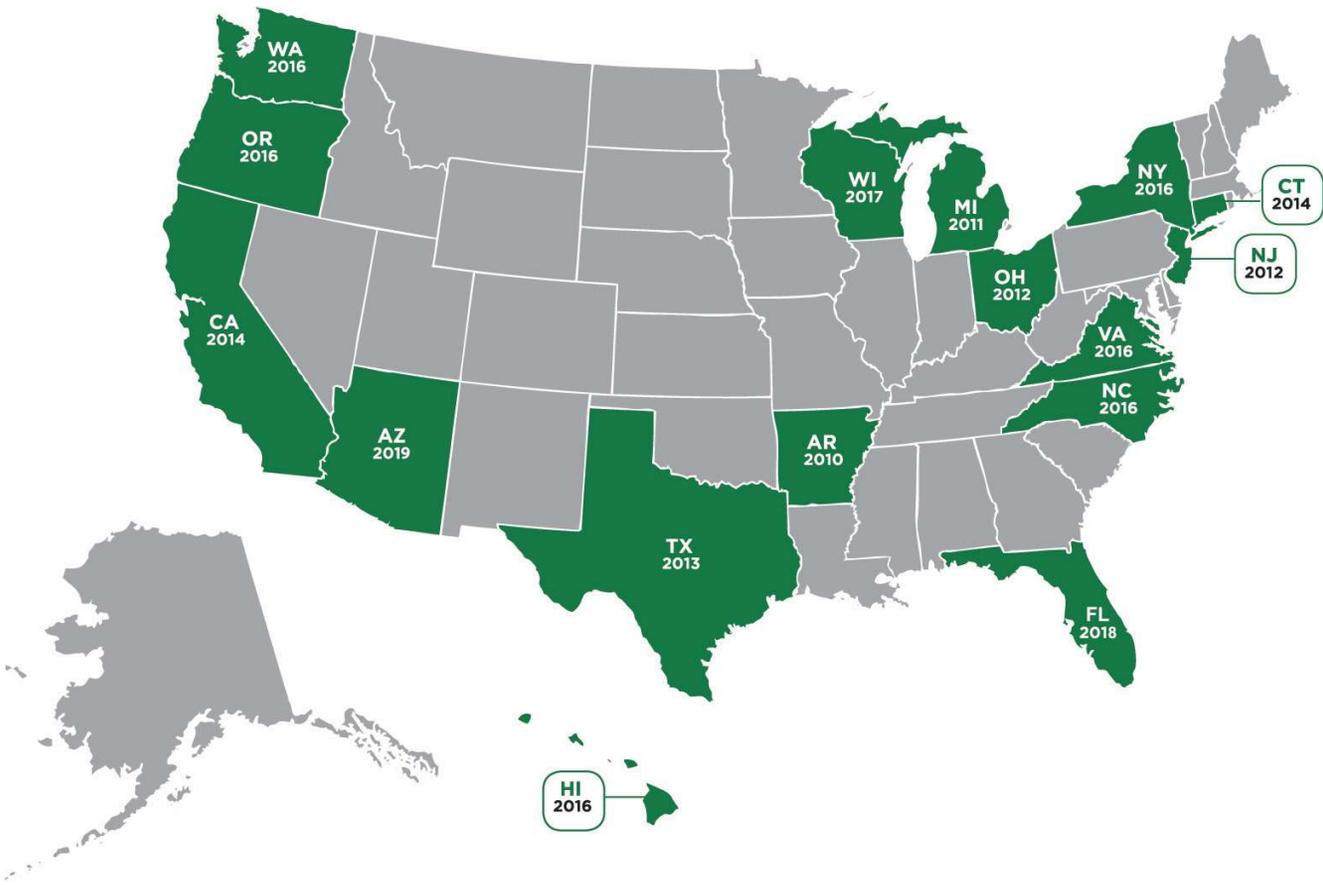
ALL YOU NEED TO KNOW
ABOUT JFF

The American labor market is broken. Our rapidly changing economy demands skilled and adaptable workers, but many people lack the education and training employers require. JFF is transforming the workforce and education systems to accelerate economic advancement for all.

JFF designs innovative solutions, scales proven programs, and influences industry action and policymaking to drive the most transformative impact.



STUDENT SUCCESS CENTER NETWORK



SETTING THE FOUNDATION

Concepts, definitions, examples



**Clustering of degrees and
certificates that correspond to a
career field**

META-MAJORS	MAJORS / PROGRAMS OF STUDY			
 BUSINESS	Accounting A.A.	Human Resources Management A.A.	Office Management Certificate	Medical Office Administrator A.S.
 HEALTH SCIENCES	Health Information Technology A.S.	EMT Certificate	Nursing A.S.	Dental Hygiene A.S.
 STEM	Computer Information Technology A.S.	Computer Information Technology Specialist Certificate	Biology A.A.	Engineering A.S.
 INDUSTRY & CONSTRUCTION	Building Construction Technology A.S.	Building Construction Specialist Certificate	Drafting & Design Technology A.S.	Landscape & Horticulture A.S.

Source: <https://valenciacollege.edu/academics/academic-affairs/new-student-experience/documents/Meta-Major-chart-2018-2019.pdf>

META MAJORS

EXPECTED BENEFITS

Guide education and career choices

Help students explore career and education interests early on, before selecting a program

Provide a roadmap of courses that curbs wasted credits

By creating default, common first-term course sequences and full-program maps, students know that what they take is relevant and will ultimately count toward degree requirements

Trigger student decisions

Receive program information systematically to help them select a program by a specified milestone (e.g., at 30 credits)

Create natural cohorts

Create cohorts of students with related interests

Engage with faculty

Expose students early to faculty with relevance to their career interests

Align advising and student supports

Align support services (e.g., advising, career services) so that experiences are relevant and well-informed

Retain and complete more students

Create more “stickiness” for the student at the college



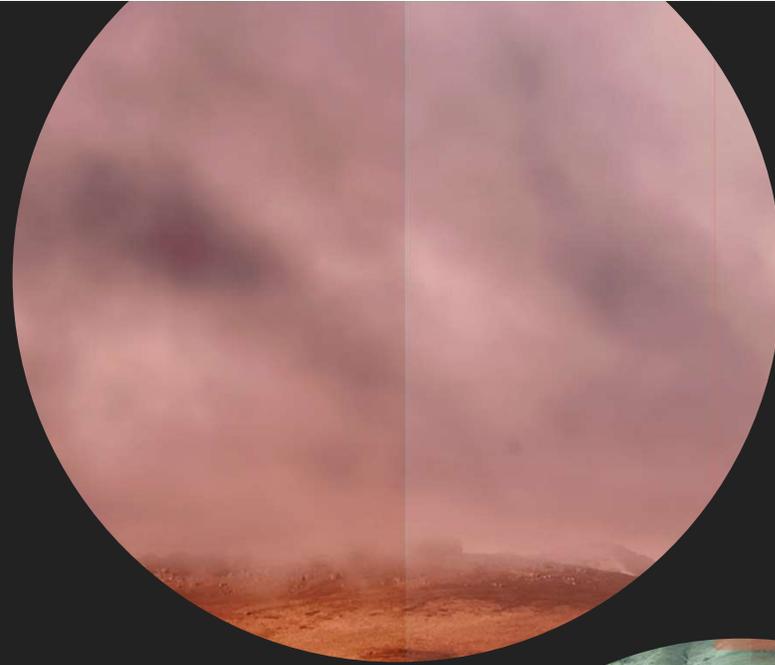
REDESIGNING THE STUDENT EXPERIENCE

COMMON ELEMENTS

- Meta majors are aligned with local labor market demand
- Each meta major paves the way to multiple program maps and ensures early course taking keeps students on path once they select a program
- General education courses and electives are aligned with each meta major
- Advising and student services are aligned with the student's meta major

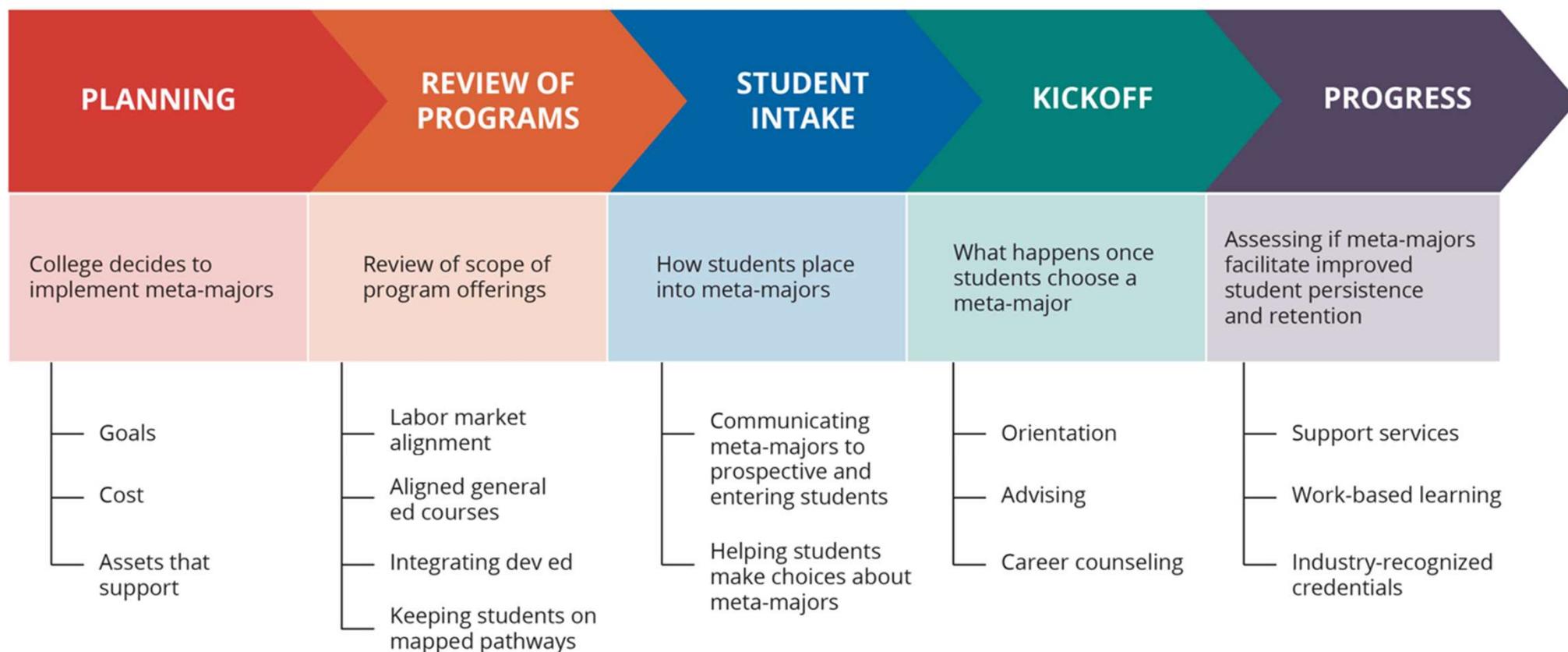


GUIDING QUESTIONS



REDESIGNING THE STUDENT EXPERIENCE

KEY QUESTIONS



PLANNING

College decides to implement meta-majors

- What are the college's goals?
- What building blocks are already in place?
- Who will lead this implementation?
- Which other stakeholders need to know about this?
- How much will the cost be to implement?
- How does the college's broader environment (e.g., state or college policy) support or inhibit meta-majors?

REVIEW OF PROGRAMS

Review of scope of program offerings

- What are the right high-level program groupings?
- How many meta-majors make sense for this college?
- Which general education courses align best to each meta-major?
- How can the college integrate developmental education to ensure it serves as an on-ramp into meta-majors for students ?
- How will the college ensure students stay on their mapped pathways?
- Do the college's programs align to the local labor market and/or transfer partners?
Has the college validated its program offerings with employers?

STUDENT INTAKE

How students place into meta-majors

- How does the college communicate meta-majors to prospective and entering students?
- How does the college work with feeder high schools, Adult Education, and workforce partners to align student pathways?
- How does the college tell entering students what meta-majors are?
- Is there a college-wide orientation that includes an introduction to meta-majors?
- How does the college help students make informed choices about meta-majors?
- Does an advising session happen during orientation?
- Does the college integrate career counseling into early advising sessions?

KICKOFF

What happens once students choose a meta-major

- Do orientations, first-year experience courses, and student success courses align to the meta-major? Are these mandatory?
- Does the advising infrastructure align to the meta-major?
- Are there required advising milestones during the first semester?
- What types of early career counseling experiences are aligned to the meta-major?
- How does the college introduce students to specific majors within the meta-major?
- Does the college use an educational planning software to keep students on track in their mapped pathway?

PROGRESS

Assessing if meta-majors facilitate improved student persistence and retention

- What support services can improve retention for this meta-major?
- Do students have regular, mandatory check-ins with advisors?
- Are career services aligned to meta-majors?
- What work-based learning opportunities are relevant for each meta-major?
- At what point in their academic career will students choose their major?
- Are industry-recognized credentials built into the meta-major?
- At what point are students encouraged to pursue appropriate certifications?

LORAIN COUNTY COMMUNITY COLLEGE

*Approach to Guided Pathways & Meta
Majors*



LCCC's Cafeteria Model (What we looked like in 2012)

- **Student applies**
- **Assesses & enrolls in upper level DE English**
- **Assesses & delays enrolling in DE Basic Algebra**
 - 4 course sequence to college level
- **May meet briefly w/Advisor for registration**
 - not required
- **No major defined**
 - declares AA to get Financial Aid
- **Struggles in DE math**
- **Repeats basic Algebra before enrolling in Intermediate Algebra**
- **Repeats Intermediate Algebra**
- **Self-advises & registers for career/technical courses**
 - they will not transfer
- **After 2+ years of taking scattered coursework, checks in with Advisor**
- **Hasn't taken economics or accounting or appropriate math**
 - needs 30 more hours
- **More wasted time and money**
- **Student drops out before completing**





VISION 2020

Priority 1: Drive Student Completion for Academic and Career Success



- Reduce Time and Cost to Completion
- Coach *Every* Student for Success
- Improve College Readiness
- Enhance Student Learning
- Develop Structured Pathways to In-Demand Careers and Employers
- Engage More Adult Learners
- Close Achievement Gaps of Under-Resourced Learners

PLANNING

College decides to implement
meta-majors

How LCCC Began

- Transfer & Applied Team charged with investigating structured pathways and meta-majors
 - Subgroup of LCCC's Core Completion Team
 - 12 meetings held during AY to process and move work forward
- Davis Jenkins' work with T&A team in November 2014 was important in setting the framework and why it was important – best practice & evidence-based
- Identification of Program & Career Pathways (meta majors) by T&A Team

Exploratory Majors for Undecided Students

- Transfer and Applied Team identified categories and mapped all programs
- Originally 20 but narrowed down to 9
 - (based on behavioral economics data – Rob Johnstone)
- LCCC branding meta majors as **Program & Career Pathways**
- Imbedded in the LCCC online application
 - Reduces choice from 130 to 9 for undecided students
- Students who know what they want can select specific major at application
- Website redesign that links all pages regarding career and programs to labor market data and these 9 areas

Institutionalizing the Model through Policy Review

- **Our catalog policy review focused attention and resources on high priority issues, like the new student process**
- **Our revisions to policies and business practices will help sustain changes in the advising model.**
 - New policies prevent us from falling back into ‘old’ way of doing things
- **Our policy review provided an opportunity to eliminate long-standing practices that did not work**
- **Select policy revisions**
 - Orientation now required for all new students
 - All new students complete the Noel Levitz College Student Inventory survey
 - All new students must meet with an advisor/counselor prior to enrolling in courses
 - Eliminated late registration
 - Assessment for college level placement required for students registering for more than 3 credit hours
 - Mandatory enrollment in developmental education courses/registration hold
 - Midterm Grades and Two Disbursements of Student Loans

REVIEW OF PROGRAMS

Review of scope of program
offerings

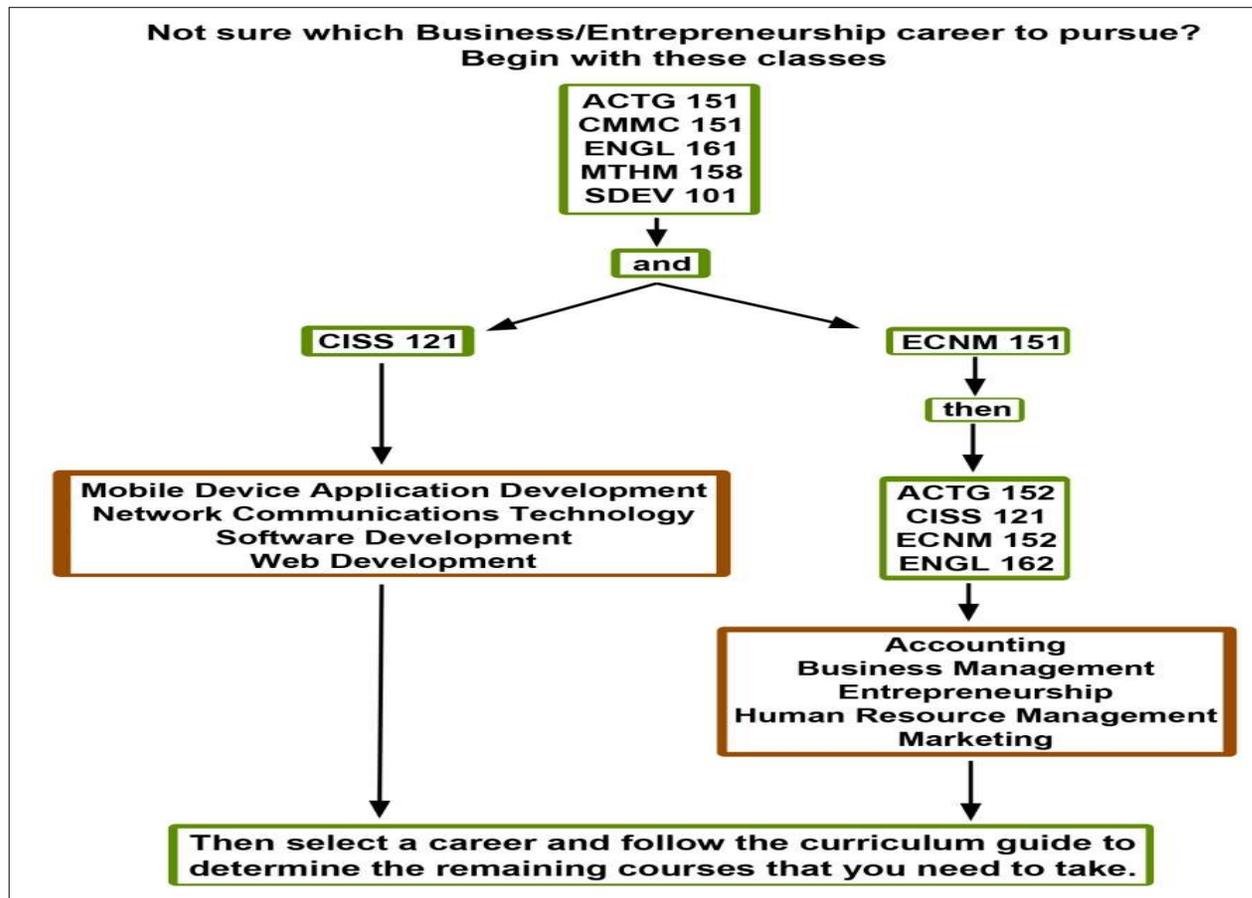
Default Program Maps

- **T&A Co-chairs (all faculty) held work sessions to identify common courses**
 - Pivot tables used to find common courses among all programs
 - Gap analysis of LCCC programs with the labor market outlook
 - Created spreadsheets by program of clustered common courses
 - Used flip charts to begin flowcharting common courses
- **Met with Program Coordinators with flowchart info**
 - Changes made based on new info and feedback from coordinators
 - Student focused approach to changes
 - Widely accepted by coordinators
 - 75% of coordinator meetings completed – remainder Fall 2015
- **Focus on default pathways**
 - Faculty involvement is paramount
 - Large number of open-ended electives pared down to a few choices
 - Program coordinators will need to be involved in decisions

Design Principles

- College Composition I, math, and College 101 should be included in the first semester of the curriculum;
- The common meta-major courses should be included in the first two semesters of the curriculum; and
- One course from the student's major should be included in each semester. This can be a technical course or a career-related general education course (e.g. Anatomy and Physiology can serve as a “majors” course in the healthcare meta-major).

Business & Entrepreneurship Exploratory Major Default Program Map



Business Meta Major: 12 Business Programs

Take any of these 7 courses and they will fit into any of the 12 Business Programs (Majors)

ACTG 151

CISS 121

CMMC 151

ENGL 161

ENGL 162

MTHM 151

SDEV 101

Accounting - AAB - 0011

Administrative Office Information Systems - AAB - 0209

Business Administration - Entrepreneurship Major - AAB - 0224

Business Administration - Financial Services - AAB - 0018

Business Administration - Human Resource Management Major - AAB - 0229

Business Administration - Management Major - AAB - 0227

Business Administration - Marketing Major - AAB - 0226

Business Administration -- Supply Chain Management - AAB - 0208

Computer Information Systems - Mobile Device Application Development - AAB - 6639

Computer Information Systems - Network Communications Technology Major - AAB - 6649

Computer Information Systems - Software Development - AAB - 6618

Computer Information Systems -- Web Development Major - AAB - 6601

A student who wants to try another accounting class can take ACTG 152 and is still on a path that leads into 10 Business Majors

**ACTG
152**

Accounting - AAB - 0011

~~Administrative Office Information Systems - AAB - 0209~~

Business Administration - Entrepreneurship Major - AAB - 0224

Business Administration - Financial Services - AAB - 0018

Business Administration - Human Resource Management Major - AAB - 0229

Business Administration - Management Major - AAB - 0227

Business Administration - Marketing Major - AAB - 0226

Business Administration -- Supply Chain Management - AAB - 0208

Computer Information Systems - Mobile Device Application Development - AAB - 6639

Computer Information Systems - Network Communications Technology Major - AAB - 6649

Computer Information Systems - Software Development - AAB - 6618

~~Computer Information Systems -- Web Development Major - AAB - 6601~~

By modifying the default pathway with a student taking ECNM 151 in the first semester, and ECNM 152 in the second semester, to meet the needs of the Accounting Program, a student can still change their mind after two full semesters and still fit in 7 other business majors

Accounting - AAB - 0011

Administrative Office Information Systems - AAB - 0209

Business Administration - Entrepreneurship Major - AAB - 0224

Business Administration - Financial Services - AAB - 0018

Business Administration - Human Resource Management Major - AAB - 0229

Business Administration - Management Major - AAB - 0227

Business Administration - Marketing Major - AAB - 0226

Business Administration -- Supply Chain Management - AAB - 0208

~~**Computer Information Systems -- Mobile Device Application Development -- AAB -- 6639**~~

~~**Computer Information Systems -- Network Communications Technology Major -- AAB -- 6649**~~

~~**Computer Information Systems -- Software Development -- AAB -- 6618**~~

~~**Computer Information Systems -- Web Development Major -- AAB -- 6601**~~

Full Accounting Curriculum Guide

First Year			
Fall Semester			
ACTG	151	Accounting I - Financial	4
ECNM	151	Macroeconomics	3
ENGL	161	College Composition I	3
MTHM	151	College Mathematics	3
☆ SDEV	101	College 101	1
			14
Spring Semester			
> ACTG	152	Accounting II - Managerial	4
CISS	121	Microcomputer Applications I	3
CMMC	151	Oral Communications	3
ECNM	152	Microeconomics	3
> ENGL	162	College Composition II	3
			16
Second Year			
Fall Semester			
> ACTG	251	Intermediate Accounting I	4
> ACTG	267	Federal Income Tax Procedures - Individuals	4
BADM	165	Legal Environment of Business	3
> FNCE	251	Business Finance	3
			14
Spring Semester			
> ACTG	252	Intermediate Accounting II	4
> ACTG	265	Cost Accounting	3
BADM	251	Principles of Management *** OR	3
> MKRG	251	Principles of Marketing	
		Science Elective-with lab**	4
		Electives*	2/3
			16/17
		Total Semester Credit Hours	60/61



The default pathway was modified slightly to fit the accounting program, but still at the end of the 2nd semester, a student can choose 8 different business majors with nothing lost

Accounting - AAB - 0011

Administrative Office Information Systems - AAB - 0209

Business Administration - Entrepreneurship Major - AAB - 0224

Business Administration - Financial Services - AAB - 0018

Business Administration - Human Resource Management Major - AAB - 0229

Business Administration - Management Major - AAB - 0227

Business Administration - Marketing Major - AAB - 0226

Business Administration -- Supply Chain Management - AAB - 0208

STUDENT INTAKE

How students place
into meta-majors

Improved LCCC Application with Meta-Majors

Do you plan to earn an Associate Degree or Certificate at LCCC?

- Yes
- No

If no:

- I am taking a course(s) at LCCC as a transient student and then returning to my “home” college or university.
- I am taking classes at LCCC and plan to transfer to another college or university to earn my degree. By selecting this choice, you are considered a degree or certificate seeking student at LCCC.
- I am taking a course to renew my license; gain additional CEUs; and/or to improve my personal skills or knowledge.

If you answered yes:

Do you know which degree or certificate you want to earn at LCCC or would you prefer to choose a Program and Career Pathway and select a specific major later with help from a Career and Academic Advisor?

- Choose my specific Degree or Certificate (view list)
- Choose my Program and Career Pathway (view list)

Not sure where to begin? Start with an Exploratory Major.



The further you advance on your pathway—the higher **YOUR INCOME POTENTIAL** becomes!

Program and Career Pathways

PROGRAMS AND CAREERS

[Programs and Careers Home](#)

[Class Schedule](#)

[Catalog](#)

[Course Descriptions](#)

[Curriculum Guides](#)

[Online Programs](#)

[Career Services](#)

[ITT Tech Path to LCCC](#)

[Continuing Education](#)

[University Partnership](#)

[College Credit for High School Students](#)

[ABLE/GED Preparation](#)

[Academic Divisions](#)



Transfer Information

Get started at LCCC and transfer to another college or university.



Undecided?

We have great tools to help you make your career decision.



Business and Entrepreneurship



Computers and IT



Culinary and Hospitality



Education



Engineering and Manufacturing



Health, Wellness and Safety



Human, Social & Public Services



Liberal and Creative Arts



Science and Math

Program & Career Pathways

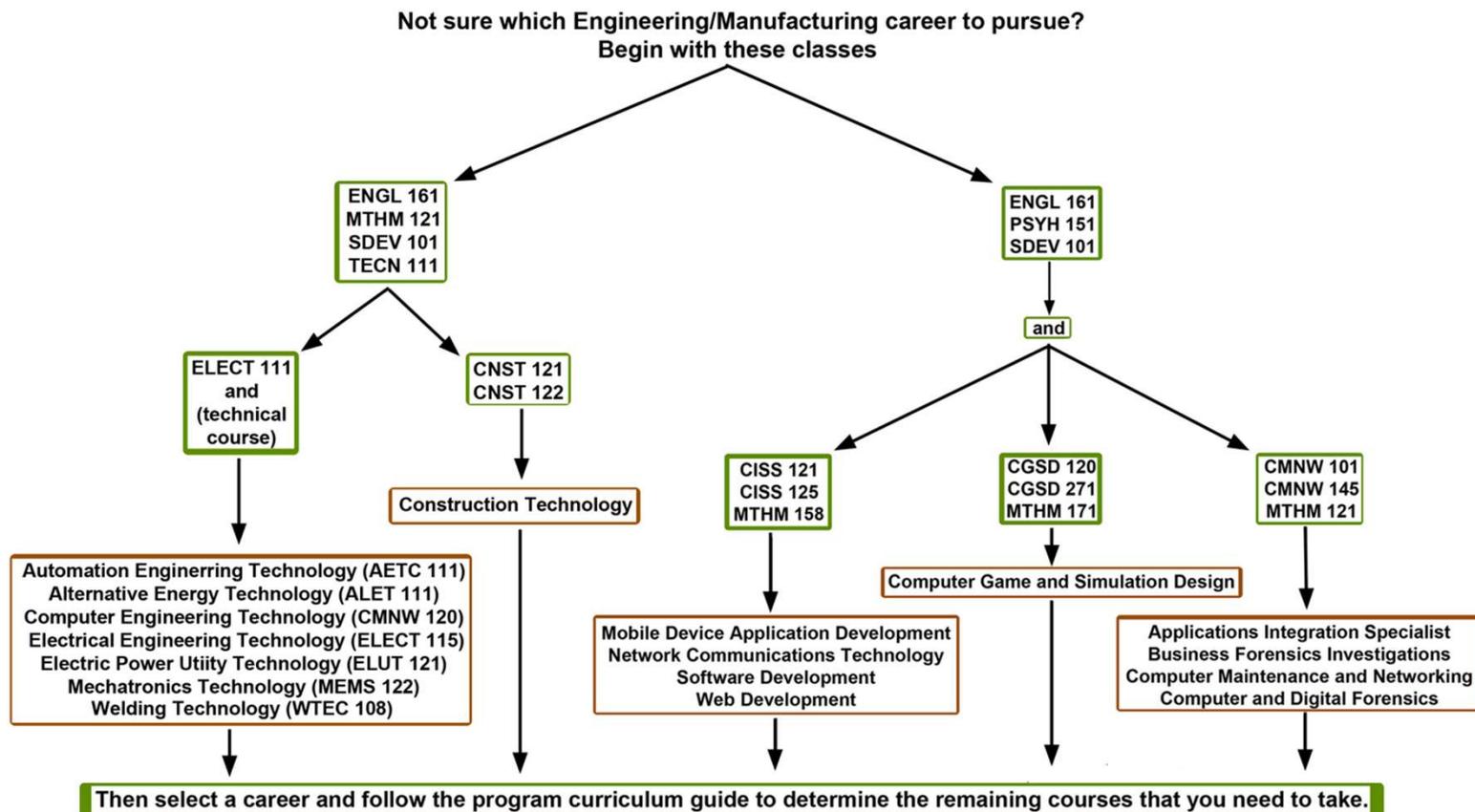
Catalog Language

Program and Career Pathway exploratory majors are **designed for regularly admitted, degree-seeking students who have an associate degree focus in mind but haven't narrowed it down to a specific major**. This affords these students the **opportunity to explore in defined areas of study** such as business and entrepreneurship; education; health and wellness; science and math; etc. While in the exploratory major, students are **required to meet with their career and academic advisement professional every semester to ensure proper course selection**. Additionally, students are encouraged to **engage in career exploration activities** either through their academic advisor or with a career development specialist in the career services area. Students may **remain in the program and career pathway for up to 24 college-level credit hours**. Upon achieving 24 college-level credit hours, the student will then be required to select a specific major.

KICKOFF

What happens once students
choose a meta-major

Engineering / Manufacturing Default Program Map

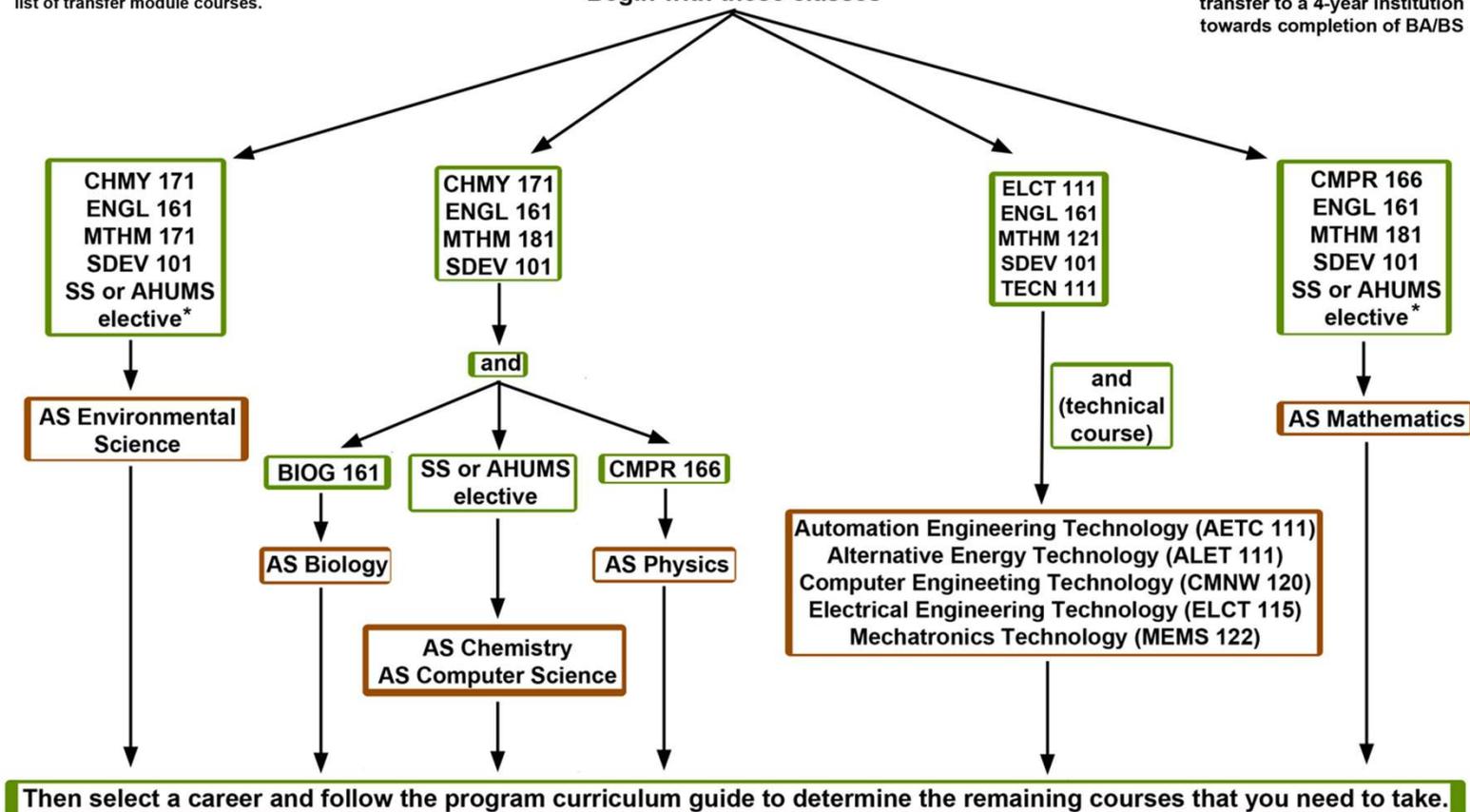


STEM Default Program Map

*Choose Arts/Humanities (AHUMS) or Social Science (SS) elective from list of transfer module courses.

Not sure which STEM career to pursue?
Begin with these classes

The Associate of Science (AS) degree is typically used for transfer to a 4-year institution towards completion of BA/BS



Pathways Advising Process

- New student requirement for mandatory advising
- Students in Pathway have initial career conversations
- Additional Career Counseling tools (MyPlan, Career Coach, Career Workshops)
- Registration hold each term to ensure meets with advisor at subsequent registration
- Positive nudges
- Default program maps in MyCAP

Program Advising Redesign Project Summary

- Based on student feedback that they want one person.
- Lessons learned from our “SAIL” program.
- Moves away from a generalist approach to advising to a specialist approach under the umbrella of our guided pathways work
- Teams of advisors and counselors are grouped around LCCC’s nine Program and Career Pathways
- Appreciative advising and relationship building approach
- Each enrolled student on campus assigned to “their person”
- Data metrics to evaluate the effectiveness of the work
- Key performance indicators established to make data informed decisions
- Implemented September 2016.

Advising Teams based on Pathways

• Health and Wellness



ALHN/HPER/Wellness

• Business & Entrepreneurship
• Computer & Information Technologies
• Culinary & Hospitality



Business/CISS/Culinary

• Education
• Human/Social Services & Public Safety



Human Services/Social Sciences/
Education/ Criminal Justice

• Liberal & Creative Arts



Liberal & Creative Arts/AA

• Engineering & Manufacturing
• Science & Math



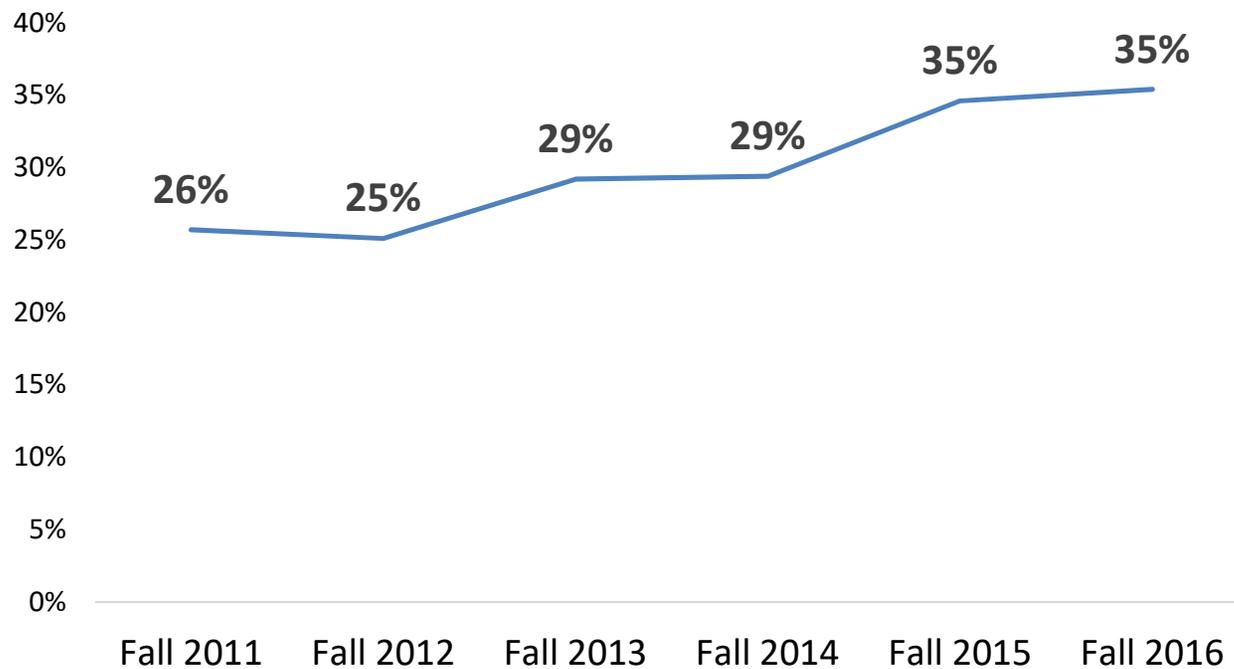
STEM/AAS/ENGT

PROGRESS

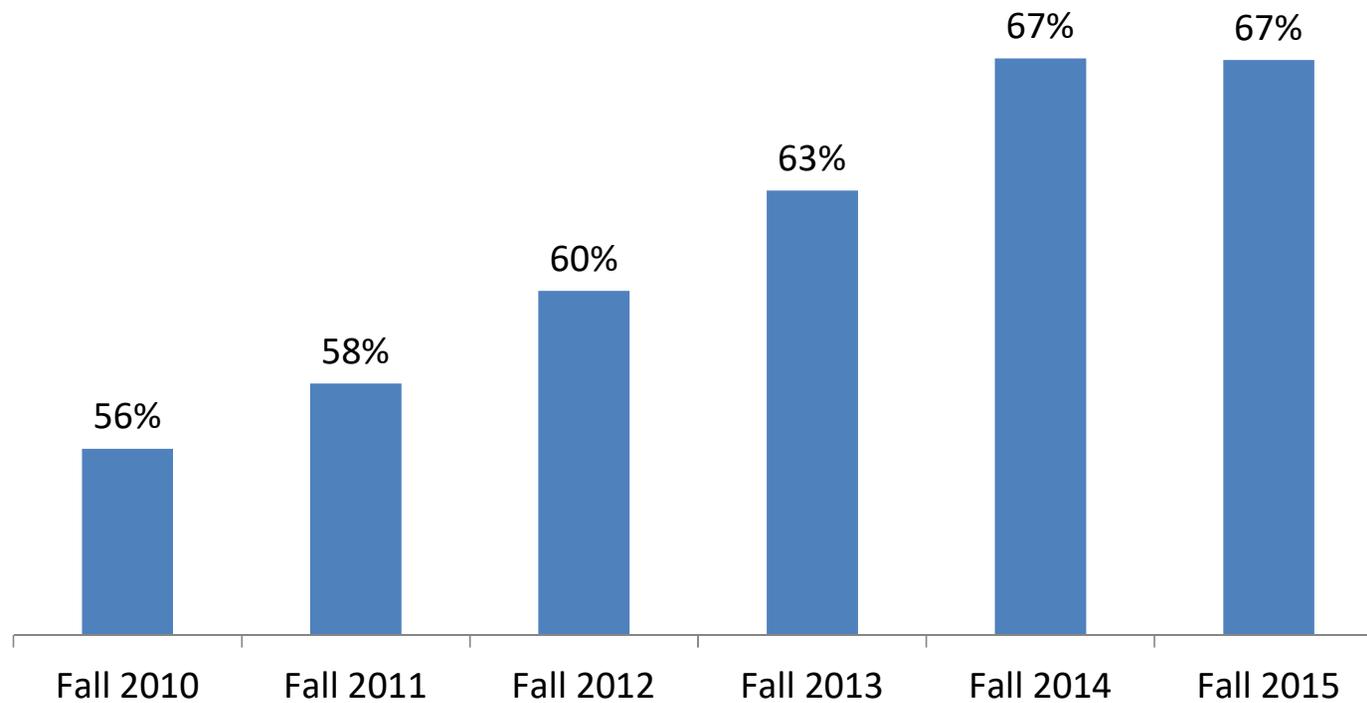
Assessing if meta-majors facilitate improved student persistence and retention

Credit Accumulation Increasing

Percent of Cohort completing 15+ Credits in the first year

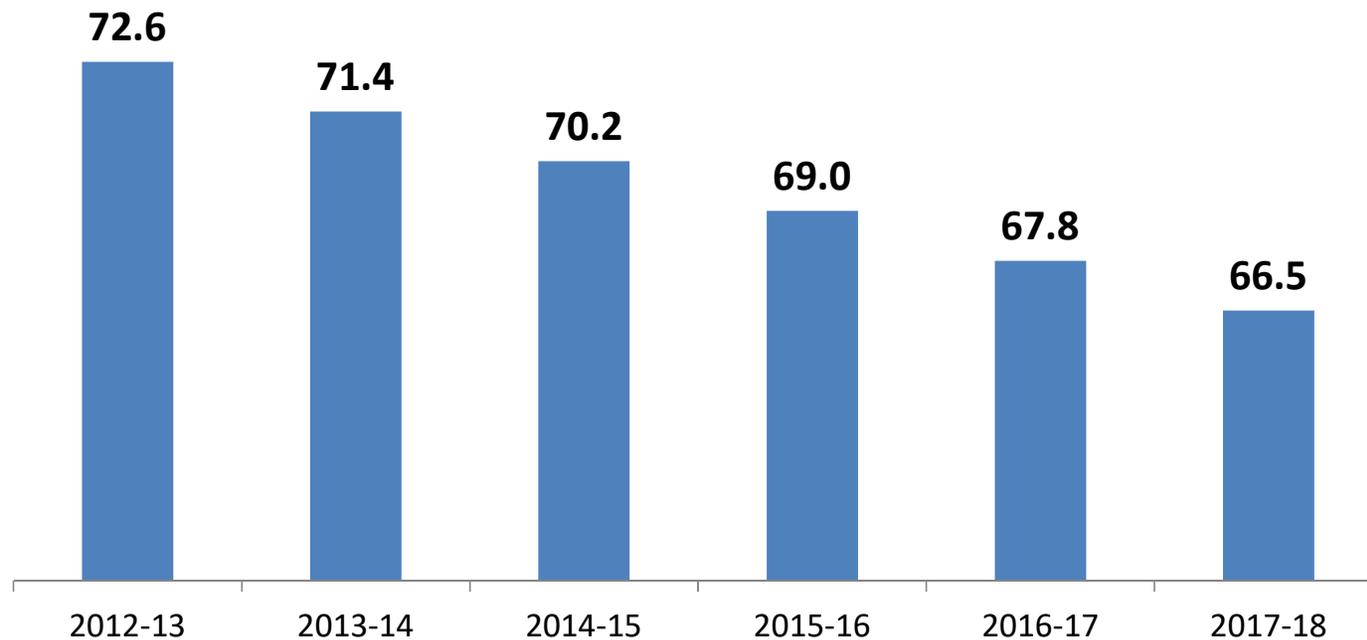


Retention of Students Increasing

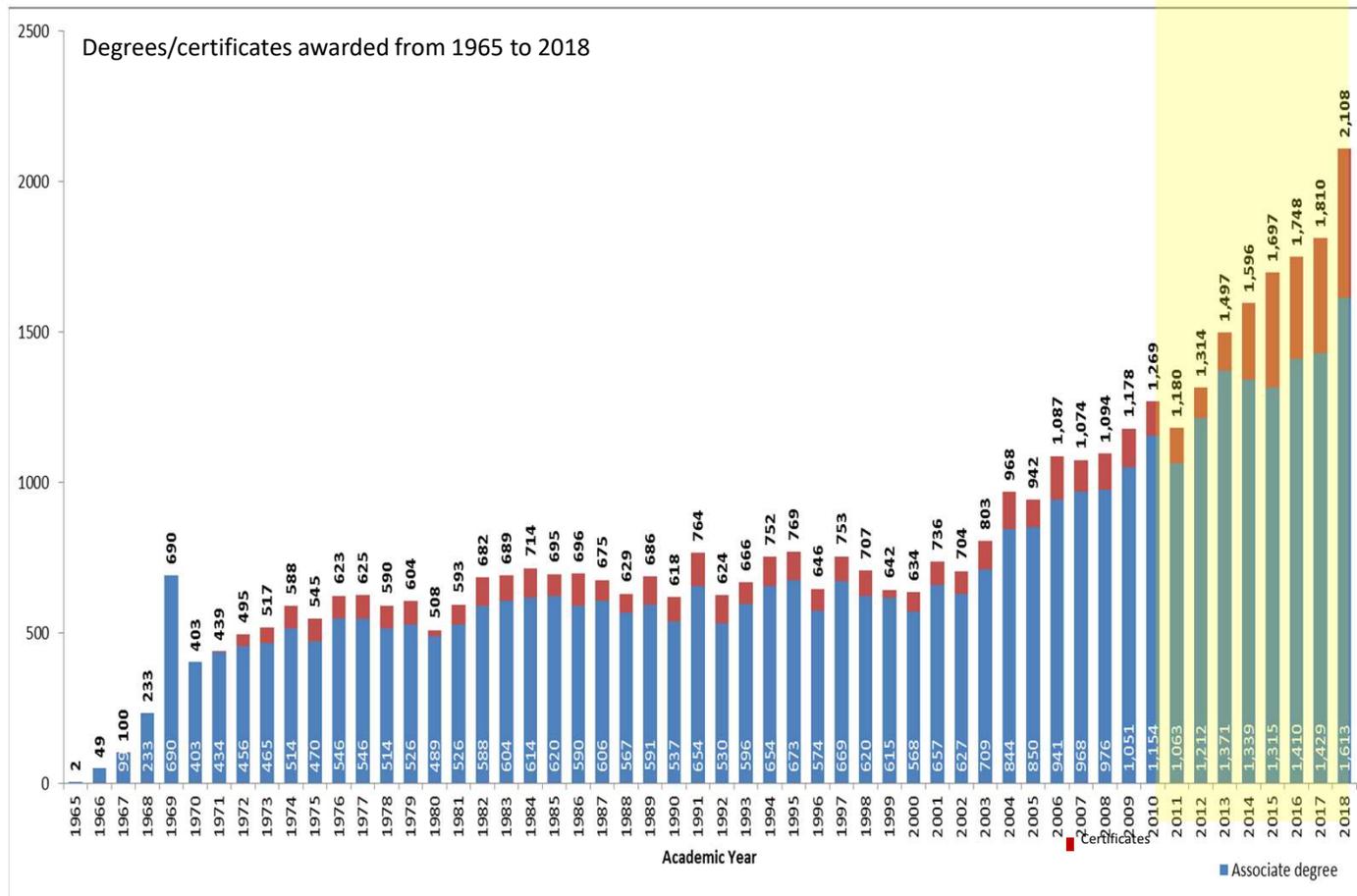


Decreased Credits to Degree

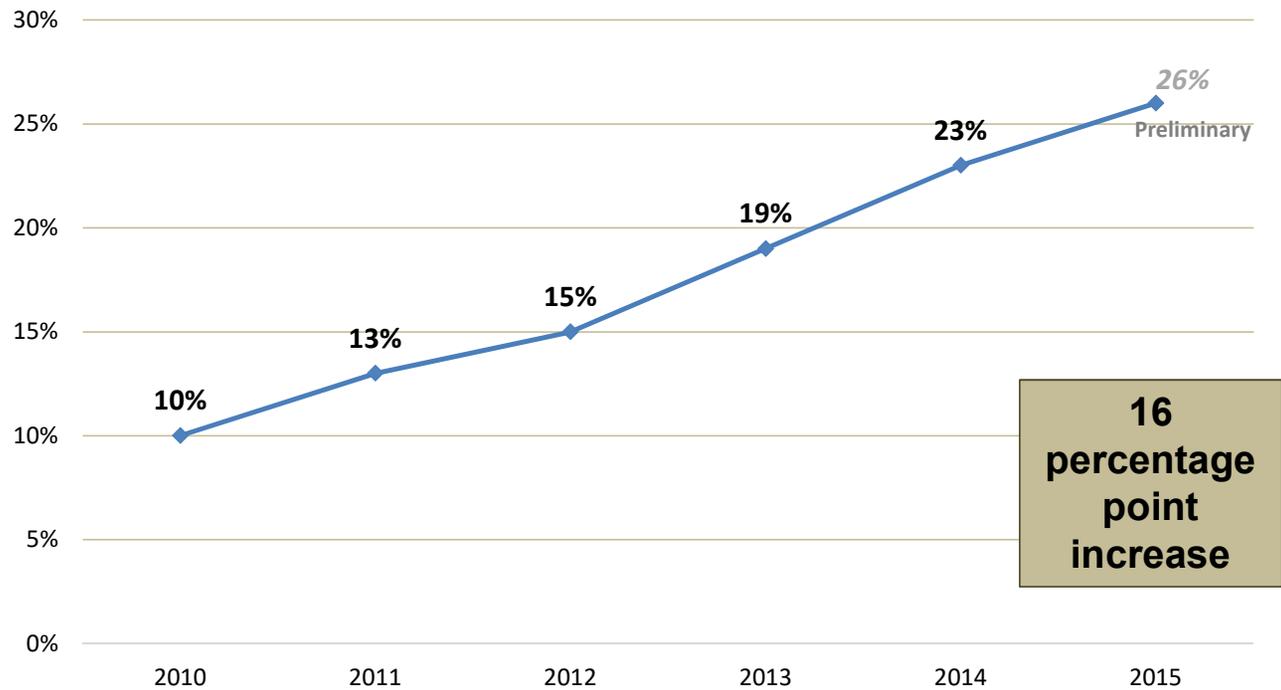
- Estimated 66.5 credits at completion in 2017-18
- Reduced by about 1.2 credit hours per year since 2012-13



Since 2011, the number of degrees/certificates awarded has increased by 79%; number of graduates during this time has increased 59%.



Lorain County Community College IPEDS* Graduation Rate



* First-time in college, full-time students who complete an associate's degree in approximately 3 years (150% normal time to degree)



NEXT STEPS FOR TODAY

Cohort II Session Goals:

- Synthesize insights gained from analysis of program enrollment and completion data and identify implications for next steps in program mapping
- Consider potential strategies for campus engagement and for technical assistance or professional development that may be needed to support completion of fully developed maps for all college programs

Alumni Team Session Goals:

- Reflect on enrollment and graduate analysis, program mapping, and meta-majors



THANK YOU!

Check out <https://www.jff.org/resources/meta-majors-essential-first-step-path-college-completion/> for tools and resources.



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