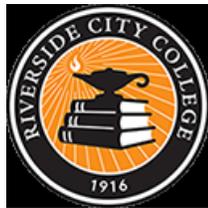


Transfer Pathways 5 Year Implementation Plan

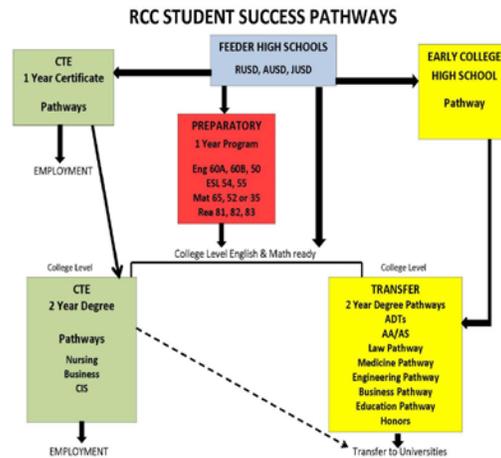


Riverside City College 2015- 2020

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I. Introduction, Mission and Principles



The 2015-2020 Strategic Plan outlines the process the college uses to develop long-term (strategic) plans and to implement and to assess, monitor, and evaluate those long-range plans on a yearly basis (operational). The plan identifies institutional goals and key performance metrics that have specific, measurable targets for each year of the plan. It also includes measurable targets for implementing the Riverside City College Student Success Pathways Initiative, the centerpiece of the college’s strategic planning activities. Each year the college assesses its progress toward achieving its goals, develops and refines its strategies for meeting its targets, and allocates resources that support and enhance student success and completion. This Transfer Pathway plan seeks to outline how the college will fully implement the transfer portion of the pathways model over the next five years.

The college plans to increase the number of Transfer Pathways students (i.e., clearly defined CTE and/or degree transfer pathways) by 2% per year, as the table below indicates. Although these pathways are open to both full- and part-time students, the aim is to encourage students, whenever possible, to sign two- or three-year contracts. For those students who are unprepared for college-level work (two or more levels below the transfer or required degree math and/or English courses) and for those who are under-prepared (one level below), the college has developed two degree/transfer contracts: the 1 + 2 + 2 year sequence for the bachelor’s degree or the 2 + 2 year sequence. Also, the college has a number of state-approved or locally approved CTE certificate pathways that help students prepare for immediate employment.

Pathways FTES Projections and Reallocations 2015-2020

Pathways Students are those who are enrolled FULL TIME and have signed a 2 Year Contract

Academic Year	Fall Headcount (2.5% growth)	Annual FTES (Credit) (2.5% growth)	Projected "Old System" FTES	Pathways - Remediation Track FTES	% in Pathways - Remediation Track		Pathways - College Prepared Track FTES	% in Pathways - College Prepared Track		Pathways Remediation Success Rate FTES	Total Pathways College Prepared FTES (Progressed from Remediation)	Total Pathways College Level [Prepared + Progressed] FTES
					Underprepared	Unprepared		Prepared Track	Prepared Track			
		A	B = A - C - D	C = (A * M) + (A * R)	Prediction Metric M	Prediction Metric R	D = A * N	Prediction Metric N	Prediction Metric O		G = C * O	H = D + G
2014-2015*	18,259.0	14,851.4	14,851.4	-	0%	0%	-	0%	-		-	-
2015-2016	18,715.5	15,222.7	14,004.9	913.4	2%	4%	304.5	2%	60%		548.0	852.5
2016-2017	19,183.4	15,603.3	13,106.7	1,872.4	4%	8%	624.1	4%	65%		1,217.1	1,841.2
2017-2018	19,662.9	15,993.3	12,154.9	2,878.8	6%	12%	959.6	6%	70%		2,015.2	2,974.8
2018-2019	20,154.5	16,393.2	11,147.4	3,934.4	8%	16%	1,311.5	8%	75%		2,950.8	4,262.2
2019-2020	20,658.4	16,803.0	10,081.8	5,040.9	10%	20%	1,680.3	10%	75%		3,780.7	5,461.0

*2014-2015 FTES is "Enrolled" as calculated in the Enrollment Management dashboard as of June 2nd, 2015

Strategic Planning Goals 2015-2020

1. Student Success

- 1.1 Increase student engagement, learning, and success by offering a comprehensive and flexible curriculum, including clear pathways for achieving certificates, degrees, and transfer-ready status.
- 1.2 Consistently use data to make decisions and to understand and support evolving student needs.

2. Student Access

- 2.1 Ensure that all students have equitable access to the college's programs, courses, and services.
- 2.2 Enhance integrated academic support.
- 2.3 Counsel and advise students to help them plan for and progress toward their individual educational objectives.

3. Institutional Effectiveness

- 3.1 Encourage efficiency, expand organization capacity, and inform conversations that promote access and efficiency.
- 3.2 Integrate research, assessment, and program review to enhance understanding of student learning.
- 3.3 Facilitate accountability, transparency, and evidence-based communication to improve student success and completion.

4. Resource and Learning Environment Development

- 4.1 Enhance financial sustainability by incorporating diverse funding from public and private sources, including grants and special events.
- 4.2 Create an atmosphere in which students, faculty, and staff find satisfaction in their work and feel supported and valued.
- 4.3 Invest in technology, equipment, supplies, training, and infrastructure to support students, faculty, and staff.

5. Community Engagement

- 5.1 Actively pursue partnerships with the community's academic organizations to foster communication and collaboration that increase student success and completion at all levels.
- 5.2 Work with local business and CTE advisory groups to ensure that the college's educational programs provide the necessary skills that lead to employment opportunities.
- 5.3 Offer programs and services that enrich the community.

The college will measure success in three ways:

1. How well the college moves students from pre-college to college level
2. How many students are completing AA/AS degrees, transfer preparation, and certificate programs within two years
3. How many students are completing short-term training goals

Transfer Pathway Mission

To shorten the time for students to navigate through general education and lower division preparation for their majors and offer more guidance/ streamlining along the way while providing the integrated academic support necessary for them to succeed.

Transfer Pathway Principles

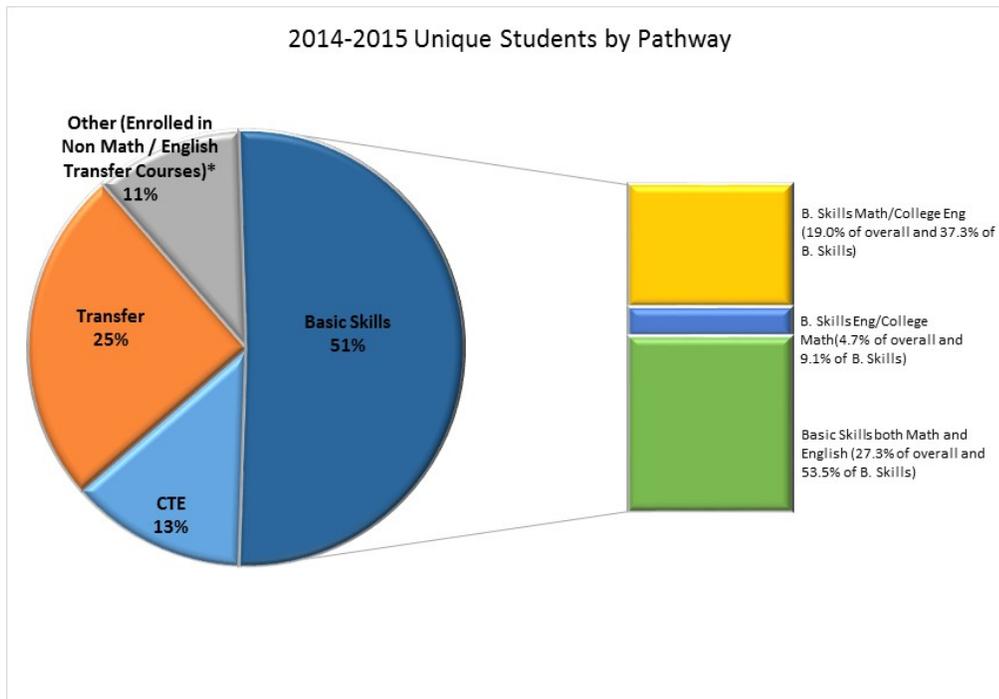
1. Increase access to the transfer pathways through recruitment in and outside of RCC with special attention to equity
2. Provide students with clear information about their options even before they begin their coursework at RCC and provide ongoing counseling and advising to help students understand their options and the pathways available to them
3. Provide integrated academic support to help students succeed in their classes: counseling, advising, engagement centers, SI, tutoring
4. Identify those classes that often create a barrier/ obstacle for students on particular pathways and provide the necessary targeted support to help students succeed
5. Faculty Development to help foster a culture of transfer and improve student faculty engagement
6. Prioritize allocation of resources to support the pathways and student completion, success, and equity

The goal of the Pathways Initiative is to scale up each of the Pathways by 10% (2% every year) every year over a five-year period. For the 2015-16 academic year, 913 full-time equivalent students are on the one-year Preparatory Pathway, designed to guarantee college readiness in one year. With a projected 10% increase over five years, the Preparatory Pathway will serve 5,049 full time equivalent students during the 2019-2020 academic year, but will also have progressed 3780 students from remediation to college-ready. Likewise, the Transfer Pathway, which currently serves 304 full time equivalent, college-prepared students, will serve 1680 full time equivalent students by 2019-2020. The college projects that 5,460 full time equivalent students will be Transfer Pathway students in 2019, the combined total of college-ready students and students who have progressed from the Preparatory Pathway to the Transfer Pathway in one year.

II. Transfer Pathways

Nearly two-thirds of entering RCC students identify transfer as their first educational goal. The Pathways model helps students who are ready for college level work by offering a 2 + 2 model for completing their BA/BS. And extending beyond the BA/BS, RCC has developed partnerships that will allow students to move on to professional Pathways in Law, Medicine, Engineering, Business and Education, as well as a pathway in Honors which enables students to enhance their competitiveness for admission to transfer universities. The college also will develop a transfer pathway for those students who are genuinely undecided when they arrive at RCC. Having students identify a broad area—STEM or Liberal Arts—and then providing them with a plan for general education in their first year and then major preparation in the

second year—will address the needs of undecided students. Exploring and taking advantage of concurrent enrollment opportunities not only with K12 but also with university partners to shorten the overall time for degree completion for transfer students, especially in the STEM areas will also be important.



Students already prepared for transfer level work in both math and English should be encouraged to move into a transfer/CTE pathway. However, an additional 19% of students are prepared in English and while they will need to do remediation in Math, if they are not STEM students, could begin work on a transfer pathway. Moreover, for those students who are underprepared and have just one semester of remediation to do, efforts should be made to inform and actively recruit students from these classes into two-year pathways so that they can expedite their movement through RCC.

Although only recently launched, RCC Pathways are yielding promising completion outcomes. From 2013-14 to 2014-15, RCC has seen increases in every area for its transfer students: a 10% increase in the aggregate of full-time students who transferred to a four-year institution (i.e., 28.9% of the 2008-09 cohort compared to 38.9% of the 2009-10 cohort). Disaggregated data for the same cohorts reveals increases in transfer in all categories, the most impressive increase (8.3%) in the category of students who transferred without competing a degree or certificate. However, students who transferred after completion of an AA degree also increased by 1.5%.

RCC's commitment to increasing completion rates is borne out in both full-time and part-time student completion rates. RCC's 2009-10 cohort of part-time students completing an AA/AS degree reveals a 9.5% increase in transfer as compared to its 2008-09 counterparts. Likewise, the 2009-10 cohort of part-

time students who transferred in 2014-15 without an AA/AS nearly doubled from the number of transfer students the 2008-09 cohort (8.6% in 2013-14 compared to 17% in 2014-15).

Transfer Pathways

RCC currently has 25 ADTs (actually 21 with four pending—check!), which give students clearly defined Pathways in these majors and guarantee transfer to the CSU system (though not always to their first-choice campus).

In July 2015, the UC system announced Pathways in 10 majors (Anthropology, Biochemistry, Biology, Cell Biology, Chemistry, Economics, Math, Molecular Biology, Physics, and Sociology) that will give students a clear plan for lower division major preparation across the UC system. While these Pathways do not guarantee admission, they significantly simplify the process of preparing to apply to multiple campuses in these areas. In March of 2016, UC announced an additional 10. The full list is at <http://admission.universityofcalifornia.edu/transfer/preparation-paths/>. The college will work proactively with other community colleges to encourage the UC system to move from offering just curricular Pathways and towards offering guaranteed admission to the system for students who complete such Pathways at a particular GPA threshold. UC has currently committed to accepting up to 30% of students from community college transfers—how this guarantee is implemented will require close collaboration and monitoring. Moreover, the college will work with partners to ensure a more seamless articulation of lower division courses across the UC system using CID descriptors that have already been created for the ADTs.

As the initial list of UC Pathways indicates, the STEM areas are in high demand. As part of implementing Pathways, RCC will gradually adjust the balance of current offerings in the STEM and Social Sciences/ Humanities areas to increase STEM offerings as demand and the level of math preparation increases. Such a shift will need to be done carefully considering both the fiscal and the facilities limitations, demand on the part of students, and need for a vibrant and thriving liberal arts education with robust offerings in the humanities and social sciences. Such modifications to the current balance of offerings will be carefully monitored, assessed, and recalibrated to ensure the most effective balance of offerings to meet student needs and job market demands.

Undeclared Students who are College Ready:

Initiative: create a one year pathway in STEM and one in non-STEM areas to help students in Early College High School Programs and students here at RCC who do not yet have a specific major determined but are college ready to move through general education in the first year. By the end of the first year, students will declare a major area of study and proceed to lower division preparation in that major.

Comment [i1]: Counseling—there is a coding issue here, but let's see what we can do—check with Dawn and A & R

Professional Pathways

Law School: May 2014 RCC along with other California Community Colleges entered into an MOU with UC (Davis and Irvine law schools), Santa Clara University, USC, LMU, USF to facilitate a pathway to law school for community college students including facilitating admissions, targeted outreach and other services. (please see attached MOU). We also have a partnership with a high school connected to the law school pathway.

Point person: Laneishia Judon, Associate Professor Business Administration

Statistics: The college will work to gather and track these over the next 5 years.

Engineering/ Science: in the works is a pathway to Engineering and STEM with UCR (and prospectively with Cal Poly Pomona) to facilitate a pathway for RCC to students through the two years at UCR to complete the BS and then onto professional school: Dr. Isaac is the point person.—Time frame is end of spring 2016

Business: envisioned is a pathway to Business for RCC students in partnership with UCR, Cal Poly Pomona, and Cal State Fullerton. Dr. Isaac is the point person.

Programs

A number of RCC's **programs** have also shown great promise in promoting successful completion rates. Among the most promising are RCC's Athletics Program, the Honors Program, the Model United Nations Program. Significant to each of these programs—and what appears to be responsible for greater completion rates among the students involved in these programs--is RCC's commitment to providing integrated academic support, student engagement opportunities, faculty mentorship, student collaboration, and community engagement in each program.

Students in RCC's Honors Program and Model United Nations Program, for example, persist, receive degrees, and/or transfer to 4 year universities at significantly higher rates than the general student population: 34.9% of RCC Honors students completed a degree or certificate, transferred, or did both within two years of entering the college, while only 2.8% of RCC's overall population achieved the same results. The MUN Program likewise transfers a higher percentage of students than the overall population, with 28.4% of MUN students transferring to a four-year university between 2011 and 2014.

Likewise, RCC student-athletes persist, receive degrees, and transfer to four- year institutions at a much higher rate than their non-student-athlete peers, due in large part to the development of student athlete pathways. RCC Institutional Effectiveness research shows that RCC student-athletes are far more engaged in the student experience and are more likely actively engage with and be accountable to faculty, counselors, coaches, and staff. Course completion rates among student athletes bear this out: 81% of student athletes complete courses, compared with 66% of the general student population.

RCC's Pathways integrate key components of these successful programs—faculty advising, student engagement centers, peer mentoring, and integrated academic support—with an aim to dramatically scale up these impressive persistence and completion outcomes rates.

Honors for Transfer Pathway

The Honors Pathway is an important part of the RCC Transfer Pathway, designed for highly motivated students in any major. The Honors Pathway is compatible with all other RCC Pathways, ADTs, and UC Transfer Patterns because it offers G.E. classes, like English, Math, Communication Studies, Psychology, Anthropology, Film Studies, Humanities, History, and Art History, among other offerings. Our classes are designed to fit multiple G.E. requirements and allow students to take only those honors classes that fulfill their Student Educational Plans (SEP) and major prep requirements.

Faculty-Student Engagement and Research:

The main differences between honors classes and regular classes are in the methods of teaching, the focus on writing, and the faculty-student engagement. With only 20 students in every class, faculty are able to work more closely with individual students, design more flexible research projects, and serve as mentors to honors students at local and statewide conferences.

Conference	# of students 2013-14	# of students 2014-15	# of students 2015-16
RCC Honors Program Research Conference (local only)	39 for district	41 for district	39 for district
HTCC Building Bridges Conference at UC Irvine (statewide)	18 RCC students	12 RCC students	19 RCC students
Bay Area Consortium (statewide)	0	0	1 RCC student

In addition to the formal faculty mentorship opportunities, faculty in the Honors Program also serve as mentors and advisors in informal interactions. Students consult with faculty in their field about where to transfer, in what to major, and how to get experience in their fields.

Faculty have given workshops on research opportunities in the Fall semester for the past two years. Scott Herrick designed and executed a “Research Opportunities in the Sciences,” and Thatcher Carter designed and executed a “Research Opportunities in the Humanities.” Both workshops have been well-attended, and many of our students have taken summer internships to add to their experience.

The Honors Program also partnered with UCR’s University Honors Program to create a “Research Day” at UCR. RCC students were able to meet professors at UCR, tour their labs, and talk to their students. They were able to tour the library and had an hour-long introduction to the databases in the library and the wealth of artifacts in the special collections department. In addition, the RCC Honors Program negotiated an agreement with UC Riverside to let RCC students have library cards, and they can now check out books and use all the databases at UCR while they are still students at RCC.

The Honors Program is currently devising a faculty advising program for honors students. A survey was sent to all honors students, and among the responses, almost 100% of the honors students wanted a faculty advisor. We hope to implement the program in Fall 2017.

To facilitate this faculty advising program, the Honors Program has requested a larger student engagement center. The Program now has 454 students, but the Honors Study Center has only room for 4 computers. Honors students sign in when they arrive at the Honors Center, and even this imprecise data shows an almost constant use of the engagement center and a necessity to have more seating and more computers. The Honors Program would also benefit greatly from a full-time educational advisor who could help facilitate the faculty advising program and help promote positive transfer records for honors students.

Transfer Agreements and Partnerships:

To complete the Honors Program at RCC requires the completion of 5 honors classes or 15 units of honors coursework and a petition to explain how program objectives have been met. Either pathway requires that no lower than a “C” is received in any honors class and that the student has a 3.2 GPA or higher. Once a student has completed the Honors Program, they are eligible for the honors transfer

agreements. Some of these are negotiated with the Honors Transfer Council of California and are open to all 50 members of that council, and some are negotiated with only a select number of colleges.

Transfer Partner	Honors to Honors	Scholarship	Priority Admission Consideration	Other benefits
Amherst College			X	Needs blind admissions and guaranteed on-campus housing
Cal Berkeley			X	
Chapman University				
Colorado State University		10% tuition discount	Guaranteed admission	
Connecticut College			X	Guaranteed on-campus housing
CSU Fullerton	X Will apply 12 units of honors work to CSUF honors 24 unit requirement		X Guaranteed admission with 3.6 or higher	Special agreement with Mihaylo Business School
Gonzaga University		Renewable \$15,000 scholarships to students with a 3.1 or higher	X	
La Sierra University	X	GPA and Honors Scholarships	X	
Loyola Marymount University			X	
Mills College		Guaranteed renewable \$10,000-\$12,500	X	
Occidental College			X	
Pitzer College			X	
Pomona College			X	Needs blind admissions

Scripps College			X	
San Diego State University Weber Honors College	X			Not connected to CSUSD admission
Trinity College			X	Will meet all financial need and guarantee housing
The University of Arizona			X	
UC Irvine	X	Regents Scholarship	X	
University of LaVerne		Merit scholarships of up to \$14,000 per year	X	
University Of San Diego	X will accept 13 units of honors coursework		X	
Whitman College				
Whittier College				

In addition to the above agreements for all of the partners of the Honors Transfer Council of California, the RCC Honors Program is also a transfer partner in the UCLA Transfer Alliance Program (TAP) and the UCR University Honors Program.

Transfer Partner	Honors to Honors	Scholarship	Priority Admission	Other benefits
University of California. Los Angeles		X	X	
University of California, Riverside	X	Regents Scholarship	X	Housing priority

Leadership Opportunities:

The RCC Honors Program Mission Statement names as one of its mission to provide leadership opportunities for its students. To that end, we have honors student advocates in every classroom, and these student leaders meet with the honors coordinator every other Thursday in order to discuss the Honors Program and help promote activities within the Honors Program.

In addition to advocates, the Honors Program has created a club, the Honors Program Community, with an executive board. The board has a president, vice-president, secretary, treasurer, historian, publicist, student director of the study center, student director of outreach, and a secretary. These students meet with the honors coordinator weekly. The vision for the club is to create transfer awareness on the RCC campus and to promote and provide cultural events for RCC students.

The Honors Program sporadically belongs to the National Council of Honors Colleges, and an annual commitment to this membership would help promote leadership among our students. To have our students present at the NCHC national conference would help them understand our connection to the larger intellectual mission of honors programs throughout the country.

Student Equity and Outreach:

The Honors Program is dedicated to student equity in its outreach efforts, the demographics of the program, and the success rates of its students. The Honors Program conducts outreach to UCR Athletics, Ujima, Puente, and CAP, looking for the diversity of the program to match the diversity of the college.

Transfer by Division

Transfer and STEM

The nation's future economic prosperity is closely linked with student success in the STEM fields. To meet the need of a knowledgeable workforce, youth need to be equipped with the knowledge and skills to solve tough problems, gather and evaluate evidence and make sense of information. These are the types of skills that students learn by studying science, technology, engineering and math, hence the renewed and reinvigorated efforts in promoting STEM education in K-12, and post-secondary education, as well. Yet today few American students pursue expertise in STEM fields, and the country has an inadequate pipeline of teachers skilled in those subjects.

The U.S. Bureau of Labor Statistics projects that during the period 2010-2020, employment in STEM occupations will grow by 18.7%, compared to 14.3% for all occupations. Approximately 59% of the projected increase in STEM jobs is in computer/mathematical scientist occupations. These occupations also have the largest growth rate (23.1%). Biological/agricultural/environmental life scientists and social scientists/psychologists have the next highest projected growth rates 20.4% and 18.5% respectively. The projected growth rates for engineers (10.6%) and physical scientists (12.7%) are somewhat lower than the rate for all occupations. Health care practitioners and technicians, a non-STEM occupational category that contains significant number of STEM-trained people is projected to grow by 25.9%.

Broaden the Pipeline: Expand the capacity and diversity of the STEM workforce pipeline and prepare more students for the best jobs of the future by working to regain achievement in the STEM fields for all K-12 students, particularly for girls, low-income students, students of color and English Language Learners. The RCC Early College High School Program goal will address this objective.

Focus on Workforce: Work with business and industry leaders to identify key workforce issues and use the Department of Education to help elevate the understanding that STEM education is not limited to only math and science but also embraces engineering, technology and computer sciences. Through its 5-year strategic plan, the division will expand its areas of instruction in Engineering and Computer Science.

Prepare the Educators: Better prepare teachers to that they are ready to meet the challenges of teaching in the STEM classroom, especially at the elementary and middle school levels, and to ensure that these

teachers receive quality professional development, support, and the necessary resources to teach effectively at all levels.

A professional pathway leading to the training of the STEM teachers is a subject of discussion between RCC, Early Childhood Education; the Division of Math, Science, and Kinesiology and University of California, Riverside's Graduate School of Education and the College of Natural Arts and Sciences.

Incorporate Innovation: Embrace emerging trends and best practices in STEM education—such as hands-on STEM competitions, integration of informal learning with classroom strategies, state of the art educational technologies, and project-based learning. The introduction of research projects in the STEM transfer pathways and the organization of STEM summer bridge programs are planned to address this objective.

Promote Partnerships: Collaborate with stakeholders to promote public-private partnerships, incentives and effective business and industry engagement strategies in STEM education. The ongoing discussion to strengthen the partnership between RCC, UCR, CSUSB and Cal Poly Pomona will be expanded to include biotechnology, chemical and pharmaceutical industries in the region.

Increase Federal funding: Funding for the STEM-related programs in the Every Student Succeeds Act and sustained investments in STEM-related educational research and innovation at the National Science Foundation will provide RCC the opportunity to seek grants that will enhance innovation in the STEM program.

LHSS and Transfer

Mission

Based on a learner-centered philosophy, the Division of Languages, Humanities and Social Sciences develops critical thinking, reading, writing, and communication skills; cultivates literacy across the curriculum and at every level of competence; fosters critical engagement with cultural, political, economic, psychological, and sociological ideas and theoretical underpinnings; inspires global awareness; and nurtures self-development and intellectual curiosity. To encourage student success, the Division of Languages, Humanities and Social Sciences integrates with student support services and co-curricular activities. The Division of Languages, Humanities and Social Sciences empowers students as they work towards individual achievement, certificate and transfer goals, and life-long learning.

Vision

The Division of Languages, Humanities and Social Sciences aspires to reenergize its commitment to teaching excellence by promoting rigorous, engaging course work and programs of study that encourage students to develop cultural literacy and global citizenship, to understand and value diverse cultural perspectives, and to develop the skills to think and communicate flexibly and creatively in a rapidly-changing world. The Division aims to increase the numbers of students successfully completing Preparatory and Transfer Pathways through its student-centered course offerings and by providing resources which nurture persistence, resiliency, engagement, and equitable outcomes for all students.

Comment [i2]: Get the material English/Com Studies Lumina grant language. But it would be good to have some data on job projections/ labor market etc.... Jude and counseling

Comment [i3]: Each division should also have by targets that help work the college toward meeting overall institutional targets

Performing and Fine Arts and Transfer

Vision

The Coil School for the Arts will stand as a lighthouse institution for the region – attracting extraordinary faculty, talented students, industry leaders, and community supporters. CSA students will be in high

demand by upper division schools and universities, industry, and professional companies. Partnerships, as demonstrated in the current partnership with RUSD, and other partnerships will be formed with Riverside County Department of Education, Unified School Districts, RCCD, UCR and other colleges and universities, to develop integrated and articulated curricula that provide students with seamless Pathways through high school, and all the way to and through universities and colleges. Partnerships with arts and entertainment companies will be developed and promoted to strengthen the demand for graduates and enhance economic development in the Inland Empire region.

Comment [i4]: Scott—can you get info on labor market/ statistics for fine/ performing arts

Mission

The mission of the Coil School for the Arts (CSA) is to provide students authentic, integrated, innovative, and industry-relevant training that will allow students to pursue their own artistic endeavors and to utilize artistic means to raise awareness of social justice and civil liberties in our culturally diverse community. The broad scope of the curriculum integrating academic, arts and technology courses infuses educational experiences leading to the most advanced levels of artistic, technical, aesthetic, and reflective skills needed to be creative in a knowledge and career-based economy.

Program

CSA is composed of five departments including:

- 1) Music with sub-specialties including, but not limited to Chamber Singers; Wind Ensemble; Jazz Ensemble; Guitar Ensemble, Marching Tigers; and Symphony Orchestra;
- 2) Dance with subspecialties including, but not limited to Performing Art in Dance; and Choreography;
- 3) Theater with sub-specialties including, but not limited to Acting; Musical Theater; Technical Theater; and script development;
- 4) Fine Arts with sub-specialties including, but not limited to Painting; Ceramics; and Sculpture; and
- 5) Film Television and Video department.

The new CSA facility will play a vital role in providing vital artistic outreach services to the community as well as serve as a vital training facility by allowing students to perform with professionals in the field.

The vision, mission, and program statements represent a framework for future planning for the Division of Fine and Performing Arts and the Coil School of the Arts.

Furthermore, “industry standards” developed from the National Association of Schools of Music, National Association of Art and Design, National Association of Schools of Theatre, and the National Association of Schools of Dance will assist in the development of future program reviews and strategic planning. This includes further development of the purpose, size and scope of the programs and departments, as well as planning for financial, physical, technological, and human resources. Plans will also be developed that strengthen and establish area Pathways for student success and community engagement for the school of the Arts.

CTE and Transfer??

AJ, Nursing, Business, Engineering, FTV, CIS—we’ll be able to pull material from the CTE pathways plan

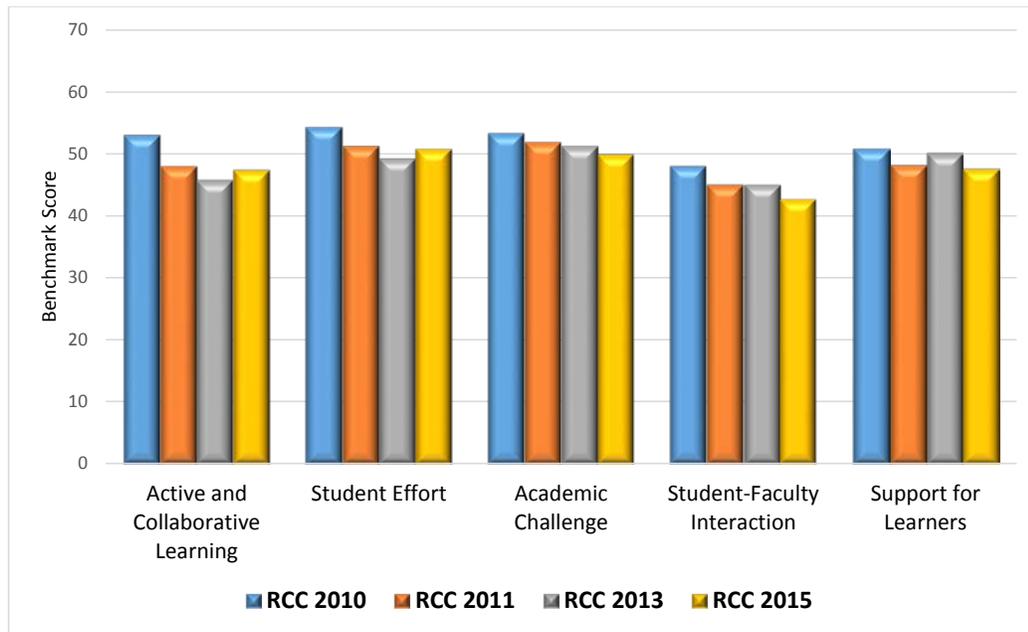
Comment [i5]: Description but also our vision about closer connection between our CTE and Academic side of the house—what is our plan for this. What are the areas. Ask Wendy for these charts—send this section to Pati and Scott

III. Student Engagement

Culture of Engagement

An important component of student success is connection to the institution at each stage of students' time at the college. One way RCC measures student engagement is via the Community College Survey of Student Engagement (CCSSE). The College has administered the survey four times in the last six years. CCSSE groups selected survey questions into five conceptually related benchmarks that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. As shown in the graph below, students' responses to the survey's benchmark questions have consistently declined. These responses provide an opportunity for the College community to have conversations about why the responses are declining and what can be done to reverse this trend.

RCC Student Responses to CCSSE Benchmarks



The physical environment of the campus provides an important component of engaging students and providing for their out-of-class needs. Students need spaces to study, interact, network, recharge, and collaborate with each other and with faculty. The creation of engagement centers, adequate access to study space and computer resources, and spaces for social gathering indoors and outdoors utilizing the resources already available on campus are an important component of supporting student success. Re-creating the Tiger's Den and leveraging existing spaces for engagement centers for each major pathway (CTE, Basic Skills, and one each for STEM and Liberal Arts) will provide the physical structures essential to promote engagement. The college currently has engagement centers dedicated to programs,

such the Honors Study Center, La Casa, DL 106 Transfer Engagement Center, or Ujima's Homeroom. Adding engagement centers for each pathway will offer more students the opportunity to benefit from more sustained engagement.

The college is also committed to institutionalizing faculty advising. Creating both informal and structured opportunities for faculty and students to interact will help students and faculty align their expectations and also will provide students with mentors to whom they can speak about educational and career plans as well as specific needs in current courses. Moreover, the college will support the growth of student professional organizations connected to each of the Pathways.

Initiative:

The Transfer Center

The Transfer Center at Riverside City College is the outcome of state level legislative mandates and regulations. According to The Public Policy Institute of California it is estimated that California needs 1 million more baccalaureate degree holders above the state's baseline projection in 2025 to meet the workforce needs of employers. According to Lumina Foundation the number of degree baccalaureate and associate's degree holders needs to increase by about 34,893 each year. In California, it is expected that most Californians intending to advance their academic degree goals.

The California Master Plan for Higher Education, 1960 established a process for a comprehensive method to transfer from community colleges to four-year institutions. Major legislative initiatives established that focused on this was the legislation that established the common core curriculum (SB 121) and Transfer Center funding (AB1725).

AB 1725 helped to establish support for the transfer function. This included a comprehensive mission and priorities of the transfer function by removing barriers to transfer. Currently there is no dedicated funding to the mission of the transfer Center. Fiscal support is dependent on the goals and priorities of the local colleges.

In an effort to provide equitable efforts in Transfer, Senate Bill 121 outlines and identifies specific items in the legislation such as encouraging articulation and transfer agreements and transfer services to underrepresented and economically disadvantaged families.

Transfer Center: Minimum Standards

Minimum program standards for Transfer Centers was established in July 1991, (Section 51027 of Title V.) adopted minimum standards. This section addresses the commitment of local boards to view Transfer as a mission, this includes five (5) specific areas of minimum standards: services provided to students, facilities, staffing, advisory committees, and evaluation and reporting.

Primary Responsibility:

In compliance with the California Community College's Chancellor's Office and in compliance with legislative guidelines mentioned above and with approval of the RCCD Board of Trustees, the Transfer Center is responsible to be the hub of transfer functions and activities and functions at Riverside City College.

Example of Services Provided:

- One-on-One appointments with University Admissions Counselors from UC, CSU and Private four-year institutions.
- University / College Transfer Fair – required in fall semester(October) University
- University Tours (depending on funding availability)
- Transfer Recognition Ceremony
- Application Workshops for UC / CSU / Common Application
- Workshops on Personal Statement (UC)
- Social Media Alerts to students interested in Transfer functions and activities
- Center serves as an Engagement Center for students to drop by and pick up university transfer information.

Current status (Spring 2016): Located with Counseling in the Cesar Chavez building. Rational is established due to the established relationship that intertwines Counseling and Transfer.

Staffing: One (1) Community College counselor 15 hours a week to provide the coordination of program and activities and one (1) full-time educational advisor to assist with all functions and activities of the center;

Facility: The center is housed in the Counseling Center in shared space with Career. During peak times during summer and winter, this space is sometimes used for new students applying to the college.

Advisory Committee: This meeting is held during the transfer Fair with all available university and college representatives.

Evaluation and reporting:

Annual report is submitted to the Chancellor’s Office every fall with the data of services provided by Transfer Center staff and the college budget provided for staffing and services.

Below please find the data provided to us from RCC Institutional Research from the National Clearinghouse.

**Riverside City College
Subsequent Enrollment via National Student Clearinghouse**

(As of March 28th, 2016)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015*
UC System	512	485	605	563	830
CSU System	1,428	1,392	1,230	2,163	2,113
Out of State Public	748	890	865	1,161	785
Private	2,917	3,462	3,982	4,485	3,707
Total	5,605	6,229	6,682	8,372	7,435

*2014-2015 numbers are PRELIMINARY and will likely be revised slightly downward as we identify students who had selected RCC as there "home" campus but were enrolled in more classes at MVC or NC

TRANSFER CENTER STUDENT DROP- IN (June 2015 – December 2015)	ADDITIONAL TRANSFER SERVICES (June 2015 – December 2015)
June 2015	19
July	19
August	137
	UC TAG Workshops: 16 attendees
	CSU Application Workshops: 103 attendees
	UC Application Workshops: 44 attendees

September	128	
October	468	Fall Transfer Fair (10/15): Attendance: 43 Universities in attendance
November	135	
December	42	
Total Transfer Center student drop-ins:	1134 students	

TRANSFER CENTER / CAREER CENTER

Transfer and Career each have different and separate missions. At most colleges these two functions are housed separately due to the difference in purpose, intent and mission. Here both were housed together, due to unknown reasons other than there was no other allocated space and the budget was not available. The recommendation made at the start of the building process was to have these two locations housed separately with shared space for students.

Outcome: According to the drawings and according to the walk-through of the new building both of these programs that have legislative intent have no place to move to. Therefore we are not advancing, these legislatively focused locations are being eliminated.

While engagement centers may offer an opportunity for students to meet with faculty for conversations, these centers should not replace the legislatively initiated Centers for Transfer and Career.

This concern will be reflected in the Annual Transfer Center Report to the Chancellor's Office for 2015-2016.

RCC Transfer Center, June 2016, What Should Be:

The driver for Transfer Center's stems from legislative action (AB 1725). We should follow that action and recommendations, this allows us to be in compliance with Title V and in compliance with Accreditation elements of providing services to students.

At this time the Transfer Center will be homeless as of June 2016 because there is not a single designated location in alignment within the Counseling Center in the New Student Services building to allow students to a Center.

Building drawings and plans were provided at the start of the discussion process, identifying department / discipline and transfer center needs and requirements.

Financial Resources / Transfer:

The Transfer Center is allocated about \$6000.00 per academic year for supplies and program materials. This is not sufficient funding. Due to the error and displacement of this Title V driven program, below please find the budget allocation request to allow this program to find a home, have a new beginning, and to thrive. Keep in mind that UC TAG applications must be submitted in August 2016.

Financial Resources / Career:

This student service is also being displaced with no location to move to. Keep in mind that the budget allocation for career is (\$1500.) for the academic year and this is specifically to purchase tests. In this case, AB1417 addresses the need for a Career Center.

TRANSFER CENTER NEED ANALYSIS

Item Requested	Resource Category	Rationale	Projected Cost	Projected Year of Need
Counseling Discipline Transfer Center Space	Physical Resources	<p>AB 1725, Section 51027 of Title V (minimum program standards), RCCD Board of Trustees support to Transfer; student need to transfer to four year</p> <p>BA/BS WASC (regionally accredited) degree granting institutions. Need appropriate space and resources to provide services as stipulated in the AB1725 standards.</p>	<p>\$150,000. Total cost explained below.</p> <p>1000 sq feet at \$100 Per linear foot = \$100,000.00 to rehab appropriate useable space for this function. Approximately, \$50,000. need estimate of furniture and computers, printers, white boards (example smart board) required to fill the center for Center staff and for students that come in to use the facility.</p>	Summer 2016
Counseling Discipline/ Career Center Space	Physical Resources	<p>College goal to meet the requirements of the performance indicators for the CCC, to meet the legislative requirement that resulted from Assembly Bill 1417 (Pacheco, Statutes of 2004, Chapter 581)</p> <p>This is a service that Counselors can provide to achieve vocational/occupational/workforce development goals.</p> <p>Refer to the ARCC Report: System-wide Indicators in Student Progress and Achievement.</p> <p>Also need to meet the course requirement by Senate Bill 361 (Scott) Statutes of 2006, Chapter 631). Need appropriate space and resources to provide services as stipulated in the AB 1417.</p>	<p>\$150,000.</p> <p>1000 sq feet of useable space at \$100 per square foot = \$100,000.00 for all Career functions to accommodate goals of the students seeking career advice and direction. Also, support the TECH, Occ Ed and programs, Guidance 47 activities and Career Functions as recommended by the CCCCCO.</p> <p>need estimate of furniture and computers, printers, white boards (example smart board) required to fill the center for Center staff and for students that come in to use the facility.</p>	Summer 2016

Counseling Discipline / Transfer Center Future:

- Increase budget, annual budget of approximately \$6000 a year is not sufficient to meet the minimum standards of this function.
- Career Budget of \$1500 needs to be separated out to stand alone and removed from the Transfer Budget, this has been requested in the past because these are two separate programs with different missions and different regulatory requirements.
- Acquire sufficient space that would allow for the delivery of recommended and required functions, services and activities to RCC students.
- Attain updated computers to provide students with access to research colleges and universities and other Smart devices.
- Electronic student ID sign-in / check-in device.
- Increase social media options to keep students updated and informed of Transfer Center functions and activities.
- Add a classified staffing position to assist with the development and implementation of social media, including updating information on the Transfer Center's website.
- Add additional electronic media options for student to student interaction to in-reach and draw students to the Transfer Center.
- Provide a welcoming environment in the Center, coffee station, transfer give-aways, comfortable seating, bulletin board to post events, white board for workshops, comfortable temperature environment (AC/Heat). Dedicated classroom for workshops.
- Have a LED Television on the Center wall to keep students informed of Counseling and Transfer functions and activities.
- Counseling Transfer/Center Promotional Materials and Supplies: Water bottles, t-shirts, College and University Pennants, Flash drives with student SEP's, RCC Transfer Hats.
- Need dedicated office space for University Representatives – 3 offices.

Counseling Discipline / Career Center Future:

- Need a budget to fully support the goals, functions and activities of the Career Center, a budget of \$1500 solely for tests is not sufficient to accomplish goals and objectives of a functional Career Center.
- Need a dedicated full-time Ed advisor for this Counseling Discipline/ Career Center. The Ed Advisor job description for this assignment has had three (3) additional programs assigned and simply is stretched too thin. This assignment reports to too many people, it is not fair to the incumbent.

Transfer Student Engagement Centers

STEM Center:

The STEM Engagement Center is used by many of our STEM students, as a place to study, meet with academic counselors from CSUSB, UCR and CPP in academic advising, and attend workshops that provided diverse information specific to our STEM students. Transfer workshops conducted by the CSUSB, UCR, and CPP counselors and student ambassadors from the transfer institutions provide guidance and assistance to our STEM students as they apply to transfer. Information about STEM career opportunities and how to study for the sciences are among the many popular topics that are the focus of

these workshops. In addition, a few of the STEM faculty spend one or more office hours at the Center to answer questions of students and be available as faculty advisors to the STEM students.

A STEM Coordinator receives 0.2 FTE reassigned time to coordinate the activities in the Center and a few STEM students who are eligible for federal work study are employed in a variety of capacities within in the center. Some provide clerical support for the center, or serve as tutors and peer mentors to the STEM students. It is a dynamic Center where STEM students can study, meet with their faculty, and gain useful information regarding transfer in their majors.

The STEM Engagement Center has been located in MLK since 2008, when funds from the CCRAA grant were used to remodel available space to create the STEM Center. Since its grand opening, the student populations that use the facility has grown significantly. Many students frequent the STEM Center, especially during midterms and finals week. A larger space in closer proximity to the MTSC building, where the faculty offices, lecture space and lab facilities is desired. There are three offices within the STEM Center which allow for privacy when students meet individually with counselors and educational advisors. There are three computers and a printer available for use by the STEM students. There are a limited number of copies of textbooks for the math and science courses that are on a two-hour reserve for the students. It would be ideal to have at least one or two copies of the textbooks used in the STEM courses available for checkout by the students. Overall, the STEM Engagement Center is a home away from home for our growing number of STEM students.

LHSS Transfer Engagement Center (DL 106) The vision for the Transfer Engagement center is to improve student engagement through peer to peer engagement; faculty student engagement through faculty open office hours, workshops, faculty run group study sessions, etc.; greater awareness of transfer through a partnership with counselors involved in transfer and the educational advisor connected to the LHSS transfer pathway in the new pathways structure. We know from other programs that have engagement centers, that students connection to the college, so important to their persistence and success, is fostered by these centers. The English faculty advisors are already holding workshops for majors in the room, and these students have expressed a keen interest in having a space on campus to go to interact with peers in their major and with faculty

Currently the room has 16 desktop monitors on tables along the perimeter of the room, but no CPUs. If the 4 monitors (and the tables they are on) by the windows are removed, this creates space for a couch and chairs, to make the space more engaging/ comfortable. In addition there are 4 desktop monitors in 105. Removing two or three of these and replacing the tables with a desk for the Ed Advisor and Faculty to meet with students and a round table for small group discussion would be helpful. The 3 orange chairs that are all attached also need to be removed along with the extra table and chairs stored in there. The ceiling has holes for an LCD projector, but no projector.

Initiative: Open DL 106 LHSS Transfer Pathways Engagement Center and gather data on student/ faculty and student/ Ed Advisor engagement

As the center becomes more functional in the 2016-17 year, a system will need to be devised to track student and faculty use and impact on student success as well as contact between students and the LHSS Ed Advisor. The Transfer Pathways group will work with Institutional Effectiveness to devise the best way to gather necessary data. Once there is a baseline of how many students use the space in the 2016-17 year, a target can be set for increasing student use and impact on faculty student engagement.

Outreach will also need to be done for faculty to make them aware of the space, its possible uses, and to encourage them to utilize the space. A faculty point person and the Dean of LHSS will need to

determine who is responsible for planning for and managing the space, for scheduling, and for gathering and reporting out on data collected.

Needs:

- CPUs for 13 computer monitors
- Either one large printer to which the individual computers could be connected or printers connected to at least some of the computers
- LCD projector installed in the ceiling
- Couch and chairs, small table for under the window
- Desk for 105 and a round table for conferencing
- Bulletin Boards for walls (3-5)

Projected Cost:

- A designated individual responsible for planning for and managing the space

Center for Communication Excellence

The Center for Communication Excellence (CCE) at Riverside City College is a lab setting in which student tutors trained in Communication Studies provide content-specific support to ALL RCC students in regard to communication skills related to ANY of their courses at RCC (<http://www.rcc.edu/AcademicSupport/Pages/CCE.aspx>). In addition to the CCE's free tutoring services, patrons of the CCE can utilize the Center's following resources: whisper room (noise cancelling room), communication studies textbooks, computers, & independent study areas. The CCE's student tutors and resources are available four days a week, Monday through Thursday 9:00 AM to 4:00 PM in the Martin Luther King (MLK) building, room 221. Each semester the CCE serves approximately 500 students.

The CCE has goals to increase the number of students served by 2% each year. There are approximately ~5800 students in a COM class each year. If each CCE patron were a COM student that would mean the CCE is serving only ~8% of the COM student population. Increasing the number of students the Center services by 2% per year would serve closer to 16% of the COM student population by 2020. COM is included in many of the Transfer Pathways; increasing the Center's number of students served will also increase the number of transfer students supported. Because the Center is open to all students, it will assist many students in acquiring and strengthening a desirable skill in the workplace today.

Honors

Comment [i6]: Thatcher

La Casa

La CASA is an Engagement Center with the goal of supporting Latino student success. The support of the Center comes from the state Equity and Student Success and Support (SSSP) grants. The purpose of the Center is to provide students with access to technology services, motivational speakers, access to textbooks, and peer/educational mentoring.

Targeting equity groups with academic, instructional, self-affirming, and direct support allows students to remain engaged in campus life and successfully complete course work, leading to degree completion and/or transfer opportunities. The *La CASA* Support Services Program is available to students who fall

into an equity gap category, defined by the College's student equity plan. However, all eligible students will be allowed to participate to in the center

Ujima

The Ujima Project is a student success program which utilizes counselors, educational advisors, faculty mentors and student peer mentors to work with students in pursuit of academic success, degree and certificate attainment and transfer to college or university. The program components include an academic learning community, a student club for leadership development, and mentoring and counseling individually and collectively through benchmark activities.

The Ujima Project utilizes an approach to student engagement, retention and success that is infused with African cultural traditions. The Swahili name means "collective work and responsibility." The program has a campus home called H.O.M.E. Room (Hope, Opportunity, Mentoring, Empowerment) where program activities and meetings, tutoring, counseling appointments, student-faculty interactions and student success workshops take place. Successful outcomes are connected to course retention and success, enrollment persistence, mentoring, leadership, community service, life planning and the development of an understanding of the community college culture and its services.

Veterans' Resource Center

The Veterans' Resource Center at Riverside City College is a dedicated space where student veterans can socialize, study and connect. The Veterans' Resource Center strives to foster an environment of camaraderie, one which was abruptly cut off for many veteran students as they ended their terms of military service. The Veterans Resource Center also serves as the location to access GI Bill benefits and for veteran students to establish a sense of belonging. Additionally, RCC's local chapter of the Student Veterans of America uses the center as a club room for outreach and inreach activities. Community veteran constituents are invited to give presentations regarding topics such as VA benefits, EDD opportunities, Job/Career leads and Mental Health services.

Athletics

The purpose of the Athletic Pathways Center is to serve student athletes by provision of a space with resources, such as a computer lab, where study table and workshops developed to increase key competencies for academic performance, such as study skills, time management, goal setting, and motivation, as well as effective support to keep school and life in balance, will be held. The Athletic Pathways Center will house ADVANCE program personnel. The ADVANCE program provides a pathway for our student-athletes, beginning with outreach, and ending in graduation and transfer. The programs within ADVANCE include "First Base," which is an outreach program to ensure students complete the AOC process the semester before they attend courses, "First Year Forward," which is a program designed for providing support services to first year students who test out of basic skills, "First Down," which is a program designed for providing support services for first year students who test into basic skills coursework, and "Transfer Ready," which is a program designed for ensuring second year students complete their degree and meet the necessary NCAA/NAIA requirements for scholarships and transfer. All of these programs are designed to funnel student-athletes into other student services programs, such as tutorial services, supplemental instruction, EOPS, Disability Resource Center, Foster Youth, Puente; and academic programs such as learning communities.

Currently, Athletics does not have a definitive center. The department utilizes Digital Library computer labs 205 & 206 for such purposes, but the space is not adequate to service all 500+ student athletes and only allows for up to three hours of use per day, three days per week. Athletics is actively working with

the Student Services for provision of a space in regards to the secondary effects of the new Student Services building.

Faculty Advising and Professional Development Initiatives

An ongoing commitment to expanding faculty advising and professional development will support other efforts towards improving student success.

SP Goals 1,2,4,5

- Faculty advising / Faculty Development
 - For faculty to effectively advise students, they need to be effectively versed and trained on what this role entails and includes, as well as what it does not. This would then need to include opportunities for faculty development to do so; therefore the faculty development committee would need to include this as part of the group's focus for FLEX events, speakers, etc.
 - Faculty development
 - Providing workshops/FLEX events to implement strategies for student success. The planning of these events should derive from the data collected from the focus groups and the data provided by the college about the success rates of our students. Types of workshops: Identifying common pitfalls in classes which cause students to be less successful, explaining the transfer pathways so faculty are better versed when advising students, faculty advising inside the classroom, etc. and making these available to Associate Faculty, too.
 - Create an online delivery of the material in addition to in person trainings/ workshops/ Flex events.
 - *Faculty Advising* - Faculty to engage in more day to day advising in their classrooms, office hours and other 'opportunities' outside of the more 'formal' idea one has when they think of faculty advising. [This idea could be supported/shared with faculty via Faculty Development]
 - Ex. Everyone is an advisor for the first five minutes: a 5 minute info period at the start of each class to advertise opportunities for students. Opportunities like the ADT's offered and other pathways, RCCD Scholarships, Transfer fair, guest speakers, panels, what you could do with a degree in***, study skills, etc. These 5 minute periods would serve as a way for faculty to engage the students so they may then hold longer sessions with students. Having a faculty advising coordinator to regularly collate and send out information for the week for these 5 minutes sessions will facilitate the process.
 - Ex. Non-traditional office hours – Hold regular office hours outside of the faculty member's office. In the cafeteria for example or the various student engagement centers. This decreases the power distance and intimidation that may of our students feel when contacting a faculty member during his or her office hours.
 - Resources: Information sessions for faculty. Also some faculty (Full time and Associate) may be more inclined to participate in faculty advising if they were compensated for what they may perceive as an increased workload; faculty advising coordinator to facilitate implementing faculty advising more broadly across the college, to outreach to faculty, to coordinate information, etc
- Utilize Engagement Centers
 - Have workshops/student panels related to transfer

- Ex. Former RCC students/Community members who transferred - Q & A for our students (and faculty)
- Ex. College Week – have faculty represent their alma maters during the transfer fair week, have a lunch/mixer to encourage and support our students goals. During these mixers then advise students. What is your goal? How do you plan to achieve this goal? What obstacles may you see occurring? How do you plan to overcome these obstacles? What resources do you have at RCC that can help? What resources would you like to have? What resources do you have outside of the college?

IV. Identification of Majors and Outreach, In-reach, & Marketing

A. Identifying Majors

- Currently, identifying majors is a challenge, but doing so as accurately as possible is essential for being able to identify majors early enough to really work with them and connect them with other resources/ support services

Initiatives

- 1) Provide a drop down menu that includes specific majors that lead to the various transfer pathways within the RCC application.
- 2) Develop through RCC Computer Technology a data point to identify the transfer pathway through the electronic SEP or On-Line Planner.
- 3) Design intake form to identify transfer students and their major at various workshops offered through Counseling Department, e.g. STEM, Transfer, ADT, Career workshops.
- 4) Identify transfer majors by developing or updating SEP's at each counseling appointment. Counselors will provide information on their daily SARS report.

Responsible Parties: counseling and Dawn Valencia in A & R and Outreach

B. Marketing

In addition to the work on marketing outlined in the Enrollment Management 5 Year Implementation Plan, the transfer Pathways group recognizes additional areas of work specific to the needs of the transfer pathways:

Recruitment

- Recruitment from High Schools, Recruitment to Transfer pathways from our students who are completing Basic Skills
 - Route to RCC
 - Tiger Days
 - Use faculty advisors, Ed Advisors in addition to counselors to help students become more aware of options

These efforts will help grow the number of students signing pathways contracts in the next 5 years from the March 2016 numbers listed in the chart to the right. Students may be on a 1 year, a CTE, or a Transfer pathway, but of the 1000 more students on a pathway each year, if the 1 + 2 model works, but the second year (2018-2019) the college can anticipate 1000 more students on transfer or CTE pathways in that year and each subsequent year.

- Student Friendly Literature Describing the Transfer Pathways

TRANSFER PATHWAYS CONTRACT STUDENTS (March 2016)	
Active Program Description	Count
AA, American Studies Count	1
AA, Administration & Information Systems Count	37
AA, Anthropology for Transfer IGETC Count	1
AA, Art History for Transfer CSUGE Count	1
AA, Art History for Transfer IGETC Count	1
AA, Comm, Media & Languages Count	3
AA, Communication Studies for Transfer CSUGE Count	2
AA, Communication Studies for Transfer IGETC Count	3
AA, Economics for Transfer IGETC Count	1
AA, English for Transfer CSUGE Count	9
AA, English for Transfer IGETC Count	2
AA, Fine & Applied Arts Count	10
AA, Humanities, Philosophy, & Arts Count	8
AA, KIN, Health & Wellness Count	10
AA, Music Count	4
AA, Psychology for Transfer CSUGE Count	6
AA, Social & Behavioral Studies Count	28
AA, Social & Behavioral Studies - Plan C Count	3
AA, Sociology for Transfer CSUGE Count	3
AA, Sociology for Transfer IGETC Count	3
AA, Studio Arts for Transfer IGETC Count	1
AA, Theatre Arts for Transfer CSUGE Count	2
AA, Theatre Arts for Transfer IGETC Count	1
AS Entrepreneurship Count	2
AS, Administration of Justice Count	3
AS, Administration of Justice for Transfer CSUGE Count	7
AS, Auto Technology: Electrical Count	1
AS, Auto Technology: Toyota Specialty Count	1
AS, Business Admin: Accounting Concentration Count	4
AS, Business Admin: Banking & Finance Count	2
AS, Business Admin: General Business Concentration Count	6
AS, Business Admin: Human Resources Concentration Count	2
AS, Business Admin: Management Concentration Count	8
AS, Business Admin: Marketing Concentration Count	3
AS, Business Admin: Real Estate Concentration Count	2
AS, Business Administration for Transfer CSUGE Count	3
AS, CIS: Computer Programming Count	4
AS, Cosmetology Count	1
AS, Culinary Arts Count	1
AS, Dental Hygiene Count	1
AS, Early Childhood Education Count	4
AS, Education Paraprofessional Count	1
AS, Exercise, Sport & Wellness- Athletic Training Count	3
AS, Film, TV & Video Prod. Specialist Count	1
AS, Math & Science Count	141
AS, Math & Science - Plan B Count	3
AS, Math & Science - Plan C Count	2
AS, Mathematics for Transfer CSUGE Count	2
AS, Nursing: Registered Nursing Count	3
AS, Nursing: Vocational Count	1
AS, Paralegal Studies Count	1
AS, Pre-Nursing-Registered (Math & Science) Count	3
AS, Sign Language Interpreting Count	1
AS, Welding Technology Count	1
CCP, ADJ: Crime Scene Investigation Count	2
CCP, Art: Visual Communications-Animation Count	3
CCP, Bank Operations Count	1
CCP, CIS: C++ Programming Count	1
CCP, CIS: Web Master - Design Concentration Count	1
CCP, Emergency Medical Technician Count	1
CCP, Film, TV & Video: Basic TV Production Count	2
CCP, Human Services: Employment Support Specialist Count	1
CCP, Music-Music Performance Count	2
CCP, Nursing: Critical Care Nurse Count	10
CCP, Nursing: Nursing Assistant Count	5
CCP, Welding Technology: Stick Welding (SMAW) Count	1
COA, Auto Technology: Mechanical Count	2
COA, Business Admin: Banking & Finance Count	1
COA, Business Admin: General Business Count	1
COA, Business Admin: Marketing Concentration Count	1
COA, CIS: Computer Programming Count	1
COA, Early Childhood Education Count	1
COA, Exercise, Sport & Wellness-Athletic Training Count	1
COA, Film, TV and Video Production Specialist Count	1
COA, Transfer Studies: CSU General Education Count	1
COA, Transfer Studies: IGETC CSU Certification Count	1
COA, Transfer Studies: IGETC UC Certification Count	1
COA, Welding Technology Count	1
Undecided Count	2
Total	885

Draft as of April 11, 2016

IV. Transfer and Equity, Retention, Success, and Completion

A. Equity

Transfer Pathways Students

Race / Ethnicity	Gender			Total
	Male	Female	Unknown	
African American	747	881	6	1,634
Asian	608	557	6	1,171
Hispanic	4,150	5,328	35	9,513
International	85	64	1	150
Native Amer/Alaska Native	19	29	0	48
Native Hawaiian/Pac Islander	48	34	0	82
Two or More	310	424	3	737
Unknown	79	88	13	180
White	1,705	2,140	19	3,864
Total	7,751	9,545	83	17,379

Initiatives:

B. Retention

	Average Course Retention Rate (Projected 2015-2016 forward)								
	2011-2012	2012-2013	2013-2014	2014-2015*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Enrollment	77%	73%	74%	83%	84%	85%	86%	87%	88%
Transferable	82%	83%	84%	85%	86%	87%	88%	89%	90%
CTE	77%	86%	87%	87%	88%	89%	90%	91%	92%
Basic Skills	68%	73%	74%	74%	75%	76%	77%	78%	79%
ENG-50	83%	85%	83%	87%	88%	89%	90%	91%	92%
ENG-60A	72%	82%	84%	88%	89%	90%	91%	92%	93%
ENG-60B	87%	83%	86%	86%	87%	88%	89%	90%	91%
MAT-35	74%	78%	77%	80%	81%	82%	83%	84%	85%
MAT-37	96%	90%	75%	80%	81%	82%	83%	84%	85%
MAT-52	70%	75%	75%	74%	75%	76%	77%	78%	79%
MAT-65	78%	81%	76%	75%	76%	77%	78%	79%	80%

*2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard

Initiatives:

C. Success

Average Course Success Rate (Projected 2015-2016 forward)									
	2011-2012	2012-2013	2013-2014	2014-2015*	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All Enrollment	62%	66%	66%	65%	66%	67%	68%	69%	70%
Transferable	67%	69%	69%	68%	69%	70%	71%	72%	73%
CTE	64%	71%	71%	71%	72%	73%	74%	75%	76%
Basic Skills	47%	49%	50%	50%	51%	52%	53%	54%	55%
ENG-50	63%	66%	64%	66%	67%	68%	69%	70%	71%
ENG-60A	48%	58%	59%	62%	63%	64%	65%	66%	67%
ENG-60B	62%	63%	69%	65%	66%	67%	68%	69%	70%
MAT-35	43%	50%	44%	47%	48%	49%	50%	51%	52%
MAT-37	81%	76%	63%	52%	53%	54%	55%	56%	57%
MAT-52	37%	36%	36%	36%	37%	38%	39%	40%	41%
MAT-65	47%	49%	35%	41%	42%	43%	44%	45%	46%

*2014-2015 numbers as through Spring 2015 from the Enrollment Management Dashboard

The college's reported target for successful course completion is outlined above. And the most recent IEPI reported metrics (April 7, 2016 Institutional Effectiveness) have a college wide average improvement for year one of 68% up from 67.6% in 2014-15, with a 6 year goal of 72%.

Initiatives:

1. Faculty advising, engagement centers to improve faculty student engagement and help to make faculty more accessible
2. Identify transfer level courses that students most often struggle with and focus resources/ integrated academic support efforts (e.g. SI and tutoring) on those classes.
3. Faculty Development on best practices (as indicated in initiatives above)

D. Completion

The current picture of degree certificate completion is as follows:

Degrees and Certificates Awarded					
Degree / Certificate Type	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Associate of Sciences (A.S.) Degree	685	733	622	650	675
Associate of Arts (A.A.) Degree	759	947	914	908	972
Certificate requiring 30 to <60 units	334	386	334	299	327
Certificate requiring 18 to <30 units	144	163	143	136	149
Certificate requiring 6 to <18 units	353	657	466	426	330
Other Credit Award, <6 units	8	7	1	0	1
Total	2,283	2,893	2,480	2,419	2,454

Degree and Major / Area of Emphasis	RCC Degree Code	2011-2012	2012-2013	2013-2014	2014-2015
Assoc. of Arts		947	914	908	972
Administration & Information Systems	AA494	377	297	242	268
American Studies	AA492	0	0	1	4
Communication Studies for Transfer CSUGE	AA587	2	6	19	18
English for Transfer CSUGE	AA648	0	2	3	10
Fine & Applied Arts	AA496	230	206	222	215
Journalism for Transfer CSUGE	AA670	0	0	1	1
Kinesiology, Health & Wellness	AA498	59	67	65	60
Music	AA680	0	7	5	6
Psychology for Transfer CSUGE	AA566	0	0	0	8
Social & Behavioral Studies	AA499	279	317	332	354
Sociology for Transfer CSUGE	AA695	0	11	15	24
Spanish for Transfer CSUGE	AA707	0	0	1	3
Theatre Arts for Transfer CSUGE	AA747	0	1	2	1
Assoc. of Science		733	622	650	675
Administration of Justice	AS504	18	23	28	39
Administration of Justice/Law Enforcement	MAS563	1	4	0	0
Air Conditioning and Refrigeration	AS596	3	2	5	12
Applied Digital Media and Printing	AS653	17	10	3	11
Architecture	Unknown	0	1	0	1
Auto Technology - GM Specialty	AS583	16	10	16	16
Automotive Technology-Auto Body Repair	AS511	2	1	2	3
Automotive Technology-Automotive Trim & Upholstery	AS516	0	2	1	1
Bank Operations	AS631	0	1	1	0
Bus Admin-Accounting	AS523	16	12	15	12
Bus Admin-General Business Concentration	AS524	12	12	16	16
Bus Admin-Logistics Management	NAS580	1	0	0	0
Bus Admin-Management Concentration	AS521	16	12	15	13
Bus Admin-Marketing Concentration	AS525	6	3	4	6
Bus Admin-Real Estate Concentration	AS527	6	3	3	3
Community Interpretation	MAS557	0	2	0	0
Computer Applications	AS726	5	4	6	7
Computer Programming	AS728	4	5	9	9
Construction Technology	NAS532	0	0	0	0
Cosmetology	AS534	19	15	14	10
Culinary Arts	AS561	2	6	7	8
Dental Assistant	MAS621	0	0	0	0
Digital Electronics	NAS656	0	0	1	0
Drafting Technology	NAS539	0	1	0	0
Early Childhood Education	AS544	23	25	19	27
Early Childhood Intervention	AS601	9	4	2	3
Education Paraprofessional	AS603	0	1	0	1
Electronics Technology	AS546	0	0	0	1
Emergency Medical Services Paramedic	MAS585	0	0	0	0
Engineering- Civil Engineering Technician	NAS550	1	0	0	0
Executive Office Management	AS639	0	2	2	3
Exercise, Sport & Wellness-Athletic Training	AS597	0	3	0	1
Exercise, Sport & Wellness-Coaching	AS599	0	1	1	1
Exercise, Sport & Wellness-Fitness Professions	AS595	4	4	4	2
Film,TV&Video Production Spec	AS641	3	2	6	1
Fire Technology	MAS555	1	0	1	2
Fire Technology-Firefighter Academy	MAS669	0	0	0	1
Human Services	AS663	2	4	0	0
Math & Science	AS493	317	236	256	242
Mathematics for Transfer CSUGE	AS719	0	0	0	9
Med Assisting - Administrative/Clinical Medical Assisting	MAS718	0	1	0	0
Paralegal Studies	AS591	15	9	15	13
Photography	AS592	4	5	7	2
Registered Nursing	AS586	165	169	159	170
Retail Management, WAFC	AS536	0	0	1	0
Sign Language Interpreting	AS505	8	8	6	3
Vocational Nursing	AS588	35	18	24	24
Welding Technology	AS606	2	1	1	2

Target: As reported in the IEPI metrics document (April 7, 2016, Institutional Effectiveness) the college reported 1647 students completing degrees in 2015-15. The target for year one is 1700 with increases expected in each subsequent year.

Implications and Initiatives:

- Some students are right there with all the classes, but don't apply for the degree, so the college needs to identify tools that can identify such students and then encourage those students to actually complete the degree—what in the new Student Portal can help, can computer services help us identify these students
- Having Ed Advisors assigned to each pathway will help improve student awareness of pathways options
- Include a notice that the students who are close on the Dean's list letter that goes out; maybe a note out to faculty in the content areas encouraging them to let students know
- Market the value of the ADT / completing the degree to students
- What is the status of the action on the health/ pe move to gen ed and track what impact this has on students completing degrees if this is approve (this might esp. be helpful for IGETC students)
- Set College but not discipline targets for increasing the total number of degrees and work with disciplines encouraging them to have these conversations and set individual targets that are appropriate for their ADTS/ degrees

It is important to also remember that successful completion of a goal may be transfer without first obtaining an RCC degree, so transfer volume as a whole, not just number of degrees awarded will be important as a measure of the effectiveness of college efforts to improve student success. The college's IEPI reported metric for students who transfer to a 4 year institution is a standard of 1702 (IEPI proposed spring 2016/ Institutional Effectiveness). This is based on a transfer velocity metric.

V. Integrated Academic Support

A. Pre-Enrollment Support

Pre-Enrollment Support—

Support prior to enrollment familiarizes students with support services appropriate to their needs. The college also recognizes that not all of RCC's students are able to attend full-time, so all the Pathways also need to have clear guidance and equitable access for part-time as well as full-time students.

Critical to improving equitable access is expanding and developing pre-enrollment orientations to provide students with the information they need to make informed decisions about their future program of study, determine their career and educational goals, and learn about RCC's student success Pathways. Student Services has five overarching goals within the college's overall student success model:

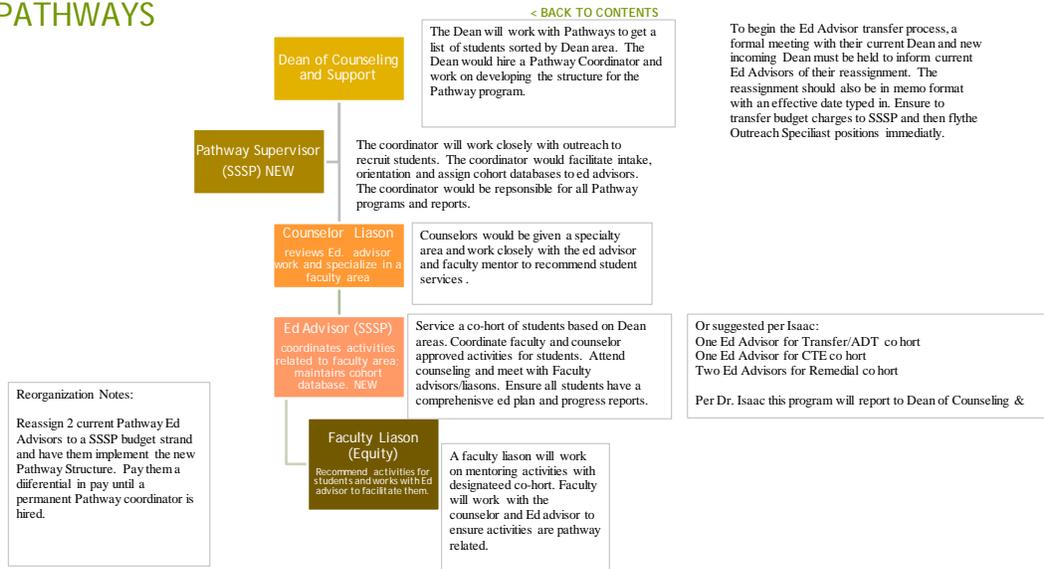
- 1) Assist students entering the college in identifying an informed educational goal;
- 2) Provide students with clear and concrete educational Pathways according to their degree of preparation and career interests;

- 3) Reduce students time in developmental education (maximum period of 1 year);
- 4) Reduce students' time to degree completion or transfer (2 years for college prepared students);
- 5) Provide targeted and integrated support services throughout a student's time at RCC.

As the college transitions over the next 5 years to the Pathways model, such pre-enrollment services require integrated planning to ensure best use of resources and avoid duplication of efforts. The various groups and plans with strategies to improve access and success must work through a single, streamlined strategic planning process so that all of the college's efforts are aligned. Such efforts are already underway and are outlined in the Equity and SSSP plans.

B. Infrastructure to Support Pathways

PATHWAYS



Initiatives:

C. Counseling and Advising

The college's vision is to create an integrated web of advising that helps students stay on track by organizing counseling and academic support (including library, faculty advisors, Educational advisors, tutoring, and SI) to scaffold each of the Pathways.

Reaching students where they are and seeking to change students' behavior so they not only know about support services but also actually use them are central to the vision of integrated academic support that will be necessary to the successful implementation of the Pathways model and to raising the overall level of equitable access and success. The corollary to this is that those support services need to be available to

students. For example, if the college expands weekend, off campus, or evening offerings, it concomitantly needs to ensure the availability of library, engagement centers, labs, counseling, and tutoring services so that these students can equitably access the support services essential to their success.

Having an individualized student education plan (SEP) is essential to reaching the college’s retention, completion, and success goals. Over the life of this plan, the goal is to ensure that all students who complete 15 units have an SEP. The counselor to student ratio makes this seem a daunting task, so strategies for reaching this goal will be outlined in successive strategic plans, including additional hires. However, it is important to recognize that many student populations are already required to have (and do complete) an SEP: EOPS, DSPS, Athletes, Veterans, and students on two year contracts. Thus, the student population the college is targeting is smaller than initial numbers would indicate. Further dividing this population into those who already have a clear sense of their field of study and those who are undecided can help the college streamline and target counseling services for these students.

% of First-Time Freshmen who completed a Comprehensive Student Educational Plans (SEP) in their first year of enrollment							
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2010
First-Time Freshmen who completed at least 15 units their first year	59.9%	59.2%	65.0%	70.0%	75.0%	80.0%	85.0%

If a student received both Counseling and an SEP, they are counted in the SEP category

Faculty Advisors-Student Services and Instructional Services have outlined responsibilities of counselors, faculty advisors, and educational advisors so that all parties can work together to provide students with meaningful and planned contacts throughout their academic career at RCC. Full institutionalization of the faculty advisor program is an important component of improving student faculty interaction. Research demonstrates that faculty and student interaction has a positive correlation with increased transfer and completion rates as well as grade point average. The more robust institutionalizing of a faculty advisor program will provide a formalized structure to foster faculty and student engagement and will provide another component in the integrated advising model. See initiatives above.

Counseling Paraprofessionals- The vision for more sustained rather than sporadic advising of students includes Educational Advisors who will support counseling efforts by approving one semester educational plans, encouraging students to develop student education plans, conducting student success workshops, following up with at risk-student populations, and providing assistance and intervention at critical target points in the student’s educational pathway. Educational advisors are being assigned to work with specific student populations and Pathways. Through review of the SSSP and Equity plans annually, the success of these and other efforts will be monitored and assessed.

Counseling Faculty- Ensuring an adequate counselor to student ratio based on caseload and assignment of counselors to major pathways is essential to meeting the target of substantially increasing the number of students with SEPs. Assigning counselors to Pathways will also facilitate this process. Integrated planning is essential here in order to leverage resources. Funds available through Student Success and Equity, for example, can be leveraged to hire faculty/ staff as needed to support these goals.

D. Academic Support

1. Supplemental Instruction

The mission of the Supplemental Instruction (SI) Program is to increase student retention and success in historically difficult basic skills, gateway, and transferrable courses by providing peer-led collaborative learning techniques that improve understanding of course content, foster critical thinking, and strengthen positive study habits

Funding for SI has been impacted due to the budget crisis, but it has also been impacted by the lack of dedicated funds. Funding is contingent upon approval each semester, and this has led to delayed pay for students employed as SI Leaders and a general inability to plan effectively. Due to the sustained success of the SI model, in spite of difficulties, the Transfer Pathways work group advises that the college dedicate a stable budget to Supplemental Instruction that would allow for, among other things, the hiring of a full-time clerical support position to help the SI Coordinator maintain and grow the program in an efficient manner.

Success/Retention [Links to SP Goals 1.2, 3.3, 4.3 and indirectly 2.1 & 2.2]

- 1) Question: What transfer classes are students succeeding in? What transfer courses are students not succeeding in? WHY?
- 2) Plan:
 - a. The college needs to answer the first two, but more importantly look at the WHY?
 - b. Who? Find out who these students are and what are the classes? Does the college have this data?
 - c. To examine the Why? [YEAR 1]
 - i. Survey/Focus group w/ students who succeeded and failed
 1. Create a survey monkey for students.
 - a. Distribute to the students (which students? And when?)
 - b. Include in the survey question ask students if they would be willing to be part of a focus group to then delve deeper into the why. (Can we incentivize this for students? Ex. a raffle for focus group participants to 'win' a prize, like RCC sweatshirt, gear, etc.)
 2. Focus group
 - a. Based off of the student responses to the survey, create some focus group questions.
 - b. Have the focus group(s) to glean some of the why students succeed or fail in these transfer courses.
 3. Analyze the student responses based on the responses from the survey and the focus group and produce an outcome report from the data.
 - ii. Survey/Focus group w/ faculty who teach transfer classes that a high number of students fail or succeed
 1. Create the questions for and create a survey monkey for faculty.
 - a. Distribute to the faculty (which faculty? And when?)
 - b. Include in the survey question ask faculty if they would be willing to be part of a focus group to then delve deeper into the why. (Can we incentivize this for faculty? Ex. a raffle for focus group participants to 'win' a prize.)
 2. Focus group
 - a. Based off of the faculty responses to the survey, create some focus group questions.
 - b. Have the focus group(s) to glean some of the "why" students succeed or fail in these transfer courses.
 3. Analyze the faculty responses based on the responses from the survey and the focus group and produce an outcome report from the data.

- iii. Based on the outcome report compile a plan to remedy the top 3 reasons why students struggle.
 1. Part of the plan should include distribution of resources to students.
 - a. Resources to those who have not succeed.
 - b. Resources to those who are struggling to succeed.
 - c. Resources to those who thrive, so they can continue to do so!
 - d. One component of this **should include Faculty Advising.**
 2. Part of the plan should include Faculty Development
 - a. Informing the faculty at large about the outcomes of the student surveys and focus groups.
 - i. Perhaps having a student panel or a video of the students from the focus groups sharing their perspectives.
 - ii. It is more advantageous for faculty to hear the student's voices!
 - b. Implementing ongoing training and awareness sessions for faculty based on the results of the survey.
 - c. Examining and then providing any resources that faculty may need to further aid them in instruction.
 3. Create measurable goals for years 2 & 3 based on the outcomes of the surveys.
 4. Year 4 – Review and analyze the outcomes, reassess and revise as needed for year 5.
 5. Year 5 – Reflect and reassess

2. Interdisciplinary Writing Center to Support Writing Across the Curriculum

Data on number of ILA 800 students not enrolled in an English Composition course who are utilizing the WRC

In Spring 2015, there were 86 students enrolled in ILA-800 section 45486 and 10 of them were not concurrently enrolled in English, Reading, or ESL.

In Fall 2015, there were 150 students enrolled in ILA-800 English section 47330; a request is in to Institutional Effectiveness to provide the number of students not concurrently enrolled in English, Reading, or ESL.

Numbers for Spring 2016 semester are still in flux. Currently, there are 137 enrolled in ILA-800 English section 43898. Based on the number of ILA referral forms submitted, that number is likely to increase.

The number of interdisciplinary students is still pretty small. Students from English still make up the bulk of those enrolled in ILA-800 English.

Initiative: Fully open the WRC students in content-area courses by increasing the number of students seen from content-area courses thereby increasing student access and success

Target: Increase the number of students seen from content-area courses by 10 each year for the next five years.

Year(s) Implemented: 2015 - 2016, 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020-2021

Conclusion

Appendices

Appendix A: The pathways documents/ course rotations from each transfer area discipline/ for each ADT

Rev. Complete 12.23.15

PATHWAYS INITIATIVE
Associate Degree for Transfer (ADT)
AS642 (CSU) AS643 (IGETC)

Associate of Science in Administration of Justice for Transfer Degree

TERM I		TERM III	
English 1A	4	*Science no lab	3
Math 11 or 12	4	** (ADJ 2,4,5,8,12,13,20)	3 (one Course)
ADJ 1	3	Oral Communications	3
US History	<u>3</u>	Lifelong Learning	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
ADJ 3	3	Humanities	3
TERM II		TERM IV	
Critical Thinking	3/4	Social Science	3
Pol Sci 1	3	Choose Arts	3
*Science w/Lab	4	Elective	3
** (ADJ 2, 4, 5, 8, 12, 13, 20)	<u>3</u> (one other)	Elective	<u>3</u>
	13/14		12
INTERSESSION (Summer)		Total Units – 60/61	
Psy 1 or Soc 1 or 20	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6/6H Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10/10H; Hum 10/10H; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9/9H,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1/1H, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1/1H, Bio 1/1H,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Rev. Complete 12.23.15

Associate Degree for Transfer (ADT)

AA 587 (CSU) AA588 (IGETC)

Associate of Arts in Communication Studies for Transfer Degree

TERM I

COM 1/1H or 9/9H	3
Math 11 or 12	4
English 1A	4
COM 5/51/85A/85B	<u>½ - 2 ½</u>
	11½ - 13½

TERM III

COM 6, 7, or 12	3
COM 13 or 19	3
*Science no lab	3
US History	<u>3</u>
	12

INTERSESSION (Winter)

COM 1/1H or 9/9H	3
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INTERSESSION (Winter)

Humanities	3
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TERM II

COM 2 or 3	3
Pol Sci 1	3
COM 11 or Options	3
*Science w/Lab	<u>4</u>
	13

TERM IV

Lifelong Learning	3
Social Science	3
Elective	3
Elective	<u>3</u>
	12

INTERSESSION (Summer)

electives taken

COM 12 or 13 or Options	<u>3</u>
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Summer Intersession

TOTAL 54 ½ - 56 ½ units – Need 5 ½ /6 units CSU

throughout the sequence or during the final

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AS529 (CSU) AS530 (IGETC)
Associate in Science in Early Childhood Education for Transfer Degree**

TERM I

English 1A	4
Math 11 or 12	4
EAR 28	3
EAR 20	<u>3</u>
	14

TERM III

*Science no lab	3
Critical Thinking	3
EAR 26	3
US History	<u>3</u>
	16

INTERSESSION (Winter)

EAR 19	3
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INTERSESSION (Winter)

Humanities	3
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TERM II

Oral Communication	3
*Science w/Lab	4
EAR 25	3
EAR 42	<u>3</u>
	13/14

TERM IV

POL 1	3
EAR 30	4
Choose Arts	3
Psych1 or Soc 1 or 20	<u>3</u>
	13

INTERSESSION (Summer)

EAR 24	3
--------	---

TOTAL - 61/62 units

6

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

No changes – 1.20.16

Associate Degree for Transfer (ADT)

AA 648 (CSU) AA 649 (IGETC) : Associate in Arts in English for Transfer Degree

Schedule for a FALL SEMESTER TERM 1 start:

Students must take Eng 1B, two courses from List A, two from List B, & one from List C for their 19 ENG degree units

Remember that List B includes any List A courses not used, and List C includes any List A or B courses not used.

TERM I (FALL)	14 units:	TERM III (FALL)	12 Units:
English 1A or 1AH	4	Science no lab	3
Math 11, 11H or 12	4	US History	
Oral Communication	3	Or Pol Sci 1 or 1H	3
Pol Sci 1 or 1H or		TWO ENG classes	6
US History	3	List A: 6, 14, 40	
		List B: (List A), 8, 11, 16^	
INTERSESSION (WINTER)	3 units:	List C: (List A/B), 20^^, 25^, 30, 38, 45^^, 47, 48^	
Arts	3		
		INTERSESSION (WINTER)	3 Units:
TERM II (SPRING)	14 units:	Lifelong Learning	3
English 1B or 1BH	4		
Science w/ Lab	4	TERM IV (SPRING)	11 Units:
See Gen Ed Options below	3	See Gen Ed Options below	5 (choose 5 units minimum)
ONE ENG Class	3	TWO ENG Classes	6
List A: 7, 15, 41		List A: 7, 15, 41	
List B: (List A), 11, 44*		List B: (List A), 11, 44*	
List C: (List A/B), 9, 10*, 12**, 13**, 18**, 23, 30, 34**, 35*, 39, 49*		List C: (List A/B), 9, 10*, 12**, 13**, 18**, 23, 30, 34**, 35*, 39, 49*	
INTERSESSION (SUMMER)	3 units:		
Behavioral/Social Sciences	3	TOTAL 60 units	

Notations on English classes indicate the semester that courses are *usually* offered:

* Spring of even numbered years

^ Fall of even numbered years

** Spring of odd numbered years

^^ Fall of odd numbered years

Remember that you'll need two English course from list A, two from list B, and one from list C.

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

No changes 1/20/16

Associate Degree for Transfer (ADT)

AA 648 (CSU) AA 649 (IGETC) : Associate in Arts in English for Transfer Degree

For a student starting in Spring for Term 1

TERM I		TERM III	
English 1A or 1AH	4	*Science no lab	3
Math 11, 11H or 12	4	English 7, 15, 41, 9	3
Oral Communication	3	English 7, 8, 9, 11, 15, 16, **18	
		23, *35, 41, *44,	
		**48, 4*9	3
Pol Sci 1 or 1H	<u>3</u>	US History	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
Arts	<u>3</u>	Lifelong Learning	<u>3</u>
	3		
TERM II		TERM IV	
Critical Thinking	4	English 6, 14, 40,	
*Science w/Lab	4		3
English 6, 14, 40	3	English 6, 11,	
See Options	<u>3</u>	^13, 14, 16, ^^20,	
	14	^25, 30, 38, 39,	
		39, 40, ^^45, 47,	
			3
INTERSESSION (Summer)		TOTAL 51/52 units – Need 8/9 CSU electives	
Behavioral/Social Sciences	<u>3</u>		
	3		

*These English classes are offered in the spring of even numbered years

**These English classes are offered in the spring of odd numbered years

^These classes are offered in fall of even numbered years

^^These classes are offered in fall of odd numbered years

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Associate Degree for Transfer (ADT)

AA 670 (CSU) AA 671 (IGETC)

Associate of Arts in Journalism for Transfer Degree

TERM I	
English 1A	4
Math 11 or 12	4
Jou 1	3
Jou 20A	<u>3</u>
	14

TERM III	
*Science no lab	3
COM 3, Eng 11, Phi 11, Pho 8, 20	3
Oral Communications	3
Lifelong Learning	<u>3</u>
	12

INTERSESSION (Winter)	
Jou 7	3
Choose Arts	<u>3</u>
	6

INTERSESSION (Winter)	
His 6/7	3
Social Science	<u>3</u>
	6

TERM II	
English 1B	4
*Science w/Lab	4
Jou 2, 12, 20B	3
Pol Sci 1	<u>3</u>
	14

TOTAL 57/58 units – Need 2/3 units CSU electives

INTERSESSION (Summer)	
Humanities	3
Psyc1 or Soc 1 or 20	<u>3</u>

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Rev. Complete 12.23.15

**Associate Degree for Transfer (ADT)
AA 695 (CSU) AA 696 (IGETC)
Associate of Arts in Sociology for Transfer Degree**

TERM I

TERM III

English 1A	4	*Science no lab	3
Math 12	4	Soc 10, 12, 15 or 20	3
SOC 1	3	Political Science	3
US History	<u>3</u>	Elective	<u>3</u>
	14		12

INTERSESSION (Winter)

Soc 2 or 12 3

INTERSESSION (Winter)

Humanities 3

TERM II

Critical Thinking 3/4
 *Science w/Lab 4
 Soc 10, 12, 20, or 50 3
 Oral Communication 3
 13/14

TERM IV

Lifelong Learning 3
 Elective 3
 Choose Arts 3
 Soc 10, 12, 20, or 50 3
 12

INTERSESSION (Summer)

Soc 3 or Ant 2, or Psy 1 or 8 3

TOTAL - 60/61 units

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AA 747 (CSU) AA748 (IGETC)
Associate of Arts in Theatre Arts for Transfer Degree**

TERM I		TERM III	
English 1A	4	*Science no Lab	3
Math 11/12	4	Oral Communications	3
US History	3	Theatre 3, 25, 32^, 33, 41, 44,	
Theatre 3, 25 or 32^	<u>3</u>	46, 48, or 5	<u>6</u>
Units	14	Units	12
INTERSESSION (Winter)^		INTERSESSION (Winter)^	
Theatre 3 or Theatre 5	<u>3</u>	Theatre 3 or Theatre 5	<u>3</u>
Units	3	Units	3
TERM II		TERM IV	
Critical Thinking	4	Humanities	3
*Science w/Lab	4	Lifelong Learning	3
Political Science 1	3	Sociology 1 or Psychology 1	3
Theatre 3, 32^ 33, 41, 44, 46		Theatre 3, 32^, 33, 41, 44, 46	
48, or 5	<u>3</u>	48, or 5	<u>3</u>
Units	14	Units	12
INTERSESSION (Summer)^		TOTAL UNITS: 61	
Theatre 3	<u>3</u>		
Units	3		

The above chart is on a two year plan, starting in the fall (Term 1) of the first year. General education classes are suggested, but students may choose other options on the back of this sheet. The ADT in Theatre requires 18 units from below:

Required Courses (9 units), (recommended to be taken in Term I, II and Winter/Summer Intercession)

- THE 3-Introduction to Theatre, 3 units, CSU, UC, IGETC, (C-ID THTR 111)
- THE 32-Theatre Games and Exercises, 3 units, CSU, UC, (C-ID THTR 151)
- THE 5-Theatre Practicum, 3 units, CSU, UC, (C-ID THTR 191)

Select 9 units from the following:

- THE 25-Makeup for the Stage, 3 units, CSU, UC, (C-ID THTR 175)
- THE 33-Creating a Role, 3 units, CSU, UC, (C-ID THTR 152)
- THE 41-Elementary Stagecraft, 3 units, CSU, UC, (C-ID THTR 171)
- THE 44-Theatrical Set Design, 3 units, CSU, UC, (C-ID THTR 172)
- THE 46-Theatrical Costume Design, 3 units, CSU, UC, (C-ID THTR 174)
- THE 48-Theatrical Lighting Design, 3 units, CSU, UC, (C-ID THTR 173)

^ THE32 is the prerequisite for the following acting courses: THE33, THE34, THE35, THE36, and THE39 and should be taken in the first Term.

^^ THE 3 and THE 5 always offered in Winter Intercession, THE 3 always offered in Summer Intercession-provides student with options to complete these courses outside Terms I, II, III and IV

RCC Theatre courses as electives that transfer to CSU in addition to the required 60 CSU Units for the Associate Degree for Transfer (ADT): THE 2, 4, 6, 9, 26, 29, 30, 34, 35, 36, 37, 38, 39, 49, and 54

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H
Critical Thinking (A3): COM 2, 3; ENG 1B/1BH; PHIL 11, 32; REA 4
Arts (C1): THE3; ART6; DAN6, MUS 19, 25, 26; COM11; Film Studies 1, 2; FTV 65
Humanities (C2): ART4; For. Language, HIS 1, 2, 14, 31; PHIL 10; HUM 10; HIS 1, 2, 4, 5; ENG 6, 7;
Film Studies 5, 6; FTV 12
Social Science Options (D): AJ 1, 3, 9; ANT 2, 5; SOC 10, 12, 15, 25; COM 9, 12, 13; ECON 7, 8; EAR 20;
GEG 2; PSYC 1, 9; Pol Sci 2
Physical Science Options (B1): GEO 1; GEG 1, PHYSICS 10, 11; AST 1A, CHEM 2A
Life Science Options (B2): ANTHR 1; BIO 1, 8; PSYCH 2
Lifelong Learning and Self-Development Options (E): ***HES 1; KIN 4, 35, 36; GUI 47;
EAR 20, 42 (GUI 48+1PE Activity)
US History (C2 or D): HIS 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

- * All students must complete a physical science course and a life science course - one of those must include a lab.
- ** Student selects two courses from these options????????????????????
- *** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0.

All courses in major must be completed with a "C" or better.

2016

Associate of Arts in Spanish for Transfer Degree

TERM I		TERM III	
English 1A	4	*Science no lab	3
Math 11	4	SPAN 3, 4 / Or 11, 12 if 3 and 4 are completed	5/3
SPAN 1, 2, 3, or 4	5	Oral Communications	3
US History	<u>3</u>	Lifelong Learning	<u>3</u>
	16		14/12
INTERSESSION (Winter)		INTERSESSION (Winter)	
SPAN 11, 12	3	Arts	3
TERM II		TERM V	
Critical Thinking	4	SPAN 8	5
*Science w/Lab	4	Elective (if needed for units)	<u>3</u>
SPAN 2, 3 or 4	5		8
Pol Sci 1	<u>3</u>		
	16		
INTERSESSION (Summer)			
Social Science	3		

TOTAL 60 units

General Education Area Options

- Oral Communication (A1):** COM 1/1H, 6, 9/9H
- Critical Thinking (A3):** COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
- Arts (C1):** The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
- Humanities (C2):** Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
- Social Science Options (D):** AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
- Physical Science Options (B1):** Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
- Life Science Options (B2):** Anthr 1, Bio 1,8, Psych 2;
- Lifelong Learning and Self-Development Options (E):** ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
- US History (C2 or D):** History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

- * All students must complete a physical science course and a life science course – one of those must include a lab.
- ** Student selects two courses from these options
- *** Not required for ADT but will be required for local AA Degrees
- Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
Associate of Arts in Psychology for Transfer Degree
AA566 (CSU) AA568 (IGETC)**

TERM I		TERM III	
English 1A	4	Psyc 50	4
**Science w/out Lab	3	**Science with lab	4
Psyc 1	3	Oral Communications	3
US History	<u>3</u>	Lifelong Learning	<u>3</u>
	13		13
INTERSESSION (Winter)		INTERSESSION (Winter)	
Psych 9	3	Arts	3
TERM II		TERM IV	
Critical Thinking	3/4	Psyc 8 or 33 or 35	3
Math 12	4	Elective	3
Psyc 2	3	Elective	3
Pol Sci 1	<u>3</u>	Elective	<u>3</u>
	13/14		12
INTERSESSION (Summer)		TOTAL - 60 units	
Social Science	3		

General Education Area Options

- Oral Communication (A1):** COM 1/1H, 6, 9/9H
- Critical Thinking (A3):** COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
- Arts (C1):** The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
- Humanities (C2):** Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
- Social Science Options (D):** AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
- Physical Science Options (B1):** Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
- Life Science Options (B2):** Anthr 1, Bio 1,8, Psych 2;
- Lifelong Learning and Self-Development Options (E):** ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
- US History (C2 or D):** History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

- * All students must complete a physical science course and a life science course – one of those must include a lab.
 - ** Student selects two courses from these options
 - *** Not required for ADT but will be required for local AA Degrees
- Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AS 650 (IGETC ONLY)
Associate in Science in Computer Science for Transfer Degree IGETC**

TERM I		TERM III	
English 1A	4	Math 1B	4
Math 36	4	Physics 4B	4
CIS 5	4	Social Science	3
BIO Science	<u>3</u>	CIS 11	<u>3</u>
	15		14

INTERSESSION (Winter)		INTERSESSION (Winter)	
Math 10	4	Humanities	3

TERM II		TERM IV	
English 1B	4	CIS 17A	3
Math 1A	4	Pol SCI 1	3
CIS 7	3	Social Science	3
Physics 4A	<u>4</u>	US History	3
	16		

INTERSESSION (Summer)		TOTAL 67 units	
Arts	<u>3</u>		

General Education Area Options

- Oral Communication (A1):** COM 1/1H, 6, 9/9H
- Critical Thinking (A3):** COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
- Arts (C1):** The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
- Humanities (C2):** Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
- Social Science Options (D):** AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
- Physical Science Options (B1):** Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
- Life Science Options (B2):** Anthr 1, Bio 1,8, Psych 2;
- Lifelong Learning and Self-Development Options (E):** ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
- US History (C2 or D):** History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

- * All students must complete a physical science course and a life science course – one of those must include a lab.
- ** Student selects two courses from these options
- *** Not required for ADT but will be required for local AA Degrees
- Electives must transfer to UC.
- **Graduation Requirements for CSU strongly recommended to complete as part of Gen Ed.

The Transfer Degree will be awarded upon completion of 60 IGETC transferable units including major requirements and IGETC general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better. Foreign Language must be met by HS Foreign Language for two years with a C or better or taking Foreign Language 1 or having completed through the 6th grade in another country, different language

**Associate Degree for Transfer (ADT)
AS719 (CSU) AS 720 (IGETC)
Associate in Science in Math for Transfer Degree**

TERM I		TERM III	
English 1A	4	Math 1C	4

Math 36	4	Lifelong Learning	3
US HISTORY	3	Social Science	3
BIO Science	<u>3</u>	**Physical Science	<u>4</u>
	14		14

INTERSESSION (Winter)

Math 10	4
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INTERSESSION (Winter)

Humanities	3
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TERM II

Critical Thinking	3
Math 1A	4
Humanities	3
**Physics 4A or CSC 5	<u>4</u>
	14

TERM IV

Math 2 or 3	3/4
Pol Science 1	3
Social Science	3
Oral Communications	<u>3</u>
	12/13

INTERSESSION (Summer)

Math 1B	<u>4</u>
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TOTAL 65/66 units

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

No changes – 12/16/15

Associate Degree for Transfer (ADT)

CSU AA704 (CSU) AA705 (IGETC)

Associate in Arts in Music for Transfer Degree

TERM I

English 1A	4
Music Ensemble	2
Music 39	3
Music 3	4
Music 32A	1

TERM III

Music Ensemble	3
Music 39	3
Music 5	4
Music 32C	1
US History	3

Pol Sci 1	3	Critical Thinking	4
INTERSESSION (Winter)		INTERSESSION (Winter)	
Music 19/25/26/89	3	Social Science	3
TERM II		TERM IV	
Math 11 or 12	4	Music Ensemble	3
Music Ensemble	2	Music 39	3
Music 39	3	Music 6	4
Music 4	4	Music 32D	<u>1</u>
Music 32B	1	Lifelong Learning	3
Science w/Lab	4	Life Science	3
INTERSESSION (Summer)			
Social Science	3		
Oral Communication	3		

General Education Area Options

- Oral Communication (A1):** COM 1/1H, 6, 9/9H
- Critical Thinking (A3):** COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
- Arts (C1):** The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
- Humanities (C2):** Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
- Social Science Options (D):** AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
- Physical Science Options (B1):** Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
- Life Science Options (B2):** Anthr 1, Bio 1,8, Psych 2;
- Lifelong Learning and Self-Development Options (E):** ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
- US History (C2 or D):** History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.
 ** Student selects two courses from these options
 *** Not required for ADT but will be required for local AA Degrees
 Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Associate Degree for Transfer (ADT)
AS642 (CSU) AS643 (IGETC)
Associate of Science in Anthropology for Transfer Degree

TERM I		TERM III	
English 1A	4	Life Science no lab	3
Math 12/12H	4	Oral Communications	3
Ant 1/1H	3	Ant 4 or 8	3
Arts	<u>3</u>	Arts or Hum	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
Ant 2	3	Lifelong Learning	3
TERM II		TERM IV	
Ant 6	3	Ant 5, 7 or 10	3
GEG 1 w/lab	4	CSU transferable electives	<u>8</u>
US History	3		11
Critical Thinking	<u>4</u>		
	14		
INTERSESSION (Summer)		TOTAL - 60 units	
Pol Sci 1	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Associate Degree for Transfer (ADT)
AA 742 (CSU) AS743 (IGETC)

Associate of Arts in Art History for Transfer Degree

TERM I		TERM III	
English 1A	4	Social Science	3
Math 11 or 12/12H	4	Oral Communications	3
Art 1	3	Art 5,9, or 12	3
US History	<u>3</u>	Art 5,18,20,23,26,30A	
	14	or 36A, 40A, Pho 8	<u>3</u>
			12
INTERSESSION (Winter)		INTERSESSION (Winter)	
Humanities	3	Lifelong Learning	3
TERM II		TERM IV	
Art 2/2H	3	Social Science	3
Science w/lab	4	Art 4,7, 10	3
Art 17	3	Science no lab	3
Critical Thinking	<u>4</u>	Electives	2
	14		
INTERSESSION (Summer)			
Pol Sci 1	3		

General Education Area Options

- Oral Communication (A1):** COM 1/1H, 6, 9/9H
- Critical Thinking (A3):** COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
- Arts (C1):** The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
- Humanities (C2):** Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
- Social Science Options (D):** AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
- Physical Science Options (B1):** Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
- Life Science Options (B2):** Anthr 1, Bio 1,8, Psych 2;
- Lifelong Learning and Self-Development Options (E):** ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
- US History (C2 or D):** History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.
 ** Student selects two courses from these options
 *** Not required for ADT but will be required for local AA Degrees
 Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
 AS756 (CSU) AS757 (IGETC)
 Associate of Science in Economics for Transfer Degree**

TERM I **TERM III**

English 1A	4	Econ 5,6,10	3
Math 12/12H	4	Oral Communications	3
Econ 7/7H	3	Math 1B, Acct 1A,1B,CIS1A	3
US History	<u>3</u>	Science no Lab	<u>3</u>
	14		12

INTERSESSION (Winter)

Humanities 3

INTERSESSION (Winter)

Lifelong Learning 3

TERM II

Math 1A 4
 Science w/lab 4
 Econ 8/8H 3
 Critical Thinking 4
 14

TERM IV

Arts 3
 Electives 8

INTERSESSION (Summer)

Pol Sci 1 3

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AA758 (CSU) AA759 (IGETC)
Associate of Arts in Geography for Transfer Degree**

TERM I		TERM III	
English 1A	4	GEG 3,4,5	3
Math 11 or 12/12H	4	Oral Communications	3
GEG 1/1H + lab	4	Math 1B, Acct 1A,1B,CIS1A	3/4
US History	<u>3</u>	Ant 2, GEO 1, GEG 6	<u>3</u>
	15		12/13
INTERSESSION (Winter)		INTERSESSION (Winter)	
Humanities	3	Arts/Humanities	3
TERM II		TERM IV	
Geg 2	3	Arts	3
GEG 3,4,5,	3	Ant 2, GEO 1, GEG 6	3
Life Science no lab	3	Lifelong Learning	3
Critical Thinking	<u>4</u>	Electives	<u>1/2</u>
	13		10/11
INTERSESSION (Summer)			
Pol Sci 1	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AA744 (CSU) AA745 (IGETC)
Associate of Arts in History for Transfer Degree**

TERM I		TERM III	
English 1A	4	HIS 2	3
Math 11 or 12/12H	4	Oral Communications	3
Arts	3	HIS 14,15,25,28,29,31,34, HUM9,PHI 19	3
HIS 6/6H	<u>3</u>	Lifelong Learning	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
Social Science	3	Elective	3
TERM II		TERM IV	
Pol Sci 1/1H	3	HIS 11,12,19,HUM4/4H,5/5H,16,	3
HIS 7/7H	3	Science w/ Lab	4
Science no lab	3	Electives	<u>5</u>
Critical Thinking	<u>4</u>		12
	13		
INTERSESSION (Summer)			
HIS 1	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AA715 (CSU) AA717 (IGETC)
Associate of Arts in Philosophy for Transfer Degree**

TERM I		TERM III	
English 1A	4	PHI 33,35,11,19	3
Math 11 or 12/12H	4	Oral Communications	3
PHI 32	3	Social Science	3
US History	<u>3</u>	Lifelong Learning	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
Social Science	3	Elective	3
TERM II		TERM IV	
Pol Sci 1/1H	3	PHI 33,35,11,19	3
PHI 10 or 12	3	Science w/out Lab	3
Science w/ lab	4	HIS 1,2, HUM 4,5,10	3
PHI 33 or 35	<u>3</u>	Electives	<u>3</u>
	13		12
INTERSESSION (Summer)			
HIS 1	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AS 638 (CSU) AS 640 (IGETC)
Associate of Science in Physics for Transfer Degree**

TERM I		TERM III	
English 1A	4	PHY 4C	4
Math 1A	4	Oral Communications	3
PHY 4A	4	Math 1C	4
US History	<u>3</u>	Lifelong Learning	<u>3</u>
	15		14
INTERSESSION (Winter)		INTERSESSION (Winter)	
Social Science	3	Elective	3
TERM II		TERM IV	
Critical Thinking	4	PHY 4D	4
PHY 4B	4	Life Science w/out Lab	3
Math 1B	4	Pol Sci 1	3
Arts	<u>3</u>	Social Science	<u>3</u>
	15		13
INTERSESSION (Summer)			
Arts/Humanities	3		

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AA693 (CSU) AA694 (IGETC)
Associate of Arts in Studio Arts for Transfer Degree**

TERM I		TERM III	
English 1A	4	Art 1,5,12	3
Math 11 or 12/12H	4	Oral Communications	3
Art 2/2H	3	Social Science	3
US History	<u>3</u>	Studio Art Option Below	<u>3</u>
	14		12
INTERSESSION (Winter)		INTERSESSION (Winter)	
ART 17	3	Pol Sci 1/1H	3
TERM II		TERM IV	
Studio Art Option Below	3	Lifelong Learning	3
Art 22	3	Science w/out Lab	3
Science w/ lab	4	Studio Art Option Below	3
Electives	<u>3</u>	Art 24	<u>3</u>
	13		
INTERSESSION (Summer)		Studio Arts Options Choose 1 Course from any of three:	
Humanities	3	Drawing: ART 40A, 18, 26	Ceramics: ART 15
		Painting: ART 26	Sculpture: ART 20
		Printmaking: Art 30A	Digital Art: ART 36A
		Photography: PHO 8	Color: ART 23

General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H
Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4
Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65
Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12
Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2
Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A
Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;
Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)
US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

**Associate Degree for Transfer (ADT)
AS ___ (CSU) AS ___ (IGETC)
Associate of Science in Business Administration for Transfer Degree**

TERM I	
English 1A	4
Math 12/12H, 4, or 5	4
ACC 1A	3
US History	<u>3</u>
	14

INTERSESSION (Winter)	
Social Science	3

TERM II	
Critical Thinking	4
ACC 1B	3
ECO 7/7H	3
Arts	<u>3</u>
	13

INTERSESSION (Summer)	
Arts/Humanities	3

TERM III	
BUS 18A	3
Oral Communications	3
ECO 8/8H	3
Science w/Lab	<u>4</u>
	13

INTERSESSION (Winter)	
Elective	3

TERM IV	
Lifelong Learning	4
Science w/out Lab	3
Pol Sci 1	3
CIS 1A, BUS 10 or 22	<u>3</u>
	13

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General Education Area Options

Oral Communication (A1): COM 1/1H, 6, 9/9H

Critical Thinking (A3): COM 2, 3; ENG 1B/1BH, PHIL 11, 32; REA 4

Arts (C1): The 3, Art 6, Dan 6, Music 19, 25 or 26, COM 11, Film Studies 1,2 FTV 65

Humanities (C2): Art 4; For Language; HIS 1,2,14, 31; Phil 10; Hum 10; His 1,2,4,5; Eng 6,7; Film Studies 5,6; FTV 12

Social Science Options (D): AJ 1,3,9; Ant 2, 5; Soc 10,12,15,25; COM 9,12,13 Econ 7,8; EAR 20; Geg 2; Psych 1,9; Pol Sci 2

Physical Science Options (B1): Geo 1, Geg 1, Physics 10/11, Ast 1A, Chem 2A

Life Science Options (B2): Anthr 1, Bio 1,8, Psych 2;

Lifelong Learning and Self-Development Options (E): ***Hes 1, Kin 4, 35, 36, Gui 47; EAR 20, 42, (GUI 48+1PE Activity)

US History (C2 or D): History 6/6H, 7/7H, 11, 12, 14, 15, 28, 29, 31, 34; HUM 16

* All students must complete a physical science course and a life science course – one of those must include a lab.

** Student selects two courses from these options

*** Not required for ADT but will be required for local AA Degrees

Electives must transfer to CSU.

The Transfer Degree will be awarded upon completion of 60 California State University (CSU) transferable units including major requirements and CSU general education requirements with a minimum grade point average of a 2.0. All courses in major must be completed with a "C" or better.

Appendix B Pathway to Law School Supporting Documents

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CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

PRESS RELEASE

May 1, 2014

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**California Community College Students to Get Leg Up on Way to Top Law Schools Under
First of its Kind Pathway Program**

Twenty-four community colleges and six law schools sign agreement to smooth way to law degree

SACRAMENTO, Calif. – The California Community Colleges and the State Bar of California today announced a new initiative that will provide students at 24 community colleges a smoother pathway to six of California's top law schools.

The Community Colleges Pathway to Law School initiative is an unprecedented effort within California higher education to enhance opportunities and advancement in the legal profession for diverse populations, particularly those who have traditionally been underrepresented.

"This project will put talented and promising community college students on a trajectory to enter some of the finest law schools in the nation and receive the support they need to succeed and make the legal profession more diverse and the justice system more reflective of our state," said [Brice W. Harris](#), chancellor of the California Community Colleges, before signing a memorandum of understanding with the participating institutions of higher learning at the Law Day Celebration activities at Chabot College in Hayward.

The project, sponsored by the State Bar's Council on Access and Fairness, will establish agreements with two dozen community colleges and six law schools and their respective undergraduate institutions. Students in the program will receive assurances that credits in prescribed courses will transfer, early exposure to the law school experience, individual advisement and mentoring from law school advisors, financial aid counseling, LSAT preparation and waived application fees for admission to the participating law schools.

"We know that our community colleges have the diversity and talent that the State Bar seeks to enhance the diversity pipeline into the legal profession, as evidenced by many prominent judges and lawyers who attended community colleges," said [State Bar CEO Joseph Dunn](#). "I am particularly grateful to the six law school deans for partnering in this important initiative to increase the diversity and overall quality of the legal profession."

Participating law schools are University of Southern California Gould School of Law, University of San Francisco School of Law, UC Davis School of Law, UC Irvine School of Law, Santa Clara University School of Law and Loyola Law School.

"UC Irvine School of Law is delighted to participate in this program to create a pipeline from the community

- more -

colleges to law school,” said [Erwin Chemerinsky, dean of UC Irvine School of Law](#). “We are confident that this pilot program will enhance the diversity of law schools and the legal profession.”

The Community Colleges Pathway to Law School initiative requires students to complete courses based on a defined set of “success factors” that help make effective lawyers. To prepare students for law school the transfer initiative will align criteria from these success factors with community college courses already approved in corresponding Intersegmental General Education Transfer Curriculum (IGETC).

“With an undergraduate core curriculum that stresses civic engagement, diversity, and justice, and a law school that has long had one of the most-diverse student bodies in the country, Santa Clara University fully supports the goals of the Community Colleges Pathway to Law School,” said [Provost Dennis Jacobs](#). “We are honored to be one of the founding institutions helping create a pathway from community college to four-year undergraduate institutions, to law school.”

Community colleges selected to participate in the program are Antelope Valley College (Lancaster), Bakersfield College, Chabot College (Hayward), Chaffey College (Rancho Cucamonga), College of Alameda, College of the Canyons (Santa Clarita), College of the Sequoias (Visalia), Contra Costa College (San Pablo), Fresno City College, Gavilan College (Gilroy), Hartnell College (Salinas), Los Angeles City College, Los Angeles Mission College (Sylmar), Merritt College (Oakland), Oxnard College, Rio Hondo College (Whittier), Riverside City College, Sacramento City College, San Joaquin Delta College (Stockton), San Jose City College, Santa Ana College, Solano Community College (Fairfield), Southwestern College (Chula Vista), and Ventura College.

The California Community Colleges is the largest system of higher education in the nation composed of 72 districts and 112 colleges serving 2.1 million students per year. Community colleges supply workforce training, basic skills education and prepare students for transfer to four-year institutions. The Chancellor’s Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges. For more information about the community colleges, please visit <http://californiacommunitycolleges.cccco.edu/>.

###

MEMORANDUM OF UNDERSTANDING

Special Partnership Agreement

Community Colleges Pathway to Law School Initiative

EFFECTIVE DATE and PARTIES. This Memorandum of Understanding (“MOU”), dated as of May 1, 2014 Law Day (“Effective Date”), remains effective until June, 30, 2024 (“Agreement Period”), among the undersigned parties (collectively, “Parties”); establishes a “special partnership agreement” among the Parties; and creates the “COAF Scholars” program:

- The Regents of the University of California, on behalf of the University of California, Davis and University of California Irvine campuses and their respective Schools of Law;
 - Loyola Marymount University and Loyola Law School;
 - Santa Clara University and Santa Clara University School of Law;
 - University of San Francisco and University of San Francisco, School of Law;
 - University of Southern California and University of Southern California Gould School of Law; and
- Twenty-four (24) selected community colleges in California

1	Antelope Valley College	Lancaster
2	Bakersfield College	Bakersfield
3	Chabot College	Hayward
4	Chaffey College	Rancho Cucamonga
5	College of Alameda	Alameda
6	College of the Canyons	Santa Clarita
7	College of the Sequoias	Visalia
8	Contra Costa College	Richmond
9	Fresno City College	Fresno
10	Gavilan College	Gilroy
11	Hartnell College	Salinas
12	Los Angeles City College	Los Angeles
13	Los Angeles Mission College	Los Angeles
14	Merritt College	Oakland
15	Oxnard College	Oxnard
16	Rio Hondo Community College	Whittier
17	Riverside City College	Riverside
18	Sacramento City College	Sacramento
19	San Joaquin Delta College	Stockton

20	San Jose City College	San Jose
21	Santa Ana College	Santa Ana
22	Solano Community College	Fairfield
23	Southwestern College	Chula Vista
24	Ventura College	Ventura

The parties enter into this MOU to reflect their understanding and agreement regarding their participation in the *Community Colleges Pathway to Law School* Initiative (“Initiative”) established under the auspices of the State Bar of California’s Council on Access and Fairness. The purpose of this Initiative is to provide a pathway to a law school education for students whose post-secondary education begins at the community college level by establishing a special relationship, partnership between the 6 participating law schools and the 24 participating community colleges.

Specifically, this innovative Initiative will provide a clear pathway from community college to law school. The model involves affirming existing articulation agreements or Transfer Guides between community colleges and the four-year undergraduate institutions to facilitate admissions, and developing a special partnership between the community colleges and law schools. Students from the selected community colleges would be provided additional support, access, and information to the law school admission process and targeted outreach and recruitment would occur at the 24 participating community colleges if the Students achieve specific criteria such as successfully completing certain community college courses that are based on the Shultz-Zedeck Lawyering Competencies (Effectiveness Factors). Support for the Students, including mentoring, pre-law activities, counseling, internships, and possibly scholarships, will be developed as part of the Initiative in order to provide Students with the best possible chance for success on the LSAT, in the law school admission process, in law school, and in the legal profession.

DOCUMENTS INCORPORATED. The MOU constitutes the provisions set out in these sections as well as all attached exhibits:

- Section I: Students / COAF Scholars
- Section II: Community Colleges
- Section III: Undergraduate 4-year Institutions
- Section IV: Law Schools
- Section V: Statewide Coordinator/Chief Navigator
- Section VI: Other Terms and Conditions

- Exhibit A: Course Requirements at Community Colleges
- Exhibit B: Service/Civic Learning Component Criteria
- Exhibit C: Timeline – Implementation Agreement Period
- Exhibit D: Statement of Commitment & Special Partnership by Law Schools
- Exhibit E: Brochure for Video

RECITALS

WHEREAS, the State of California is a majority-minority state with approximately 60 percent of its population from racial or ethnic minority groups;

WHEREAS, the membership of the State Bar of California is made up of approximately 20 percent racial or ethnic minority lawyers, and this number has not been increasing at a pace that is sufficient to reflect the general population, and the legal profession continues to lag behind almost every other profession in the country;

WHEREAS, studies among court users show that diversity in the legal profession and judiciary is a priority for public trust and confidence in the legal system and the appearance of fairness in the courts;

WHEREAS, attorneys make up the majority of elected officials and other key local, state, and national leaders, and it is important that those leaders represent the rich diversity of California so that diverse interests are considered and represented in making public policy and other critical decisions affecting all communities in the state;

WHEREAS, attorneys directly representing clients should reflect the rich diversity of the state population to maximize cultural sensitivity to the needs of a diverse client base and to foster public faith in the legal profession;

WHEREAS, in an increasingly global economy, attorneys representing key entities should embody and be sensitive to clients from diverse backgrounds in order to respond to global business demands;

WHEREAS, the Council on Access & Fairness ("COAF") was created by the State Bar of California ("State Bar") in 2006 to serve as the State Bar's "think tank" on diversity and to advise the State Bar's Board of Trustees on appropriate strategies for increasing diversity in the legal profession, consistent with State Bar policies and procedures. COAF's mission is to provide leadership and guidance for the State Bar of California to ensure the legal profession and the judicial system reflect the rich diversity of the people of California and fosters cultural sensitivity and public trust;

WHEREAS, the community college system has the most diverse student population of the three public post-secondary education systems in California, providing opportunity for everyone who aspires to obtain a college education, including students from the least affluent communities in California, first generation students, students of color, students with disabilities, veterans, and those who have work and family responsibilities. California's community colleges educate nearly two and a half million students a year, more than 60 percent of whom are students of color;

WHEREAS, the State Bar through COAF, pursuant to this MOU, seeks to create a pathway for community college students from diverse backgrounds to attend law schools in collaboration with community colleges, 4-year baccalaureate institutions, and their respective law schools;

WHEREAS, the law school Deans at the aforementioned participating law schools are notable leaders in legal academia and have wholeheartedly embraced the State Bar's mission of a diverse legal profession, and the participating law schools and their respective undergraduate institutions are deeply committed to implementing an innovative and promising initiative that seeks to achieve this mission; and

WHEREAS, the 24 community colleges were selected through a competitive process based in large part on their commitment to serve diverse communities and their record of success for all students, including but not limited to success in transferring students of color and students from low socio-economic backgrounds to four-year undergraduate institutions.

NOW, THEREFORE, the Parties agree as follows:

The Parties to this MOU are 24 community colleges and 6 law schools and their respective undergraduate institutions. This Initiative is a pilot project that may be modified and adjusted upon consensus of the Parties and COAF which would be reflected in a written amendment to this MOU duly executed by the Parties to this MOU.

The MOU places specific requirements and obligations on the following individuals and entities to implement the goals of the Initiative: the participating Students enrolling at the 24 participating community colleges; the 24 participating community colleges, the 6 four-year undergraduate institutions, and the 6 law schools. A statewide coordinator ("Statewide Coordinator"/"Chief Navigator") will monitor and assist the Parties in implementing the requirements of the Initiative as expressed in this MOU, coordinate statewide activities and record-keeping, and serve as the Parties' liaison to the State Bar and COAF.

SECTION I: STUDENTS / "COAF SCHOLARS"

- A. **"COAF Scholar" Status / Qualification:** To qualify as a "COAF Scholar" and to be able to identify as a "COAF Scholar" when applying to law school, a student participant ("Student") must matriculate at one of the 24 participating community colleges during or after Academic Year 2014-2015 and successfully complete the courses required under Section I(D).
- B. **Counseling.** Student must attend an orientation on the Community Colleges Pathway to Law School Initiative, if the participating college campus provides such orientation. Student must work with a designated Pathway Initiative Counselor. Student must establish a Student Educational Plan based on a selected major including the courses set forth in Section I(D).

- C. Information-Sharing. Student must self-identify as a “COAF Scholar” participant in the Initiative to the State Coordinator, and agree to consent to the Coordinator’s release of information to Parties to the extent necessary for Student to progress through the Initiative and consent to maintenance of general data necessary to assess the program.
- D. Courses. Student must complete the required coursework delineated in this MOU, which is based on a defined set of “success factors” of effective lawyers. The intention of this Initiative is to align criteria from the “success factors” with California Community College courses currently approved in corresponding Intersegmental General Education Transfer Curriculum (IGETC) areas in order to prepare Students for law school and the legal profession prior to transfer. Advanced Placement (AP) credit for Statistics and English may be granted pursuant to the local community college’s policy.
- i. Seven (7) Required Courses.
- a. Street Law, Street Law-based, OR Law and Democracy
 - b. English Composition
 - c. Critical Thinking
 - d. Argumentation and Debate OR Persuasion
 - e. Statistics
 - f. U.S. History
 - g. Introduction to American Government
- Two (2) Recommended Elective Courses.
- h. Service/Civic Learning
 - i. College Success
- ii. Reciprocity Between Community Colleges. Any required course taken at any of the participating community colleges will have reciprocity – that is, it will receive “pass along” credit among the participating community colleges under this MOU.
- iii. Deferral of Courses to 4-Year University. Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents. Advanced Placement (AP) test credit may be applied to four-year undergraduate requirements pursuant to Santa Clara University’s or University of Southern California’s respective policies.
- a. Santa Clara University:
 - Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
 - History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
 - English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion

- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning
- b. University of Southern California:
- Communication 141, Applied Debate, in lieu of Argumentation and Debate
 - Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government
 - History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
 - Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics

See Exhibit A (Course Requirements at Community Colleges).

- E. Service/Civic Learning / College Success. It is recommended that Students take the service/civic learning and college success course. In addition or alternatively, Students may work with the instructional faculty champion for placement into law-related civic/service learning internships.

See Exhibit B (Service/Civic Learning Component Criteria)

- F. Extracurricular Activities. Student is encouraged to participate in various law-related activities and events sponsored at the community college level, such as debate competitions, statewide Law Day conference, pre-law club, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, screening of video "When You Dream ... Community College Pathway to Law School", and California Supreme Court oral argument hearings. See Exhibit E (Brochure for Video).

All students at participating community colleges are encouraged to participate in these activities, whether or not students are qualified as "COAF Scholars" under this MOU.

- G. Transfer and Admission to Undergraduate Institution. While knowledge of which courses will transfer to an institution is valuable, policies at each university (or even schools and majors within a university) may impose additional admission requirements. In addition to completing the specified courses under the Initiative for admission to the participating law schools, Student must complete all pre-requisites for his/her major as required by a participating undergraduate institution and must transfer successfully. Students are encouraged to meet with transfer counselors and visit admissions and transfer websites for the participating undergraduate institutions.
- H. Good Standing. Student must at all times be in good academic standing as defined by each educational institution that the Student attends; must never be on academic probation or suspension or in violation of student conduct codes; and must at no time fall below the standards of ethics or behavior that would bar admission to the State Bar of California. Student should contact the State Bar of California, and/or the equivalent

licensing organizations in the jurisdiction(s) in which the Student intends to practice, to determine the applicable character, fitness, and other qualifications necessary for licensure.

In addition to the above, Student may at any point be removed from consideration under this Initiative by any or all of the participating law schools for any of the following behaviors as determined by those participating law schools;

1. Academic misconduct
 2. Unlawful misconduct
 3. Employment misconduct
 4. Financial misconduct
 5. Any other reasons determined by a law school that would indicate that Student does not appear capable of satisfactorily completing its educational program and being admitted to the bar.
- I. Application and Matriculation at Law School. Student must complete the course work at the community college level during this Agreement Period and enroll in participating law school no later than Fall 2024. Student is required to complete the law school application. Student must register with the Law School Admission Council and submit official transcripts through the Candidate Assembly Service (CAS).
- J. No Obligation. Any Student who does not meet the requirements for consideration as a "COAF Scholar" under this MOU or who is removed from the Initiative is not otherwise barred from seeking directly admission to any law school, including all participating law schools. Likewise, Student who meets all the requirements under this MOU is not obligated to attend any of the participating law schools and may seek admission to other law schools or may decide not to pursue a legal career.

SECTION II: COMMUNITY COLLEGES

- A. Course Offerings. Community colleges shall offer each of the required 9 courses at least once every academic year and schedule the courses to maximize access for participating Students and enable Students to complete all courses within two academic years.

To the extent possible, community colleges shall provide priority enrollment in these courses for participating student. Community colleges shall also provide priority enrollment for all Students in EOPS, DSPS, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academy students under concurrent enrollment/dual enrollment, and other learning communities.

Community colleges shall maintain an updated list of courses (and their respective course numbers and dates offered) and must annually communicate its updated list to the Statewide Coordinator. See Exhibit A (Course Requirements at Community Colleges).

- B. Civic/Service Learning and College Success Course. Community colleges shall offer civic/service learning courses for as many units as possible. Community colleges with civic/service learning courses shall offer such courses in accordance with the criteria set forth in Exhibit B (Service/Civic Learning Component Criteria) and collaborate with the judiciary, bar, and public interest law organizations to develop such courses. Community colleges shall also offer a college success course as frequently as possible.
- C. Extracurricular Activities. Community colleges shall participate in the statewide debate competition. Community colleges shall organize law-related events and activities necessary for continued Student participation in this Initiative. Community colleges shall collaborate with local county bars, affinity bars, and the local judiciary to organize and sponsor law-related events and activities such as debate competitions, statewide Law Day conferences, college's Constitution Day, pre-law clubs, law school visits, legal writing competitions, local county and affinity bars' events, judges' events, and California Supreme Court and appellate court oral argument hearings.
- D. Financial Contribution. Unless funding is secured through public or private sources, each community college shall contribute \$5,000 per academic year for the employment of the Statewide Coordinator during this Agreement Period. Except for the employment contribution described in the preceding sentence, the community colleges that is a Parties to his MOU: (i) shall not have any other financial responsibilities relating to employment or retention of the Statewide Coordinator; (ii) shall not be liable or responsible for the acts, omissions or other conduct of the Statewide Coordinator; and (iii) shall not be deemed to be the employer of the Statewide Coordinator. All costs for activities at each respective community college and for its personnel (such as costs of travel to annual summit and release time) shall be borne by each respective community college.
- E. Notice. The Statewide Coordinator and participating community colleges, to the extent possible, shall identify participating Students applying to transfer to the respective undergraduate institutions. Students should identify on their applications if they are applying through the Initiative.
- F. Instructional Faculty Champion. Each community college will designate one "Faculty Champion" to lead the Initiative at its college and within its district. While some of the tasks of the Faculty Champion may be delegated to other faculty members or administrative staff at the college, it is important that there be a single member of the Faculty to act as a liaison to the Initiative and the Statewide Coordinator. That individual may change as the needs of each community college dictate, but it is expected that Faculty Champions will serve in that role for a minimum of three years.

The Faculty Champion must:

- i. Be a full-time, tenured or tenure-track faculty member at the community college. If an adjunct faculty is better suited for the role, an exception shall be requested from the Statewide Coordinator;
- ii. Agree to attend an annual conference/summit of the Parties;

- iii. Ensure that a current course list is maintained and transmitted as required to the Statewide Coordinator;
- iv. Ensure the curriculum required is maintained and reviewed annually for currency and effectiveness;
- v. Partner/liaison with community agencies/organizations, including local judiciary and bar organizations to provide Students with extracurricular opportunities in and service learning/civic engagement exposure to the legal profession; and
- vi. Work with counseling faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

G. Counseling Faculty Champion. Community college shall designate at least one counseling faculty to:

- i. Help Students establish their Student Educational Plans, guide them toward completion of the required courses, and identify undergraduate transfer pre-requisites; these duties can be performed in collaboration with the Articulation Officer whose expertise in curriculum requirements, transfer requirements, etc., may be required;
- ii. Assist Students with their transfer applications to the participating undergraduate institutions/law schools;
- iii. Attend the annual conference/summit to receive updated information from law schools and the legal profession on career counseling; and
- iv. Work with instructional faculty and student leaders in facilitating campus events/activities in order to create a pre-law culture and promote the success of this Initiative.

H. Administrator and Student Liaison. Each community college shall designate an administrator and a student who will work with the Instructional and Counseling Faculty Champions in promoting the Initiative at the college. Their collective responsibilities are to:

- i. Ensure that the Initiative becomes a part of the college's institutional culture by seeking support from college's executive leaders, academic senate, classified senate, and associated students organization;
- ii. Provide an annual report to the Statewide Coordinator within state and federal privacy laws on the participating Students in the Initiative, and the number and percentage of participating Students who are also participants in other programs and learning communities such as but not limited to EOPS, DSPP, CalWorks, TRIO, Puente, Umoja, AANAPISI, PACE, and high school law academies under concurrent/dual enrollment.
- iii. Support the "Faculty Champions";
- iv. Identify and support student candidates for participation in the Initiative; and
- v. Seek out and develop extracurricular activities that are law related in which Students can participate, preferably in partnership with the legal community.

SECTION III: UNDERGRADUATE 4-YEAR INSTITUTIONS

- A. **Articulation Agreements.** The undergraduate institutions shall coordinate with all the participating community colleges to develop or reaffirm their respective articulation agreements or Transfer Guides and facilitate to the extent possible the participating student's ability to transfer.
- B. **Transferability.** The undergraduate institutions shall work with the participating community colleges to ensure, to the greatest extent possible, the ability for Students to transfer the required 9 courses. See Exhibit A (Course Requirements at Community Colleges).
- C. **Recommended Courses and Extracurricular Activities.** The undergraduate institutions shall provide a list of recommended courses such as logic, ethics, and rhetoric at their institutions that Students could take to better prepare them for the LSAT and law school. The undergraduate institutions shall also provide a list of pre-law activities and organizations. The recommended course listing and extracurricular activities shall be developed with the assistance of the Statewide Coordinator and COAF.
- D. **Notice.** The undergraduate institutions shall notify the Statewide Coordinator and the participating law schools of the participating Students transferring to their respective undergraduate institutions. Undergraduate institutions shall maintain data on participating Student enrollment and communicate that to the participating law schools and Statewide Coordinator within state and federal privacy laws.
- E. **Liaison.** The undergraduate institutions, to the extent possible, shall designate a person at their respective institutions to serve as a liaison for this Initiative and provide support for Students in this Initiative through various resources such as pre-law career advising and law-related activities.

SECTION IV: LAW SCHOOLS

- A. **Statement of Commitment and Special Partnership.** Each participating Law School commits to promoting diversity, and supporting the "COAF Scholars" and participating community colleges.
 - i. The participating Law Schools commit to supporting this Initiative by providing students, pre-law advisors, and other educational and career counselors with accurate and appropriate information about law school opportunities. This includes conducting and supporting collaborative outreach activities at the participating community colleges and the participating law schools' respective undergraduate institutions. These activities will be designed to encourage students to consider a legal education and a career in the field of law, and to help effectively communicate the requirements and expectations of those students who choose to pursue a law degree and legal and legally-related careers.

- ii. The participating Law Schools shall waive the application fee for participating students. The participating Law Schools commit to a holistic review of the applications of the participating students. This includes but is not limited to consideration of the following in furtherance of achieving the goals of this Initiative and the individual law schools' institutional missions or objectives:

- Successful completion of the requirements to be "COAF Scholars" under this Initiative.
- Law School Admission Test (LSAT) scores
- Undergraduate course of study and grade point average
- Personal statements
- Professional and other work experiences
- Relevant demonstrated skills
- Letters of recommendation
- Evaluations
- Personal interviews (if granted at the discretion of the participating Law Schools)

Participating Law Schools shall not admit applicants who do not appear capable of satisfactorily completing their educational programs and being admitted to the bar.

- B. Liaison for Initiative. Law School shall appoint at least one individual to serve as a Liaison to COAF for the Initiative. The Liaison will:

- i. Champion the Initiative at the law school;
- ii. Attend the annual community college summit/conference for Parties to offer insights on law school teaching and courses, career advising, and financial aid;
- iii. Communicate with the community colleges and participating 4-year undergraduate institutions to involve Students in activities and programs sponsored at the law school such as lectures, pre-law training programs, law firm receptions, judges' nights, moot court, volunteer opportunities to serve as mock jurors or organize law firm interview programs, and bar-related activities; and
- iv. Maintain data on participating Student enrollment in the law school and communicate that to the Statewide Coordinator within state and federal privacy laws.

SECTION V: STATEWIDE COORDINATOR / CHIEF NAVIGATOR

COAF will select an individual to serve as the Statewide Coordinator and liaison to COAF for this Initiative during the Agreement Period. The Statewide Coordinator will be

housed with the California Community College Foundation or an entity allowed by any secured funding sources. The Statewide Coordinator will:

- v. Provide certificates to participating students who successfully complete the requirements set forth in this MOU as part of the Initiative, and upon their graduation from the participating community colleges, designate them as "COAF Scholars";
- vi. Ensure that the administrative aspects required of the Initiative are implemented and followed by the Parties;
- vii. Provide data to the Parties on success metrics and facilitate discussions on best practices and improvements;
- viii. Maintain a list of participating Students for all participating parties in accordance with state and federal privacy laws;
- ix. Oversee the statewide repository of the course listings at each of the community colleges for the law schools to evaluate whether or not the participating Students have met all the course requirements;
- x. Coordinate activities and communication among the Parties;
- xi. Organize and develop the programming for the annual conference/summit and Law Day for Students, in collaboration with the Parties;
- xii. Develop outreach and counseling materials;
- xiii. Represent the Initiative in conjunction with the State Bar and COAF;
- xiv. Report to COAF annually on success data;
- xv. Develop partnerships with various individuals and entities such as foundations, educational organizations, local bars, law firms, public interest/legal aid organizations, and affinity bars for student internships, scholarships, civic/service learning opportunities, extracurricular activities, and teaching professional development;
- xvi. Seek funding or assist Parties seeking funding for student scholarships, operational costs for Statewide Coordinator, and operational costs for community colleges;
- xvii. Mediate and arbitrate any disputes between Parties; and
- xviii. Be evaluated by the Parties and COAF on an annual basis.

SECTION VI: OTHER TERMS AND CONDITIONS

A. Annual Conference/Summit. All Parties will send its representatives to the annual conference/summit. The summit is both a conference for faculty and administrators, and a Law Day event for Students.

- i. The purposes of the "Faculty Champion" annual meeting include, but are not limited to, discussing any needed improvement relative to the Initiative, providing pre-law and career advising information for community colleges to counsel Students, promoting better communication and partnership between the community colleges, 4-year undergraduate institutions, and law schools, and sharing best practice tools for teaching and advising.

ii. The purposes of the “Law Day” conference include, but are not limited to, providing Students with pre-law and career advising, introducing Students to prominent judges and lawyers, and serving as the statewide forum for mock trials or debate competitions.

B. Mediation and Adjudication. If there are any ambiguities or unforeseen issues that arise during this Agreement Period, Parties will meet and reach an agreement, with the Statewide Coordinator serving as facilitator and mediator. Should the parties not come to an agreement, the Statewide Coordinator shall serve as the adjudicator and his/her decision may only be appealed to COAF for final decision.

C. Amendment. Upon mutual agreement among Parties and COAF, Parties may amend this MOU in writing. Written amendments shall be effective only if duly executed by authorized employees of the Parties.

D. Timeline. This MOU shall be effective for a period of ten (10) academic years and the Initiative may have its first student matriculating at the law schools as early as Fall 2017 and as late Fall 2024. The Parties agree to continue to promote the Initiative, offer the courses, and remain current with all requirements of the Initiative for the ten (10) academic year period. See Exhibit C (Timeline – Implementation Agreement Period)

E. Termination. Parties may terminate the MOU upon consensus or withdraw from the MOU with at least six (6) months’ written notice prior to a new academic year, as long as Parties adhere to the terms of the MOU for any current Students who have relied on the terms of the MOU and allow such Students to complete their law school career under the terms of the MOU.

The Parties each represent and warrant that they have the full power and actual authority to enter into this MOU and to carry out all actions required of them by this MOU. Parties may deputize designee to sign at ceremony on May 1, 2014; and provide final signature subsequently. Neither Party may assign or otherwise transfer this MOU without the other Party’s prior written consent.

The Parties to this Memorandum of Understanding hereby confirm their agreement to its terms by their signatures:

Victor Gold, Dean, Loyola Law School

Date

Michael O’Sullivan, Dean, Loyola Marymount University

Date

Lisa Kloppenberg, Dean, Santa Clara University School of Law Date

Dennis Jacobs, Provost, Santa Clara University Date

Kevin Johnson, Dean, University of California, Davis School of Law (King Hall) Date

Linda P.B. Katchi, Chancellor, University of California, Davis Date

Erwin Chemerinsky, Dean, University of California, Irvine School of Law Date

Michael V. Drake, Chancellor, University of California, Irvine Date

John Trasviña, Dean, University of San Francisco, School of Law Date

Jennifer E. Turpin, Provost, University of San Francisco Date

Robert K. Rasmussen, Dean, University of Southern California Gould School of Law Date

Michael Quick, Executive Vice Provost, University of Southern California Date

President, Antelope Valley College Date

President, Bakersfield College Date

President, Chabot College Date

President, Chaffey College Date

President, College of Alameda Date

President, College of the Canyons Date

President, College of the Sequoias Date

President, Contra Costa College Date

President, Fresno City College Date

EXHIBIT A

COURSE REQUIREMENTS AT COMMUNITY COLLEGES

COURSEWORK AND IGETC GUIDELINES

Summary of Required 7 Course Pattern and 2 Elective Course Pattern:

1. Street Law, Street Law-based, OR Law and Democracy
2. English Composition
3. Critical Thinking
4. Argumentation and Debate or Persuasion
5. Statistics
6. U.S. History
7. Introduction to American Government
8. Service/Civic Learning (elective)
9. College Success (elective)

Deferral of Courses to 4-Year University:

Students transferring to Santa Clara University or the University of Southern California may elect to defer up to four of these courses until transfer to the four-year undergraduate program, where they must then complete these equivalents:

Santa Clara University:

- English 177, Argumentation, in lieu of Argumentation and Debate or Persuasion
- History 96A or 96B, Intro History of the U.S. I or II, in lieu of U.S. History
- Political Science 1, Introduction to U.S. Politics, in lieu of Introduction to American Government
- Any course approved for the Core Experiential Learning for Social Justice requirement in lieu of Service/Civic Learning

University of Southern California:

- Communication 141, Applied Debate, in lieu of Argumentation and Debate
- Math 208x, Elementary Probability and Statistics, or a score of 4 or 5 on the AP Statistics exam, in lieu of Statistics
- History 100gm, The American Experience, or a score of 4 or 5 on the AP U.S. History exam, in lieu of U.S. History
- Political Science 100, Theory and Practice of American Democracy, or Political Science 120, Comparative Politics, in lieu of American Government

REQUIRED 7 COURSE PATTERN

(1) Street Law course, Street Law-based course, OR Law and Democracy

- A Street Law or Street Law-based course is a required course for the initiative. See Street Law in Community Colleges Brochure and Guidelines for What Constitutes a Street Law-Based/Equivalent.
- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

NOTE: Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include:

1. POSC/ADMJ 45 - Law and Democracy (Chabot College)

(2) English Composition or Equivalent

- Criteria: A first-semester course in English reading and written composition must include substantial instruction and practice in expository essay writing at the college level with a minimum of 6,000 words. Courses should also require a substantial amount of reading of significant literature. Successful completion of the course in reading and written composition must be prerequisite to the course in Critical Thinking/English Composition.
- UC Transferrable? Yes
- IGETC Area: 1A – English Composition

(3) Critical Thinking or Equivalent

- Criteria: The second semester of English composition may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Successful completion of the course in reading and written composition shall be prerequisite to the course in Critical Thinking/English Composition. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. A minimum of 6000 words of writing is required. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of

instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge; to use elementary inductive and deductive processes; and to recognize common logical errors or fallacies of language and thought.

- UC Transferrable
- IGETC Area: 1B – Critical Thinking/English Composition

(4) Argumentation and Debate or Persuasion or Equivalent

- Criteria: Instruction approved for fulfillment of the requirement in oral communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.
- UC Transferrable
- IGETC Area: 1C – Oral Communication

May defer and instead take English 177, Argumentation, at Santa Clara University (satisfies Core Advanced Writing requirement).

(5) Statistics or Equivalent

- Criteria: Knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges. Courses approved to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments.
- UC Transferrable
- IGETC Area: 2A - Mathematical Concepts & Quantitative Reasoning

(6) U.S. History – any time period

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take History 96A or 96B, Intro History of the U.S. I or II at Santa Clara University (satisfies Core Civic Engagement requirement).

(7) Introduction to American Government or Equivalent

- UC Transferrable
- IGETC Area: 4 – Social and Behavioral Sciences

May defer and instead take Political Science 1, Introduction to U.S. Politics at Santa Clara University (satisfies Core Civic Engagement requirement).

REQUIRED 2 COURSE PATTERN

(1) Service/Civic Learning: This component should include a non-profit or public interest organization partners as well as work related to law, policy, or government. This component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. See Exhibit B.

Incorporate the service/civic learning component in Street Law or equivalent-based course. (i.e., The Street law or its equivalent will become 4 or more units after incorporating this component.)

Or, offer the service/civic learning component as a separate stand-alone course. Examples of 2 UC-transferrable service learning courses:

- Santa Monica - SOCIOL 1S Intro to Sociology-Service Learning 3 unit
- Santa Monica - SOCIOL 2S Social Problems- Service Learning 3 unit

May defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

(2) College Success: a course which entails the foundational knowledge and skills toward students succeeding in the academic environment. Course should include but not be limited to elements of: information organization and management, critical-thinking and problem-solving skills, effective time management, learning styles and strategies and memory theory, goal setting and educational planning, and campus/community resources.

At the community college level, at minimum, one class for each of the IGETC factors shall be offered at least annually. Each community college will offer the official *Street Law* course, or an approved *Street Law* based course, annually. Additionally, each community college will offer the service / civic learning and college course annually.

Each community college will maintain an updated list of courses (and their respective course numbers and dates offered) for which that course satisfied specified factors/learning outcomes and must annually communicate its updated list to the person who is designated to serve as the "Statewide Coordinator" by a time and date to be agreed upon with the Statewide Coordinator. In addition to these academic requirements, participating community colleges will also participate or sponsor key outreach events and community activities including debates, mock trials and or activities, such as law day.

EXHIBIT B

SERVICE/CIVIC LEARNING COMPONENT CRITERIA

Law schools and the legal community recognize the importance of fostering civic-minded professionals willing to help others and improve their communities. In fact, some state bars even require attorneys to complete a minimum number of pro bono hours to maintain good standing. Civic engagement tends to benefit all parties—attorneys have the opportunity to gain experience in areas of law that they might not be accustomed, community organizations are provided with the much needed intellectual capital, the public has greater access to community services, and the government's burden in supporting such programs itself is lessened.

Students often agree that some of their most worthwhile experiences resulted from community based service/civic learning opportunities, not only because of the practical "hands on" experience, but also because they were connected to education opportunities allowing them to develop a greater understanding of the interworking of their communities. Civic engagement can result in students' exposure to the legal field, strengthened ties with their community, expanded network of professional contacts, and a deeper understanding of why they want to go to law school.

The 2+1+3 Program hopes to advance these objectives by recommending a public service/civic learning component to the program. While community colleges are free to exercise their creative judgment when crafting their courses, non-credit programs or incorporating civic engagement into existing courses, the component should include a nonprofit or public interest organization partners as well as work related to law, policy, or government. The component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or legally-related experience. Some examples include:

- Assisting with client-intakes at a legal aid organization
- Working in the courts as interns or in the court's self-help center
- Working on development of legislation and advocacy for policies
- Participating in a joint study program with local law school clinics
- Working at a public interest law firm on impact litigation
- Providing interpretation and translation services for law firms and elected officials
- Helping conflict resolution organizations with community mediations
- Developing educational materials and youth outreach

LEARNING OBJECTIVES

Through this course, students may gain the following:

Knowledge

1. Understand the theory and history of civic and community engagement in the U.S., and develop critical perspectives on the importance of public service and the role lawyers play
2. Understand how individuals and groups create and sustain change, including the contributions lawyers can make in the community

3. Deepen an understanding of social and environmental problems and of the role of multiple stakeholders in addressing these problems

Skills

4. Develop skills for success working in community settings
5. Learn to work effectively as members of a diverse team
6. Develop student's own interests and commitment to community engagement and public service
7. Learn substantive areas of the law
8. Learn client interview and counseling
9. Learn how to persuasively tell a client's story
10. Provide legal assistance to underserved individuals and rural communities
11. Improve research and writing skills
12. Gain an understanding of court process and procedure
13. Learn time management and organizational skills
14. Become more confident public speaker
15. Learn advocacy and negotiation skills

Students transferring to Santa Clara University may defer and instead take any course approved for the Core Experiential Learning for Social Justice requirement at Santa Clara University.

EXHIBIT C

TIMELINE – IMPLEMENTATION AGREEMENT PERIOD

Year	Academic Year (Aug – June)	Community College	Law School
	Spring and Summer 2014	Outreach to community college students and feeder high schools; Attend “Faculty Champion” Summit and Law Day Student conference in May 1-2 2014.	Assist with Outreach/Recruitment Attend “Faculty Champion” Summit on May 1-2,2014
1	2014-2015	First full class of community college students: starts taking courses and participates in pre-law activities.	
2	2015-16	First full class: matriculates second year at community college. Possibly, some community colleges students transfer to 4-year undergraduates.	
3	2016-17	First full class: earliest matriculation at 4-year institution. Possibly, some community college students who transferred will take LSAT.	
4	2017-18	First full class: earliest taking of LSAT.	Fall 2017: Possibly, some community college students matriculating under Initiative.
5	2018-19	First class: earliest matriculating in law school.	First full class of community college students matriculating under Initiative.

6	2019-20		
7	2020-21		
8	2021-22	Spring graduation: last community college class to participate under Initiative. Last year for community colleges in Initiative.	
9	2022-23	Last class: matriculates at 4-year undergraduate institution unless there is an extension	
10	2023-24	Last class of students to take LSAT for law school matriculation in 2023-24.	
	2024-25		Fall 2024: Last entering class to be admitted under Initiative, unless there is an extension. Last law graduating Class of 2027.

EXHIBIT D
STATEMENT OF COMMITMENT AND SPECIAL PARTNERSHIP BY LAW
SCHOOLS

EXHIBIT E
BROCHURE FOR VIDEO

<https://sites.google.com/site/calbardream/>

