



Districtwide Counselor Workshop

September 25, 2015

***Welcome and Introduction of
New Counseling Faculty***

Meet the Evaluators

- **Introduction**
- **Resources and Updates**

Resources and Updates

- 1) *Petition for Modification of Graduation Requirements*
 - Associate Degree for Transfer (ADT)
- 2) Associate Degree for Transfer (ADT) Manual
- 3) California State University General Education (CSUGE) Certification/Grade of C minus - **Not allowed** in *Golden Four*
- 4) Request for Transcript Evaluation – Currently taking up to **30 working days** due to demands of the ERP Implementation
- 5) Evaluator's Business Process Manual

Title IX/Campus SaVE Act Training

Background

The 2013 reauthorization of the **Violence Against Women Act**, and the **Campus Sexual Violence Elimination (SaVE) Act**:

- Impose new requirements for victim support and prevention training;
- Amend the Clery Act to include required reporting on domestic violence, dating violence and stalking.

The interplay of these new regulations and Title IX are requiring revisions to institutional policies, procedures and practices.

Definitions

- **Sexual Assault** – Sexual touching that is unwanted and offensive, including but not limited to rape, forced sodomy, forced oral copulation, sexual battery or threat of sexual assault.
- **Dating Violence** – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.
- **Stalking** – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others, or suffer substantial emotional distress.

Definitions - Continued

- **Domestic Violence** – A crime or violence committed by a current or former spouse or intimate partner of the victim, a person with whom the victim shares a child in common, a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- **Affirmative Consent** – Affirmative, conscious, and voluntary agreement in sexual activity. Affirmative consent must be ongoing and can be revoked at any time. The existence of a current dating relationship or past sexual relationship, is not by itself assumed to be an indicator of consent.

10 Things Institutions Need to Know about Title IX

- 1) Pertains to students and employees
- 2) Requires reconciling multiple institutional policies to create equity for all
- 3) Requires equitable release of investigation and hearing outcomes to all parties
- 4) Requires prompt response (60-day rule)
- 5) Expects appropriately incorporating patterns and previous history as evidence into processes

10 Things Institutions Need to Know about Title IX - Continued

- 6) Requires designation of mandatory employees and reporting requirements
- 7) Applies to any violation in which sex or gender-based discrimination occurs
- 8) Must determine how to address off-campus behavior
- 9) Must consider victim's request for confidentiality in determining appropriate action
- 10) Provide written notice of outcomes

Title IX Coordinators

- Identification of **Title IX Coordinator** at each **institution**
 - **City College:** Denise Whisenhunt, *VP Student Services*
 - **Mesa College:** Ashanti Hands, *Dean of Student Affairs*
 - **Miramar College:** Gerald Ramsey, *VP Student Services*
 - **Continuing Education:** Brian Ellison, *VP Student Services and Instruction*
 - **District:** Aimee Gallagher, *Director of Employee Relations*
Lynn Neault, *Vice Chancellor Student Services*
 - Back up Title IX Coordinators also identified

The Challenges

- Increase in number of complaints against colleges by alleged victims and accused
- Due process requirements in handling sexual harassment/assault cases
- Deliberate indifference – “Failure to adequately respond” on part of institution will result in liability
- Sexual norms have become more complicated; must set aside old paradigms
- Student-on-student sexual assault is a form of sexual harassment
- Responsibility to investigate matters which may be criminal and were previously handled solely by law enforcement
- Institutional responsibility regarding off-campus incidents
- Weighing requests for confidentiality from victim against duty to maintain safe campus

Essential Requirements for Institutions

- Designate **Responsible Employees**
 - Any employee who has the authority to take action to redress the harassment; or
 - Who has the duty to report the sexual harassment to appropriate school officials; or
 - An individual who a student could reasonably believe has this authority or responsibility.
- Assess Potential Safety of the Victim and to the Campus Community
 - Provide remedial measures
- Investigate Incident and Take Action
 - Take appropriate steps to end harassment and prevent its recurrence
 - Victims have right to not involve law enforcement

Essential Requirements for Institutions -

Continued

- Expanded Scope of Responsibility
 - On-Campus vs. Off-Campus
 - Incidents that occur off campus may require college to take action if victim is a student or employee
 - Looking at matters that would have previously been handled by law enforcement
 - Accused is not a student or employee
 - Complaints by students and employees, against persons not associated with the institution, that fall under Title IX must be addressed to provide the required remediation and support to the victims

Scenario 1

- Student sent his instructor an email that he is unable to attend class for personal reasons. The next time the instructor sees the student, the student reluctantly shares in confidence that his girlfriend cut him in the back during an argument and he had to stand in the back of the room since he had stitches.
- Considerations:
 - Responsibility to report incident to Title IX Coordinator
 - Provide support to victim
 - Victim has the right **not** to involve law enforcement
 - Request for confidentiality must be weighed against campus safety

Scenario 2

- A College Service Officer is flagged down in the parking lot by a student who reports that she observed two individuals verbally fighting in the student parking lot and the male smashed the female's car window.
- Considerations
 - Is this exclusively handled as a police matter?
 - Consider whether or not the violence is gender-based
 - Provide support to victim
 - Responsibility to report to Title IX Coordinator
 - Assess threat to campus community

Scenario 3

- A student goes to the dean to file a complaint about her geography instructor. The student reports that during a lecture the instructor used a vibrator to demonstrate a concept and she was offended. The student states that this is not the first time the instructor has used sexual innuendos in class. The dean follows up with the instructor who contends that he used the vibrator to illustrate the effects of earthquakes.
- Considerations
 - Responsibility to report incident to Title IX Coordinator
 - Academic freedom – Is it pedagogically related?
 - Investigator would have to determine if the behavior is severe and pervasive

Scenario 4

Jane is seeking academic counseling because her grades are dropping. In the course of the conversation with her college counselor Jane begins to cry. She shares that she has been having regular “hook-ups” without any strings attached, with one of her former professors who is currently employed.

Three weekends ago she was out and got very drunk. She walked over to the professor’s apartment because it was close to the house where she was partying. She reports she did not feel like having sex since she was too drunk, but best she can recall he forced himself on her. She feels violated and can’t concentrate on her studies.

- Considerations:
 - Refer to Title IX Coordinator
 - Complexity: Assess need for academic accommodations
 - Consent: “Cup of Tea” example <http://sandiegocc.eduacity.com/titleix/>

Severe or Pervasive Standard

- The test to determine if a behavior creates a hostile environment and is actionable sexual harassment

Dear Colleague Letter 2011

“...when a student sexually harasses another student, the harassing conduct creates a hostile environment if the conduct is sufficiently serious that it interferes with or limits a student’s ability to participate in or benefit from school’s program.

The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.

Indeed, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. For instance, a single instance of rape is sufficiently severe to create a hostile environment.”

Misconduct Rubric for Investigations of Sexual Assault

- Was there force? If yes, it violates the policy.
- If no, was the victim incapacitated? If yes, it violates the policy.
 - Incapacitation could be from drugs, alcohol, sleep, mental or physical disability.
 - Did accused know or should have known the victim was incapacitated?
 - Accused's incapacitation is no defense.
- If no incapacitation, was there consent? If no, it violates the policy.
 - Consent must be affirmative, ongoing and specific to the act. Consent can be revoked at any time. Past relationship is not a presumption of consent.

Burden of Proof Standards

- Title IX - the standard is a “preponderance of the evidence.”
 - A requirement that more than 50% of the evidence supports the finding. Thus, is it more likely than not that the incident occurred.
- Criminal - the standard is “beyond a reasonable doubt.”
 - A requirement of an abiding conviction that the charge is true.

Investigative Process

- Investigation must be:
 - Thorough
 - Reliable
 - Impartial

- And part of a process that is:
 - Prompt
 - Effective
 - Equitable

- Other Factors to Consider:
 - Complete confidentiality cannot be promised in all cases and the threat to the safety of the campus community must be considered
 - May be parallel law enforcement investigation
 - Could result in student or employee discipline
 - Remediation and interim remedial measures may be necessary

Remediation Requirements

- Designed to end the discrimination and prevent its recurrence
- Interim protective measures are required to protect parties during the investigation
- Remediation may be required for both the victim and the campus community
- Examples
 - No contact order
 - Academic or work accommodations
 - Provide information regarding campus and community resources
 - Discipline of perpetrator
 - Training
 - Policy revisions

Education and Prevention to End Discrimination and Harassment

- Provide education and prevention programs for students
- Provide training for Title IX Coordinators and Investigators
- Identify and provide training for responsible employees
 - Any employee who has authority to take action to redress the harassment; or
 - Has the duty to report the harassment to appropriate school officials; or
 - An individual who a student reasonably believes has authority or responsibility.

District Designated Responsible Employees

- All faculty, managers, supervisors, and College Police personnel
- Select classified staff that routinely work with students

What's My Role?

- Report all incidents to the Title IX Coordinator right away
- Confidentiality cannot be promised
- Do not report the incident to College Police unless there is imminent danger
 - The Title IX Coordinator will make the determination about involving law enforcement
 - **When in doubt, proceed to contact the College Police**
- Assure the student that the institution cares about their safety and well-being

Resources In Place

Student Online Training:

<http://www.sdccd.edu/titleix/#training>

Safe and Sound Brochure:

<http://police.sdccd.edu/docs/currentsafeandsound.pdf>

Resource Guide for Victims of Sexual Violence:

http://www.sdccd.edu/docs/titleix/titleix_resourceguide.pdf

Title IX Website: <http://www.sdccd.edu/titleix/>

Relevant Policies and Procedures

- BP 3100 - Student Rights, Responsibilities, Campus Safety and Administrative Due Process
 - AP 3100.2 – Student Disciplinary Procedures
- BP 3410 – Nondiscrimination
 - AP 3410 - Nondiscrimination
- BP 3430 – Prohibition of Harassment
 - AP 3430 – Prohibition of Harassment
 - AP 3435 – Discrimination and Harassment Investigations
- BP 3540 – Sexual and Other Assaults on Campus
 - AP 3540 – Sexual and Other Assaults on Campus

***Student Success and Support
(SSSP) Initiative and
Student Equity Update***

Noncredit SSSP Funding Update

Star Rivera-Lacey
Dean, Counseling and Student Success
Continuing Education

What does SSSP look like for CE?

General Information

- CE began preparing for SSSP changes at the same time as the colleges
- CE has not received an influx of funding
- State finalized funding formula a month ago
- Funding formula similar to credit colleges
- Proactive approach proving to be a wise investment

Eligible CE Programs

- Basic Skills
- ESL
- Short Term Vocational
- Workforce Preparation

(2 course sequence leading to a certificate or diploma)



Core Elements

Orientation

(15%)

Assessment

(15%)

Counseling

(30%)

Education
Plans

(20%)

Follow Up

(20%)




**Performance-based funding*

What does *SEP* look like for CE?

Purpose

Designed to promote student success and ensure that historically underrepresented groups have equal opportunity for access, success and transfer.



100 YEARS
1917-2017

SAN DIEGO
CONTINUING
EDUCATION

SAN DIEGO CONTINUING EDUCATION
Student Equity Plan
2014-2017

Student Equity Elements



Success Indicators

1. Access
2. Course Completion
3. ESL and Basic Skills Completion
4. Degree and Certificate Completion
5. Transition

Targeted Student Populations

1. Ethnic Categories
2. Gender
3. Students with Disabilities
4. Veterans
5. Low-income Students
6. Foster Youth



Transfer “Transition” Focus



Transition:

1. Non Credit to Credit
2. Non Credit to Other Non Credit Programs
3. Non Credit to Workforce Opportunities

*Loss of
Board of Governor's Fee Waivers
(BOGW)*

Loss of BOGW Fee Waivers

- **Title 5 changes**, signed by the Governor, add academic progress requirements for **Board of Governor's Fee Waiver (BOGW)**
 - Must maintain a cumulative GPA of 2.0 or above; and
 - Must not have 40% of units with entries of "W", "I" or "NP"
- Effective on the first enrollment opportunity **after Fall 2016** semester
 - If student is disqualified in Summer 2016, will lose BOGW eligibility (and enrollment priority) for Spring 2017
 - If student is disqualified in Fall 2016, will lose BOGW eligibility (and enrollment priority) for Summer 2017
- Students were notified beginning **Spring 2015** of new requirements as mandated by Title 5
 - Notification is sent to all BOGW recipients each semester

Loss of BOGW Fee Waivers - Continued

- Students who have been disqualified (academic or lack of progress) will lose their eligibility for the BOGW
 - Foster Youth students are exempt from this policy change
- There is no loss of BOGW for students who exceed 100 units. No unit cap.
- Is tied to Enrollment Priority **(Lose one, will lose the other)**
- Appeal criteria must demonstrate:
 - Extenuating circumstances, or
 - Significant change in income status (e.g. loss of job), or
 - Significant academic improvement

Sharing Best Practices

Gerald Ramsey

Vice President, Student Services

Miramar College

Denise Whisenhunt

Vice President, Student Services

City College

Baccalaureate Degree Pilot Mesa College

What Counselors Need to Know

Baccalaureate Degree Program: Health Information Management

- **Fall 2015** – First cohort of students selected from applicants from the Fall 2015 cohort of students enrolled in **Health Information Technology (HIT) Associate Degree Program**
 - Waiting on Title 5 changes to allow:
 - 1) Selection Criteria
 - GPA Minimum
 - Licensure
 - Interview
 - 2) Cohort Model
 - Class will be restricted to Baccalaureate Program students
 - Upper division General Education courses not open to other students
 - Language submitted to Chancellor's office (**HANDOUT**)
 - Scheduled for November Board of Governors' Meeting

Baccalaureate Degree Program: Health Information Management - Continued

- **Fall 2016**

- 1) Accept first cohort of upper division only students from previous program completers
- 2) Accept second cohort of freshmen from cohort of **HIT Associate Degree Program** participants
- 3) Evaluate progress of original Fall 2015 freshmen cohort and fill available space (up to a cohort of 32 students)
 - Application Process

Baccalaureate Degree Program: Health Information Management - Continued

- **Status**

- State Academic Senate working on General Education standards
- State Chancellor's Office working on Title 5 changes
- San Diego Community College District working on paper applications for admission and enrollment processes
- San Diego Community College District working on capturing student information for required tracking

Assessment/Placement Update

The Common Assessment Initiative

- Statewide system for student assessment and placement
- Centralized technology solution
- **Goal:** System that effectively supports faculty and staff to ensure: **accurate student placement; reduce remediation; and more successful student outcomes**
- Tentative implementation: **Spring 2016** (Phased rollout)
- MMAP is one component of statewide assessment initiative

Multiple Measures Assessment Project Pilot (MMAP)

- A component of *SB 1456 Student Success Act, Common Assessment Initiative, and an extension of the STEPS pilot.*
- A way in which to quantify students' likelihood of passing an English or math course using high school transcript data (e.g., GPA, & CST scores) for placement.
- A set of rules or criteria for predicting student success in English or math that can be used as a conjunctive (placement test and HS transcript data), and progressive (highest result) approach for placement.
- A method for increasing the placement of more students into higher levels in the curriculum (greater "throughput").

Multiple Measures Assessment Project Pilot (MMAP)

Math Transfer Level Placements *Fall 2015*

| Math | Accuplacer Placement at Transfer | MMAP Placement at Transfer | Combined Accuplacer and MMAP Placement at Transfer | Percent Difference |
|------------------|----------------------------------|----------------------------|--|--------------------|
| City College/ECC | 67 | 138 | 205 | 206% |
| Mesa College | 94 | 159 | 253 | 169% |
| Miramar College | 100 | 80 | 180 | 80% |
| All Colleges | 261 | 377 | 638 | 144% |

The MMAP pilot cohort consists of students who applied, but may not have registered, Jan. 2015 and June 2015, and took the Accuplacer test between . Approximately 941 students are in this cohort.

Multiple Measures Assessment Project Pilot (MMAP) - Continued

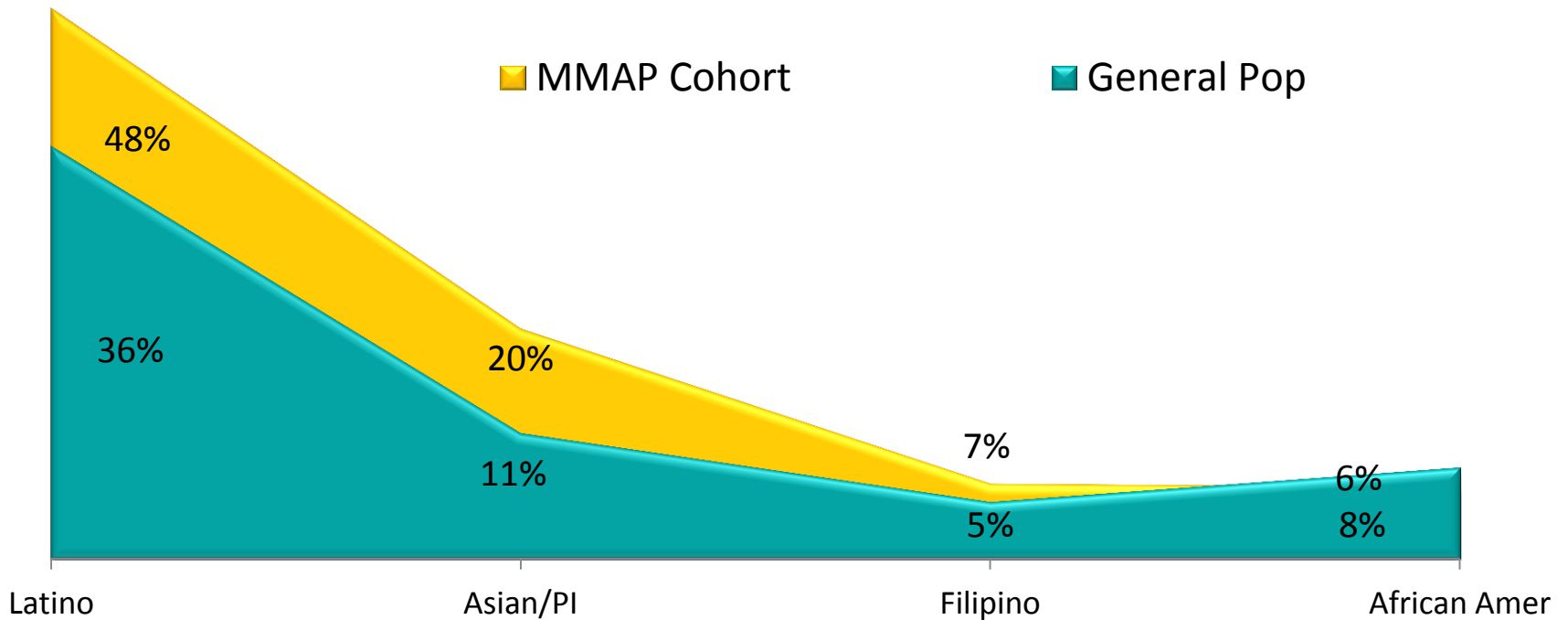
English Transfer Level Placements *Fall 2015*

| English Writing | Accuplacer Placement at Transfer | MMAP Placement at Transfer | Combined Accuplacer and MMAP Placement at Transfer | Percent Difference |
|------------------|----------------------------------|----------------------------|--|--------------------|
| City College/ECC | 48 | 116 | 164 | 242% |
| Mesa College | 113 | 120 | 233 | 106% |
| Miramar College | 66 | 83 | 149 | 126% |
| All Colleges | 227 | 319 | 546 | 140% |

The MMAP pilot cohort consists of students who applied, may not have registered, between Jan. 2015 and June 2015 and took the Accuplacer test . Approximately 941 students are in this cohort.

Multiple Measures Assessment Project Pilot (MMAP) - Continued

Closing the Equity Gap - Major Underrepresented Minority Groups



Multiple Measures Assessment Project Pilot (MMAP) - Continued

MMAP Cohort Enrollments in Transfer Level

- **English 36% enrolled**
 - City 32%
 - Mesa 48%
 - Miramar 23%
- **Math 30% enrolled**
 - City 19%
 - Mesa 38%
 - Miramar 33%
- **Survey of Non-Enrolled cohort**
 - English
 - 83% received email notice
 - 35% no available classes
 - 17% didn't feel prepared
 - 4% did not understand email
 - 69% will take class in future
 - Math
 - 85% received email notice
 - 24% no available classes
 - 10% did not understand email
 - 56% will take class in future

Multiple Measures Assessment Project Pilot (MMAP) - Continued

Next Steps

- **Engagement Strategies**
 - ❖ Engaging key stakeholders
 - ❖ Professional development
 - ❖ Engaging special program populations
- **Assessment Strategies**
 - ❖ Research
 - ❖ Non-cognitive measures
 - ❖ Contingency plans
- **Enrollment Strategies**
 - ❖ Class offerings
 - ❖ Implementation process
- **Communication Strategies**
 - ❖ Informing stakeholders
 - ❖ Informational materials
- **Evaluation Strategies**
 - ❖ Snapshot analysis
 - ❖ Longitudinal analysis
 - ❖ Process analysis

Assessment Test Retake Policy

- English: One Year
- Math: One Year

*Can retest sooner with alternative version
(paper, online)*

California Assessment of Student Performance and Progress (CAASPP)

- Replaces STAR Program
- Contains EAP Results
- Follows Common Core State Standards which have been adopted throughout the country
- Results are only released if authorized by the student

California Assessment of Student Performance and Progress (CAASPP) - Continued

| Achievement Level | CAASPP | EAP Status |
|-------------------|----------------------------|---|
| Acceptable | 4 (Standard Exceeded) | College-Level Ready |
| | 3 (Standard Met) | Conditionally College-Level Ready* |
| Not Acceptable | 2 (Standard Nearly Met) | Not Ready for college-level coursework |
| | 1 (Standard Not Met) | |

**Students with Conditionally-Ready status can obtain College-Ready status by taking an approved English and/or math course in high school and earn a grade of 'C' or better during their senior year.*

High School English Courses:

- Expository Reading & Writing Course (ERWC)
- AP Literature/Composition
- Weighted Honors English
- IB English

High School Math Courses:

- Trigonometry
- Math Analysis
- Pre-Calculus or Calculus
- AP Calculus AB or BC
- AP Physics
- AP Statistics

Other Standardized Tests for Clearing Prerequisite for Transfer Level English and Math

| Test | Minimum Score Required |
|-----------------|------------------------|
| College ENGL AP | 3, 4 or 5 |
| SAT – Engl | 500 |
| SAT – Math | 560 |
| ACT – Engl | 22 |
| ACT - Math | 23 |
| EPT | 151 |
| ELM | 50 |
| EAP | Standard Exceeded |

Continuing Education Accuplacer Prep Update

Lorie Howell
**Dean, High School Diploma/High School Program &
Hospitality & Consumer Sciences
Continuing Education**

Continuing Education Accuplacer Prep Update

Introduction

- Approximately 70% of students attending Community Colleges, require remediation
- In an attempt to address this issue, ABE/ASE faculty created the Accuplacer Prep course. This course (currently in its pilot stage) was designed to offer an accelerated pathway to address basic skills deficiencies

Goals

- Enable students to test higher and give a more accurate indicator of placement level
- Expand the pilot to additional local high schools. Currently, we have MOU's with San Diego HS, Mission Bay HS, and Mira Mesa HS. We are currently working with Hoover HS and Lincoln HS to offer an ACCUPLACER Prep program for the fall 2015 and spring 2016 semesters

Continuing Education Accuplacer Prep Update - Continued

Findings

| | College Level | One level below | Two or more levels below |
|---------|---------------|-----------------|--------------------------|
| Math | 12% | 6% | 82% |
| Reading | 46% | 8% | 46% |
| Writing | 9% | 43% | 48% |

- 79 high school students were enrolled; 52 completed program; 32 took Accuplacer placement test
- Over 50% of students scored at near college level in Reading and Writing
- Nearly 20% of students scored at or near college level in Math

Limitations

- No Accuplacer pre-test data was available, and as such a before/after comparison with final Accuplacer results was not possible.
- A significant number of students did not take Accuplacer during the scheduled time, which resulted in no access to their scores.
- When classes were offered outside of regular school hours, attendance decreased significantly.

Future Plans

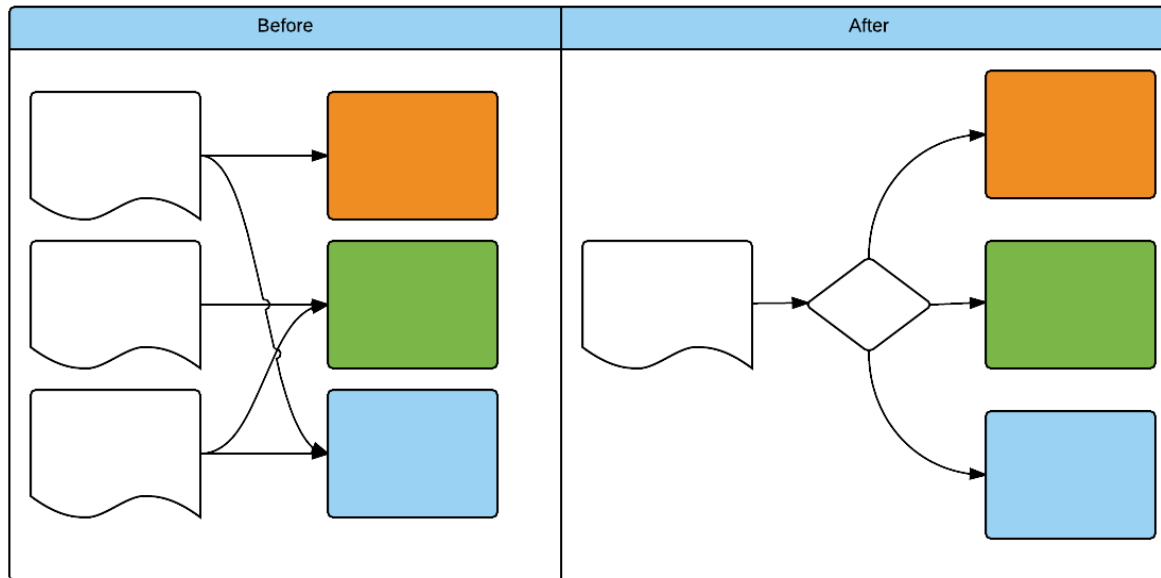
- Maintain communication with the colleges to ensure we are informed of changes in assessment practices and tools (i.e. Shift to “Common Assessment” in spring 2016)
- Increase instructional time to allow students to fully engage in course content
- Improve attendance by addressing scheduling issues, which will also improve completion rates
- Continue to analyze data to drive program design

Complaint Website

Victor DeVore
Student Services Analyst

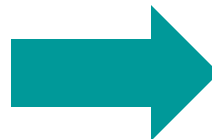
Complaint Process

To comply with federal and state regulations, the District has streamlined the complaint processes to meet compliance standards.



New Complaint Website

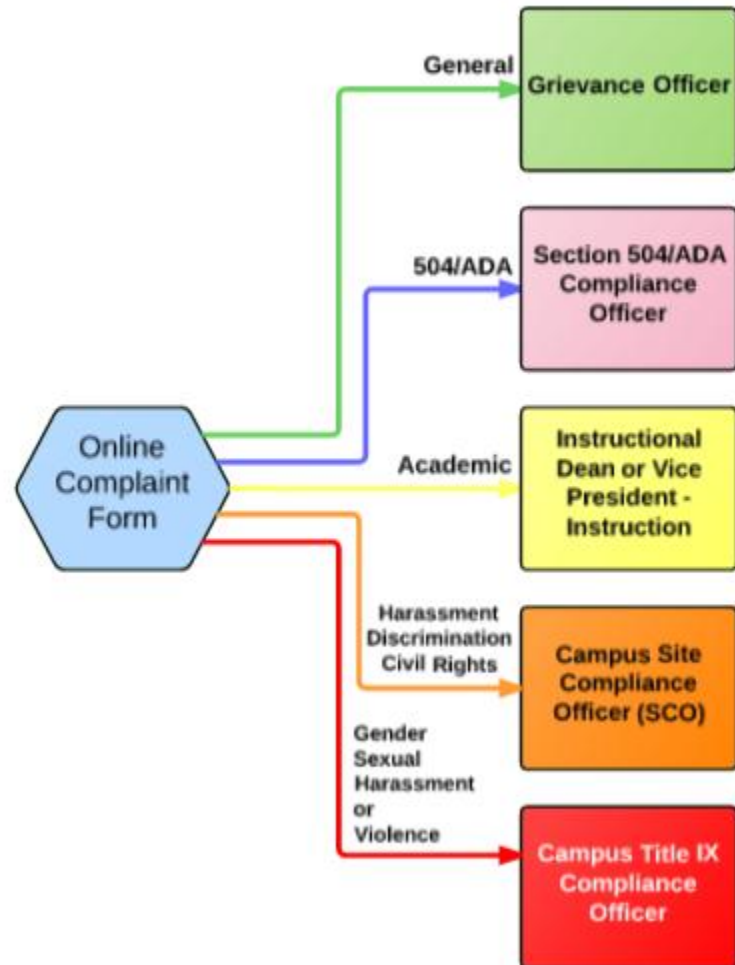
Located on Student Web Services and linked from each college websites. Informs students of the formal complaint process and allows students to submit an online complaint using one form.

A screenshot of an online complaint form. The form is titled 'Personal Information' and 'Complaint'. Under 'Personal Information', there are fields for 'I am a...' (Student or Community Member), 'CSID*', 'Name*', 'Address*' (Street Address, Apt. Suite, Bldg. (optional), City, State / Province / Region, Postal / Zip Code, Country), 'Email*', and 'Phone*'. Under 'Complaint', there is a 'Location of Incident*' dropdown menu with options: San Diego City College, San Diego Mesa College, San Diego Miramar College, and San Diego Continuing Education Campus.

<https://studentweb.sdccd.edu/index.cfm?action=complaint&tab=1>

Online Complaint Form

- Automatically forwards the email to the appropriate party based on type of complaint
- Records all complaints submitted, allows for tracking of complaints submitted by college
- One form for the student, send them a copy of their complaint after it has been submitted
- Students are still advised to work with the informal resolution process first



Campus Solutions Update

Transfer Initiative Update

Alisa Rowland
Transfer Center Director
City College

Leroy Johnson
Transfer Center Director
Mesa College

Naomi Grisham
Transfer Center Director
Miramar College

*California State University (CSU)
Update*

Figure 2. All Colleges -Top 4-Year Transfer Institutions 2009-10 to 2013-14

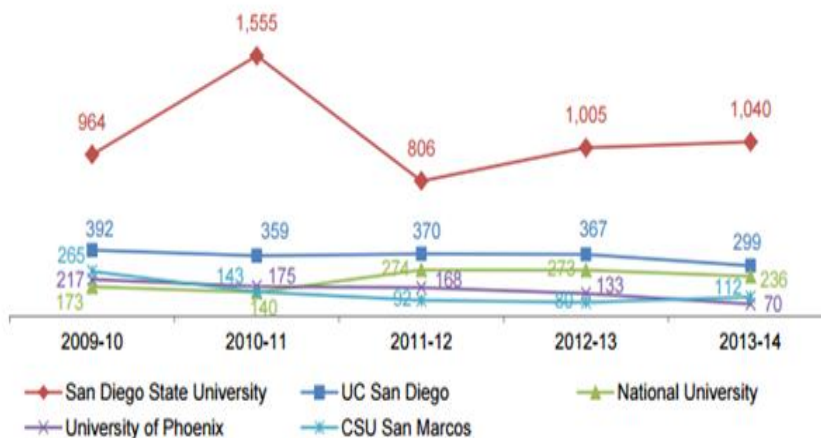


Table 4. SDCCD -Top 4-Year Transfer Institutions 2009-10 to 2013-14

| | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | | % Change 09/10-13/14 |
|----------------------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|----------------------|
| San Diego State University | 964 | 48% | 1,555 | 66% | 806 | 47% | 1,005 | 54% | 1,040 | 59% | 8% |
| UC San Diego | 392 | 19% | 359 | 15% | 370 | 22% | 367 | 20% | 299 | 17% | -24% |
| National University | 173 | 9% | 140 | 6% | 274 | 16% | 273 | 15% | 236 | 13% | 36% |
| University of Phoenix | 217 | 11% | 175 | 7% | 168 | 10% | 133 | 7% | 70 | 4% | -68% |
| CSU San Marcos | 265 | 13% | 143 | 6% | 92 | 5% | 80 | 4% | 112 | 6% | -58% |
| Total | 2,011 | 100% | 2,372 | 100% | 1,710 | 100% | 1,858 | 100% | 1,757 | 100% | -13% |

Source: National Student Clearinghouse

SDSU Transfer Page

- Still waiting for Fall 2016 update
- <http://arweb.sdsu.edu/es/admissions/transfers/index.html>

The screenshot shows a web browser window displaying the SDSU Admissions website. The URL in the address bar is <http://arweb.sdsu.edu/es/admissions/transfers/>. The page features a red header with the SDSU logo and a search bar. Below the header is a navigation menu with links for Freshmen, Transfers, Graduate, Out-of-State, International, Veterans, Parents, and Counselors. The main content area is divided into three columns. The left column contains a 'Transfer Admission' section with sub-sections for 'I Want to Apply', 'I Have Applied', and 'I Have Been Admitted', followed by an 'Experience SDSU' section and a 'Life as an SDSU Aztec' section. The middle column is titled 'Fall 2015 Transfer Admission Criteria' and contains text about application deadlines, admission criteria, and requirements for transfer students. The right column is titled 'Quick Links' and contains links for 'Not yet ready to apply?', 'Major Preparation', 'Transfer Resources', and 'Apply'.

Transfer Admission

- ▼ I Want to Apply
 - General Education
 - Major Prep
 - Important Dates
- ▼ I Have Applied
 - Nursing Application
 - Supplemental Application
- ▼ I Have Been Admitted
 - Steps to Enroll
 - Admissions Calendar

Experience SDSU

- Academic Programs
- Achievements + Distinctions
- Costs + Financial Aid
- Fast Facts
- General Catalog
- Request Info (mySDSU)
- Residency
- Special Programs + Services
- Tours + Events

Life as an SDSU Aztec

- Athletics
- Housing
- Location

Fall 2015 Transfer Admission Criteria

San Diego State University accepts applications from upper-division transfer students each year between **October 1 and November 30** for admission the following fall. Get started by reviewing the admission criteria below, and then find out how to apply.

We receive applications from thousands of highly qualified applicants each year. Applicants are admitted based on intended major, so you must choose a major when you apply to SDSU. Learn how to make your application more competitive by closely reviewing the guidelines on this website.

Who is a Transfer Student?

If you have taken any college-level classes since the summer beyond your high school graduation, you are a transfer student.

SDSU accepts transfer applications only from upper-division transfer or readmission applicants who will have completed 60 or more transferable semester (or 90 or more quarter) units by the end of spring 2015. We do not accept transfer applications from lower-division students with fewer than 60 transferable semester units.

San Diego State University is not accepting applications for a second bachelor's degree except in Nursing.

Upper-division transfer applicants must meet the following **minimum** requirements to be considered for admission:

- Complete 60 or more transferable semester (or 90 or more quarter) units by the end of spring 2015
- Complete a minimum of 30 units of General Education
- Complete with a "C" grade or higher, the following General Education courses, known as the "Golden Four"
 - a. Oral Communication: Basic public speaking course. Other communication courses that are certified by a California community college will be accepted.
 - b. Written Communication: Typically a freshman composition course that emphasizes essay writing or reading and writing concurrently.
 - c. Critical Thinking: Typically your second semester composition or

Quick Links

Not yet ready to apply?
Sign up for mySDSU to get information tailored to your interests, and receive the latest news about admissions.

Get information about majors, admission, housing, financial aid, and more in this set of
Admissions Handbook

Major Preparation
SDSU General Catalog
GPA Requirements by Major
GPA Calculator

Transfer Resources
Approved AA-TIAS-T degrees
ASSIST
Transfer Admission Planner
Majors Not Offered by
CSU San Marcos

Apply
CSUMentor
Application Tutorial
How and When to Apply
Supplemental Application
Tutorial

Paying for Your Education
Costs of Attendance
Financial Aid
Scholarships

CSU Mentor

- <https://secure.csumentor.edu/>



The screenshot shows the CSU Mentor website in a browser window. The browser's address bar displays <https://secure.csumentor.edu/>. The website header features the CSU logo and the text "The California State University". Below this, the "CSU MENTOR" logo is prominently displayed. To the right of the logo is a search bar and a navigation menu with links for "EN ESPAÑOL", "CREATE AN ACCOUNT", "LOG ON", and "COUNSELORS & EDUCATORS". A secondary navigation bar includes "HOME", "EXPLORE CAMPUSES", "COLLEGE PLANNING", "FINANCIAL AID", "TESTING", "APPLY", and "HELP". The main content area features a large image of graduates in black gowns and red stoles, with one graduate throwing a cap. Overlaid on this image is a white box with the text "COLLEGE AFFORDABILITY" and a link to "Learn more about the financial aid process and the types of aid available to CSU students." Below the image are three columns: "EXPLORE" with links to learn more about CSU campuses, compare campuses, search CSU degrees and majors, and learn about the Associate Degree for Transfer; "PLAN" with links to admission requirements, financial aid options, find out your Early Assessment Program (EAP) results, and search transfer degrees from community colleges to CSU Campuses; and "APPLY" with links to apply today and check if the campus is still accepting applications.

C.A.S.P.E.R

- <http://www.calstate.edu/sas/casper/upper-div/index.shtml>

The screenshot shows a web browser window displaying the CASPER website. The browser's address bar shows the URL <http://www.calstate.edu/sas/casper/upper-div/index.shtml>. The website header includes the CSU logo and navigation links for Home, Search, and various university departments. A yellow banner highlights "CAMPUS ADMISSION-SPECIFIC PRACTICES AND ENROLLMENT RESOURCES". The main content area is divided into sections for Transfer Students and Lower-Division Transfer Admission Requirements. The Transfer Students section includes a list of links on the left and a paragraph of text on the right. The Lower-Division Transfer Admission Requirements section includes a paragraph of text and a bulleted list of requirements.

CSU The California State University
WORKING FOR CALIFORNIA

Home | Search GO

Students
Faculty & Staff
Teaching & Learning
Administration
Alumni, Parents & Donors
Business, Community & Gov't
Public Affairs

CAMPUS ADMISSION-SPECIFIC PRACTICES AND ENROLLMENT RESOURCES

[CASPER Home](#)
[Application Fee Waiver](#)
[First-Time Freshmen >](#)

[Transfer Students >](#)
[Statement of Intent to Register](#)
[Associate Degrees for Transfer](#)
[Grades in Repeated Courses](#)
[Admission, Registration, and Transcripts](#)
[Double-Counting Courses](#)
[Communication in the English Language and Quantitative Reasoning Completion Dates](#)
[High Unit Majors with Authorized Exceptions to Admission and GE Breadth Requirements](#)
[Registration Priorities](#)
[Transfer Credit Summary/Individual Degree Plan](#)
[Requirements for Students with Learning Disabilities](#)

[Documents Accepted for Military Members](#)
[Honors and Special Academic Programs](#)

Transfer Students
Upper Division Transfer Students

All of the California State University campuses welcome applications from transfer students. **You are considered a transfer student by the CSU if you complete any college level units after your graduation from high school (excluding the summer session immediately following your high school graduation).**

The number of college level units you have completed at the time you enter a CSU determines the admission standards that will apply to your application. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. It is important to identify which admission requirements apply to you.

Lower-Division Transfer Admission Requirements

A number of campuses restrict or prohibit the enrollment of lower-division transfer students. California residents may be eligible for CSU admission with fewer than 60 transferable semester (90 quarter) units if they:

- Have a college grade point average of 2.00 or higher in all transferable college units attempted.
- Are in good standing at the last college or university attended, i.e., eligible to re-enroll.
- Meet the admission requirements for a first-time freshman or have successfully completed necessary courses to make up the deficiencies they had in high school if they did not complete the 15-unit (a-g) pattern of college preparatory subjects.
- Meet the eligibility index required of a freshman.

A number of campuses may require lower-division transfer students to have completed English composition and general education mathematics prior to transfer. Some campuses do not admit lower-division transfer students. Contact your campus of choice to determine whether there are admission limits on the

CSU/CCC Initiative

- <http://www.calstate.edu/engage/connections/>



The screenshot shows a web browser window with the URL <http://www.calstate.edu/engage/connections/>. The page header includes the CSU logo and navigation links for Students, Faculty & Staff, Teaching & Learning, Administration, Alumni, Parents & Donors, Business, Community & Gov't, and Public Affairs. A search bar is present with a 'GO' button. The main content area features a banner for 'STUDENT ENGAGEMENT AND ACADEMIC INITIATIVES & PARTNERSHIPS' with an image of four students. Below the banner, there are several sections:

- Community College Connections**: A section with a sub-header and a photograph of a group of students.
- General Education and Transfer**: A paragraph discussing the shared body of courses for students at public institutions.
- Associate Degrees for Transfer**: A paragraph explaining the origin of these degrees with Senate Bill 1440.
- Give Students a Compass**: A paragraph describing a national initiative to incorporate high-impact practices into lower division general education.

At the bottom of the page, there are contact information sections for Content Contact (Ken O'Donnell) and Technical Contact (webmaster@calstate.edu), along with links for requesting alternate content formats and reporting web accessibility problems. The page footer indicates it was last updated on September 14, 2015.

Transfer Counselor Website

- <http://ccctransfer.org/csu-toolbox>

The screenshot shows a web browser window displaying the 'CSU Toolbox' page on the CCC Transfer Counselor Website. The browser's address bar shows the URL 'http://ccctransfer.org/csu-toolbox'. The website header features the logo of the CCC Transfer Counselor Website, which includes a stylized figure holding a globe, and the text 'CCC TRANSFER COUNSELOR WEBSITE' and 'Built for CCC Counselors by CCC Counselors'. A search bar labeled 'search TCW' is located in the top right corner. Below the header is a navigation menu with links for Home, Resources, CCC Links, CSU Links, UC Links, AICCU Links, OOS Links, IGETC, ASSIST, and Campus Search. The main content area is titled 'CSU Toolbox' and includes a 'Date Updated: 09/18/15' and a paragraph stating that the page contains California State University (CSU) transfer-related tools, resources, and guidelines. A note mentions that the site contains many PDF files requiring Adobe Reader, with a link to download it. A 'Featured Link of the Month' section highlights 'One-Stop Online Kiosk' for admission to a CSU. Below this is a table of links categorized by menu titles. A right-hand sidebar titled 'Newsfeeds' lists several upcoming events and conferences, including a meeting invitation from UC Berkeley, a conference by the California Community College Assessment Association, an open house at Kaiser Permanente, and a summit at CSUS.

CSU Toolbox

Date Updated: 09/18/15

This page contains California State University (CSU) transfer-related tools, resources, and guidelines. Note: This site contains many .pdf formatted files which requires Adobe Reader. [Click here to download Adobe Reader](#). Be sure to uncheck the optional offer BEFORE clicking the install now button!

Featured Link of the Month:

- [One-Stop Online Kiosk](#)-everything you need to know for Admission to a CSU in one spot! (CalState) **NEW!** (#18 under Admission/Application Links)

Click On A Menu Title Below To Be Directed To Related Links

| | |
|---|--|
| AB 540 Links | Guidelines, Handbooks & Resource Links |
| "a-g" Links | Major Exploration Links |
| Admission/Application Links | System Site Links |
| College Search Engine Links | Online CSU Programs & Degree Links |
| CSU Coded Memos | CSU Conference Materials (CASPER) |

Newsfeeds [MORE](#)

Meeting Invitation: UC Berkeley College of Engineering Prospective Transfer Student Webinar. 9-21-15

California Community College Assessment Association Conference (CCAA) on Oct. 9th. 9-17-15

Announcing Kaiser Permanente School of Allied Health Sciences Open House October 22. 9-16-15

CSUS Announces the Hispanic-Serving Institution Unity Summit -September 16, 2015. 9-14-15

Announcing the California Collaborative Academic Advising Conference-Oct. 20 & 21 at CSUDH. 9-10-15

SJSU Still Accepting Spring 2016

CSUSM Local Admissions Policy

- Impaction- Fall 2017
- Biology, Nursing and Kinesiology are likely to implement full program impaction. Pre-major admission will be eliminated and all applicants (local included) will need to meet additional impaction criteria for admission.
- Applicants will no longer be able to take one unit at a local college to be admitted with 'local' admission criteria. Will need to complete **one semester or one year** at a local college (Palomar, MiraCosta, Mt. San Jacinto). The proposal is also being made that taking 12 units at local CC *at any time* would qualify as meeting local student status.

Quarter to Semester Conversions

- Bakersfield & Los Angeles (Fall 2016)
- East Bay & Pomona (Fall 2017)
- San Bernardino (Fall 2018)
- San Luis Obispo (TBD)

Quarter System



Semester System



1 Quarter Credit = **.67** Semester Credits

1 Semester Credit = **1.5** Quarter Credits

Admit Using CSU Eligibility

- Bakersfield
- Channel Islands
- Dominguez Hills
- East Bay
- Humboldt
- Maritime Academy
- Monterey Bay
- Stanislaus

Campus Impaction

- Chico
- Los Angeles
- Pomona
- Sacramento
- San Bernardino
- San Francisco
- San Marcos
- Sonoma

Impacted in All Programs

- Fresno
- Fullerton
- Long Beach
- San Diego
- San Jose
- San Luis Obispo



University of California (UC) Update

UC Updates

- No increase in tuition for 15-16, 16-17
- Enrollment: steady for 15-16, negotiating increase for 16-17
- Commitment to admit 1 transfer for every 2 freshmen
- CCC resident applicants declined slightly
- CCC International students increased
- Admission rates similar to last year

UCSD Update

- Majors requiring all major prep effective Fall 2017:
 - Biology
 - Chemistry and Biochemistry
 - Economics
 - Engineering
 - Bioengineering
 - Chemical Engineering
 - Computer Science and Engineering
 - Electrical and Computer Engineering
 - Mechanical and Aerospace Engineering
 - Nanoengineering
 - Structural Engineering
 - Mathematics
 - Physics
 - Psychology

<http://admissions.ucsd.edu/transfers/prep-programs/transfer-major-preparation.html>

UC Information Center

- <http://www.universityofcalifornia.edu/infocenter>
 - Storyboards
 - Dashboards
 - Data Tables

The screenshot displays the UC Information Center website. At the top, the University of California logo is on the left, and navigation links for Admissions, Jobs, and Contact are on the right. Below the logo, there are dropdown menus for NEWS, UC SYSTEM, and SUPPORT UC, along with a search bar. The main heading is "Information Center" with the subtext "Explore the UC story through data". A "View Category" dropdown is set to "All", and another search bar is labeled "Search Information Center".

The content is organized into three columns:

- Understanding UC:** Features a large image of a student reading a book. Below it is the article "UC remains affordable for undergraduates", which states that UC's financial aid program keeps the university affordable, with almost half of undergraduate degree recipients graduating without debt. A link for "Undergraduate Experience, UC In Your Community" is provided.
- Dashboards:** Contains three data visualization sections:
 - UC college preparation participation:** Includes a line chart and text stating that UC's college preparation programs serve a diverse group of young California students.
 - State spending on corrections and education:** Includes a bar chart and text stating that California's expenditures on its correctional system (prisons) and its public education systems have followed different trajectories.
 - UC inventions at a glance:** Includes a diagram and text stating that UC technology commercialization benefits the public by transforming
- Data Tables:** Contains three sections:
 - Admissions by residency and ethnicity:** Text: "Applicants, admits, and enrollees by residency and ethnicity."
 - Admissions by source school:** Text: "Fall applicants, admits and enrollments by California high schools and California community colleges for freshmen and transfer entrants by source school, mean GPA, ethnicity and school type"
 - Fall enrollment headcounts:** Text: "Undergraduate and graduate enrollment by level and residency, discipline, and ethnicity and gender and for undergraduates, enrollments by entry status and Pell status by residency and parental income."
 - Degrees awarded data:** Text: "Degrees awarded by level, discipline, residency, and gender"

UC Transfer Pathway

- What is it?
 - Single set of coursework that works across the system – student is eligible
 - Inclusive of all nine UCs
 - Clear, early advice to potential transfers



UC Transfer Pathway

- What it is **NOT**
 - Guarantee for admission
 - Guarantee for 60 units
 - Priority consideration
 - Completion of lower division major preparation
 - ADT



UC Transfer Pathway

- How do we use it?
 - If student is starting out and is unclear on which UC to target
 - Once student decides on UC(s), still best to go with ASSIST.org
 - Major prep is still highly recommended
 - No GPA specified
 - Student does not indicate pathway on application
 - No verification like ADT

<http://admission.universityofcalifornia.edu/counselors/q-and-a/transfer-pathways/index.html>

UC Transfer Pathway Example

- Biology
 - Biol 210A
 - Biol 210B
 - Chem 200/L
 - Chem 201/L
 - Chem 231/L
 - Chem 233/L
 - Math 150
 - Math 151
 - Math 252

The screenshot displays the University of California Admissions website for the Biology transfer pathway. The page is titled "Biology" and is part of the "Transfer" section. It provides information on preparing for admission, expected coursework, and tools to help prepare. The "Expected coursework" section lists several courses: General biology with lab (full introductory sequence), General chemistry with lab (one-year sequence), Calculus for STEM majors (one-year sequence), and Organic chemistry with lab (one-year sequence). It also notes that full sequences can take two to four terms to complete. The "Tools to help you prepare" section recommends using ASSIST to ensure courses are accepted and the Transfer Admission Planner to track and plan coursework.

UNIVERSITY OF CALIFORNIA Admissions

HOME FRESHMAN TRANSFER INTERNATIONAL HOW TO APPLY CAMPUSES PAYING FOR UC

Search

Counselors

Transfer

Preparing for admission

Major preparation

- Anthropology
- Biochemistry
- Biology**
- Cell biology
- Chemistry
- Economics
- Mathematics
- Molecular biology
- Physics
- Sociology
- Business administration
- Communication
- Computer science
- Electrical engineering

Biology

Taking the following courses will prepare you to major in biology at any UC campus.

Expected coursework

- General biology with lab (full introductory sequence)
- General chemistry with lab (one-year sequence)
- Calculus for STEM majors (one-year sequence)
- Organic chemistry with lab (one-year sequence)

Full sequences can take two to four terms to complete (depending on whether your institution is on semesters or quarters), so you'll want to start them early. Use ASSIST to find the specific classes offered at your community college that will satisfy the expected coursework.

Looking ahead: Some of UC's biology majors also require one year of calculus-based physics with lab (not trigonometry-based physics) and/or one term of statistics before graduation from UC. You can complete these courses at your community college if your schedule allows, but you can also complete them after transfer without negatively affecting your competitiveness for admission to UC.

Associate Degree for Transfer

Transfer Pathways

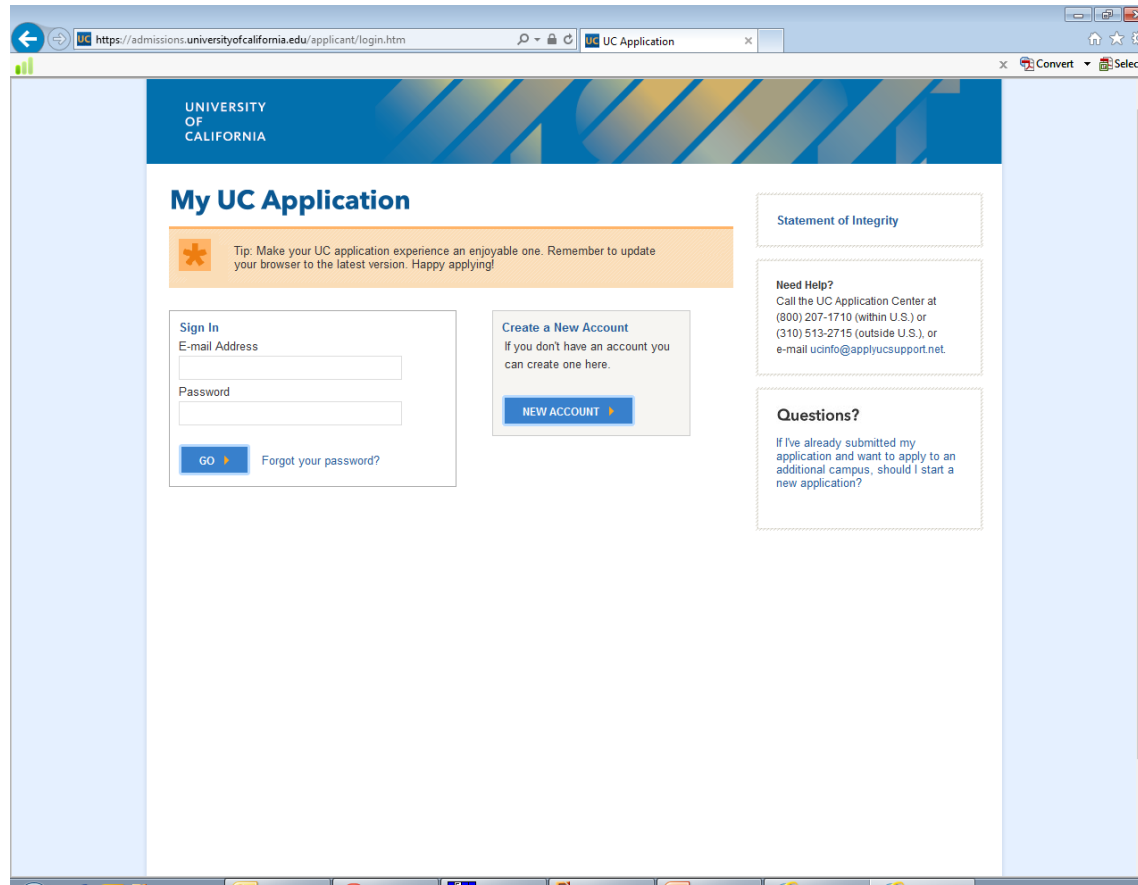
Biology is one of 10 top majors offering a new Transfer Pathway: a single set of courses students can take to prepare for admission to any of UC's nine undergraduate campuses.

Tools to help you prepare

- Use ASSIST to ensure that your courses are accepted by each campus as part of major preparation.
- Use the Transfer Admission Planner to track and plan your coursework.

UC Application

- <http://admission.universityofcalifornia.edu/>
- No changes for transfer students
- Changes taking place on freshman side



The screenshot shows a web browser window with the URL <https://admissions.universityofcalifornia.edu/applicant/login.htm>. The page header features the University of California logo and the title "My UC Application".

UNIVERSITY OF CALIFORNIA

My UC Application

Tip: Make your UC application experience an enjoyable one. Remember to update your browser to the latest version. Happy applying!

Sign In

E-mail Address

Password

GO Forgot your password?

Create a New Account

If you don't have an account you can create one here.

NEW ACCOUNT

Statement of Integrity

Need Help?

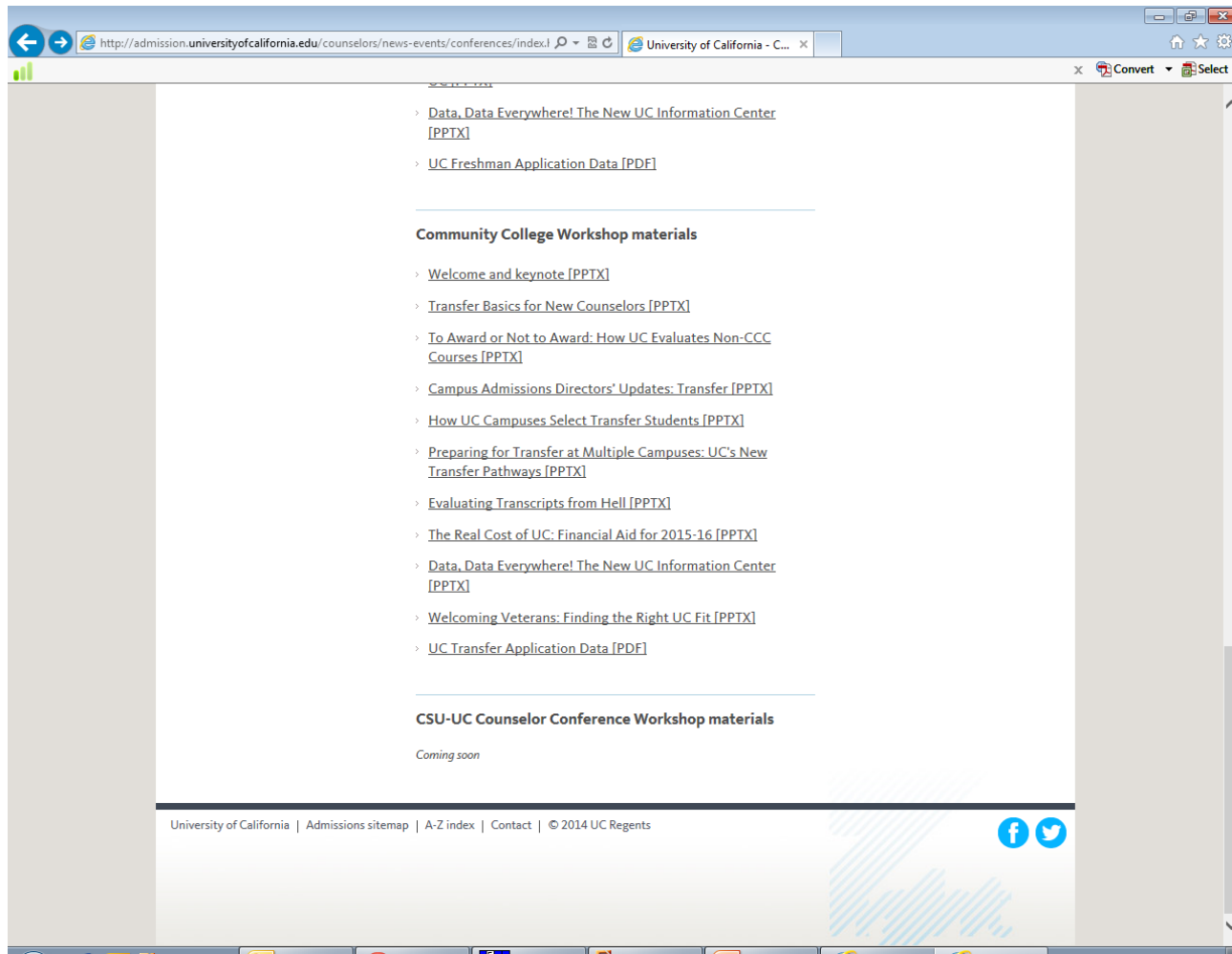
Call the UC Application Center at (800) 207-1710 (within U.S.) or (310) 513-2715 (outside U.S.), or e-mail ucinfo@applyucsupport.net.

Questions?

If I've already submitted my application and want to apply to an additional campus, should I start a new application?

UC Counselor Conference

- <http://admission.universityofcalifornia.edu/counselors/news-events/conferences/index.html>



The screenshot shows a web browser window displaying the UC Counselor Conference website. The address bar shows the URL: <http://admission.universityofcalifornia.edu/counselors/news-events/conferences/index.html>. The page content includes a list of workshop materials, categorized into two sections: "Community College Workshop materials" and "CSU-UC Counselor Conference Workshop materials".

Community College Workshop materials

- > [Data, Data Everywhere! The New UC Information Center \[PPTX\]](#)
- > [UC Freshman Application Data \[PDF\]](#)
- > [Welcome and keynote \[PPTX\]](#)
- > [Transfer Basics for New Counselors \[PPTX\]](#)
- > [To Award or Not to Award: How UC Evaluates Non-CCC Courses \[PPTX\]](#)
- > [Campus Admissions Directors' Updates: Transfer \[PPTX\]](#)
- > [How UC Campuses Select Transfer Students \[PPTX\]](#)
- > [Preparing for Transfer at Multiple Campuses: UC's New Transfer Pathways \[PPTX\]](#)
- > [Evaluating Transcripts from Hell \[PPTX\]](#)
- > [The Real Cost of UC: Financial Aid for 2015-16 \[PPTX\]](#)
- > [Data, Data Everywhere! The New UC Information Center \[PPTX\]](#)
- > [Welcoming Veterans: Finding the Right UC Fit \[PPTX\]](#)
- > [UC Transfer Application Data \[PDF\]](#)

CSU-UC Counselor Conference Workshop materials

Coming soon

University of California | Admissions sitemap | A-Z index | Contact | © 2014 UC Regents

***Associate Degree for Transfer (ADT)
Update***

ADT Resources

- <http://adegreewithaguarantee.com/>
- http://instsrv.sdccd.edu/curriculum_ADTs.html



Associate Degree
for TransferSM

ADT Resources

- <http://adegreewithaguarantee.com/>
- http://instsrv.sdccd.edu/curriculum_ADTs.html



Associate Degree
for TransferSM

Pending ADTs in the District

- **Mesa**
 - Chemistry: CCCCCO response pending
 - Economics: WASC/ACCJC approval pending
 - Elementary Teacher Education: WASC/ACCJC approval pending
 - Music: Preliminary CCCCCO review complete. Over the unit total. More than likely will not be approved.
 - Philosophy: WASC/ACCJC approval pending
- **Miramar**
 - Biology: CCCCCO response pending
 - Chemistry: CCCCCO response pending
 - Economics: new to 15-16 catalog
 - Nutrition and Dietetics: in development
 - Psychology: CCCCCO response pending
- **City**
 - Agriculture Plant Sciences: in development
 - Biology: CCCCCO response pending
 - Chemistry: CCCCCO response pending
 - Economics: CCCCCO response pending
 - Elementary Teacher Education: new to 15-16 catalog
 - Film, Television & Electronic Media: not approved
 - Geology: new to 15-16 catalog
 - Philosophy: new to 15-16 catalog

2015 SDSU Data

- ADT majors with highest redirects (**# of redirects, GPA cutoff**)
 - Business Administration (General) **803, 3.57**
 - Sociology **700, 3.00**
 - Criminal Justice **698, 3.10**
 - Psychology (Applied) **692, 3.30**
 - Communication (Applied) **550, 3.32**
 - Computer Science **426, 3.71**
 - Political Science **395, 3.00**
- SDSU offers no TAG for any major/emphasis for which an ADT has been approved
 - Applicants will still be ranked using “TAG-like” criteria and only if more applicants than slots will they rank by GPA as well

Definition of “Local” for ADT

- Local determined by where degree was earned (not where units were completed)
- SDSU: Cuyamaca, Grossmont, SD City, SD Mesa, SD Miramar, Imperial Valley, Southwestern
- CSUSM: MiraCosta & Palomar



ADT Ranking Order at SDSU

1. Applicants with ADT from a local community college
 - If # of qualified local applicants exceeds # of enrollment slots, then ranked by GPA
2. Applicants with ADT from Palomar or MiraCosta
 - If # of qualified applicants exceeds # of remaining enrollment slots, ranked by GPA
3. Applicants with ADT from non-local California Community Colleges
 - If # of qualified applicants exceeds # of remaining enrollment slots, ranked by GPA

More SDSU specifics

- Majors where ADT is absolutely crucial
 - Anthropology
 - Criminal Justice (only local ADTs admitted in 2015)
 - History (only local ADTs admitted in 2015)
 - Sociology (only local ADTs admitted in 2015)
 - Comp Science? Health Communication? Philosophy? Spanish?



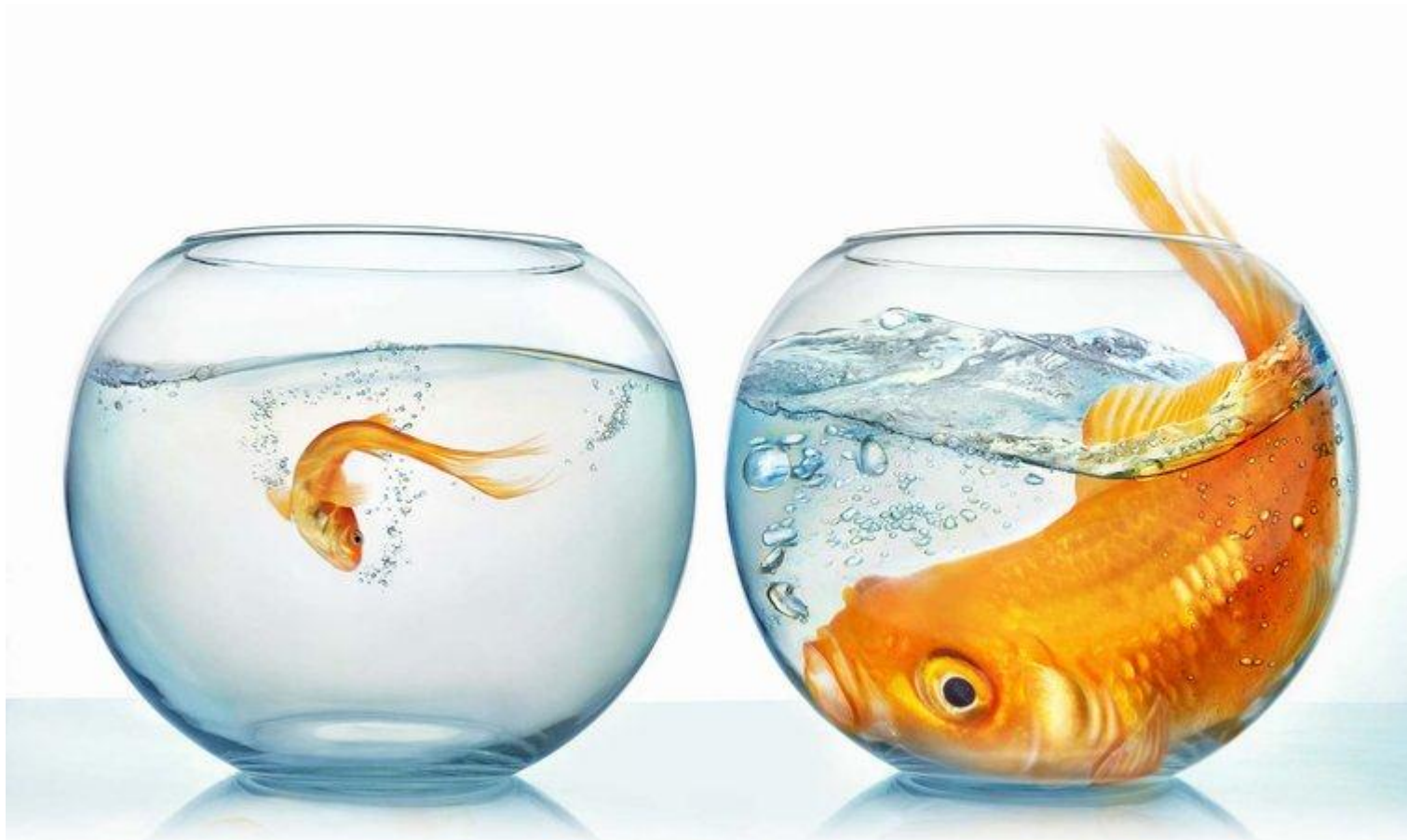
Best Resource for SDSU info

- SDSU Transfer Majors with min ranked GPA_for Region X_updated 071815

| SIMS Code | Major Name | CCC Admission Priority | Major GPA | Minimum Ranked Local GPA | Minimum Ranked Non-Local GPA |
|-----------|---|------------------------|-----------|--------------------------|------------------------------|
| 441001 | Aerospace Engineering (BS) | TAG | 2.50 | 2.51 | 2.76 |
| 110301 | Africana Studies (BA) | TAG | 2.00 | 2.40 | 2.23 |
| 110702 | American Indian Studies (BA) | TAG | 2.00 | 2.00 | 3.00 |
| 110901 | Anthropology (BA) | ADT | 2.00 | 2.41 | 2.84 |
| 660509 | Art (Applied Design) (BA) | NO TAG | 2.50 | 2.74 | 2.69 |
| 660517 | Art (Art History) (BA) | ADT | 2.50 | 3.05 | - |
| 660557 | Art (Graphic Design) (BA) | NO TAG | 3.00 | 3.00 | - |
| 660565 | Art (Interior Design) (BA) | NO TAG | 2.50 | 2.50 | 2.70 |
| 660560 | Art (Multimedia) (BA) | NO TAG | 2.75 | 2.76 | 2.77 |
| 660573 | Art (Painting & Printmaking) (BA) | NO TAG | 2.50 | 2.74 | 2.69 |
| 660581 | Art (Sculpture) (BA) | NO TAG | 2.50 | 2.74 | 2.69 |
| 660505 | Art (Single Subject Teaching) (BA) | NO TAG | 2.50 | 2.74 | 2.69 |
| 660589 | Art (Studio Arts) (BA) | ADT | 2.50 | 3.22 | - |
| 111101 | Asian Studies (BA) | TAG | 2.00 | - | 2.54 |
| 111104 | Asian Studies: Chinese Language (BA) | TAG | 2.00 | - | 2.54 |
| 111103 | Asian Studies: Chinese Studies (BA) | TAG | 2.00 | - | 2.54 |
| 770501 | Astronomy (BA) | TAG | 2.00 | 2.48 | 2.65 |
| 770502 | Astronomy (BS) | TAG | 2.00 | 2.48 | 2.65 |
| 556522 | Athletic Training (BS) | NO TAG | 2.80 | n/a | n/a |
| 771402 | Biology (BA) | TAG | 2.60 | 2.60 | - |
| 771401 | Biology (BS) | TAG | 2.60 | 2.60 | - |
| 771433 | Biology (Cellular & Molecular) (BS) | TAG | 2.60 | 2.60 | - |
| 771434 | Biology (Ecology) (BS) | TAG | 2.60 | 2.60 | - |
| 771435 | Biology (Evolution & Systematics) (BS) | TAG | 2.60 | 2.60 | - |
| 771436 | Biology (Marine Biology) (BS) | TAG | 2.60 | 2.60 | - |
| 771438 | Biology (Zoology) (BS) | TAG | 2.60 | 2.60 | - |
| 221908 | Business Admin (Accounting) (BS) | NO TAG | 2.90 | 2.90 | 2.97 |
| 222115 | Business Admin (Finance) (BS) | NO TAG | 2.90 | 2.90 | 2.90 |
| 222122 | Business Admin (Financial Services) (BS) | ADT | 2.90 | 3.28 | - |
| 221751 | Business Admin (General) (BS) | ADT | 2.90 | 3.57 | - |
| 222336 | Business Admin (Information Systems) (BS) | NO TAG | 2.90 | 3.00 | 2.98 |
| 222775 | Business Admin (Integrated Marketing Communications) (BS) | NO TAG | 2.90 | 2.94 | 2.90 |
| 222557 | Business Admin (Management) (BS) | NO TAG | 2.90 | 2.90 | 2.94 |
| 222564 | Business Admin (Management: Entrepreneurship) (BS) | NO TAG | 2.90 | 2.90 | 2.94 |
| 222563 | Business Admin (Management: Human Resource Management) (BS) | NO TAG | 2.90 | 2.90 | 2.94 |
| 222771 | Business Admin (Marketing) (BS) | NO TAG | 2.90 | 2.94 | 2.90 |

Bottom Line

- TAG or “TAG-like” at SDSU is typically the smaller application pool (ergo...greater chance for admission)



Drug Abuse and Alcohol Prevention Program (DAAPP) Overview

Drug Abuse and Alcohol Prevention Program (DAAPP)

- Requirement of *Higher Education Act*
- Essential Elements:
 - 1) **Annual notification to all students and employees**
 - Conduct standards and expectations
 - Legal sanctions
 - Health risks
 - Treatment programs available to employees and students
 - Disciplinary sanctions for code of conduct standards

Notifications in catalogs, schedules, posters, and digital screens

Drug Abuse and Alcohol Prevention Program (DAAPP) - Continued

2) Biennial Review Committee

- Role:
 - Determine program effectiveness
 - Determine consistency of policy enforcement
 - Implement necessary changes
 - Ensure consistency of sanctions for code of conduct violation

- Districtwide Committee
 - Vice Chancellor Student Services
 - Vice Chancellor Human Resources
 - Risk Manager
 - Mental Health
 - Faculty
 - College Police
 - Student

- Measure outcomes
 - Surveys
 - Track referrals
 - Track disciplinary referrals
 - Track disciplinary sanctions

Drug Abuse and Alcohol Prevention Program (DAAPP)

- Where to find the **DAAPP**:
 - <http://www.sdccd.edu/daapp>
 - http://www.sdccd.edu/docs/drugpolicy/SDCCD_DAAPP.pdf
 - [Drug & Alcohol Abuse Prevention Program – Standards of Conduct](#)
 - [Drug & Alcohol Abuse Prevention Program – Legal Sanctions](#)
 - [Drug & Alcohol Abuse Prevention Program – Health Risks](#)
 - [Drug & Alcohol Abuse Prevention Program – Resources](#)



Questions?