2024 Baccalaureate Degree Workshop

Tuesday, June 11, 2024

LAND ACKNOWLEDGEMENT

We acknowledge that the land on which we gather is the traditional territory of the Nisenan people, with some areas of Sacramento stretching into the traditional territory of the Miwok people.

If you would like learn about the Native Land that you currently reside on please check out: https://native-land.ca/

California
Community
Colleges

Session Outcomes

- Review where we were and where we are

- Learn about the current research and some key takeaways

- Learn from each other

Agenda

1. **The Past/Present**
   1. Process and Challenges
   2. Current Reports
   3. Examples

2. **The Present/Future**
   1. The Goal
   2. The How

Who is in the Room?
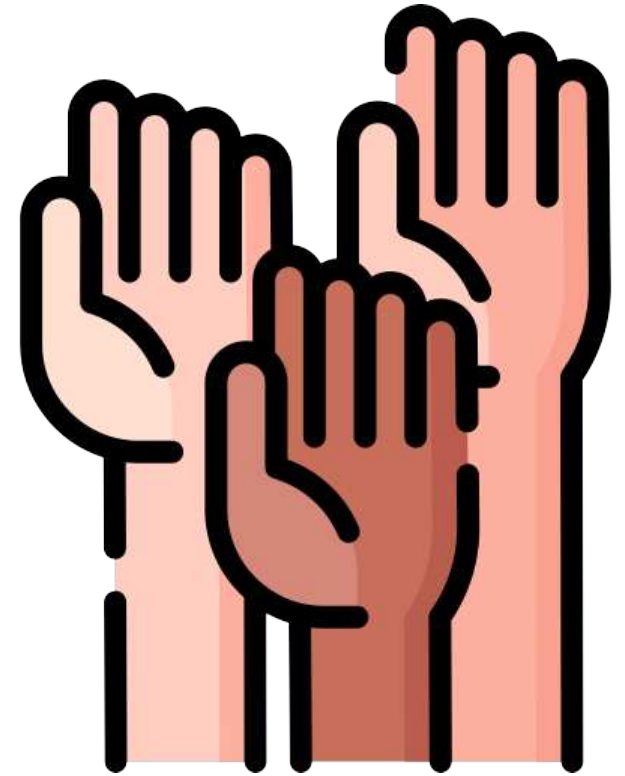
- Faculty, Admin, Classified Staff, Researchers

- Original 15 Programs

- Not the original 15, but attended a BDP data session before

- None of the above

Part 1: The Past/Present

Past/Current Process

- IR data: cohort and graduates count - collected in April 2021

- Survey data: Entry survey, Exit Survey, Employment Survey – since 2019

  - We are the sole entity that possesses employment information for our BDP/CCB graduates.
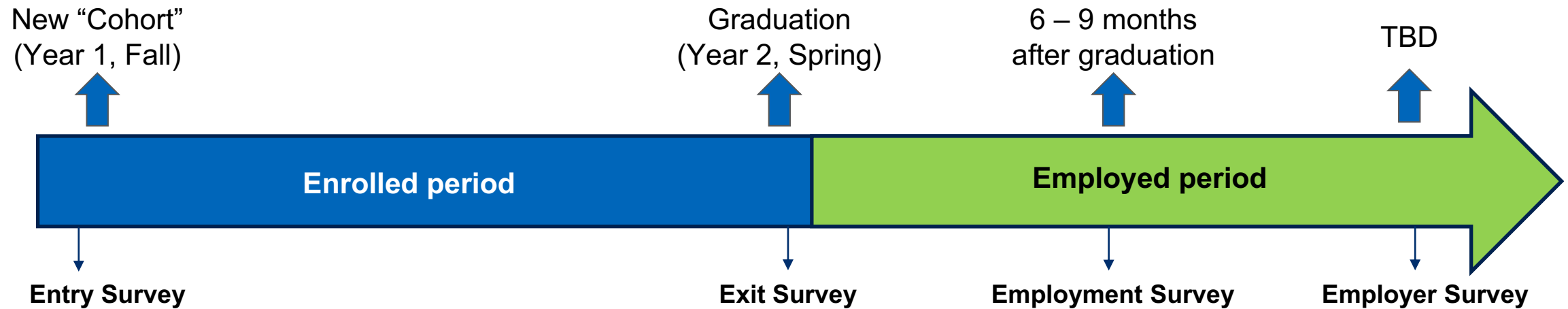
Past Process – IR Data Submission

	A	B	C	D	E	F	G	H	I	J
1				Update						
2	03/25/21	1. Shout out to **Santa Ana College** (big thanks to Kawa Kevin) for being the first one to complete their data submission 🔥🎉👍								
3		2. Added a note about students who completed in less than 2 years (see see more detailed below in the Graduate Count section)								
4	03/28/21	Clarification on Graduate count (see below)							<------ *IMPORTANT UPDATE*	
5										
6										
7										
8		Hi everyone, please complete the following template by April 2. I will put together the data and create visuals (April 3 and 4) and share with my President, Dr. Pamela Luster on April 5. She will then share with Dr. Constance Carroll, SDCCD Chancellor so that Dr. Carroll can present these data at the upcoming hearing.									
9										
10		Thus, each college please complete **two** tabs: 1 blue tab and 1 green tab								
11		1. **Blue** tab is for capturing Cohort count and Graduates Count - see detail definitions below.								
12		2. **Green** tab is for capturing Demographics (using Launchboard categories)								
13										
14										
15				Cohort vs. Non-cohort Definition and Tracking							
16		As recommended by the BDP researchers and approved by the commitee, we will continue tracking students using "cohort" (see definition below), which starts every Fall. For this data collection purpose, students who start in Spring or Summer will be considered a part of the Fall cohort in the same calendar year.									
17		**Cohort Program:**	Programs that have a fixed annual start date for their BDPs, which is the fall semester. This means the expected graduation date is also fixed, which is spring semester two years later.							
18		**Non-Cohort Program:**	Programs that do not have a fixed annual start date for their BDPs. This means students can start the upper-division coursework at any semester in a given year.							

+ ≡ | Instruction ▾ | ③ Cohort and Graduation ▾ | Antelope Valley ▾ | Bakersfield ▾ | Cypress ▾ | Feather River ▾ | Foothill ▾ | ❶ MiraCosta ▾

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Past Process – IR Data Submission

	Fall2016 Cohort		Fall2017 Cohort		Fall2018 Cohort		Fall2019 Cohort		Fall2020 Cohort	
	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates
American Indian/Alaskan Native										
Asian										
Black/African-American										
FilipinX										
LatinX										
Pacific Islander/Hawaiian Native										
White										
Multi-Ethnicity										
Unknown										
Total										

	Fall2016 Cohort		Fall2017 Cohort		Fall2018 Cohort		Fall2019 Cohort		Fall2020 Cohort	
	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates
Female										
Male										
Non Binary										
Unknown										
Total										

	Fall2016 Cohort		Fall2017 Cohort		Fall2018 Cohort		Fall2019 Cohort		Fall2020 Cohort	
	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates	Cohort Count	2-year Graduates
19 or less										
20 to 24										
25 to 29										
30 to 34										
35 to 39										
40 to 49										
50 and older										
Total										

Current Structure – The Surveys

The Survey Goal

ENTRY SURVEY

· Launch within the first term for a new cohort (for example, in Fall 2020 for Fall 2020 cohort).
· Collect information about expectation, influences on program selection, current employment information, potential challenges preventing the 2-year program completion, and student characteristics.

EXIT SURVEY

· Launch at the end of year 2 (for example, at the end of Spring 2022 for Fall 2020 cohort).
· Collect information about financial aid status, future employment preparation, program evaluation and outcomes, and student characteristics.

The Survey Goal

EMPLOYMENT SURVEY

- Launch 6 months after the graduation term (for example, in January 2023 for Fall 2020 cohort).
- Collect information about current employment status, various employment metrics (in the field of study, salary, title, location, etc.), current graduate program (if applicable), amount of unpaid loan, feedback, and student characteristics.

EMPLOYER SURVEY (future?)

- Timeline and exact details are to be determined
- To collect employers' testimonies and assess the career readiness competencies of the graduates

Research Challenges

- SB 850 required cohort (headcount, demographics), graduation rate, various employment metrics, loan

- The statewide data system was not mature enough to capture data on bachelor's degree

- Lack of research capacity

- No data stewardship and leadership

- Arguments against the BDP Employment Survey

- Concern about the response rate

    - The official report with different findings

    - *Reacting* mode

    - AB 927 data

    - The various ways the programs are being implemented

    - Email communication challenges ("spam")

    - Lower responses from the colleges

    - Data analysis, distribution, usage

    - Hai's workload

    - More programs

Current Reports

- <u>Benefits and Opportunities - California's Community College Baccalaureate Programs</u>

- <u>Pioneering the Community College Baccalaureate in California</u>

- [The Potential of California's Community College Baccalaureate for Closing Racial Equity Gaps]

- [Latinos in California's Community College Bachelor's Degree Programs: What We Know So Far]

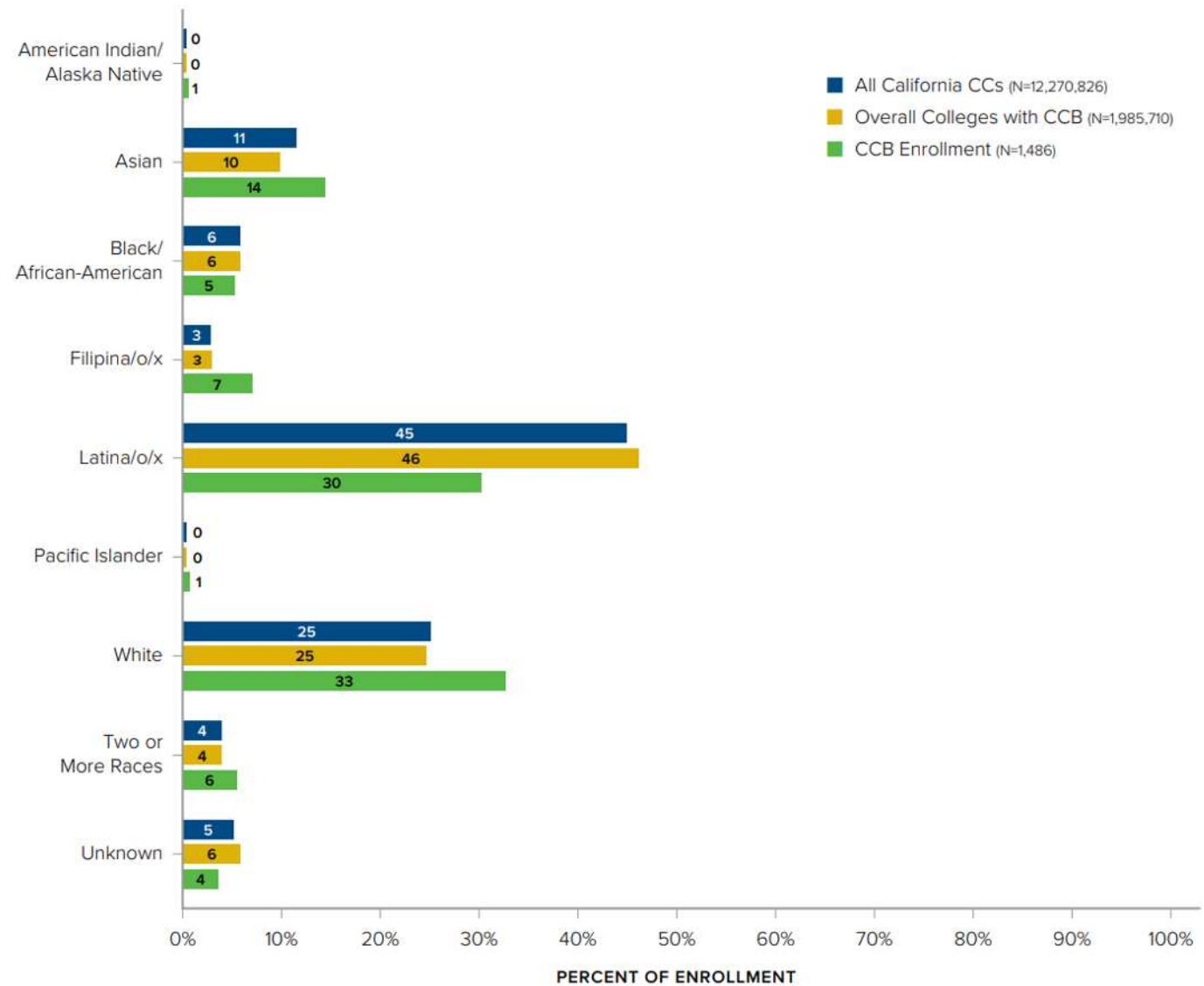- Results for Entry, Exit, and Employment Surveys were shared with each college (Original 15)

Some Findings (Hoang et al., 2022)

- 70% to 76% of graduates belonged to at least 1 special population group

- One of out two students reported that they would not have pursued a bachelor's degree had it not been offered at their community college

- Year-2 graduation rate was 67%, and Year-3 graduation rate was 78%

- Average post-income was between $56,600 to $70,400

- Average income gain was between $15,200 to $31,900

"I have been able to advance my career significantly and I am able to qualify [for] ... job opportunities that before I was not even considered for, even if I had the experience. Now, I earn almost twice as much as I did before and this is just the start"
– BDP student at Solano College

Enrollment Comparison: CCC, CCB College Overall, and CCB Cohorts

Legend:
- All California CCs (N=12,270,826)
- Overall Colleges with CCB (N=1,985,710)
- CCB Enrollment (N=1,486)

Category	All California CCs	Overall Colleges with CCB	CCB Enrollment
American Indian/Alaska Native	0	0	1
Asian	11	10	14
Black/African-American	6	6	5
Filipina/o/x	3	3	7
Latina/o/x	45	46	30
Pacific Islander	0	0	1
White	25	25	33
Two or More Races	4	4	6
Unknown	5	6	4

PERCENT OF ENROLLMENT

What are the reasons for students to select the BDP?

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What do you see?
Why do we see this?
What can we do next?

Top 5 Reasons for Selecting this BDP

Reasons (2021 Cohort)	Percent
This program is more affordable than other college options	**69%**
I read/heard about the quality of the Bachelor's program at this college	**49%**
I previously attended this college	**44%**
A professor/counselor encouraged me to attend this program	**30%**
This college is close to my home	**27%**

Reasons (2023 Cohort – Preliminary)	Percent
This program is more affordable than other college options	**74%**
I read/heard about the quality of the Bachelor's program at this college	**55%**
I previously attended this college	**46%**
A professor/counselor encouraged me to attend this program	**35%**
This college is close to my home	**33%**

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What do you see?
Why do we see this?
What can we do next?
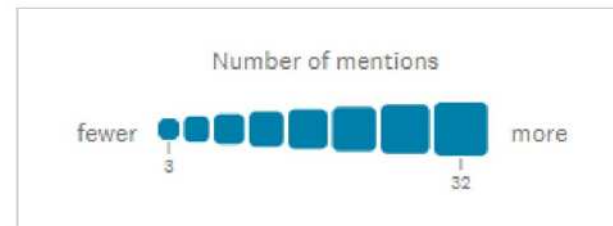
What do you expect from this program?
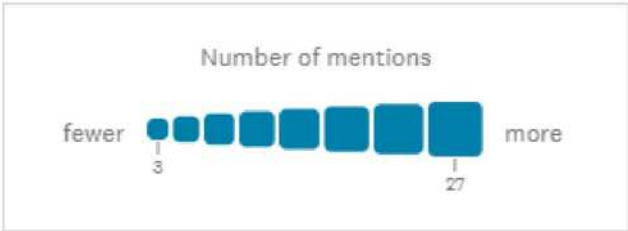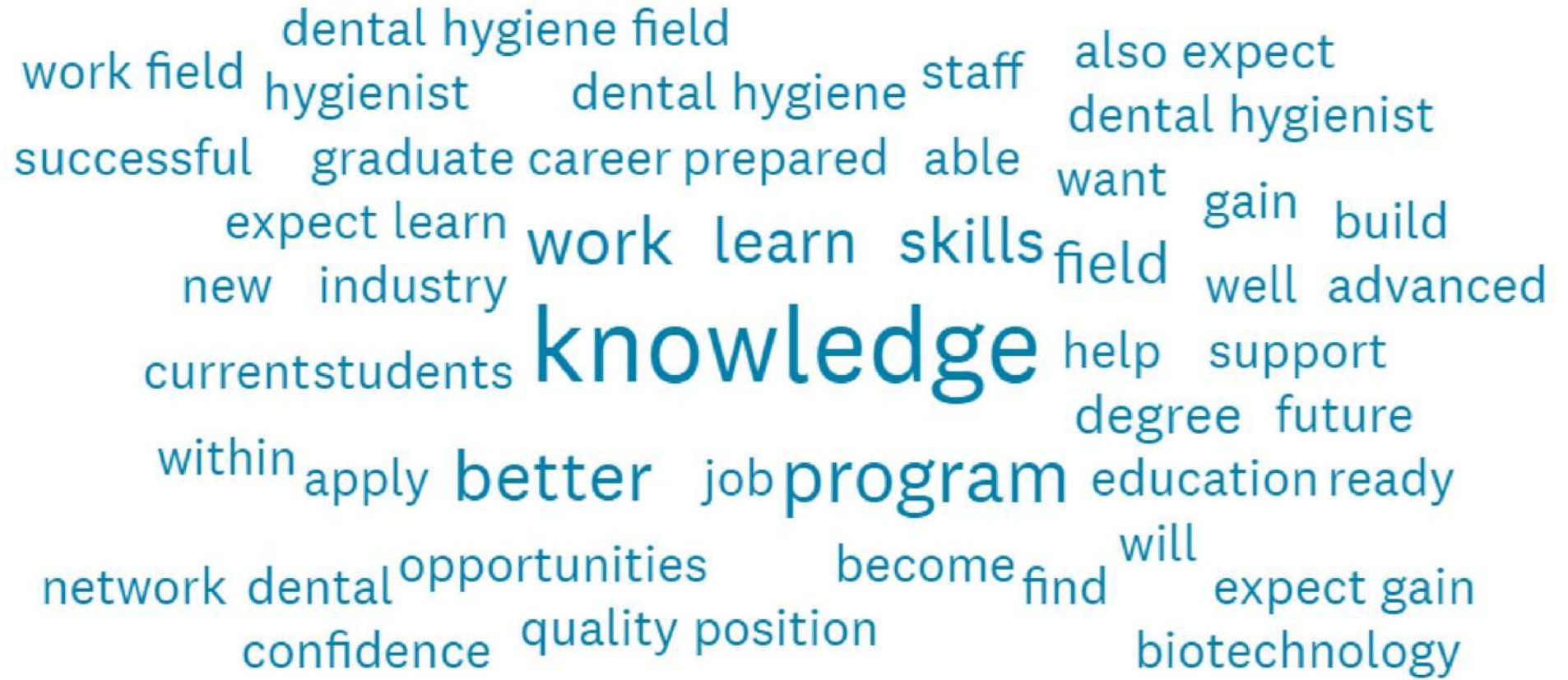
2023 data

What do you see?
Why do we see this?
What can we do next?

Is there anything else that you want the program faculty to know about you?

"Nothing other than to thank my counselors, professors, and other staff faculty for helping me and enrolling me in the program."

"No, just that I'm trying my best. I've heard about this program since I was 17 and I am now 23. This program has been an ambition of mine for a long time and I'm proud of myself for getting this far. I've made it this far thanks to the great support at home and from the faculty."

"I have 2 younger children that depend on me for full support, and in order to provide that, I need to be able to work around my school schedule. I have always worked through things and I would love an opportunity to be able to this again. I am exhausting all of my support and being able to reach out to someone specifically for help would be ideal."

2023 data

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Part 2: The Present/Future

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Goal 1: To Achieve the Permanent Status

Bachelor's Degree Program Evaluation Plan

Hai Hoang | BDP Lead Researcher

I. Context

In 2014, SB 850 allowed 15 California community colleges to offer the pilot Bachelor's Degree Program (BDP) in a workforce field. SB 874 was created in 2019 to make the pilot programs permanent; however, due to COVID-19, SB 874 was determined as non-essential and eliminated from the legislative session. A renewed version of SB 874 will be introduced by assemblyman Medina in the 2020 legislative session. The following evaluation plan serves two goals:

1. To illustrate the program's effectiveness in order to advocate for the permanent status of the baccaulareate degrees; and
2. To understand students' experiences, barriers, and employment outcomes in order to best support future BDP students.

Goal 2: Learning and Improving Together

Bachelor's Degree Program Evaluation Plan

Hai Hoang | BDP Lead Researcher

I. Context

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Results from Participants on 06/11

How can we use data insights to learn, improve together, and center equity?

Anonymous
Use CO regularly scheduled webinars to hold INTERACTIVE workshops with structured activities to illustrate the scope of the students' needs and how we respond to it can change students' lives. In other words: create a paradigm shift.

Anonymous
Sharing data and best practices, identifying gaps, and adjusting

Anonymous
Zeroing in to targeted groups that would not normally pursue a BA

Anonymous
Build off past success

Anonymous
Identify haps

Anonymous
Look at disaggregated data, identify disproportionate impact, and conduct focus groups to identify challenges and possible strategies to address

Anonymous
Incorporate innovative ways to ensure equity

Anonymous
Through data driven decision making we can collectively guide our directions based on what's most successful direction.

Anonymous
Correlate student and employer data response with the conversations

Anonymous
Identify gaps

Anonymous
Which student pop needs more recruiting

Anonymous
Survey employers in a systematic way to identify anticipated future needs, and prepare students to meet them.

Anonymous
Evidence based decision making

Anonymous
Data allows us to do a new needs assessment to then improve our process

Anonymous
To inform our decisions, discuss and confirm approaches

Anonymous
Compare job placement by ethnicity

Anonymous
Show to students and employers for insight.

Anonymous
Make informed decisions

Anonymous
Analyze the data, test it among various constituencies then craft policies and procedures from the outcomes.

Anonymous
Reach out to the underrepresented students, work groups.

Anonymous
Identify gaps

Anonymous
Program success should be data driven

Anonymous
Work together

Anonymous
By working to improve areas where there are gaps or areas where th college isn't performing at the levels other colleges are or at the metrics that were set at the onset of the program.

Anonymous
Collaboration

Anonymous
Build off existing info for what will work and what might not work

Anonymous
Understand student need

Anonymous
Mixed methods, open minded, learning process for ALL.

Anonymous
Understand the student experience and needs to improve equity in access and success

Results from Participants on 06/11

Anonymous
To have conversations
Try new approaches

Anonymous
Guides the decision- making

Anonymous
Target student populations and intent of mission

Anonymous
Include students in the discussions

Anonymous
Highlight areas for improvement and invite all of the stakeholders to solve the challenge together

Anonymous
Data provides information to demonstrate shortcomings and focus areas.

Anonymous
Collaborate with others in your field.

Anonymous
Consider offering upper-division courses in various modalities

Anonymous
Deliberate, inclusive, constructive analysis and sharing to start.

Anonymous
Know where to focus on

Anonymous
Having all of this data helps provide us direction on how to best support our students for their chosen career.

Anonymous
Collaboration.

Anonymous
Cultivate programs that support our student body

Anonymous
Present the data

Anonymous
What she said

Anonymous
It directs what actions to take

Anonymous
Data informed decision making

Anonymous
Use a mixed methods approach

How?

- Workshops, Events, Conference (ACCBD, RP, SSSC, ACCCA, etc.)
- BDP Committee: operation, support, advocacy, strategic planning
- Collaboration with other entities: CCCCO, Foundation for CCC, CCCBAC, CCBA, UCLA
- Collaboration with other colleges
- Data collection, analysis, usage, and learning/knowledge sharing
- Intentionality: resources, implementation, systematic continuous improvement, equity
- Other?

"Every system is perfectly designed to get the result that it gets"

"Instructors put a lot of time and effort to make this a quality B.S. program in order to allow students to succeed. I believe in higher education, however, being a working adult, going back to school, especially now, can be a hardship. Students shouldn't be denied a higher education because they can't afford it. I believe that if community colleges offer more bachelor's program, students will be better equipped to face the challenges the working market can sometimes present. It is a disservice to the future generations not to provide quality and affordable education. We would have a better work force in the future if students were given this opportunity."
– BDP student at Santa Ana College

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What We Know So Far

- By 2030, California will have a shortage of 1.1 million workers holding a bachelor's degree[1]

- Many CSUs and UCs have been partially or fully impacted which has limited access and availability for community college students to transfer to earn four-year degrees[2]

- Private institutions are not affordable for many community college students[2]

- The BDP is designed to fill in the gap in higher education by offering CTE degrees that meet the growing workforce demand but are not available at CSUs and UCs[3]

- Current research confirmed the quality and the positive impacts of the BDP degrees on graduates in terms of both access and success[4]

1. From Public Policy Institute of California: https://www.ppic.org/publication/will-california-run-out-of-college-graduates
2. From Ed Source: https://edsource.org/2015/csu-students-access-nursing-college-ready-but-they-face-more-hurdles-getting-into-csu-campuses-and-majors/92068
3. From SB-850, section 1-d. http://www.leginfo.ca.gov/pub/13-14/bill/sen/sb_0801-0850/sb_850_bill_20140109_introduced.html
4. From Hoang et al., 2022 . https://education.ucdavis.edu/sites/main/files/file-attachments/wheelhouse_research_brief_vol_7_no_1_final.pdf

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California Community Colleges

California's economy needs community college BDP.
California Community college students need the BDP.
The future of BDP depends on all of us.

Thank You

Hai Hoang
hhoang@sdccd.edu

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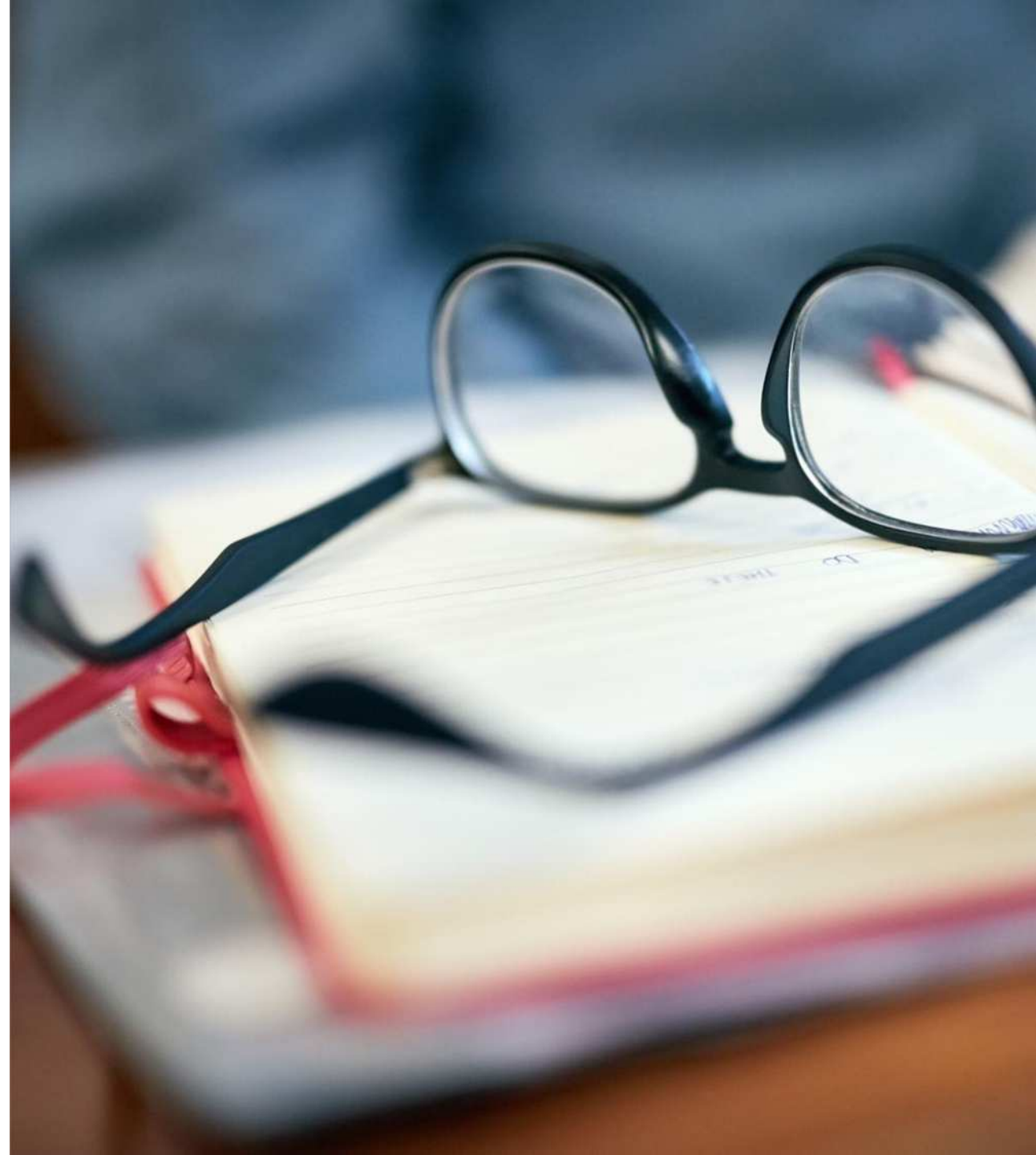**BACHELOR'S**
DEGREE PROGRAMS

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California Community Colleges Baccalaureate Degrees

A Comprehensive Instructional Services Guide

Dr. Shelly L. Hess

Mike Slavich

Agenda

- Introductions and Getting to Know You

- Setting the Foundation

- Curriculum and Scheduling

Introductions and Getting to Know You

Getting to Know You

- Currently offering a baccalaureate degree?
- Interested in offering a baccalaureate degree
- Waiting for Nonduplication Resolution
- Currently offering a baccalaureate degree—interested in offering more

Getting to Know You

- Faculty
- Classified Professional
- Administrator
- Student
- Community Member
- Industry Partner

Setting the Foundation

Develop a Strong BDP Team

- Faculty Champions

- Academic Senate

- Curriculum Committee

- Campus Administrators: President, Vice President Instruction, Vice President Student Services, Vice President Administrative Services, and School Dean

- District Champions

- Governing Board

- Other Community Colleges with similar degrees

- CCC BDP

Internal Approval Process

- College Approval Process
  - Program viability
  - Campus constituents (Academic Senate, President's Cabinet, College Councils, and Curriculum Committee)
  Program is vetted through a defined college process

- District Process
  - Chancellor's Cabinet
  - District Governance Council
  - Board of Trustees

Comprehensive Funding Plan

- Start up costs
- Enrollment Projections/Revenue
- Facilities and Equipment
- Additional Staffing
    - Faculty
    - Upper division general education
    - Counseling
    - Support Services
    - Classified Professional Support

Comprehensive Funding Plan Continued

- Other Operating Expenditures
  - Materials and Supplies, including Software
  - Library and Learning Resources
  - Maintenance Costs
  - New Faculty Office Costs
  - Curriculum Development
  - Professional Development
  - Counseling
  - Outreach and Marketing
  - Specialized Accreditation

Budget Calculation Tool

- Program Revenue Estimator: Helps colleges estimate the program revenue and forecast the potential

- Classroom Expenses: Estimating costs associated with offering the upper division courses

- Non-classroom expenses

- Contract Expenses (program director, classified professionals—evaluators and student services technicians)

- Non-Academic and Non-Classified (NANCE Expenditures)

- Operating Expenses

Budget Calculation Tool

Color Legend

	User fillable field
	Calculation output field
	Calculation output field

Working Tab

Program Revenue Estimator	Jump to Program Revenue Estimator Estimates
Classroom Expenses	Jump to Classroom Expenses Estimates
Non-Classroom Expenses	Jump to Non-Classroom Expenses Estimates
Contract Expenses	Jump to Contract Expenses Estimates
NANCE Expenses	Jump to NANCE Expenses Estimates
Operating Expenses	Jump to Operating Expenses Estimates

Summary Tab

Program Revenue	Jump to Program Revenue Totals
Program Expenditures	Jump to Program Expenditures Totals
Operating Expenditures	Jump to Operating Expenditures Totals
Indirect Expenditures	Jump to Indirect Expenditures Totals

Tabs: INTRODUCTION | PROG REV EST. | CLASSROOM | CLASSROOM EXP | NON-CLASROOM EXP | CONTRACT EXP

Program Expenditure Summary

	Year 1	Year 2	Year 3	Year 4	Total
PROGRAM REVENUE					
Tuition Revenue	$ 143,040.00	$ 208,080.00	$ 273,120.00	$ 338,160.00	$ 962,400.00
ESTIMATED NET REVENUE	$ 143,040.00	$ 208,080.00	$ 273,120.00	$ 338,160.00	$ 962,400.00
PROGRAM EXPENDITURES					
Classroom					
Instructional - Salary	$ 52,744.00	$ 43,804.00	$ -	$ -	$ 96,548.00
Instructional - Benefits	$ 18,701.00	$ 15,992.00	$ -	$ -	$ 34,693.00
Non-Classroom					
Articulation - Salary	$ 6,540.00	$ -	$ -	$ -	$ 6,540.00
Articulation - Benefits	$ 1,520.00	$ -	$ -	$ -	$ 1,520.00
Counseling - Salary	$ -	$ 19,383.00	$ -	$ -	$ 19,383.00
Counseling - Benefits	$ -	$ 4,503.00	$ -	$ -	$ 4,503.00
Counseling DSPS - Salary	$ -	$ -	$ 19,277.00	$ -	$ 19,277.00
Counseling DSPS - Benefits	$ -	$ -	$ 4,479.00	$ -	$ 4,479.00
Contract					
Program Director - Salary	$ 51,386.00	$ -	$ -	$ -	$ 51,386.00
Program Director - Benefits	$ 26,041.00	$ -	$ -	$ -	$ 26,041.00
Evaluator - Salary	$ -	$ 11,133.00	$ -	$ -	$ 11,133.00
Evaluator - Benefits	$ -	$ 5,481.00	$ -	$ -	$ 5,481.00
Student Service Tech (Admissions) - Salary	$ -	$ -	$ 11,133.00	$ -	$ 11,133.00
Student Service Tech (Admissions) - Benefits	$ -	$ -	$ 5,481.00	$ -	$ 5,481.00
Hourly					
Tutoring Support - Salary	$ 2,608.00	$ 6,055.00	$ 6,919.00	$ -	$ 15,582.00
Tutoring Support - Benefits	$ 392.00	$ 909.00	$ 1,038.00	$ -	$ 2,339.00
SUBTOTAL PERSONNEL EXPENDITURES	$ 159,932.00	$ 107,260.00	$ 48,327.00	$ -	$ 297,598.00
OPERATING EXPENDITURES					
4000s - Supplies	$ 4,500.00	$ 4,500.00	$ 4,500.00	$ 4,500.00	$ 18,000.00
4000s - Printing	$ -	$ -	$ -	$ -	$ -
4000s - Textbooks Books Not For Resale	$ -	$ 500.00	$ 600.00	$ 700.00	$ 1,800.00
4000s - Printing	$ -	$ -	$ -	$ -	$ -
4000s - Library Materials	$ -	$ -	$ -	$ -	$ -
4000s - Equipment <$201	$ -	$ -	$ -	$ -	$ -
5000s - Association Dues, Memberships, Subscriptions	$ -	$ -	$ -	$ -	$ -
5000s - Marketing (promotional Items?)	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 8,000.00
5000s - Library Databases	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 60,000.00
5000s - Special Activities (ex. Info Night Event)	$ -	$ -	$ -	$ -	$ -
5000s - Travel/ Professional Development/Conferences	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ 14,000.00
6000s - Equipment >$201 (including technology)	$ -	$ -	$ -	$ -	$ -
SUBTOTAL OPERATING EXPENDITURES	$ 25,000.00	$ 25,500.00	$ 25,600.00	$ 25,700.00	$ 101,800.00
TOTAL DIRECT EXPENSES	$ 184,932.00	$ 132,760.00	$ 73,927.00	$ 25,700.00	$ 399,398.00
INDIRECT EXPENDITURES					
College overhead rate (5%)	$ 9,246.60	$ 6,638.00	$ 3,696.35	$ 1,285.00	$ 19,969.90
TOTAL EXPENSES	$ 194,178.60	$ 139,398.00	$ 77,623.35	$ 26,985.00	$ 419,367.90
NET REVENUE	$ (51,138.60)	$ 68,682.00	$ 195,496.65	$ 311,175.00	$ 543,032.10

Baccalaureate Degree Manual

Click here

Curriculum and Scheduling

Restricted Enrollment

- Students must be admitted to the Bachelor of Science Degree program offered by the college and meet final criteria to be eligible to take upper division courses.

Course Characteristics

- Prerequisite(s) or corequisites

- Course content, assessment, and learning outcomes:

  - Build on foundation skills developed in lower division courses;

  - Demonstrate evidence of an advanced focus or greater depth in content than lower division courses

Course Characteristics continued

- Target higher-order critical thinking skills than lower division courses;

- Develop advanced writing, speaking and communication, and information literacy skills

- Specialized—application of theories and/or develop professional skills

Course Characteristics continued

- Encourage engagement in original research or projects

- Bridge the gap between theoretical knowledge and real-world application

- Emphasize mastery of advanced skills and techniques

- Curricular design incorporates Diversity Equity Inclusion Anti-racism and Accessibility (IDEAA)

Curricular Development and Guidance

- Similar community college baccalaureate degree programs

- Advisory Board and Industry recommendations

- External Accreditation Standards

Solano College Sample Rubric

Upper Division Course Work Rubric

When evaluating a course, the following rubric is used as a measure of rigor and suitability for upper-division to facilitate discussion, critique, recommendations and possible approval.

	Below Expectations and/or Lower-Division	Meets Expectations of Upper-Division	*Questions to Ask*
Depth/Focus	Course emphasizes a basic understanding of the extent of a field or discipline; OR students learn how one field relates to other fields with or without an applied understanding.	Course emphasizes the development and understanding of relevant theories and methods of the discipline, and may include the applications and limitations of those theories.	▪ Does the course emphasize depth and understanding through **analysis**, **evaluation** and/or **creation**, including theoretical application(s) and relevant limitations?

Click here for the approval form

Course Title (Please use the same title as on the proposed COR.):

Proposer(s):

School:

Discipline/department:

Date:

1. Is this course a part of an identified baccalaureate program sanctioned by the College and the CCCCO? **Yes or No**
2. Please specify if this course is within the identified program or upper-division General Education. **Discipline or General Education**
3. Please describe the elements of the course which clarify for the committee why this course should be approved as upper-division. Upper-division courses typically have **one or more** of the following characteristics:
   a. **Depth/Focus**: student outcomes include the development and understanding of the theories and methods of the discipline which may include the applications and limitations of those theories.
      i. Consider how does the course emphasizes depth and understanding through **analysis**, **evaluation** and/or **creation**, including theoretical application(s) and relevant limitations.
      ii. Consider how the course emphasizes relevance and/or current trends.
   b. **Specialization**: student outcomes include specific intellectual and professional abilities to enable success or progress in a particular field or professional practice. Consider how the course emphasizes the **evaluation** and/or application of course materials to ensure success or progress within the professional field or practice.
   c. **Refinement**: student are able to build upon the "general education" background noted above the application of these skills in more discerning or challenging contexts. Consider explaining how the course material allows for more complex **analysis** and **evaluation** within the discipline.
   d. **Preparation**: prerequisites may include more general courses, student class standing, GPA requirements, or admission to a pre-professional program. Consider how identified lower-division or other pre-requisites are necessary to student success within the course.
   e. **Capstone Courses/Projects**: though not necessarily specialized or focused on in-depth study of one discipline, student outcomes may have an integrative function wherein students integrate knowledge from earlier studies. Consider how capstone courses or projects allow for **evaluation** and/or **creation** wherein the student may justify a position and/or produce new work within the discipline.

Minimum Program Requirements

- A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units (applicable to a baccalaureate degree).

- A minimum degree requirement of 60 semester credits or 90 quarter units at the associate level.

- At least 36 semester or 54 quarter units of lower division general education is required.

Source: CCCCO Program and Course Approval Handbook 8th Edition

Minimum Program Requirements: Lower Division General Education

- Currently, the only allowable lower division general education patterns for baccalaureate degrees :

  - CSU General Education Breadth or the

  - Intersegmental General Education Transfer Curriculum

Note:
 Locally defined associate degree general education patterns that are consistent with Title 5, § 55063, are not applicable for baccalaureate degree programs.

Source: CCCCO Program and Course Approval Handbook 8th Edition

Minimum Program Requirements: Lower Division Coursework

- All lower division courses accepted toward a baccalaureate degree granted by the CSU or UC or designed to be offered for transfer.

- Credit courses that apply to the major or area of emphasis in career technical fields that would typically be applicable to an associate degree.

- Courses that do not transfer to four-year universities are not applicable to baccalaureate degree programs.

Source: CCCCO Program and Course Approval Handbook 8th Edition

Upper Division General Education

- Minimum 9 semester units/13.5 quarter units upper division general education

- Should come from two disciplines outside of the major, but relate to the required coursework for the degree

- One course must have an emphasis in written communication, oral communication, or computation

- Courses should not be open to students who are not enrolled in a California Community College baccalaureate degree program

Source: CCCCO Program and Course Approval Handbook 8th Edition

Upper Division General Education: Examples

- Advanced Writing and Critical Thinking

- Technical and Professional Writing

- Applied and Professional Ethics

- Organizational Behavioral Psychology

- Research Methodology

- Health Across Lifespan

- Analysis of Social Change

- Advanced Communication Skills

Advanced Communication Skills

Advanced Technical Writing

Organizational Psychology

Minimum Program Requirements

- Completion of a minimum of 40 semester or 60 quarter units of upper division courses.

- At least nine semester or 13.5 quarter units of upper division general education coursework is required.

- The general education requirements integrated and distributed to both lower and upper division courses.

Source: CCCCO Program and Course Approval Handbook 8th Edition

Upper Division Major Requirements

- A minimum of 40 semester credits or equivalent,

- The minimum total number of semester credits required is

- All courses designated as an upper division major requirement must be completed with a minimum grade of "C" (or "P") for each course in the major

Course Numbering

- Course numbering and subject indicators are locally determined

- Colleges are encouraged to consider align course numbering with similar California community college baccalaureate degree programs
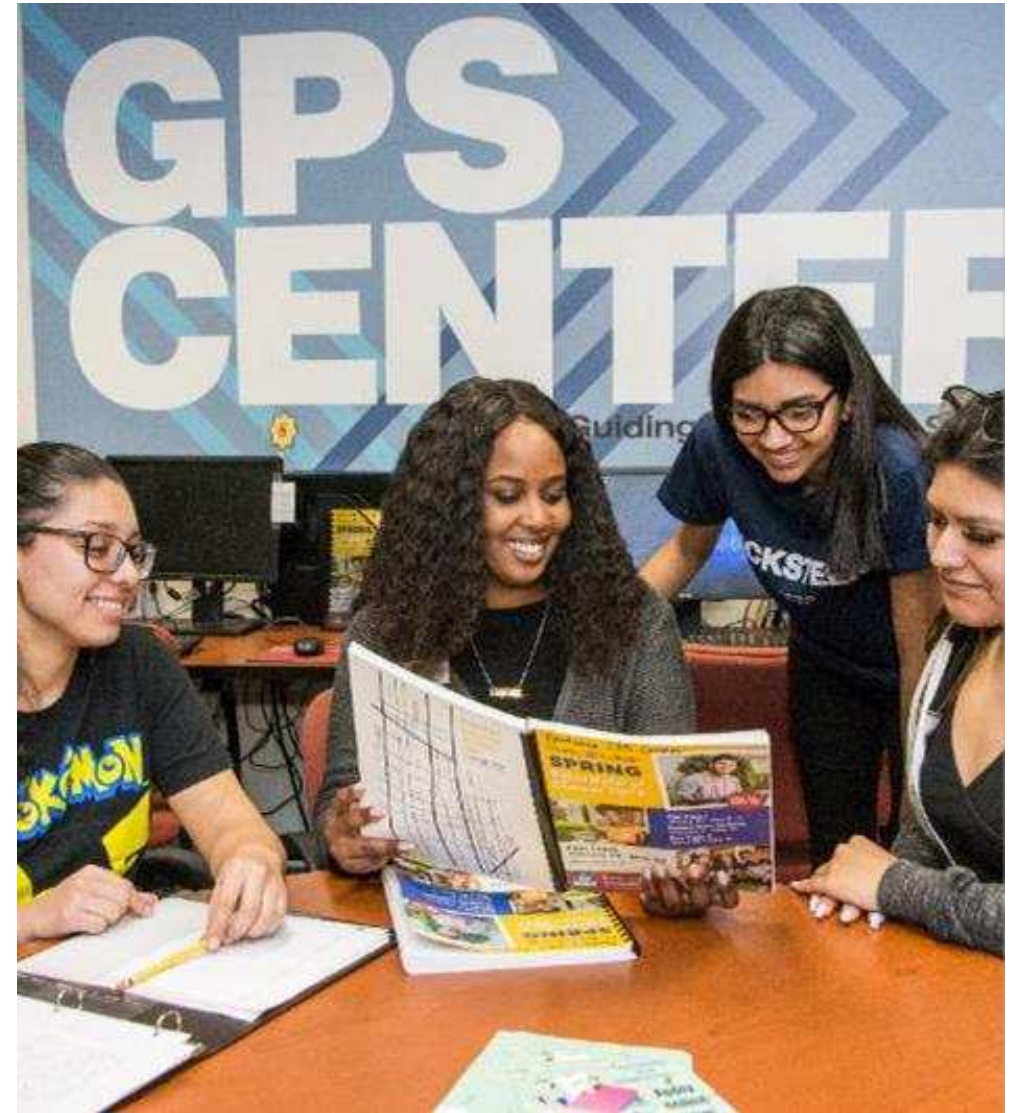
Credit for Prior Learning

- Military
- Industry Certification
- Portfolio
- Credit by Exam

Miramar College, Public Safety Management, Bachelor of Science Degree

Lower Division Pathway	Lower Division			Upper Division		Total
	Major Units	CSU GE	IGETC	Major	Upper Division GE	
Option 1: Public Safety Management, AS	27-30 5 units	39	37	31 9 units	9	120^
Option 2: Contemporary Police Technologies, AS	33 24 units	39	37	31 9 units	9	120^
Option 3: Entry Level Firefighter	36 36 units	39	37	31 9 units	9	120^
Option 4: Fire Protection Technology Company Officer Certification	21.5* 21.5 units	39	37	31 9 units	9	120*^

*Electives as needed to meet the minimum of 60 units required for the associate degree
^Electives as needed to meet the minimum 120 units required for the baccalaureate degree

Faculty Minimum Qualifications

UNDER CONSTRUCTION!

Faculty Workload

Determined locally

SDCCD Example

Lower Division

Lecture:

$$\left(\frac{\frac{\text{Minimum Contact Hours}}{16}}{15}\right) \quad \left(\frac{\frac{48\ \text{Contact Hours}}{16}}{15}\right)$$

Lab:

$$\left(\frac{\frac{\text{Minimum Contact Hours}}{16}}{15}\right) \quad \left(\frac{\frac{48\ \text{Contact Hours}}{16}}{15}\right)$$

Upper Division

Credit courses numbered 400 and above

Lecture:

$$\left(\frac{\frac{\text{Minimum Contact Hours}}{16}}{12}\right) \quad \left(\frac{\frac{48\ \text{Contact Hours}}{16}}{12}\right) = .25$$

Lab:

$$\left(\frac{\frac{\text{Minimum Contact Hours}}{16}}{12}\right) \quad \left(\frac{\frac{48\ \text{Contact Hours}}{16}}{15}\right) = .25$$

Scheduling

- Course Sequencing (Cohorts)
- Flexibility for students
- Support Services
- Access and Accommodations
- Industry Partnerships

Graduation Considerations

- Transcripts
- Latin Honors:
  - Criteria
  - Programming/Processing
- Commencement for Baccalaureate Students
- Diploma

GRADUATING WITH LATIN HONORS?
CUM LAUDE, MAGNA CUM LAUDE, SUMMA CUM LAUDE

Any undergraduate student who completed degree requirements with a final grade-point average:

Cum Laude
- 3.50 to 3.74 shall be granted a diploma

Magna Cum Laude
- 3.75 to 3.89 shall be granted a diploma

Summa Cum Laude
- 3.90 or higher shall be granted a diploma

Introduction: Amanda Garcia

Current Roles:

- Counselor, Center for Media and Design (CMD), Santa Monica College
- Counseling Lead, Arts, Media, and Entertainment Area of Interest

Educational Background:

- A.A. in Social and Behavioral Sciences, LA Mission College
- B.A. in English, CSU Northridge
- M.A. in Guidance and Counseling, Loyola Marymount University
- Ed.D. (in progress), Cal Poly Pomona

Professional Highlights:

- Sole counselor at the CMD campus
- Counseling lead for the Arts, Media and Entertainment area of interest
- Counselor since 2016, transitioned to full-time role in 2020
- Former Project Manager for the Interaction Design (IxD) Bachelor Degree Program (2 years during the pandemic)
- Attended advocacy day March 2020 here in Sacramento
- Area of expertise: counseling and student support for CCC bachelor degree programs
- Excels in collaborative environments, bringing together diverse expertise to enhance the student experience

Agenda

❏ What is IxD?	❏ Admission Cycle
❏ Stakeholders	❏ Onboarding/Enrollment
❏ Student Service Continuum	❏ Degree Completion and Beyond
❏ Outreach/Marketing	❏ Areas for Further Development
❏ Pre-Advising	❏ Takeaways

Center for Media and Design

Located in the heart of Silicon Beach, the CMD unites all SMC programs focused on media content development and design.

CMD houses programs from the Design Technology and Communication and Media Studies departments, including the Bachelor of Science degree in Interaction Design.

What is Interaction Design (IxD)?

Interaction Design (IxD) is designing for **behavior**.

Interaction Designers **design the experiences we have everyday**
be it on websites, mobile apps, smart objects or end-to-end experiences we have
with brands.

Interaction Design (IxD) includes user experience (UX), design research, and often
elements of coding and graphic design.

Interaction Design (IxD) includes:

- **User Experience (UX):** How a person feels when using a product, focusing on ease of use and satisfaction.
- **Design Research:** Studying users and their needs to make sure designs meet their expectations.
- **Coding and Graphic Design:** Combining technical skills and visual design to create attractive and functional digital interfaces.

California
Community
Colleges

Program Highlights

Year	Applications	Accepted	%Acceptance
2020	79	26	34%
2021	90	26	29%
2022	55	19	35%
2023	59	22	37%
2024	60	24	40%
Grand Total	343	117	34%

Admission Acceptance Rates

Group	Enrolled	Graduated	%Graduated
Cohort1	19	17	89%
Cohort2	20	20	100%
Cohort3	19	19	100%
Cohort4	23	23	100%
Cohort5	24	21	88%
Cohort6	25	24	96%
Grand Total	130	124	95%

Completion Rates

Group	GPA
Cohort1	3.7
Cohort2	3.5
Cohort3	3.4
Cohort4	3.8
Cohort5	3.6
Cohort6	3.8
Grand Total	3.6

Average GPA

Program Overview

lower division requirements (24-25 units):	upper division requirements (40 units):
*AHIS 3 Global Art History Since 1860 or Any AHIS BUS 20 Principles of Marketing or BUS 63 Principles of Entrepreneurship CIS 54 Web Development and Scripting or CS 7 Programming for Non-Computer Science Majors or CS 87A Python Programming *ENGL 1 Reading and Composition 1 *ENGL 2 Critical Analysis and intermediate Composition *MEDIA 4 Introduction to Game Studies *PSYCH 1 General Psychology *MATH 54 Elementary Statistics or *PSYCH 7 Research Methods in Psychology *lower division major courses also satisfy a GE area	(requires admission) IXD 310 Interaction Design Studio 1 IXD 330 Interaction Design Studio 2 IXD 350 Interactive Storytelling IXD 360 Product Design IXD 370 Design for Community Change IXD 410 Project Management for Design IXD 430 Interaction Design Studio 3 IXD 450 Interaction Design Portfolio IXD 460 Tangible Interaction IXD 470 Interaction Design Senior Studio IXD 480 Design for the Future COM ST 310 Organizational and Small Group Communication ENGL 300 Advanced Writing and Critical Thinking in the Disciplines PSYCH 320 Cognitive Psychology
general education pattern (13-14 units): **IGETC or CSUGE for IxD** IGETC AREA: 2, 3B, 5A, 5B, 5C CSU GE AREAS: B1, B2, B3, B4, C2	**total unit requirement:** **120** **Admission only requires completion of ENGL 1, ENGL 2, College level math and 60 CSU transferable units.**

Stakeholders

IXD TEAM

Stakeholders: *Program Planning Group*

IxD Primary Workgroup		
Faculty	**Student Support Services**	**Administrators**
IxD Faculty (2)	CMD Counselor Career Specialist	Project Manager
Optional Attendees		
Dean, Department Chair, Articulation Officer(s), Special Guests		

Monthly Meetings

- Goal: Check in and plan ahead
- Clear agenda sent in advance
- One moderator/time keeper
- Minutes sent with next steps and action items

Stakeholders: *Admissions*

IxD Admissions Committee			
Faculty	**Student Support Services**	**Administrators**	**Supporting Roles**
IxD Faculty (3)	CMD Counselor(s) Articulation Officer(s)	Project Manager Department Chair Dean of CMD	IxD Champions

Key Role:
Project Manager, Outreach & Admissions *primary role is to increase the applicant pool with qualified applicants from diverse design backgrounds. The PM also serves as a liaison between all stakeholders involved in marketing and outreach.*

Stakeholders - *It takes a village!*

IxD Champions			
Admissions	**Financial Aid**	**Counseling**	**International Education**
Evaluator(s)	Financial Aid Specialist	CMD Counselor Career Specialist Articulation Officer(s)	Immigration Specialist and Counselor(s)
Outreach	**Marketing**	**Students**	**TBD**
Dean	Graphic Designer Web Developer Social Media Manager	prospective, current, alumni and IxD Student Marketing Team	[insert stakeholders here]

Student Service Continuum

refers to a continuous process of providing support and assistance to students throughout their academic journey. It involves creating opportunities for students to connect with various services and resources at different stages of their education.

Opportunities for Student Contact:	Outreach/Marketing	Pre-Advising	Admissions	Onboarding/ Matriculation	Supporting Active Students	Degree Completion and Beyond
Target Audience:	High school students	Students currently attending college Students working towards their second college degree	Students who have finished or are close to finishing the academic admission requirements	Newly admitted students	Continuing students: junior and senior cohort	Graduating seniors and alumni
Strategy:	Creating High School Pipelines	Guiding Prospective Students	Admission Cycle Support	Matriculation Checklist	Intrusive Counseling	Graduation and Alumni Support
Stakeholders Involved:	IxD Project Manager Outreach Department IxD Admissions Committee Marketing	Counseling Career Services	IxD Admissions Committee Counseling Career Services	IxD Faculty Counseling International Education Career Services Financial Aid	IxD Faculty Counseling International Education Career Services Financial Aid	Counseling Career Services IxD Faculty Students

Student Service Continuum

refers to a continuous process of providing support and assistance to students throughout their academic journey. It involves creating opportunities for students to connect with various services and resources at different stages of their education.

Why?	Student Population/Target Audience
Who?	Stakeholders Involved
How?	Action Plan

- Outreach/Marketing
- Pre-Advising
- Admissions
- OnBoarding/Matriculation
- Supporting Active Students
- Degree Completion and Beyond

Outreach & Marketing

Target Audience: high school students, current college students, students pursuing a second degree with the aim of changing careers, etc.	
Stakeholders: IxD Planning group, Project Manager, Outreach, Counseling, Marketing	
Action Plan: Develop a marketing plan and strategy	

Marketing Plan and Strategy

Program Website
- Program information
- Clear resources for application assistance ("**How to Apply**")
- Links to information sessions, social media accounts, and student work

Information Sessions
- Scheduled virtually 7-8pm during the week to optimize participation
- Sessions monthly during admission
- RSVP's 60-90 on average

Social Media + Google Ads (Student Marketing Team)
- Student led marketing campaigns
- Peer to peer connections and engagement through social media

Tabling Events
- College fairs
- Community events
- Professional events

Pathways for Entry
- High School pipelines
- Program maps

Create Buzz
- Meet your students where they are
- Encouraged students to stay involved

Pre-Advising

Target Audience: prospective IxD students enrolled in college	
Stakeholders: IxD Project Manager, Counseling, Career Services	
Action Plan: Meet your student where they're at	

Pre-Advising

IxD Project Manager

- Manages general IxD email inbox
- Refers students to counseling for education planning
- Information Sessions

\+

Counseling

- Creates education plan around students goals
- Refers students to appropriate resources

\+

Career Services

- Assists students with identifying career goal
- Provides resume, portfolio, and career guidance

Pre-Advising per Student Population

High School Students	SMC Students	Non SMC College Students
Promote college campus and identify pathway to IxD.	Uncover the hidden curriculum, prioritize admission requirements, portfolio development, and identify need(s) for additional student service support.	Provide program information and advising. Coach students how to approach their counselor or design faculty for support.

CALIFORNIA COMMUNITY COLLEGES
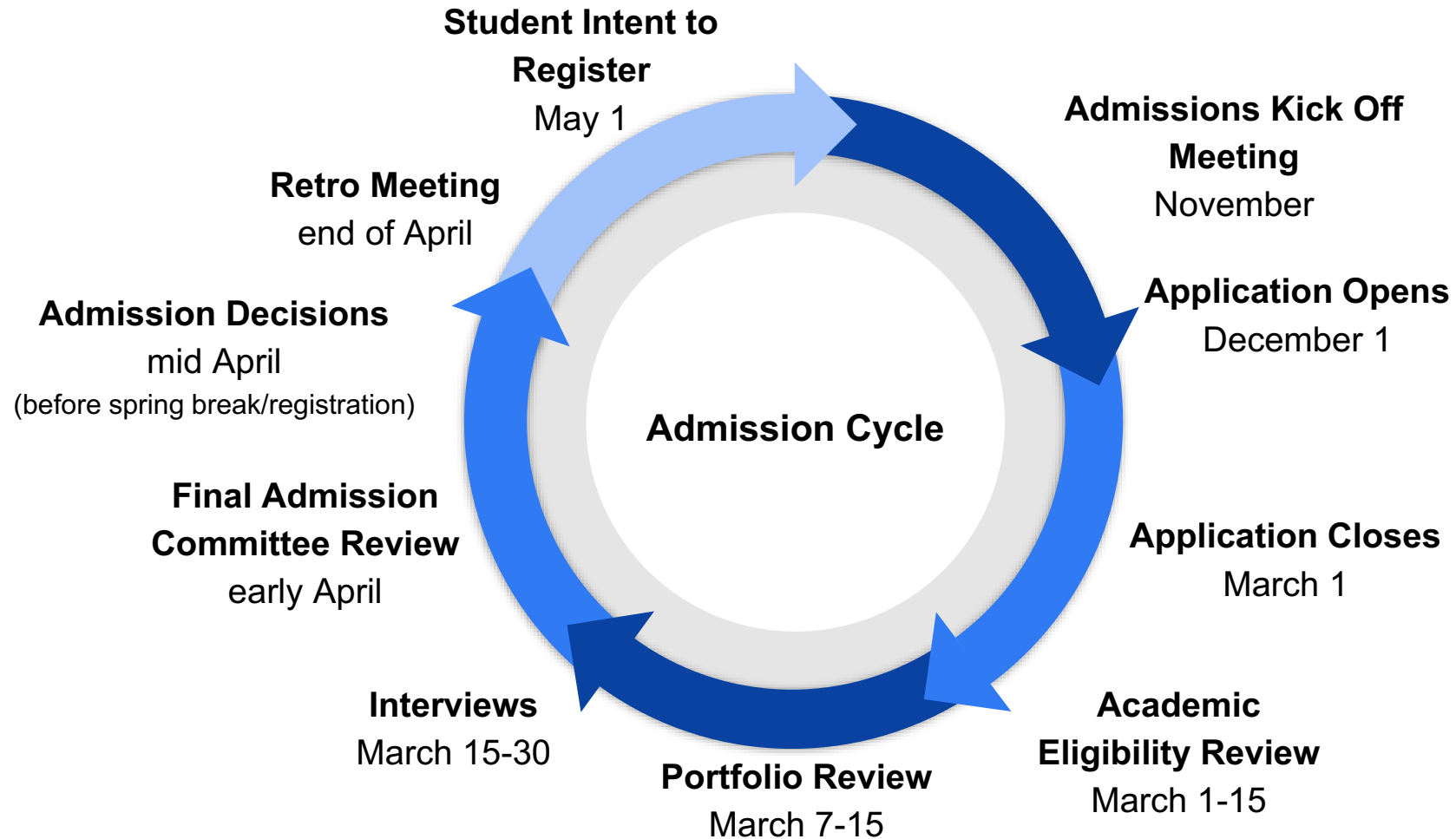BACHELOR'S DEGREE PROGRAMS

California Community Colleges

Admissions

Target Audience: IxD applicants
Stakeholders: IxD Admissions Committee
Action Plan: Be intentional - develop a system and rubric, designate roles and responsibilities, and establish a timeline

Admissions

Admission Cycle

Student Intent to Register
May 1

Admissions Kick Off Meeting
November

Application Opens
December 1

Application Closes
March 1

Academic Eligibility Review
March 1-15

Portfolio Review
March 7-15

Interviews
March 15-30

Final Admission Committee Review
early April

Admission Decisions
mid April
(before spring break/registration)

Retro Meeting
end of April

Onboarding/Matriculation

Target Audience: newly admitted students - *incoming junior cohort*	
Stakeholders: Counselor, Project Manager, Faculty, IxD Village	
Action Plan: Set your students up for success from the beginning	

Onboarding/Matriculation

Task	Stakeholders	Notes
❏ Manage Student Intent to Register Survey	Project Manager, Counselor	intent to register, pronouns, preferred contact info, class options, etc.
❏ Maintain Accurate Participant Count	Counselor	flag students in MIS
❏ F-1 Visa/I-20 (if applicable)	International Education Center	connect students with immigration specialists
❏ Transcript Evaluation (if applicable)	Counselor, Articulation Officer	evaluate external transcripts
❏ Official Transcripts (if applicable)	Counselor, Admissions Office	verify official documents are on file
❏ Comprehensive Education Plan	Counselor	comprehensive education planning
❏ Financial Aid - SAP	Counselor, Financial Aid Office	MAX TIME FRAME - FA appeal
❏ Orientation and Kick Off	IxD Primary Workgroup	uncover the hidden curriculum

Supporting Active Students

Target Audience: IxD juniors and seniors	
Stakeholders: IxD Village, Counselor, Career Specialist, Students	
Action Plan: Make student success and career preparedness your goal	

Supporting Active Students

Peer to Peer Support

Community Building

Academic Success

Career Readiness

Academic Success

➜ **Education Planning:** Keep track of the plan and make adjustments if necessary.

➜ **One-On-One Appointments:** Support current students and connect with relevant resources.

➜ **Group Counseling:** Utilize emails, class visits and slack channel to disburse group announcements.

➜ **Proactive Interventions:** Intrusive counseling is a proactive approach where counselors actively reach out to students to offer support and guidance, rather than waiting for students to seek help on their own.

You are the eyes on the ground. Listen out for common experiences that indicate an area for growth and bring it back to the table.

IxD Career Prep

- ➔ **One-On-One Appointments:** Support current students and (ideally) alumni.

- ➔ **Professional Development Workshops:** Cover topics like resume, networking, job searches, interviewing and LinkedIn.

- ➔ **Industry Connections + Networking:** Talk with current employers to understand their needs as well as the trends in the professional world.

- ➔ **Studio Tours:** Facilitate experiences for students to see professional work settings.

SEMESTER	Pre IxD	ONE	TWO	THREE	FOUR	Four	Post IxD
CLASS		Studio One	Project Management	Portfolio	Service Design	Senior Studio (develop a point of view on a practice)	
ITEMS	IxD website already built and completed for the class. The have access to Career Hub. Career Services Introduction happens over the summer. Students are recommended coming in with the following: Resume + Portfolio site If they don't have this, then they are asked to take this over the summer.	Creating an IxD Case Study First Project Case Study for IxD Site Assets collected and posted on the IxD website (Under My Projects via Google survey) Request Headshot	Time Management Calendar To Do List Self-Care Career Management Intro email Resume Job Hunt System LinkedIn Career Essay Project Management Roles Milestones Tasks KPIs RACI Stand-Ups Project Management (and managing projects) should be part of the class work in their senior year. For this year's juniors, students should be building their portfolio website either by taking the Portfolio for undergraduates OR using the Career Hub.	Second Project Case Study for IxD Site SMC IxD Class Page (Gather Assets at end of class) Portfolio Site LinkedIn Page Professional Bio (Mini, short and Long versions) Resume: Version 2 (Version 1 is from Project Management) Cover Letter Professional Emails Me-In-A-Minute Mentorship Program Interview Training (7 questions, script) PetchaKucha	Hack-A-Thon presentation. OR Industry Project	Independent Study Exhibition Design Third Project Case Study for IxD Site SAMPLE ASSIGNMENTS Design Manifesto Identification Zine Creating a Brand in 3 Hours Writing a Thank You Note Board of Directors What's Your Red Rubber Ball Welcome Email Introduction	
Career Services: Ann Marie		Resource for reviewing Studio 1 Case Study	Resume Review (Version 1)	Interview Practice and Case Study Practice (in 5 minutes)			

Peer to Peer Support

- **Senior tutors/TA's:** Provides juniors and seniors with assignment assistance and peer mentorship..
- **Student Marketing Team:** Designs marketing campaigns and manages social media channel to offer an inside student perspective.
- **Peer Navigators:** Connects with first time in college students assigned to the *Arts, Media, and Entertainment Area of Interest.* (campus wide)
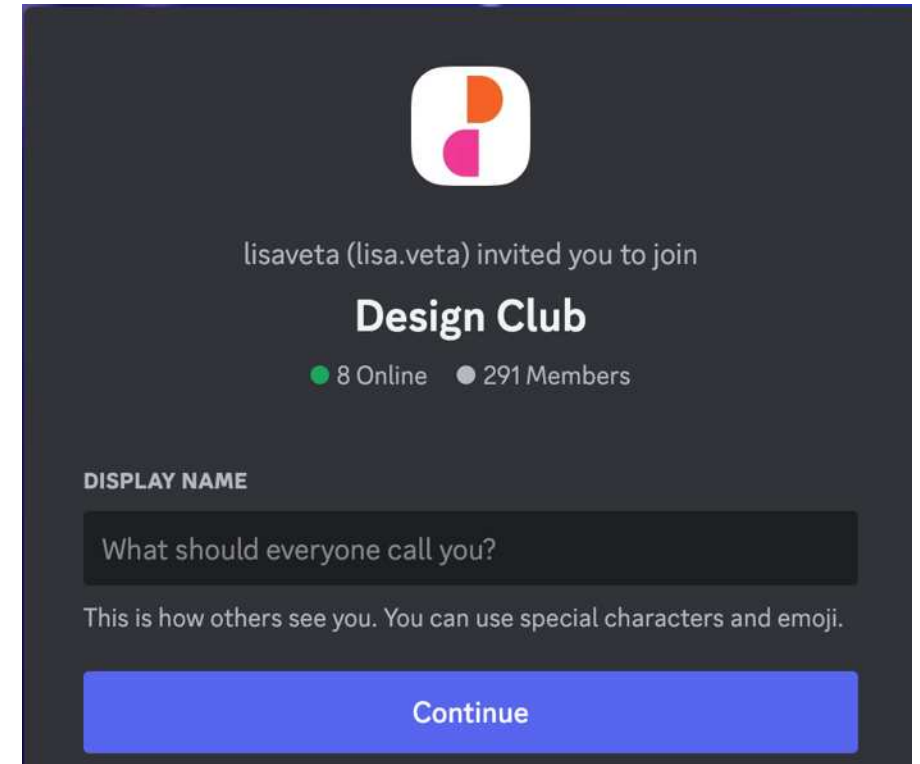- **Student Ambassadors:** Represents SMC through Outreach efforts. (campuswide)

Community Building

PRESENTED BY: AREA OF INTEREST (AOI),
ARTS, MEDIA AND ENTERTAINMENT (AME)
FOOD FUNDED BY ASSOCIATED STUDENTS →

AME Community Meet Up Taco Tuesday 4.30.24 @ CMD

lisaveta (lisa.veta) invited you to join

Design Club

● 8 Online   ● 291 Members

DISPLAY NAME

What should everyone call you?

This is how others see you. You can use special characters and emoji.

Continue

Discord

Design Club

Degree Completion & Graduation

Target Audience: graduating seniors
Stakeholders: Faculty, Project Manager, Counselors, Admissions
Action Plan: Audit for eligibility, capture the data, and celebrate!

IxD Annual Report

smcixd ▲● 2024

ANNUAL REPORT 2024

Since our start, we have given students the building blocks to unleash their creativity and vision on the world. Let's take a look at these building blocks and celebrate everything we've achieved this past year.

2024 DESIGN AND DEVELOPMENT TEAM

Design: Celia Choi

Highlight Reel: Antonio Renoj

Development: Alison Parrales

Creative Direction / Project Management: Hunter Moranville

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

California Community Colleges

IxD Annual Report

IXD BY THE NUMBERS

About the Program

124 Total Graduates	**95%** Graduation Rate ⓘ	**60** Total Applications Submitted this Cycle	**9** Applicant Countries of Origin ⓘ	**7** Graduated Cohorts
3 Industry Partnerships ⓘ	**16** Seniors, Class of 2024	**19** Juniors, Class of 2025	**57%** Of Students Speak 2+ Languages	**75%** Self Report as Non-traditional Students ⓘ
7 Summer 2024 Internships	**1** IxD Grads Pursuing Master's	**14** Current IxD Students Freelancing	**10k** Estimated Cost of Degree	

*Estimated data points based on self report survey

IxD Annual Report

IXD CULTURE

14 PC Users	**20** Mac Users	**161** Stickers on Laptops	**64** AR Projects	**7152** Chat GPT Queries*
80% Feel Better Equipped as Designers	**130** Cups of Coffee Consumed Weekly*	**25%** Prefer Design for Web	**64%** Prefer Design for iOS	**11%** Prefer Design for Android
40 Most Miles traveled to Class	**0.5** Least Miles traveled to Class	**3248** Hours Spent in Green Room*	**12** Longest Single Session Spent in Green Room *	**832** Meals Eaten in Green Room*
50 Total Pins On Bags	**28%** Dog People	**18%** Cat People	**18%** Dog & Cat People	**36%** Don't have Pets

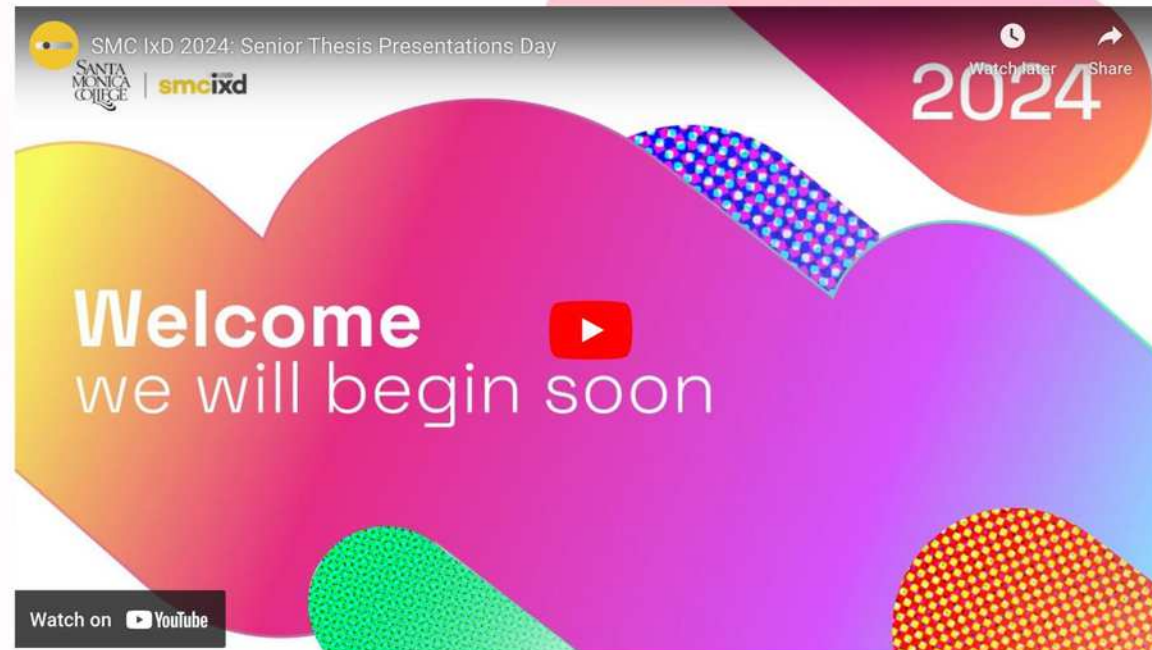*Estimated data points based on self report survey for Spring 2024

Senior Graduation Week

June 2024
3rd – 9th

VIRTUAL Grad Show: Monday, June 3, 12:00–5:15 pm, PST
The Class of 2024 will present their work as part of a **webinar and live Q&A**. Details and live stream info below.

SMC IxD 2024: Senior Thesis Presentations Day
2024

Welcome
we will begin soon

Watch later   Share

Watch on ▶ YouTube

CALIFORNIA COMMUNITY COLLEGES
BACHELOR'S DEGREE PROGRAMS

California Community Colleges

Areas for Further Development

Outreach	Alumni Support	Graduate Studies Advising	Funding
How can we strengthen our high school pipeline?	How can we preserve our community and offer ongoing support?	How should we handle this new need of graduate advising?	Show me the money!

IxD Afterhours - *Alumni*

Make Friends, Build Community, Find Success.

Fostering connections beyond graduation - After Hours is a grassroots community founded by and for SMC IxD students, alumni, and those in the IxD field who want to join and support our vibrant collective.

Our Story

After Hours started when a cohort of students graduated from Santa Monica College's Interaction Design program in 2021, they hosted an "After Party" for the graduation. They had so much fun and wondered why does the after party have to stop?

Some students from the cohort wanted to keep fostering a community among the alumni and current students. The alumni felt that once graduated, they missed that connection they had with others, that was easy and organic to form during school. Why is it that we can't keep that connection anymore "in the real world"?

Networking does not have to be so stiff and exhausting, it can be done "after hours", and in a causal, supportive, and fun way. We all started as interaction design students, and now we can help, mentor, and support each other even after graduation.

Student Service Continuum

refers to a continuous process of providing support and assistance to students throughout their academic journey. It involves creating opportunities for students to connect with various services and resources at different stages of their education.

Why?	Student Population/Target Audience
Who?	Stakeholders Involved
How?	Action Plan

- Outreach/Marketing
- Pre-Advising
- Admissions
- OnBoarding/Matriculation
- Supporting Active Students
- Degree Completion
- *Graduate Advising (in progress)*
- *Alumni Support (in progress)*

Takeaways

- Rome wasn't built in a day - *exercise patience and grace*

- Be a team player - *find your village*

- Be intentional with who you call in - *trust the experts to be experts*

- Lean into opportunities for growth - *embrace creator mindsets*

- No's are detours - *learn when to redirect and when to circle back*

General Education and Articulation

Elizabeth Ramirez, Articulation Officer and Curriculum Chair, Rio Hondo College

Current Requirements for General Education (GE)

- ACCJC requires a minimum of **36 units total of GE**
  - Integrated and distributed across both lower division and upper division coursework
  - Minimum of **27 units of lower division**
  - Minimum of **9 semester units of upper division**

- Colleges currently use **CSU GE – Breadth** or **IGETC** as the lower division GE pattern and can expect to use **Cal-GETC** in the future (local GE patterns aren't allowable for CCC baccalaureate degree programs)

- Shift from BDP Pilot Handbook to title 5 regulations (in processing of reviewing and updating or confirming standards for GE)

California Community Colleges

Upper Division General Education

- Should come from two disciplines outside of the major and be related to the required coursework for the degree

- One course must have an emphasis in written communication, oral communication, or computation

- Courses should be open only to students who are enrolled in a California Community College baccalaureate degree program

- Be sure to provide a training on upper division and upper division GE to your local curriculum committees so that they'll know what to review for

Upper Division Course Characteristics

- Build on foundational skills developed in lower division coursework
- Demonstrate evidence of advanced focus or greater depth
- Target higher-order critical thinking skills
- Develop advanced writing, speaking, communication, and information literacy skills
- Specialized: application of theories and/or development of professional skills
- Encourage engagement in original research or projects
- Bridge the gap between theoretical knowledge and real-world application
- Emphasize mastery of advanced skills and techniques
- Curricular design incorporates diversity, equity, inclusion, anti-racism, and accessibility (IDEAA)

Upper Division GE Course Examples

- Technical and Professional Writing
- Applied and Professional Ethics
- Organizational Behavioral Psychology
- Research Methodology
- Analysis of Social Change
- Advanced Communication Skills
- History of Science and Technology

The Role of Articulation in CCC Baccalaureate Degrees

- CCC to CCC articulation
  - Course to course (example: SMC's IDX program)
  - Program to program (example: RHC's Auto Tech program)
- General education approaches and considerations
  - Evaluating coursework for CSU GE and IGETC
  - Proposed CCC BDP LD GE pattern
- ASSIST.org
  - Request to add CCC to CCC articulation functionality in ASSIST.org (pending)
  - Upper division coursework in ASSIST as baccalaureate level transfer courses (BCT)

CCC BDP AO Group

- Best practices and considerations
    - General education
    - Credit for prior learning, evaluation/acceptance of foreign coursework, grade requirements
- Input in shaping local policy and practice
- Norming across group
- Resources
    - Twice yearly virtual CCC BDP AO meetings
    - Chancellor's Office CCC BDP AO listserv
    - Monthly BDP Steering Group meetings