
What are Meta Majors and why are they important to students?

Meta Majors are a key component of the Guided Pathways framework, and data suggests that they can be an essential first step on the path to college completion for students. Basically, Meta Majors are collections of academic majors that have related courses, teach similar skills, and/or are aligned with career fields. According to ASCCC,

Since the summer of 2021, the Foothill Guided Pathways Meta Majors Team has:

Presented information about meta majors at the District, Division, and Department levels.

In October of 2021, the Team hosted the First Meta Major Sorting Day

Conducted multiple student focus groups

Worked with faculty and departments to sort programs

Created 3 models: Interdisciplinary, Career and Academic Pathways, and District Unity

Hosted (is hosting) a second sorting day to finalize the Meta Majors for Foothill

Standing Invitation to Faculty

As Foothill Faculty members, you have a stake in this decision. We cannot over emphasize the importance of your contributions to informing the outcome of this process.

Next Steps

The GP Meta Majors team will:

Host the Second MM Sorting Day (entire Foothill College community invited) on Friday, January 21

Present the results of the Second Sorting Day to Foothill Academic Senate on January 24 and elicit feedback

On February 1, the GP Meta Majors Team will present a finalized MM model for a first read to the Foothill College Curriculum Committee (CCC), with an intended second read and vote of approval on February 15.

On February 7, the GP Meta Majors Team will propose a resolution in support of the proposed Foothill Meta Majors model and branding for a first read at Academic Senate, with an intended second read and vote of approval on February 28.

Compensation

Full and Part-Time Faculty may be eligible for compensation for their participation in the Meta Majors Sorting Day event.

For more information about Guided Pathways Meta Majors and the Sorting Day event please reach out to GP Team Leads Natalie Latteri (latterinatalie@fhda.edu) and Amy Leonard (leonardamy@fhda.edu)