SANTA MONICA COLLEGE
Student Focus Groups on Meta-Majors

Results and Findings

Introduction

Between October and November 2018, the Office of Institutional Research facilitated 5 focus groups with 90 students who were enrolled in the various levels of English courses. The goal of the focus group was to integrate student voices into Santa Monica College's (SMC) efforts in designing the meta-majors as part of the guided pathways framework.

To provide students a clearer pathway to graduation, and help them more intentionally connect their coursework with their career aspirations, SMC's Redesign Committee articulated the following goal:

> *All first-time in college students identify a "meta-major" at the time of application and select a program of study (major) by the end of their first academic year.*

Meta-majors group individual programs of study or majors under a broader academic umbrella. With SMC offering more than 100 certificates and degrees, a meta-major may help students narrow the options available to them and help streamline the process of major selection which ultimately ensures that students are starting on a pathway earlier.

Between May 2018 and September 2018, Curriculum Committee members, department chairs, and key academic administrators participated in a "sorting day" and subsequent meetings to sort through the existing programs and organize them in larger "buckets" of related degrees and certificates. The purpose of the focus groups was to gather student feedback on the initial list of major "buckets".

Methodology

Convenience sampling was used to recruit focus group participants for the study. Students enrolled in five English class sections during the Fall 2018 semester were invited to participate in the focus group discussion. English faculty volunteered one hour of class time to allow researchers to conduct focus groups as part of SMC's redesign/guided pathways efforts. English classes were chosen for participant recruitment because most students at SMC who have a degree or transfer goal enroll in an English course.

Because the study participants were drawn from English classes only, the demographic profile of the focus group population differs slightly from the overall student population. Students enrolled in the focus group sections were more than twice as likely to be 19 or younger than the school average (65.4% vs 30.2% campus wide). They were also more likely to be Hispanic (63.2% vs 40.3% campus wide) and to be first-time in college or freshmen students (48.9% vs. 17.8% campus wide). Female representation among participants was roughly equal to that of the college (54.1% vs 53.2% campus wide). Ninety students participated in one of the five focus group discussions.

Each focus group was conducted by two institutional researchers, and no other faculty, staff, or administrators were present for discussions. Students were told that their feedback would be used to shape the college's guided pathways work and to help future students succeed and were assured that none of their comments or quotes would be attributed to them in any report of findings.

Student focus groups discussions were recorded, transcribed, and analyzed. The institutional researchers who administered the focus groups met to discuss their impressions after each focus

group session. After the final focus group, all institutional researchers who administered focus groups attended consensus meetings to discuss notes, impressions, and findings across all focus group sessions.

During the focus group discussion, students were shown the list of major buckets that were initially developed through the redesign/pathways work. The list included five buckets with accompanying degree/certificate programs under each bucket. The buckets were not named and were identified by a color (e.g., pink bucket, green bucket). Students were asked for their impressions of the overall model and of the individual groupings. When time permitted, students were also asked about their experiences at the college, and for any suggestions that might help future students to be successful at SMC.

For the focus group protocol, see Appendix A.

For the major buckets list, see Appendix B.

Findings

Initial Reactions

Students were asked to reflect on their impressions after reviewing the list of major buckets (with accompanying programs) for one minute.

In general, students were readily able to identify patterns within buckets and expressed that the buckets were organized in ways that made sense to them. *"Everyone has different interest areas"* said a participant, *"If you like one thing, you're more than likely to like another thing in the bucket."*
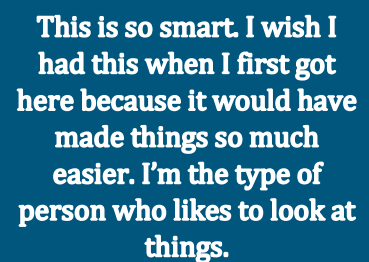
"It is overwhelming", *"I see a variety of careers"*, *"they all relate"*, and *"I can see how they are organized"* were some of the expressions repeatedly used by students to express their initial feelings.

> This is so smart. I wish I had this when I first got here because it would have made things so much easier. I'm the type of person who likes to look at things.

"I'm in the green bucket and I noticed that other things I wanted to go into are in the green bucket", stated one participant.

"It makes sense to me-it is organized...I can understand it" said another.

Others expressed concerns about the buckets. One participant stated that the buckets are very restrictive to individuals with a variety of interests. Another participant wanted to know how the buckets are assigned and whether a major can be in two or more buckets.

"I'm a bit confused about how these are put together and seems to be like somewhat narrower pathways. I don't understand what you're hoping to do in the future. I hope it won't be to get away from interdisciplinary courses – someone like me who is … an anthropology major also finds that there's great benefit in taking other courses like me taking theatre which stirs creativity that I can also use in anthropology- that's just basically my cue."

Themes Observed in the Buckets

Following their initial reactions, students in the focus groups were asked to respond to specific questions about each of the buckets, including:

- Whether programs in the bucket belong together
- What the bucket should be called
- Whether specific programs in the bucket should belong to more than one bucket

Overall, students felt the program groupings were reasonable, but when probed, some students were able to identify majors that could be moved into other buckets. The responses are summarized as follows:

➢ **PINK BUCKET**

> **I see that there is a business category, but all of these have to do with how to run a business like financial aspects, the marketing side of it, the promotional side of it.**

Nearly all the students agreed that the programs in the pink belong together. *"They all relate, and I can see how they were categorized"* said one participant. Another stated, *"The pink bucket somehow looks like business or aspects/branches of business".*

The following were suggested by students in naming the pink bucket:

- Business
- Business-General
- Business-Merchandise
- Entrepreneurship
- Leadership

Most of the students were inclined to name the bucket simply "Business".

Participants suggested that the following programs should either be moved to another bucket or should be included in multiple buckets:

- Medical move to the white bucket since it is related to health field
- Website Software Specialist added to the yellow bucket since it is more "scientific, like video and computer programming"
- Broadcast Sales move to blue bucket
- Fashion Merchandise added to blue bucket (both buckets)
- Economics added to pink bucket since it is related to business (both buckets)

> I think that website software could go in both [yellow and pink] because if you're doing marketing and you can also run your own business so you would have your own website, so it would come in handy.

➢ GREEN BUCKET

Compared to the pink bucket, there was more disagreement and confusion among students in terms of whether programs in the bucket belonged together. Students noted that the buckets seem to reflect a wide range of disciplines, including arts, sciences, business (economics), and education and wondered why these disciplines were not shown under their respective or separate packages.

Others suggested that the bucket represented general education requirements, not meta-majors. In trying to make sense of the bucket, one student said, *"Some [programs] are out of place because they are requirements?".* Another responded to the student comment, *"In order to graduate, you just have to pass these things and to get your credits for your graduation."*

> Could a new student look at this and be able to pick a program [from the green bucket]? I don't know.

The following were suggested by students in naming the green bucket:

- General Education
- Arts & Humanities
- Communication Studies
- Liberal Arts
- Leadership

Participants suggested that the following programs should either be moved to another bucket or should be included in multiple buckets:

- Communication Studies move to the blue bucket since it is related to broadcasting and media
- Similarly, move Journalism to the blue bucket or add to both buckets
- Economics should be added to the pink bucket (both buckets)
- Anthropology move to yellow or white bucket because they are related to sciences
- Sociology move to white bucket
- Create a new bucket called "teaching" and put Early Child Education under it
- Psychology move to white bucket

➢ WHITE BUCKET

Some participants thought that the white bucket was more focused in nature than the previous two. *"All fit together"* said one participant.

"I believe that they belong together the athletic coaching and nutrition you still have to take to know a lot about nutrition and steps even if you're not specifically going into that."

Other students did not agree with the *"all fit together"* characterization. They suggested the bucket be split into two: the "health" and "nutrition" buckets. Mixing athletics with nursing under one bucket did not feel right to some participants.

"[In] nursing, there's a lot of tree branching that you can do for example aviation nursing, flight nurse, traveling nurse and it doesn't really go into athletic branching out... you can create two groups but as far as putting it under one category, it's going to be complicated to that person trying to go into nursing."

The following were suggested by students in naming the white bucket:

- Body and Mind
- Health and Nutrition
- Sports and Health
- Body
- Health Sciences
- Athletic Conditioning

Participants suggested that the following programs should either be moved to another bucket or should be included in multiple buckets:
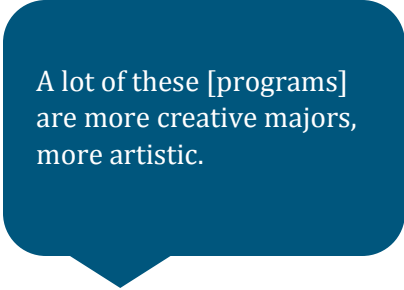
- Psychology added to white bucket (both buckets)
- Biology added to white bucket (both buckets)
- Chemistry added to white bucket (both buckets)
- Athletics and Coaching should be moved to green bucket
- Administrative Assistant and Medical Assistant merged together

➢ BLUE BUCKET

There was some consensus among students that the programs in the blue bucket belonged together. However, a handful of students reported thinking that the programs in the blue bucket didn't relate as well and overlapped with other buckets (for example, marketing). Nearly all students who spoke up about the blue bucket mentioned that the programs described a "creative arts" bucket.

The following were suggested by students in naming the blue bucket:

- Arts
- Creative Arts
- Entertainment
- Creation
- Artist Category
- Digital Production
- Artistic
- Art and Entertainment
- Art and Theater

A lot of these [programs] are more creative majors, more artistic.

Participants suggested that the following programs should either be moved to another bucket or should be included in multiple buckets:

- Entertainment Promo and Marketing move to pink bucket
- Broadcast Management move to pink bucket
- Programs in Blue can be listed in other buckets as options

- Graphic Design move to yellow bucket
- Digital Media move to yellow bucket
- Animation move to yellow bucket
- Journalism move to blue bucket
- Astronomy, Geology, Geographic Info Systems move to green bucket based on sharing more common courses with the green bucket programs

➢ **YELLOW BUCKET**

> I think the [programs] have similar categories. These are all STEM classes, so they are more science.

Students reported that the programs under the yellow bucket made sense and that the programs belonged together. One student said, *"It all makes sense to me. It's organized. I can understand it".* Another said, *"They go great together, they are perfect".*

The following were suggested by students in naming the yellow bucket:

- STEM
- Science
- Technology

Participants suggested that the following programs should either be moved to another bucket or should be included in multiple buckets:

- Digital Media added to the yellow bucket since it is related to computer application (both buckets)
- Astronomy move to green bucket
- Biology move to white bucket

Programs in More Than One Bucket

When asked about the appropriateness of having a program belong to more than one bucket, two clear and opposing views emerged during the focus group discussions. One view argued for having programs belong to more than bucket as it would be "useful" and would allow students more options to choose from. Students with this view argued that bucket overlaps among programs were inevitable depending on the career and area of study. One example cited by a student describes a student who is interested in art (blue bucket) would also need to learn how to sell or market their art and make a living out of it (white bucket); as a result, art would belong to two buckets.

Arguing for bucket overlaps, one student said, *"It would be a little bit easier because it gives them two options, so if they see it in both they would review both and see that they don't just have one option, but they have both".*

Students with an opposing view thought that overlapping buckets would confuse students and saw buckets as being discrete. For example, one student mentioned *"The pink bucket is all business and I don't have to look anywhere else if I am interested in studying business".*

Concept of Majors Buckets

Students were asked to provide feedback on a list of potential names describing the concept of a "meta-major". To begin a discussion for each term, students were prompted with questions such as "What word or words should we use to describe the concept of program buckets?" and "Some people have been referring to the idea of buckets as [insert term], what do you think about that term? Does it make sense?" Students were asked to reflect on 7 potential names describing the concept of a "meta-major":

- Interest Area (or Area of Interest)
- Career and Academic Path (CAP)
- Meta-Major
- Community of Learning
- Academic and Career Communities
- Area of Study
- Exploratory Path

Time permitting, students were also offered the opportunity to provide their own suggestions for naming or describing the concept of program buckets. The next sections describe the common themes drawn from each set of "meta-major" terms.

➤ INTEREST AREA (OR AREA OF INTEREST)

Collectively, students agreed that the terms "Interest Area" or "Area of Interest" made sense in describing the concept of program buckets. Students explained that the word "interest" conveys broadness and choices to students.

"Yeah, it makes sense. I think the concept of what Area of Interest is that it gives you options…if you aren't sure of what to major in, it gives you options and explore other majors until to have to choose one. So, I think the Interest Area is perfect."

Some students also pointed out that using the term Interest Area would display ease to students, especially to those who are undecided in choosing a major or students who are new in college.

"If you were talking to someone for example who is debating going to college after high school, Interest Area is more comforting and not complicated."

"Interest Area is like for someone who just finished high school. Interest Area is simple."
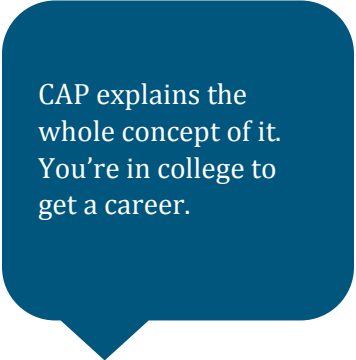
➤ CAREER AND ACADEMIC PATH (CAP)

Like Interest Area, students agreed that Career and Academic Path (CAP) made sense in describing the concept of program buckets. In fact, more students seemed to like CAP than Interest Area or other terms provided to students. One of the students stated that CAP makes more sense to her

than Interest Area because people attend college to decide what career they want to pursue and not interests. She believes that interest is more related to a hobby.

Another topic repeated by students during the discussion on CAP was that the term Career and Academic Path sounds more "proper" or "professional" to use when compared to the other terms provided.

A few students also mentioned that CAP, and specifically the word "path", seemed to connect more directly to the guided pathway framework. Students explained that CAP displays a sense of "commitment" or "guidance" in choosing a major or career. As one of the students said, *"I prefer 'path' because it tells you where and how to get there."*

> CAP explains the whole concept of it. You're in college to get a career.

There were only a few students who did not like the term "Career and Academic Path". The main reason students did not like CAP was because for them, it feels "confusing" or "it just doesn't make sense". There was no explanation provided by students when asked to further express their thoughts about their confusion.

➢ META-MAJOR

Nearly all students reacted negatively to the term "Meta-Major". Students replied with a resounding "no" when asked if the term makes sense in describing the idea of program buckets. Students also consistently showed lack of knowledge about the word "meta". Common responses are as follow:

- *"I don't understand Meta-Major"*
- *"What is Meta?"*
- *"I don't know what "meta" means"*
- *"Meta is confusing"*
- *"I understand "major", but what is "meta"?"*

➢ COMMUNITY OF LEARNING

"Community of Learning" was another unpopular choice for students in describing the concept of program buckets. Many students felt that the term is not associated with the purpose of college. One of the students said, *"I don't think that the title would make a student automatically think that they are looking at majors in college. It doesn't sound like it is related to college at all."* Another student felt that the word, "community", suggests community service and not college. *"I think that it would fall into the aspect of some sort of work or volunteer hours not something for college or academics. It's just because of the community word."*

Despite of its unpopularity among students in relation to the concept of program buckets, the term itself seemed to draw positive impressions from some students.

"'Community of Learning' sounds like everybody is on the same team and everybody is taking the same path as their all helping each other."

"'Community' invokes a sense of family. I kind of want that sometimes in school."

➢ ACADEMIC AND CAREER COMMUNITIES

Students appeared to be indifferent when asked if "Academic and Career Community" made sense in describing the concept of program buckets. Several students suggested to leave out the word "Community" from the term.

➢ AREA OF STUDY

Although students felt that Area of Study makes sense in describing the idea of program buckets, many of them said that they do not prefer this term over the other terms specified. These students either favored "Interest Area" or "Career and Academic Path" over Area of Study.

➢ EXPLORATORY PATH

"Exploratory Path" received mixed reactions from students. Some students said that the term made sense in describing the concept of program buckets because they felt the word "exploratory" conveys options. Like "Interest Area", students said "exploratory" would give ease to students who are undecided in choosing a major.

"It makes sense, if I don't know where I'm to do, it feels likes it would instruct me to explore options until I decide."

"'Exploratory Path' makes sense because if I don't like one thing you can explore another one and you can see what they offer."

"I would say if you don't know what kind of career you want to go into, I'd say exploratory path would be great. Basically, you can go in there and get expose to certain things that you didn't know about and eventually finding out something you're interested in to pursue."

On the other hand, some students felt that the term would confuse other students more.

"It's not focused enough. It would be overwhelming for me and other students to figure out what this is."

➢ FREE RESPONSE

In between discussions of each term, students were encouraged to come up with other terms on their own to describe the concept of program buckets. The following terms were suggested by students:

- Career Pathways
- Career Categories
- Career and Interest Path (e.g. major in career and minor in an interest)
- Academic and Career Path

Overall, "Interest Area" and "Career and Academic Path" seemed to be the most popular choices for students. "Meta-Major" was the least accepted out of all terms specified in describing the concept of program buckets.

How SMC Can Help Students Achieve Their Goals

The focus group discussions ended with questions asking students to reflect on their experiences at SMC and provide feedback on ways the College can help achieve their goals.

SUGGESTIONS FOR SANTA MONICA COLLEGE

General

Students expressed appreciation for the many services made available on campus but shared a frustration that they are not made aware of the range of services. Students expressed a desire to have more knowledge about the services that are available to them. Suggestions to help with this included extended hours, or more variation in hours for the "fairs" that take place in the campus courtyard.

"I find it helpful how they set up the tents, but I recommend they last a little longer because I had a class and I wanted to actually go but when I got there they were packing up."

"Maybe not the entire day, but at different times so some of the students who are in class have the time to see what they are offering."

Students also expressed a desire for additional ways to get information about the college, for instance, online messages, chat windows, online support, and phone support.

"I think being in a messaging kind of chat portion to go on the actual SMC website, having someone, a representative, online – you wouldn't have time to go see a counselor, but you could chat with a counselor."

"Create a website that a person can go to the website and ask a person questions."

Counseling

Counseling came up often in these discussions. Students felt that increased counseling would help all SMC students. They felt that counseling brings a sense of comfort and leads them to the right courses to take to succeed. Several expressed fears that they would take a "wrong" class that would slow down their progress toward completion.

"I spoke to a counselor here and she did a really good job of listing the classes I needed to take because I already knew what I wanted to do. So, it stuck cause I knew what classes to take. She gave me the list, so I found that helpful."

Multiple students mentioned wanting a more consistent counseling experience. Some expressed desire for services like the ones STEM students receive. One student said that STEM counselors, in addition to providing a more consistent support, might also currently serve a mentoring and tutoring role.

"My experience was when the counselors I went to were not as helpful. When I was accepted into STEM, they told me I was 3 classes away from graduation. That was a surprise to me. STEM also has mentors, tutors, and staff who… make sure [I'm] staying on track and getting the help [I] need."

"A counselor was pushing me to go to CSU and I was switching my major and I had made a decision I was going to a UC. She was pushing me away from that what I wanted to do, even if it would take longer that is what I wanted to do."

Multiple students discussed Counseling 20, with some finding it helpful, and others less so.

"I'm in Counseling 20 and it is pretty good and it feel like things I'm doing right now is helping me."

"[In Counseling 20 some of the information they give us is useful and some is not so it's like a waste of time showing up because you don't know if you're going to get any information that is useful or not to apply to your life or just go there and waste your time."

"My Counseling 20 teacher helps us read through the IGETC and the packet they gave us in the beginning when I got the paper I didn't know so she explained how it worked so then I knew which ones were general and major – she told me I could focus on the general right now then later on then start focusing on the others. So, they told me try out classes and then decide what major you want."

Selecting Majors/Major Buckets

Students acknowledged the potential difficulty future students might face in selecting a major bucket. Students suggested holding a "major fair" on the proposed major buckets which students could attend to learn more about them and ask questions that would help them settle on their chosen major bucket.

"I feel like not like a resource fair but a major fair when people look at the list of majors it's like you have all these options, but you want to know more so being able to talk to someone who is expert in

Other students suggested creating organizations or clubs for each major bucket. This would allow students to connect with the others in their major bucket and to share knowledge about things like courses, strategies, and college resources. Major bucket-specific clubs could also facilitate study groups and tutoring that could be tailored to individual major buckets.

"It's cool when you have a club focused on one of the buckets because you get to go around the list- for me its business but another cool thing is marketing- which falls in that category so a club with all the majors listed."

Participants felt this could also provide opportunities for older students to share knowledge and experiences with newer students.

"Students in that area ahead of me that have already gone throughout most of their classes they could help."

"Other students can relate to us better than faculty."

"A bro to bro level or sister to sister level 'welcome to school' someone who keeps you in check and sees how you're doing – a student club that is geared toward [helping you] figure out the buckets- round the clock."

Students also suggested hosting talks with guest speakers employed in the fields of interest to discuss their experiences with students taking classes within a given major bucket.

"Maybe they can just do a showcase –explain about what they do – and some people they don't really know – so they can be sure about what pathway and how to pick a major."

<u>Online Resources</u>

Students also made suggestions for online resources for future students. One student suggested making a website to describe the major bucket system and provide resources for navigating major bucket choice, etc., saying that this would help students who were taking primarily or exclusively online classes.

"The SMC webpage should have a certain area where you can discover- like if I saw this [list of major buckets] on the website it would really help me decide what to take."

"Someone who is doing like online courses [doesn't have access to this] visual aid usually...like we go to class and have the teacher in front of us but having like a pre-recorded video of some of this stuff, explaining the process would help because sometimes reading it doesn't, really."

Other students suggested a chatroom or forum model for each major bucket. This would allow students to connect with others from their major bucket, and to share information about the majors and the college with other students asynchronously. One student mentioned the potential for students to ask questions of someone else from that major or career without the limitations of scheduling in-person meetings.

In summary, the following themes emerged from the discussion focused on how to implement the "major buckets" at SMC:

- Opportunities to hear from and speak with professionals in their chosen field
- Opportunities to connect with other students (current and former) in their chosen field
- Additional avenues through which to find information about the college and requirements, and additional hours for the resources already available.

Appendix A: Focus Group Protocol

Icebreaker:
1. Why did you choose to enroll at Santa Monica College?

Exploring "Meta-Major" Concepts

SMC offers over 140 degree and certificate programs. What you have in front of you is a condensed list of SMC programs. Many students in the past have told us that when they first start college, they are not quite ready to declare a major and choose just one program. However, many students know, "in general" what area they would like to study.

As a result of what students have been telling us, SMC wants to group all programs into broader buckets. The idea is that students who are undecided on a major can start exploring programs in one of these buckets and start earning credit for courses that will ultimately fulfill the requirements for a degree, certificate, or transfer. We have sorted all of our programs into five different buckets, the pink, yellow, blue, green, and white based on the fact that these programs offer courses that are related and prepare students for similar skills or careers.

2. Let's take a minute to review the programs by bucket. <pause for 1 minute>. What are your initial reactions to these buckets?

3. <Ask for each bucket> Based on the list of programs in the <pink, green, white, blue, yellow> bucket, what themes do you see in terms of courses, careers, skills, and transfer?

      b. Do you think these programs belong together? Why or why not?
      c. Based on the programs listed under the bucket, what should we call this bucket/category of programs?
      d. Do any of the programs belong in more than one bucket? Does having a program in more than one bucket make sense?

(Repeat #3 ("a", "b", and "c") for each bucket)

4. What word or words should we use to describe the concept of program buckets? Some people have been referring to the idea of buckets as [a to g below …]. What do you think about that term? Does it make sense? If you were asked to choose a bucket on the college application, would this term be clear to you/would you understand what it means?
    a. Interest Area (or Area of Interest)
    b. Career and Academic Path (or CAP)
    c. Meta-Major
    d. Community of Learning
    e. Academic and Career Communities
    f. Area of Study
    g. Exploratory Path

5. What ideas do you have for how the college can help build a community around students who are enrolled in common programs in a designated "bucket"?

     a. What can we offer to help students in the buckets connect with one another?
     b. What kinds of activities or services should be offered?
     c. Physical community?
     d. Virtual community?

Sense of Belonging/Caring

We would like to shift gears and conclude with asking you questions about your experience at SMC.

6. Overall, what has your experience at SMC been like so far?
     a. What has been the best experience you have had at SMC?
     b. What has been the worst?
7. Lastly, what advice would you give the college on how we can help students achieve their goals?
     a. How can SMC show students that they care?
     b. How can we help you feel more connected to the college?

Conclusion
8. Would you like to add anything else to the discussion?

Appendix B: Major Buckets

PINK BUCKET

ACCOUNTING
BUSINESS
BUSINESS ADMINISTRATION
COMPUTER BUSINESS APPLICATION
ENTREPRENEURSHIP
FASHION MERCHANDISING
GENERAL OFFICE
INSURANCE PROFESSIONAL
INTERNATIONAL BUSINESS
LEGAL ADMINISTRATIVE ASSISTANT
LOGISTICS/SUPPLY CHAIN MANAGE
MANAGEMENT/LEADERSHIP
MARKETING
MEDICAL ADMINISTRATIVE ASSISTA
SALES AND PROMOTION
SALON BUSINESS
WEBSITE SOFTWARE SPECIALIST

YELLOW BUCKET

ASTRONOMY
AUTOMOTIVE TECHNICIAN
BIOLOGICAL SCIENCES
CHEMISTRY
CLOUD COMPUTING
COMPUTER PROGRAMMING
COMPUTER SCIENCE
DATABASE APPLICATIONS DEVELOPE
ENGINEERING
ENVIRONMENTAL SCIENCE
GENERAL SCIENCE
GEOGRAPHIC INFORMATION SYSTEM
GEOLOGY
MATHEMATICS
PHYSICS
RECYCLING AND RESOURCE MANAGE
SOLAR PHOTOVOLTAIC AND ENERGY
WEB PROGRAMMER

BLUE BUCKET

ANIMATION
ART
BROADCAST PROGRAMMING AND PRODUCTION
BROADCAST SALES AND MANAGEMENT
COSMETOLOGY
DANCE
DIGITAL MEDIA
ENTERTAINMENT PROMO & MARKETING PROD.
FASHION DESIGN
FILM PRODUCTION
FILM STUDIES
GRAPHIC DESIGN
INTERACTION DESIGN, BS
INTERIOR ARCHITECTURAL DESIGN
MUSIC / APPLIED MUSIC
PHOTOGRAPHY
STUDIO ARTS
TECHNICAL THEATRE
THEATRE ARTS
THEATRE

WHITE BUCKET

ATHLETIC COACHING
KINESIOLOGY
NURSING - ADN CURRICULUM
NUTRITION AND DIETETICS
RESPIRATORY THERAPY

GREEN BUCKET

ADMINISTRATION OF JUSTICE
ANTHROPOLOGY
ART HISTORY
COMMUNICATION STUDIES
EARLY CHILDHOOD EDUCATION
ECONOMICS
EDUCATION
ENGLISH
ENVIRONMENTAL STUDIES
ETHNIC STUDIES
GEOGRAPHY
GLOBAL STUDIES
HISTORY
JOURNALISM - MULTIMEDIA STORY
JOURNALISM
LIBERAL ARTS — ARTS & HUMANIT
LIBERAL ARTS — SOCIAL & BEHAVI
LINGUISTICS
MODERN LANGUAGES
PHILOSOPHY
POLITICAL SCIENCE
PSYCHOLOGY
PUBLIC POLICY
SOCIOLOGY
SPANISH
WOMEN'S STUDIES