



MM breakout: Arts, Language & Communication

What excites you about MM?

- Opportunity to build bridges within area (e.g. learning communities)
- I like the idea of combining Art and English, but I don't know why ☹️
- At least good way to start specific course to look into careers
- Students discovering domains of interest sooner
- Excite me that students have some structure in picking a major other than a long list
- Broader exposure to "majors" for students
- Inclusion
- Do not know enough to be excited by an aspect
- A way for Art discipline to integrate with other disciplines on campus
- The grouping of the disciplines helps
- Potential to work with similar disciplines
- Chance to re-envision the college structure
- Helps focus students take fewer classes (unnecessary ones)
- It's a new concept
- Better than what we have
- Possibility of attracting more students
- Interdisciplinary nature of...
- Easier to find applicable classes
- Student unsure of goal can find common classes that keep them on a path to completion while they are deciding.
- Creative process to redesign our services
- Easier for students to find majors in areas that they are curious about
- More approachable
- Organized, easy for students to follow
- Easy for students to understand
- Clarity of path
- Gives students, staff a faculty clear roadmaps
- Better choice architecture for students
- Offers something tangible!
- Better choice for students (initial choice)
- The possibility that students will be excited to explore the wider range of a meta-major is exciting

What scares you about MM?

- Feeling too decided/too definitive/limited by being in one meta-major
- Where do lifelong learners fit
- Will it work for our students
- Will this discourage students from "exploring" major or not wanting to commit to one right away
- No fears yet. I think is improvement over our current system
- Creation of false division in disciplines – for ex, social science and English overlap in key ways. Any grouping will necessarily create such divisions.

- I worry about equity
- My classes changing making it harder to teach the subject as well
- My discipline content gets taken over by Career Info – no time for critical thinking
- Do not know enough to be scared by it
- Communication issues when departments are in more than one meta-major
- Limits student exploration.
- End of classic broad liberal education.
- Reifies neo-liberal takeover of higher ed
- Nothing
- Some majors/depts. feeling of being left out/behind
- Siloing students/faculty into a track – eliminating choices, eliminating classes
- While not as narrow as a major, is still a narrowing of prospects
- Confusion: meta-majors vs. my major
- What did you meta-major in?
- Financial Aid classification?
- The need for equity exchange across disciplines
- Might be (sounds) overwhelming for students
- Not enough flexibility or focus on curiosity/too much push for getting out
- Lack of inclusion
- How do we accommodate flexibility and exploration even as we make these pathways?
- That we will do a lot of work and student outcomes won't change
- Process for identifying student's "best" or better fit
- Scares me students that students might miss an opportunity to take a class they might have loved – but isn't in the group
- Will it take longer for students to earn a degree?
- Division on our campus
- Determines future that may not be a good fit.
- That students may no longer be able to explore, or change minds.
- That "lifelong" learning classes will no longer have a place @ CC

What are some opportunities you see with MM?

- Revamping the entire website
- Chance to help equity gap
- More exploration
- Cross pollination
- A chance to speak with specific needs and answers
- A chance to rethink out of date systems
- Exploration
- A goal to work towards
- Organization
- To have closer relationships with students in my discipline
- Giving students a home base/community to be a part of
- Hire more full time faculty? And staff?
- Enlarge the scope of DVC's mission – attracting more students.

- Learning has to more effectively listen to students and guide from what's discovered
- Streamline process
- More exploration
- Opens up the “never thought abouts”
- Collaboration
- Equity exchange
- Possibility to case manage our students
- Maybe building community?



MM Breakout: Information Technology, Business, and Economics

Define MM to students

- Areas of Interest
- Groups of related fields
- “What do you like to do?”
- “Who do you want to be?”
- Which skills, competencies and skills do you need?
- What is your passion?

What supports are necessary for students to navigate MMs?

- Discipline faculty
- Student Services
- \$ aid
- What classes are needed
- Career/transfer center
- Student clubs/orgs/peer mentors
- Smooth and quick registration process (cc system registration)
- Tool that helps them know what their passion is (career exploration)
- Life coach
- Summer advising
- Cross functional teams
- Major vs. career fairs

Challenges of MMs

- What is it and what does MM mean?
- Still a lot to choose within a MM
- Passing classes
- Emotional piece to having to make a decision
- How does a certificate come into play?
- Hard time committing to a major
- What can I do with this MM and can't do?
- Anxiety/stress because they don't know their passion
- Family pressure vs. passion
- Bottleneck: what major? and/or pathway to end goal career?

- Distrust/difficulty with word MM
- Students are young and want to change areas
- Do not alienate the students who have unique goals



MM Breakout: Math and Engineering

What excites you about MM?

- Student friendly – groupings are visual
- General major that connects all majors
- Student choice
- Reduce wasted classes
- Opportunity for dept collaboration
- Includes certificates/hierarchy
- Students not pressured to pick a specific major too quickly
- Creating a structure to understand how different disciplines relate
- Enables foundation course that branch out
- Create Intro class for meta-majors
- It shows that we are all tied together and why we are a Dept – we build things
- Enables foundation courses that branch out
- I teach math and like to know more about our work in this field
- More clarity for students with their options and integrated student services
- Excited about the opportunity of making changes, hopeful changes will truly get students' experience and goals.
- Students finding "a place" more easily by thinking in more broad terms about interests and goals
- Gives focus area for students
- Much better approach to student's future considerations than a massive list of majors.
- Better than what we have now
- Opportunity for me to collaborate with people outside my Dept to support students
- Student participation which is crucial and important to hear what they expect
- Students can meet and network students in related discipline
- Students to rough-grain the process in choosing a major/field of interest
- Meta majors can build community
- To work with professors in other fields of study
- Increase awareness of math as a major
- Enables students to get started but not have to commit to a major
- Will help students choose a possible path sooner
- Will give students an immediate path to follow with entering DVC
- More efficient use of student's time, no wasted classes
- Helps students choose a major when undecided
- Collaboration between students with similar interests
- More support to students
- Shared experience, shared resources, lessons learned
- Videos by all majors capturing career opportunities
- Excited to help students

What concerns you about MM?

- Lots of talk, not always outcomes
- We don't want to limit (for example Art --- Architecture connection)
- CSU/UC/Private/OOS requirements
- Is this transfer only?
- Changing mind?
- Why is Math and Science not in the same?
- Remove major bias? "meta-missions?"
- Fear of leaving MM home
- Math and science should not be in different MMs
- No one size fits all
- Math and Engineering are not with Physics, but there is a lot of overlap in student interest
- Change Meta-Major to: Level 1- Meta Mission, Level 2 – Area of Focus, Level 3—College goal or major. This removes the bias towards transfer
- Dishonest – pretending solution to complex problems
- Too streamlined, too job-directed
- Could short circuit the development of meta-cognition
- Lots of cross-over and overlap, hard to structure in a clear single path
- How will students switch from one meta-major to another?
- Shouldn't Physics be in Math and Engineering?
- "Meta" doesn't mean that. Some students interest may fall between 2 or more MMs; despite out efforts students may not find their ideal major in the MM they think it might be in.
- Funding
- Completion of a STEM degree requires starting early!
- Econ and Math are not in the same meta-major. How will Econ majors explore Math?
- What happens when a student changes their mind and moves across a meta-major?
- Turning DVC into exclusively a transfer institution with no place for students learning for learning sake.
- How will divisions within MM communicate with students
- Need to have course mappings or schedules accessible to students.
- Concern more about GP: To not leave PT students behind; to lessen the rigor of our courses

What is the opportunity of MM?

- Instructional/counseling faculty and staff collaboration
- Career/major exploration for a particular MM
- Allows for exploration while providing structure
- Help the college recognize and organize shared interests of related majors and disciplines
- Perhaps counselors will be able to specialize in meta-majors
- Can local community business tap into a resources in the MM to recruit employees or interns
- Help the students find their path using a wider community
- Focus students and faculty on student goals and achievements
- Makes students/faculty/staff more connected to the system
- Stackable certificate/degrees
- More collaboration

- An opportunity to shepherd students along who need a “jump start”
- Help clarify career choices for students by at least focusing them on a meta-major
- How will the workforce take the meta-majors
- Ability for student to explore interests without falling behind or through cracks
- Not waste time and money to achieve student goals
- Like the idea for students/large are to connect with until a major is specified
- Place for specialized MM counselors
- Collaboration between Depts
- More efficient pathways for student career exploration
- Align and integrate instruction and student services
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MM Breakout: Science and Health

What excites you about MM?

- 3 tiered major exploration
- Clearer pathways for students
- Allows student to explore more easily
- New research/discoveries about connections between mind/brain and body
- Student connection to college, college, meta majors, faculty, each other
- The idea that students will find out an interest in science can lead to more careers than medical doctor.
- The hope of MM being instrumental in reaching equity goals.

What scares you about MM?

- Scaling up best practices to serve students in Sci and Health or Math and Engineering MM
- The one sentence exploratory statement feels inadequate or somewhat exclusive
- Hard to be inclusive enough for all students
- Cynicism and rigid inflexibility with considering new ways of understanding (“either/or” not “both/and” thinking)
- Not having enough time to do all my work; overextending myself 😊
- Understanding process because our C&E program students declared a meta-major so we fell removed from the process.
- Community College can be a place to explore interests. “Mapping” should not be mandatory or we lost that.

What opportunities can MM bring?

- Great opportunity to hone in on a major in a logical fashion due to the broader views the MM afford.
- Wrap around/embedded instructional/counseling/advising/counseling
- To work with other faculty outside of my dept 😊
- Boundary-spanning new disciplines/domains of research
- The opportunity to have more collaborative interdisciplinary curriculum discussions
- More in-depth career exploration for students
- A unique chance of making a support and management that is unique to DVC and the community it serves

- Unit will be seen as “successful” because of completed certificate #s
- A way for students to discover their particular interest in a broader area
- They can enter with a general “I like science” and figure out their career from there.

Why do we need meta-majors?

- Students need clickable icons
- They can overview options in their interests
- Opportunity to explore
- Aligns with high school

What would an exploratory course look like for meta-majors?

- Seminar/folks from field/field trips
- Concern – GE students struggling – how to integrate?
- 2 courses for 3 general categories include student support complete early to have them prepped to register for classes
- Add teaching skills how to explore careers
- How to integrate/customize student supports for your meta-majors.



Social Sciences Break-out Notes:

- We move things to the “Parking Lot” and they don’t get addressed? When will the concerns we bring up be addressed?
- The GP conversations seem one-sided, with a STEM and/or vocational education focus probably because funding sources are Lumina and the Gates Foundation.
- Starfish is a great tool to help support There are challenges for first generation students.
- How do we support students before they get here? Portfolio approach? Harvard model
- There should be an intake survey for every student after the apply to DVC. This form could ask questions about student needs such as food, houses, etc.
- More counselors are needed to support the work of GP and maybe counselors should be designated for specific areas such as probation, career and transfer...
- GP is taking the spotlight off of African American males and LatinX and focusing on All students (how can we ensure those groups we want to focus on are being addressed.)
- I feel like we don’t have a choice, but to move forward with GP
- There’s a national GP, GP20 (20 CCC’s selected) and statewide GP – which is for all 114 CCC’s and each program is different.
- The workflow for the retention need to be addressed.
- What is the intention of GP, is it just another new initiative thrown at us, with a lot of money, with the potential of evaluation in 4 years or so- and if it doesn’t work the money will go away- as it has for other categoricals?
- Some of us explored or met our intended goal at a community college, without completing a degree or transferring right away; would we be considered a “success”
- How do we define “success”- GP seems to define it as taking less time to get through the CC.
- Policy changes need to be made to allow for more exploration

- What happens when a student changes their path? Will there be curriculum changes to meet transfer requirements? We shouldn't work in silos vs. "my course, my major"
- Faculty need to know what counselors do.
- Format of for-profits (start here, end here) vs the complexity of CC- find the middle ground
- How do we allow students to "explore"?
- We have a limited knowledge of what each other are doing.
- GP can help us dialogue more across silos
- Some faculty fear academic freedom will go away with GP
- We are entering a system that seems to be going more towards a vocational institution
- There hasn't been a critical pedagogy in the GP discussions for the Social Sciences
- We don't know what GP is expected to do
- GP Advising seemed the most inclusive of all areas (students, technology, faculty, student services, etc.)
- How long it takes a student to get through DVC is concerning
- We learned more about GP's today and it was good to get to hear from the teams.
- We have to remember we are publically funded by tax-payers so the accountability will be built in to whatever we are told to do.