**College of Arts and Sciences**

**Trinity’s Meta-Majors**

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| **Meta-Major** | **Majors/Minors** |
| Business | Business Administration (Major, Minor) |
| Education | Early Childhood Education (Major)  Elementary Education (Major)  Education (Minor) |
| Health Science | Exercise Science (Pre-DPT track)(Major)  Exercise Science (Health & Fitness track) (Major)  Occupational Therapy Assistant (Major)  Nursing (Major) |
| Humanities | Communications (Major, Minor)  English (Major)  History (Major)  Art History (Minor)  Fine Arts (Minor)  Language & Cultural Studies (Minor)  Philosophy (Minor)  Religious Studies & Theology (Minor) |
| Science and Math | Biochemistry (Major, Minor)  Biology (Major)  Chemistry (Major, Minor)  Mathematics (Major)  Forensic Science (Major) |
| Social Science | Criminal Justice (Major, Minor)  Human Relations (Major)  International Affairs (Major)  Political Science (Major)  Psychology (Major)  Sociology (Major)  Economics (Minor)  Woman’s Studies (Minor) |

**Meta-Major: Definition**

A meta-major is a cluster of academic majors with related content and disciplinary focus. Having a meta-major will give students an academic pathway based on an area of interest to inform class selection and choose a major course of study. Trinity’s meta-majors are business, humanities, education, sciences & mathematics, and social sciences. Students who enrolled in fall 2015 were the first to take an interest survey leading to meta-major identification. Advising is in the earliest stages of this project and is in process of creating an assessment plan.

**Meta-Majors, Advising, & the First Year Curriculum**

CAS began using meta-majors to align with two changes in the college. The first change is the Appreciative Advising model in which students engage in envisioning their academic, career, and life goals. The Appreciative Advising model recognizes that students with goals are more likely to persist and graduate. Helping a student identify academic interests and see herself on a path to one of the majors in that area can positively affect retention\*. Meta-major decision will provide direction that can lead to earlier major declaration\*. Advising will research best practice programs that show major declaration correlates with student persistence outcomes.

Meta-majors also align with, and are informed by, the redesign of the foundational Math curriculum. Trinity’s new first-year Math curriculum was designed to provide students with the appropriate quantitative skills for their intended course of study:

* Math 102: prepares students for pre-calculus and calculus sequences that they will need for Math and Science Majors
* Math 108: prepares students with the quantitative literacy skills necessary for the fields of Education and Health Professionals, including learning outcomes relevant to certification exams
* Math 109: prepares students with quantitative skills necessary for social sciences and humanities, such as statistics

When new students register for courses advisors assist them in choosing a Math course based on their intended major. If students are undecided, they can choose a meta-major. To help, advising provides them with information on various majors, offers them a link to a career assessment, and assists them in exploring possible career paths. Once students have chosen their meta-major they can choose the appropriate foundational Math course.

**\*Goals and Assessment Points**

Trinity expects meta-majors will help meet the following goals, which connect to Trinity’s strategic goal #1: enrollment and retention and to student learning outcome assessment goals.

1. Meta-majors will improve retention by engaging students in identifying an academic track
2. Meta-majors will result in earlier selection of major, a factor in time-to-completion
3. Meta-major learning will provide a stronger academic foundation for major-specific academic work

Trinity’s advising program is currently engaged in designing an assessment plan for the hypothesis that meta-majors will lead to better retention, earlier declaration of major and time-to-completion, and stronger foundational learning outcomes.