Fields of Interest

Providing Focused Exploration, Creating Student Communities, and Saving Students Time and Money
Framework for Guided Pathways

Clarify the Paths
- Meta Majors
- Program Maps
- Access to Information

Help Students Get on a Path
- Placement
- New Student Experience
- Advising Models

Help Students Stay on the Path
- Access to Progress
- Ongoing Student Support
- Effective Scheduling

Ensure Students are Learning
- PLOs Aligned with Goals
- Effective Teaching Assessment
A Description for MCCCD

At Maricopa Community Colleges, programs are gathered into broad categories of related areas of study called Fields of Interest.

Fields of Interest are educational programs that have related courses, requirements and student experiences. They include program maps (course sequences, student support, and program learning outcomes) that meet academic and/or industry requirements across several disciplines and specific programs of study. Enrollment and completion of courses within a Field of Interest guide students through initial foundational requirements, into more specific programs of study.

Fields of Interest help students:

- Identify a program pathway that aligns with their interests, knowledge, skills and abilities.
- Build social and academic communities between students and their peers, between students and faculty, between students and support services, and between students and industry partners.
- Minimize excess credits while exploring educational and career goals.
San Jacinto College
Career Pathways

- Visual Arts, Theatre and Film
- Interior Design, Music
- Foreign Languages, Humanities
- Design Graphics, English
- Art, Audio Engineering, Dance

- Education
- Science, Engineering & Math
- Social & Behavioral Science
- Health Sciences
- Business
- Construction, Industry, Manufacturing & Transportation
- Public Safety and Human/Consumer Services
- Design, Communication & Arts, Humanities

- Cancer Data Management
- Dental Assistant
- Emergency Medical Technician
- Eye Care Technology, Health Information
- Long Term Care, Medical Assisting
- Medical Coding and Billing, Medical Lab Tech
- Medical Radiology, Mental Health
- Nursing, Pharmacy Technician
- Physical Therapy Assistant, Respiratory Care
- Sonography, Surgical Technology

Maricopa Community Colleges
Characteristics of Fields of Interest - Student Focused

- Related courses
  - Shared general education requirements
  - Often shared milestone courses
  - Potential cohorts for meta majors
  - Provide guidance for program mapping (mapping reflects shared courses)

- Related student experiences
  - Workshops related to MM
  - Tutoring experiences related to MM
  - Orientation and onboarding
  - Advising
  - Student life (clubs, field trips, etc)

- Connections to industry
  - Access to MM-specific internships
  - Contextualized career advising

- Language and logic that makes sense to students
  - Student facing
  - Creates community identity
  - Act as a catalog - students find degrees easily within categories

- Related requirements
  - Drug screenings
  - Background checks
  - Fingerprinting
Meta Majors Are Not

- Structural reorganizations of divisions or departments.
- Replacements of Instructional Councils.
- Pathway Maps (they work in conjunction with maps).
- Tools for eliminating community education.
- Institutes (as developed through Industry Partnerships).
Fields of Interest v1.0 - Work Completed

1. Reviewed data and examples - 1/18/18

1. Developed a draft description of Fields of Interest and Characteristics - 2/13/18

1. Identified relatable names for students to consider – 4/4/18
   a. Team brainstormed possible options: Career, Academic, Community
   b. Identified four potential names: Interest Areas, Fields of Interest, Communities of Study, Academic and Career Communities
   c. Surveyed and tested with students
AACC Pathways Participants

**Career Paths** - Broward College
**Interest Areas** - Community College of Philadelphia
**Academic Pathways** - Jackson College
**Career Pathways** - Lansing Community College
**Programs of Study** - Linn-Benton Community College
**Areas of Interest** - Monroe Community College
**Program Clusters** - Mt. San Antonio College

**Fields of Interest** - Northeast Wisconsin Technical College
**Career Roadmaps** - Pierce College
**Career and Academic Communities** - St. Petersburg College
**Areas of Study** - San Jacinto College and Skagit Valley College
**Career Communities** - Sinclair CC
**Meta Majors** - Wallace State Institutes
**Institutes** - Alamo College
Results of the Student Survey

- Fields of Interest: 243
- Interest Areas: 132
- Other: 53
- Academic and Career Communities: 48
- Communities of Study: 24
Meta-Majors

Fields of Interest at MCCCD

Providing Focused Exploration, Creating Student Communities, and Saving Students Time and Money
Fields of Interest v1.0 - Work Completed

4. Developed a draft of Fields of Interest categories - 3/20/18

4. Shared draft with various stakeholders groups and solicited feedback
   a. Career Council
   b. Director of Academic Advising Council
   c. Chancellor’s Executive Council
   d. Feedback sessions with Instructional Councils (IC)
      ■ 130 representatives from 51 ICs attended these sessions
   e. Vice President of Academic Affairs Council

4. Revised and finalized categories with the team based on feedback - 5/1/18
Fields of Interest v1.0 - Remaining Work

1. Solicit feedback from students on names of the Fields of Interest A-I

1. Finalize Fields of Interest names based on student and employee feedback
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The Fields of Interest Project Team

- Maria Reyes (Business Lead - IP)
- Yvette Espinosa (Co-Chair)
- Matt Jolly (Co-Chair)
- Faculty
  - English - Rhonda McDonnell (SCC)
  - Math - Michelle Breaux (EMCC)
  - Business -- Stacy Smith (PVCC), Beth Nuneviller (CGCC)
  - Arts/Hum - Lindsey Pedersen (MCC)
  - Information Technology - Rachelle Hall (GCC)
  - Librarian - Ann Roselle (PC)
  - Exercise Science - Lisa Lewis (GCC)
  - Engineering and Applied Technology - Rich Cuprak (RSCC)
  - Counseling - Sharon Zygowicz (GWCC)
- Vice President of Learning, Tillie Chavez (SMCC)
- Director of Career Services, Norma Chandler (PVCC)
- Advisor - Analia Lucas (PVCC)
- Administrative Assistant -- Suzanne Amaya (MCC)
- Occupational Dean - CJ Wurster (GWCC)
- Institutional Effectiveness Council - Laurie Cohen (SCC)
- Office of Academic Affairs - Sam Dosumu (DO)
- Office of Workforce Development -- Jennifer Kaufman (DO), John Catapano (DO)
- Communications - Joe Kester (DO)
A2I2
Exploration of Meta-Majors

Dr. Rob Johnstone
Dr. Alison Kadlec
May 2018
Career Focus Areas / Metamajors
Session Overview

- Overview of career clusters and meta majors
- Purpose and use of meta majors (best practices)
- Defining meta majors for TCCD
Session 2 Background Video

- Indian River State College
  - Florida, AACC Pathways 1.0 College
  - Exploring metamajors for students
  - Link:
    - https://youtu.be/Uh-Psgws_UA
Metamajors vs. Program Maps: Metamajors (1)

- Other names – career focus areas, career pathways, career & academic communities, guided pathways, institutes, academies
- Student problems to solve:
  - dizzying array of program choices
  - Lack of choice architecture to make an informed choice
  - losing momentum / increased time to degree during extended choice process
Metamajors vs. Program Maps: Metamajors (2)

- Meta-majors are designed to:
  - Help students narrow their program interests early in their academic careers.
  - Ensure students register for relevant courses that add up to a coherent degree program.
  - Map general education cores so that students can branch off to programs within the meta-major.
  - Receive program information systematically to help them select a program by a specified milestone (e.g., at 15 or 30 credits).
Metamajors vs. Program Maps: Metamajors (3)

• Meta-majors are designed to:
  ✓ Create cohorts of students with related interests.
  ✓ Expose students early to faculty with relevance to their career interests.
  ✓ Align support services (e.g., advising, career services) so that experiences are relevant and well-informed.
  ✓ Create more “stickiness” for the student at the college.
Metamajors vs. Program Maps: Program Maps

- **Definition:** the default map for a full-program education plan
- **Other names** – pathways, programs, guided pathways
- **Student problems to solve:**
  - what do students need to take to get to where they want to go?
  - what are milestones – instructional and student services - along the way students need to be aware of?
A Visualization of the Metamajor / Career Focus Area Design Process – Jobs for the Future
META-MAJORS: DESIGN PRINCIPLES
DECISIONS

PLANNING
- College decides to implement meta-majors
- Goals
  - Cost
  - Assets that support
- Labor market alignment
- Aligned general ed courses
- Integrating developed
- Keeping students on mapped pathways

REVIEW OF PROGRAMS
- Review of scope of program offerings

STUDENT INTAKE
- How students place into meta-majors
- Communicating meta-majors to prospective and entering students
- Helping students make choices about meta-majors
- Orientation
- Advising
- Career counseling

KICKOFF
- What happens once students choose a meta-major
- Assessing if meta-majors facilitate improved student persistence and retention
- Support services
- Work-based learning
- Industry-recognized credentials

PROGRESS
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?
Do the college’s programs align to the local **labor market** and/or **transfer partners**? Has the college validated its program offerings with employers?

- 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?
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?
> 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?
META-MAJORS: DESIGN PRINCIPLES
DECISIONS

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 do these opportunities occur?

> At what point in their academic career will students **choose their major**?
  – By the halfway point for the major? After 30 credits or the appropriate milestone for the major, e.g., the first certificate?

> Are **industry-recognized credentials** built into the meta-major?
  – At what point are students encouraged to pursue appropriate certifications?
Lorain County (OH) on Metamajors
Designing with the End in Mind: LCCC’s Approach to Meta Majors
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
College decides to implement meta-majors
How LCCC Began

• Transfer & Applied Team charged with investigating structured pathways and meta-majors
  o Subgroup of LCCC’s Core Completion Team
  o 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

- 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 will brand as Program & Career Pathways
- Imbed in LCCC on-line 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 will link ALL pages regarding career and programs to labor market data and these 9 areas
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

• 2015-16 focus on default pathways
  - Faculty involvement will be paramount
  - Large # open-ended electives need pared down to a few choices
  - As meta major narrows down to path, programs 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).
Take any of these 7 courses and they will fit into any of the 12 Business Programs (Majors)

<table>
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<tr>
<th>Course</th>
<th>Business Programs</th>
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<tr>
<td>ACTG 151</td>
<td>Accounting - AAB - 0011</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Administrative Office Information Systems - AAB - 0209</td>
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<tr>
<td>CMMC 151</td>
<td>Business Administration - Entrepreneurship Major - AAB - 0224</td>
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<td>ENGL 161</td>
<td>Business Administration - Financial Services - AAB - 0018</td>
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<td>ENGL 162</td>
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<td>Computer Information Systems - Software Development - AAB - 6618</td>
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<td>Computer Information Systems -- Web Development Major - AAB - 6601</td>
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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

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<tr>
<th>Course Description</th>
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<tbody>
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<td>Accounting - AAB - 0011</td>
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## 1st Year Accounting Curriculum Guide

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ECNM 151 and 152 are pre-requisites for FNCE 251 which is required in the second year of the Accounting Program. This would require a student to modify the default pathway and take ECNM in the first and second semesters of the Accounting Program. By doing so, there are still 8 other business majors that require ECNM if the student does not want to continue with Accounting. Nothing is lost.
### First Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 151</td>
<td>Accounting I - Financial</td>
<td>4</td>
</tr>
<tr>
<td>ECNM 151</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 161</td>
<td>College Composition I</td>
<td>3</td>
</tr>
<tr>
<td>MTHM 151</td>
<td>College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>SDEV 101</td>
<td>College 101</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 152</td>
<td>Accounting II - Managerial</td>
<td>4</td>
</tr>
<tr>
<td>CISS 121</td>
<td>Microcomputer Applications I</td>
<td>3</td>
</tr>
<tr>
<td>CMMC 151</td>
<td>Oral Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECNM 152</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 162</td>
<td>College Composition II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 251</td>
<td>Intermediate Accounting I</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 267</td>
<td>Federal Income Tax Procedures - Individuals</td>
<td>4</td>
</tr>
<tr>
<td>BADM 165</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>FNCE 251</td>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTG 252</td>
<td>Intermediate Accounting II</td>
<td>4</td>
</tr>
<tr>
<td>ACTG 265</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BADM 251</td>
<td>Principles of Management *** OR</td>
<td>3</td>
</tr>
<tr>
<td>MKRG 251</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2/3</strong></td>
</tr>
</tbody>
</table>

**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)
Program and Career Pathways 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 Wellness and Safety; Science and Math; etc. While in the Program and Career Pathway, students are required to meet with their Career and Academic Advisement Professional, Student Success Coach or Academic Counselor every semester to ensure proper course selection. Additionally, students are encouraged to engage in career exploration activities either through their Academic Counselor or with a Career Development Specialist in the Counseling and 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.
## Pathways People Soft Translation Table

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Program Code</th>
<th>Plan Code</th>
<th>CIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Entrepreneurship</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>BUEN</td>
<td>24.0101</td>
</tr>
<tr>
<td>Computer &amp; Information Technologies</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>CAIT</td>
<td>24.0101</td>
</tr>
<tr>
<td>Culinary &amp; Hospitality</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>CUHS</td>
<td>24.0101</td>
</tr>
<tr>
<td>Education</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>EDUC</td>
<td>24.0101</td>
</tr>
<tr>
<td>Engineering &amp; Manufacturing</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>ENMF</td>
<td>24.0101</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>HWAS</td>
<td>24.0101</td>
</tr>
<tr>
<td>Human/Social Services &amp; Public Safety</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>HSPS</td>
<td>24.0101</td>
</tr>
<tr>
<td>Liberal and Creative Arts</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>LACA</td>
<td>24.0101</td>
</tr>
<tr>
<td>Science &amp; Math</td>
<td>PACP – Program &amp; Career Pathways</td>
<td>SCMA</td>
<td>24.0101</td>
</tr>
</tbody>
</table>
KICKOFF

What happens once students choose a meta-major
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
Business & Entrepreneurship Default Program Map

Not sure which Business/Entrepreneurship career to pursue?
Begin with these classes

ACTG 151
CMMC 151
ENGL 161
MTHM 158
SDEV 101

and

CISS 121

Mobile Device Application Development
Network Communications Technology
Software Development
Web Development

then

ECNM 151

ACTG 152
CISS 121
ECNM 152
ENGL 162

Accounting
Business Management
Entrepreneurship
Human Resource Management
Marketing

Then select a career and follow the curriculum guide to determine the remaining courses that you need to take.
Not sure which Engineering/Manufacturing career to pursue?
Begin with these classes

ENGL 161
MTHM 121
SDEV 101
TECN 111

ENGL 161
PSYH 151
SDEV 101

ELECT 111
and (technical course)

CNST 121
CNST 122

Construction Technology

CISS 121
CISS 125
MTHM 158

CGSD 120
CGSD 271
MTHM 171

CMNW 101
CMNW 145
MTHM 121

Automation Engineering Technology (AETC 111)
Alternative Energy Technology (ALET 111)
Computer Engineering Technology (CMNW 120)
Electrical Engineering Technology (ELECT 115)
Electric Power Utility Technology (ELUT 121)
Mechatronics Technology (MEMS 122)
Welding Technology (WTEC 108)

Mobile Device Application Development
Network Communications Technology
Software Development
Web Development

Applications Integration Specialist
Business Forensics Investigations
Computer Maintenance and Networking
Computer and Digital Forensics

Then select a career and follow the program curriculum guide to determine the remaining courses that you need to take.
Not sure which STEM career to pursue? Begin with these classes:

- CHMY 171
- ENGL 161
- MTHM 171
- SDEV 101
- SS or AHUMS elective

and

- CHMY 171
- ENGL 161
- MTHM 181
- SDEV 101

and (technical course)

- ELCT 111
- ENGL 161
- MTHM 121
- SDEV 101
- TECN 111

- CMPR 166
- ENGL 161
- MTHM 181
- SDEV 101
- SS or AHUMS elective

Then select a career and follow the program curriculum guide to determine the remaining courses that you need to take.

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

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

- AS Environmental Science
  - BLOG 161
  - SS or AHUMS elective
  - AS Biology
  - AS Chemistry
  - AS Computer Science

- AS Physics

- Automation Engineering Technology (AETC 111)
- Alternative Energy Technology (ALET 111)
- Computer Engineering Technology (CMNW 120)
- Electrical Engineering Technology (ELCT 115)
- Mechatronics Technology (MEMS 122)

- AS Mathematics
PROGRESS

Assessing if meta-majors facilitate improved student persistence and retention
New AQIP Action Project: Improving Student Success for Undecided Students through Career Pathways

<table>
<thead>
<tr>
<th>Goal</th>
<th>Baseline Data</th>
<th>Performance Target</th>
</tr>
</thead>
</table>
| Increase in student term completion rates (all college level credits successfully completed to all credit hours attempted during the first term attended) | New Students Enrolled (Dashboard - institutional, credit milestones) 73% - 2014 | Increase over prior year new students  
  • 75% - Fall 2017  
  • 77% - Fall 2018 |
| Increase in fall to fall persistence                                  | New Students Enrolled (OACC data) 56.7% - FY 2012 Cohort                       | Increase over FY 2012 students  
  • 58.7% - Fall 2017  
  • 60.7% - Fall 2018 |
| Increase in percent of all new students earning 12 college credits by the end of their first year | New students Enrolled (Dashboard – institutional, milestones, 12 credits earned year 1) 28% - 3 year average 2012, 2013, 2014 | Increase over three year average (2012, 13, & 14)  
  • 30% - AY 2016-2017  
  • 32% - AY 2017-2018 |
| Increase in percent of all new students earning 24 college credits by the end of their 2nd year | New Students Enrolled (Dashboard-institutional, milestones, 24 credits earned year 2 – includes Ds) 22% - 2013 | Increase over 2013  
  • 25% - AY 2017-2018 |
| Increase in percentage of full time students earning Associates Degree in three years | Full Time Cohort Students (OACC Progress & Completion Report) 8% - 2012 Full Time Cohort | Increase over 2012 Full Time Cohort Students  
  • 11% - AY 2018-2019 |
## Save 80% of the cost

<table>
<thead>
<tr>
<th>College/University</th>
<th>University Costs 4 Years With Room &amp; Board</th>
<th>Bachelor’s Degree Completion Cost through MyUniversity</th>
<th>Savings!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashland University B.S. in Education</td>
<td>$157,416</td>
<td>$32,798</td>
<td>79%</td>
</tr>
<tr>
<td>Bowling Green State University B.S. in Biology</td>
<td>$75,400</td>
<td>$11,745</td>
<td>84%</td>
</tr>
<tr>
<td>Cleveland State University B.A. in Psychology</td>
<td>$85,227</td>
<td>$12,525</td>
<td>85%</td>
</tr>
<tr>
<td>Hiram College B.A. in Accounting &amp; Fin. Mgmt</td>
<td>$160,600</td>
<td>$24,554</td>
<td>85%</td>
</tr>
<tr>
<td>Kent State University Bachelor of Bus. Admin.</td>
<td>$77,408</td>
<td>$12,893</td>
<td>83%</td>
</tr>
<tr>
<td>University of Akron B.S. in Sport Studies</td>
<td>$80,578</td>
<td>$12,811</td>
<td>84%</td>
</tr>
<tr>
<td>University of Toledo B.S. in Computer Science &amp; Eng.</td>
<td>$83,177</td>
<td>$15,726</td>
<td>81%</td>
</tr>
</tbody>
</table>

**LCCC’s in county tuition is $3,077 per year for a full-time student.**

Percent savings based on Bachelor’s Degree with LCCC’s MyUniversity Guarantee versus all 4 years at the university rates and incurring room & board.
Alamo (TX)
Alamo Work Process

• Developed six career pathways (AlamoINSTITUTES)
• Engaged faculty by department/discipline to discuss:
  ✓ Academic supports in courses
  ✓ Application of knowledge and skills in courses (integrative Learning)
  ✓ Co-curricular activities by Institute
• Backmapped university requirements to create transfer advising guides
• Require all FTIC students to take math and English in the first term
STUDENT PATHWAY EXPERIENCE

Connection
- Information about career pathways and programs available in each
- Pathways connected to high school endorsements

Entry
- Advisors and faculty introduce career pathways
- Maximum academic preparation
- Explore job opportunities in career pathways and programs
- Select an initial program goal

Progress
- Finalize program goal, and build knowledge and skills
- Monitor, support, and advise
- Encourage, acknowledge success, and provide support

Completion
- Complete certificate(s)/degree
- Automatic degree/reverse transfer
- Transfer
- Employment
An organization of six career pathways designed for students who have key interests, such as, but not limited to the following areas:

- Creative & Communication Arts Institute: Arts, Audio/Video Technology and Communications.
- Business & Entrepreneurship Institute: Business Management & Administration, Finance, Hospitality & Tourism, and Marketing.
- Health & Biosciences Institute: Health Sciences.

*National Career Cluster
<table>
<thead>
<tr>
<th>Creative &amp; Communication Arts Institute</th>
<th>Business &amp; Entrepreneurship Institute</th>
<th>Health &amp; Biosciences Institute</th>
<th>Advanced Manufacturing &amp; Logistics Institute</th>
<th>Public Service Institute</th>
<th>Science &amp; Technology Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art director, artist, graphic designer, actor, choreographer, dancer, musician, broadcast news analyst, editor, photographer, technical writer, reporter, fashion designer, desktop publisher, craft artist, multimedia arts, camera operator</td>
<td>Manager, computer and information systems manager, human resources manager, management analyst, event planner, audit clerk, executive assistant, procurement clerk, financial advisor, budget analyst, actuary, credit analyst, food service manager, chef, travel guide, real estate broker, public relations specialist</td>
<td>Nurse, dental hygienist, physician, pharmacy technician, medical assistant, physical therapist, respiratory care technician, medical assistant, occupational therapy assistant</td>
<td>Architect, civil engineer, landscape architect, carpenter, electrician, hoist and winch operators, plumber, dental laboratory technician, tool and die maker, welder, mechanical drafter, commercial pilot, aircraft mechanic, motorcycle mechanic, air traffic controller, drafter, transportation consultant, warehouse distribution director</td>
<td>Educator, archivist, librarian, farm and home management advisor, interpreter, special education teacher, teacher assistant, financial examiner, radar and sonar technician, skydiver, social worker, funeral service manager, firefighter, correctional officer, court reporter, paralegal, emergency medical technician</td>
<td>Food scientist, animal breeder, zoologist, environmental protection technician, water and waste-water treatment plant operator, computer programmer, chemical engineer, chemist, physicist, statistician, mathematician, hydrologist, geographer, economist, historian</td>
</tr>
</tbody>
</table>

*National Career Cluster*
<table>
<thead>
<tr>
<th>Creative and Communication Arts</th>
<th>Business and Entrepreneurship</th>
<th>Health and Biosciences</th>
<th>Advanced Manufacturing and Logistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td>Business Administration</td>
<td>Pre-Nursing</td>
<td>Diesel/Light to Heavy Truck Tech.</td>
</tr>
<tr>
<td>Radio–Television–Broadcasting MSAC Level I AAS</td>
<td>Banking &amp; Financial Services Level I AAS</td>
<td>Dental Assisting Level I ESC</td>
<td>MSAC Level I AAS</td>
</tr>
<tr>
<td>English</td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Airframe Technician Airframe Level I Level II AAS</td>
</tr>
<tr>
<td>Public Service</td>
<td>Science and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mortuary Science Level I AAS</td>
<td>Computer Programmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Teacher Certification</td>
<td>Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PATHWAY EXAMPLES

HB5 Endorsements

Institutes

Business & Industry

Business & Entrepreneurship

Multidisciplinary Studies

Degree Programs

College of Business
- BBA -Accounting
- BBA -Finance
- BBA – General Business
- BBA – International Business
- BBA -Management
- BBA -Marketing
- BAAS–Business

College of Arts & Sciences
- BA–Communication

Disclaimer: These relationships represent general guidelines and do not represent an exhaustive list of pathways.
PATHWAY EXAMPLES

**Institutes**

- **HB5 Endorsements**
  - Public Services
  - Multidisciplinary Studies

- **Public Service**

**Disclaimer**: These relationships represent general guidelines and do not represent an exhaustive list of pathways.
REVISED STUDENT EXPERIENCE

- Earn endorsement(s)
- Come to college
- Choose an Institute
- Choose course of study
- Take courses
- Transfer when ready
- Leave when skills are learned

Leave with a credential
Jackson (MI)
Community College
Jackson College Exploratory Pathways

• Goal #1: Group individual degree / certificate maps into exploratory pathways with common early semesters for undecided students

• Goal #2 – give students, faculty, and advisors a clear view of the entirety of the pathways in their six career focus areas – Business & Computer Technology, Health Sciences, STEM, Human Services, Liberal Arts, & Skilled Trades & Agriculture
Jackson College Summary

• Pathway maps clearly show the order of courses to be taken, the number of units in each semester, branching for specific certificates and degrees, and the end points for each of the certificates and degrees

• Clear exploratory pathway maps for each of the six career focus areas

• Common one or two semesters to start each of the pathway maps
Find Out More

• NCII & CCRC websites:
  www.ncii-improve.com & ccrc.tc.columbia.edu

• Dr. Davis Jenkins, Sr. Research Fellow, CCRC
  davisjenkins@gmail.com

• Dr. Rob Johnstone, Founder & President, NCII
  rob@ncii-improve.com