

GUIDED MAJORS AND MAPPING WORKGROUP Minutes
Friday, November 1st, 2019 12:30-2pm

Attendees:

Katlin Choi, Work based Learning	Dina Miyoshi, Psychology
John Crocitti, History	Ryan Mongelluzzo, Anthropology
Ian Duckles, Philosophy	Uriel Ornelas, Languages
Helen Greenbergs, Psychology	Alison Primoza, Languages
Alison Gurganus, LRAS	Tina Recalde, Health Sciences
Mary Gwin, Philosophy	Cynthia Rico, Counseling
Terrence Hale, Counseling	Kim Tran, Mathematics
Paula Hjorth-Gustin, Chemistry	Jaye Van Kirk, Psychology
Thekima Mayasa, Black Studies	

I. Meeting called to order at 12:35pm

a. Review of Agenda

b. Approval of Oct 25th Minutes

- i. Motion by Alison P./seconded by Tina
- ii. All in favor of approval with one abstention

II. Mesa Mixers

a. Recap of 10/24 Mixer (Facilitators: Mary Gwin and Helen Greenbergs)

- i. Helen indicated format was not proscriptive, attendees engaged in conversation related to mapping issues:
 - limitations of 2-year maps
 - part-time maps also needed
 - discussion of where Library Science and Personal Growth classes would fit
 - creative ways to present maps
- ii. Charlie Lieu attended

b. It was also proposed that Joel Arias be invited to our next meeting?

- the group agreed and Mary Gwin indicated she could ask him

c. More mapping discussion:

- i. GE on maps more general (not an emphasis on specific courses in a given semester)
- ii. Cross-disciplinary discussions are valuable and mixers can help promote connections between disciplines.
- iii. There are still many who are not familiar with these issues.
- iv. Paula indicated Math and Sciences had subgroups for mapping in their departments
 - 3 year maps (no 2-year maps)
 - GEs open (unless there are specifics that students need—for example in healthcare, psychology or sociology may be recommended
 - also found that courses may not be offered when students need them
- v. Katlin shared information about Career Mapping
 - 2-3 year mapping with career readiness mapping milestones
 - show available resources/when it might be good for students to use resources

*a concern was expressed about potential information overload if all students services did this.

-It is great information but what is the best way to organize and convey it to students?

-toolbox of resources

-it is important for students to know these resources are available

vi. Side maps? Off ramps?

Ex: What happens if student falls off their STEM map?

-side maps/off ramps to Allied Health, Anthropology, Psychology?

-these bridges to other disciplines are important to consider

Next Mixers:

-Friday, November 1st, 2-4pm in BT215 (Facilitators: Alison Primoza and Dina Miyoshi)

-Wednesday, November 13th, 2-4pm in BT215 (Facilitators: Alison Primoza and Dina Miyoshi)

III. Selection of new Co-Leads for workgroup

-Need an Instructional Co-Lead and Student Services Co-Lead

-MPC structure was reviewed

-Faculty mentoring/advising is included in this structure as one of our workgroup tasks.

-it was mentioned that these discussions were started last year in the “guided majors inquiry group”

-this is in the work plan but hasn’t gone anywhere yet

a. Instructional Co-Lead

-Helen nominated Ian Duckles and Alison P. seconded this nomination

-No other nominations

-Unanimous vote for Ian as Instructional Co-Lead

b. Student Services Co-Lead

-Terrence Hale was nominated but he didn’t accept

-No other nominations

-Alison Gurganus indicated she would be interested if the MPC would allow nonclassroom faculty to fill this role

*The work group asked Ian to bring issue of Student Services Co-Lead to the MPC.

IV. Recap of MPC meeting on October 23rd, 2019.

a. “Program Mapping and Points to Consider” handout that includes the following:

1) *The first semester, select one major preparation course.*

2) *Select a minimum of 3 program courses in the first year.*

3) *Ensure correct math courses are included in the map.*

4) *In the first year, include a transfer level math course.*

5) *In the first year, include a transfer level English course.*

6) *Recommend GE courses based on your PLOs (CTE programs).*

7) *Include academic and student support milestones.*

8) *For high unit majors, maps may extend beyond 2 years.*

9) *Consider using Summer semester when appropriate.*

*MPC referred this document to this workgroup for discussion

Discussion commenced regarding this handout and mapping issues, in general.

-Some questions pertaining to this handout:

- a. full-time vs. part-time issue?
 - we have more part-time vs. full-time students
 - important to be mindful of what is presented. Does the map represent the student? Does a student see themselves in the map? Does it reflect them?
 - recommend general vs specific courses?
- b. Counseling has put together another draft of the sign-off sheet for mapping that includes some guidelines, too (counseling still wishes to make further adjustments on this form)
- c. Both the Mapping handout and the sign-off sheet document drafts need to be discussed further in our work group and then at MPC.
- d. How is the map different from the Ed plan?
 - map contains general info and the Ed plan is specific for the student?
 - program map is broader?
 - this question came up at the PCab Retreat/definitions discussed
- e. Discussion about the sequencing of maps and the challenges this presents
- f. Paula spoke to the issue of Math/English in the first year and how this corresponds with Curriculum issues and faculty wanting English/Math prerequisites on their courses.
- g. Maps should be recommendations and not mandates. Counselors should tailor this info to the student.
- h. Maps could help students come to counseling with better/more questions
- i. It was mentioned that students were at the PCab Retreat and some of their comments included:
 - An initial comment of how they liked the efficiency of Guided Pathways but then clarified this as wanting more guided support.
 - Another comment about "feeling rushed"
 - Students want to explore different majors and most don't know what they want to do.
 - Student just opened catalog and started taking classes—had no idea what to do
- j. It was proposed that the mapping form should include information about the Personal Growth class and the Library Science class.

*Meeting was adjourned at 2pm.