



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

It is with much enthusiasm that I submit this letter of interest from Santa Monica College to participate in the Community College Pathway to Law School Initiative. This letter, coupled with the Application Form including responses to the Narrative Questions and several letters of support from multiple constituency groups across campus, demonstrate both the college's strong interest and capacity to successfully implement this project. There are several reasons why I believe Santa Monica College should be selected for this project.

A Commitment to Diversity, Innovation, and Success

First and foremost, we have one of the most diverse student populations in the state. Like the State of California, we do not have a majority ethnic group – no one group represents more than 50 percent of the population. Based on Fall 2014 data, our largest student group is Hispanic, comprising more than 38 percent of the student population and steadily increasing each year. While our second largest student group is White at 27 percent, we also boast large populations of Asian/Pacific Islander (14%) and Black students (9%). As a result we have been designated as both an Hispanic Serving Institution and an Asian/ Pacific Islander Serving Institution by the United States Department of Education. This diversity adds a depth to our instructional programming that is hard to find on more homogenous campuses.

In addition to a diverse domestic population, Santa Monica College has one of the largest international student programs among community colleges in the nation. Each year we enroll more than 3,000 international students from over 100 different countries. A brisk walk across campus will quickly raise awareness of the multitude of cultures, languages, and experiences represented at Santa Monica College. This global perspective and the focus on global citizenship are integrated into the teaching and learning environment to such a degree that one of our core outcomes for our students is that they will *"respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events."* While this is beneficial for many fields, the law profession is among those for which this is critical.

Given the strength of our instructional programs and our commitment to providing a supportive learning environment that includes one of the largest counseling programs in the state, it is no surprise

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that Santa Monica College has one of the best transfer records among community colleges in the state. Each year, SMC consistently transfers more students to the University of California than any other community college in California, including more students of color than any other community college. In 2013-2104, SMC transferred 1,061 students to the University of California, which was 400 students more than the second ranked institution. Of these students 150 were Latino and 51 were African American. The second highest community colleges transferred 144 and 27, respectively. The number of Latino and African American students who are transferring to the University of California has been steadily increasing, particularly for Latino students, since 2011-2012, mirroring increases in graduation numbers, as outlined in the following table.

Student Population	2011-2012		2012-2013		2013-2014		2014-2015	
	Graduates	UC Transfers	Graduates	UC Transfers	Graduates	UC Transfers	Graduates	UC Transfers
African American	106	43	89	31	106	51	140	NA
Latino	340	129	372	141	520	150	736	NA
Total Students	1,228	1,076	1,205	1,057	1,426	1,061	2,206	NA

Note: Transfer data for 2014-15 is not yet available.

The College’s goal with regard to student success is for all student populations to achieve at the same or similar rates and to mitigate gaps in equity as they are identified. As such, SMC is targeting its equity efforts to improve the graduation and transfer rates of underrepresented minority students, addressing such factors as college preparation and readiness, awareness of transfer opportunities and processes, cultural concerns and fears, and economic resources. We will incorporate the best practices learned from these efforts into the proposed Community College Pathway to Law School Initiative to ensure that underrepresented minority students are successful at rates equal to or higher than their peers.

One such best practice is the English Academy, which compresses up to two semesters’ of pre-college writing instruction into a rigorous, two-week boot camp for students who otherwise would have to enroll in at least one pre-college level class before moving to college-level English. Data from the Summer 2015 Academy indicated that 91 percent of participants passed directly into English 1. Other activities include peer coaching/mentoring in the History and Sociology departments, Supplemental Instruction in Math, and cohort-based student success activities. Through these activities, Santa Monica College will ensure that African American and Latino students pursuing a career in law will have the same opportunities to succeed as other students.

Institutional Capacity to Deliver a High Quality Program

The second reason Santa Monica College should be selected for participation in this project is that it has the institutional capacity to “hit the ground running” as soon as awards are announced. The college has substantial experience developing pathway programming that connects community college students with baccalaureate and post-graduate programming. We have established relationships with nearly all regional universities, not only through the articulation office but also through outreach centers, instructional offices, and special programs for targeted populations. These existing relationships will

benefit the proposed Community College Pathway to Law School Initiative by serving as the foundation for new and emerging activities and services.

In addition to these existing partnerships, the college regularly offers six of the seven required courses for the Pre-Law Program and will begin offering the seventh course, Street Law, by Fall 2016. The attached Application Form identifies the other courses that will be part of this pathway, as well as how often they are offered and student success rates in these courses. Of note is SMC's Counseling 20 Student Success Seminar. The college offers roughly 70 sections of Counseling 20 each year. An external evaluation of the course's impact on student success determined that successful completion of Counseling 20 is a significant predictor of fall to fall persistence. Students who enrolled in Counseling 20 in their first-semester were 29.7% more likely to persist to the following fall term than students who were not enrolled in Counseling 20. As such all first year freshman are strongly encouraged to complete Counseling 20. In addition, given the large number of sections offered each semester, SMC has the capacity to offer cohort-specific sections, meaning that the pre-law student cohort could all take Counseling 20 together if so desired. Research has demonstrated that students are more successful in their first year if they are able to develop a peer support network. Offering a cohort section of Counseling 20 will help facilitate this.

Santa Monica College has also developed two service learning courses, SOCIOL 1S, Introduction to Sociology – Service Learning, and SOCIOL 2S, Social Problems – Service Learning, that engage students in service learning activities. These courses demonstrate the college's commitment to authentic engagement and noted in its fifth Institutional Learning Outcome, in which SMC graduates will *"demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom."*

These two courses are alternatives to the traditional Introduction to Sociology and Social Problems courses and integrate service learning as a means for teaching traditional first year Sociology courses. Students are required to engage in learning outside the classroom in conjunction with various community-based organizations. The College has recently hired a full-time Service Learning Coordinator in the Career Services Center to expand the practice and assist faculty with the identification and development of these opportunities. For the Pre-Law Program, SMC will incorporate one or both of these existing Sociology courses into the curriculum path and/or use this model of integrating service learning as a means for delivering course content in the Street Law course. In either circumstance, the existence of these courses is demonstrative of the college's capacity to move forward with this project quickly.

The Community College Pathway to Law School Initiative will also benefit from the college's growing Public Policy Institute, which offers California's first Associate Degree in Public Policy. Established in 2010 under the leadership of former state senator, Sheila Kuehl, Santa Monica College's Public Policy Institute provides non-partisan community programs that explore key economic, social, and political issues, as well as a rigorous academic program that is housed in the same instructional department, Political Science, as the proposed Pre-Law Program. Faculty built upon local and regional interests to develop areas of specialization, which include Arts/Cultural Affairs Policy, Education Policy, Environmental Policy, Public Health Policy, and Urban/Socioeconomic Policy. The community based program offers free, informative discussions on the policy issues that affect our daily lives.

The Public Policy academic program, on the other hand, offers interdisciplinary, multidisciplinary, and practical courses of study presenting a comprehensive overview of public policies affecting the lives of local, regional, and state citizens. Students pursuing this degree are encouraged to engage in service learning and other field-based experiences through which they will have the opportunity to work directly with governmental and non-governmental leaders. The Public Policy Program and the Pre-Law Program will complement each other and offer additional opportunities for students interested in one or both programs.

Lastly, the proposed Community College Pathway to Law School Initiative will build upon the efforts of SMC's student-driven Pre-Law Society. This student club was founded in 2011 by a group of pre-law students who noted the lack of institutional support for students interested in the legal profession and saw an opportunity to provide an invaluable resource for students. The group will meet weekly to discuss interesting law cases, network with each other, and provide support as necessary. In addition, the club will plan and organize other events on campus with the goal of increasing student interest in the law and supporting student success. These events will include guest speakers, open forums, field trips to regional law schools, and law day conferences.

Alignment with Institutional Mission and Vision

Finally, SMC is interested in participating in this project because it fits well with the strategic vision of the college and its efforts to develop the "college of the future." Santa Monica College strives to be a leader and innovator in learning and achievement, providing a safe and inclusive learning environment that encourages personal and intellectual exploration, while challenging and supporting students in achieving their educational goals. The traditional postsecondary education structure is not working as well as it once did and is not meeting the needs of our diverse student populations. To help students succeed, we must think outside the box and push the boundaries of tradition.

For the past 20 years, I have worked, first as faculty and then as administration in both the Academic and Student Affairs divisions and now as Interim Superintendent/President, to encourage faculty and staff to pursue opportunities that put Santa Monica College at the forefront of innovation in community college education. My vision for the "college of the future" is to develop an educational environment that is not bound by traditional thinking and structures. This includes the delivery of baccalaureate degrees on the community college campus; the development of accelerated courses, programs, and degrees that help students get in and get out quickly, but with the skills they need to meet the challenges of a global workforce; and creative partnerships with other institutions of higher education from around the world. The proposed Community College Pathway to Law School Initiative is intrinsically in sync with this vision. This project will complement other partnerships currently under development in such areas as Public Policy, Health Sciences, and Information and Communications Technology.

I see this project as an invaluable extension of our efforts to support student success and ensure that all students have the opportunity to achieve their dreams. As the attached letters of support attest, there is strong support for this program across campus. In recent years, the college is fortunate to have had two members of the State Bar on its Board of Trustees, including Rob Rader, a local attorney, who is currently serving as Chair of the Board and who has submitted a letter of support for this project. In addition, Judge David Finkel, retired, was an active member of the Santa Monica College Board of Trustees until illness forced him to resign in 2014. Unfortunately, Judge Finkel passed away earlier this year, but his experience in the field and his passion for student success has left a legacy at the College. I

have also included letters from faculty and students, all noting the degree to which this program will expand and enhance student success and institutional capacity.

This program will benefit our students and faculty and in turn, our successes in this area will benefit the legal profession. Thank you for considering this request and I look forward to your favorable response. If you have any questions or concerns or require additional information, please contact me or Georgia Lorenz, Vice President for Academic Affairs, who is serving as the lead administrator on this project.

Sincerely,

A handwritten signature in cursive script, appearing to read "Jeff Shimizu".

Jeff Shimizu
Interim Superintendent/President

APPLICATION FORM

- ① Community College Name: Santa Monica College
- ② District Name: Santa Monica Community College District
- ③ Number of Colleges in District*: 1

* Multi-college districts may submit more than one application, although each application form must identify the lead college.

Required: 7 Course Pattern

1. Street Law, Street Law-based, OR Law and Democracy
2. English Composition
3. Critical Thinking
4. Argumentation and Debate or Persuasion
5. Statistics
6. U.S. History
7. Introduction to American Government

Recommended: 2 Elective Courses

8. Service/Civic Learning
9. College Success

- ④ Below is a summary of the 7 required courses and 2 recommended electives:

Please indicate if your college will be able to provide these courses (with student learning outcomes) each year (for academic year 2016-17 to 2025-2026)?¹

Yes No

¹ The first 7 courses identified are based on an empirical study that identifies 26 factors important to lawyer effectiveness and the degree qualifications rubric. Marjorie M. Shultz, Sheldon Zedeck, *Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions*, 36 Law & Soc. Inquiry 620 (2011). See Exhibit A. Also see Lumina Foundation, *The Degree Qualifications Profile*. See Exhibit B.

REQUIRED 7 COURSE PATTERN

Below are criteria for the 7 courses that will satisfy the competencies required for law school success. Please complete the following sections.

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

A Street Law or Street Law-based course is a required course for the 2+2+3 program. See Exhibit C (Street Law in Community Colleges Brochure) and Exhibit D (Guidelines for What Constitutes a Street Law-Based/Equivalent).

- **Course name:** **Street Law OR Law and Democracy (to be developed)**
- **Must satisfy IGETC Area:** **4 – Social and Behavioral Sciences**
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** At least one section per semester beginning Fall Semester 2016
- **List the learning objective(s) of this course:**

Santa Monica College will develop a new course to meet this requirement, using the Guidelines for Street Law and Street Law-Based Courses outlined in Exhibit D. This course will incorporate the teaching materials of the Street Law in Community Colleges Program and/or similar courses currently offered by other community colleges, such as the Law Democracy courses offered at Chabot and Alameda colleges. The curriculum development team, led by the Faculty Lead, will consider options for incorporating service learning into this course as a means of enhancing course content, increasing student engagement, and augmenting the existing service-based Sociology courses offered by the Sociology Department.

- **What is the student success data for this course?**

Not applicable.

NOTE: Examples of UC-transferable Street Law, Street Law-based OR Law and Democracy courses include: POSC/ADMJ 45 - Law and Democracy (Chabot College)

2) English Composition or Equivalent

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

- **Course name:** ENGL 1: English Reading and Composition 1
- **Must satisfy IGETC Area:** 1A – English Composition
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** Multiple sections each semester
- **List the learning objective(s) of this course:**

This 3-unit introductory course in rhetoric, which satisfies IGETC Area 1A, emphasizes clear, effective written communications and preparation of the research paper. Upon completion of this course, the student will be able to:

- 1) identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read;
- 2) analyze intent, style, logic, tone, and rhetorical devices in source materials;
- 3) synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading;
- 4) employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, pronunciation, diction, and spelling;
- 5) write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay;
- 6) revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts;
- 7) write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis;
- 8) develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis;
- 9) formulate a focused research topic, gather appropriate information effectively from both traditional and electronic sources, and evaluate that information;
- 10) provide documentation of research and references, correctly using internal citation and a Works Cited page, employing MLA guidelines;
- 11) demonstrate note-taking strategies, including summarizing, paraphrasing, organizing, and synthesizing information; and
- 12) integrate quotations and source material effectively into their essays.

- What is the student success data for this course?

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for English 1, based on a three year average beginning Fall 2012 through Spring 2015, are 81.5% and 67.0%, respectively.

3) Critical Thinking or Equivalent

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

- **Course name:** ENGL 2: Critical Analysis and Intermediate Composition
- **Must satisfy IGETC Area:** 1B – Critical Thinking/English Composition
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** Multiple sections each semester
- **List the learning objective(s) of this course:**

This 3-unit course, which satisfies IGETC Area 1B and has a pre-requisite of ENGL 1, helps students to develop their critical thinking and writing skills beyond the level achieved in Reading and Composition 1. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and non-fiction) and literary criticism as subject matter. Upon completion of this course, the student will be able to:

- 1) write clear, effective essays designed to address critical positions;
- 2) define and address specific audiences;
- 3) recognize common logical errors or fallacies of language and thought;
- 4) distinguish and use both deductive and inductive reasoning;
- 5) distinguish factual from interpretive statements;
- 6) identify the interpretive communities to which they belong, that define their social, historical, moral, psychological, and philosophical assumptions;
- 7) describe the ways in which narratives (fiction and non-fiction), expository writings and arguments attempt to persuade an audience through appeals to reason and emotion;
- 8) identify the ways in which narratives, expository pieces and arguments (including history analyses) are shaped by an author's social, historical, moral, psychological, and philosophical assumptions;
- 9) draw sound inferences from data;
- 10) distinguish and use effectively both denotative and connotative aspects of language;

- 11) locate and evaluate outside sources for use in developing their own analysis;
- 12) effectively use such writing strategies as analysis, synthesis, interpretation, and definition;
- 13) develop an ability to refine positions or seek new ones when they recognize weaknesses in their own arguments; and
- 14) demonstrate an awareness of a broad range of cultural experiences and voices.

- What is the student success data for this course?

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for English 2, based on a three year average beginning Fall 2012 through Spring 2015, are 86.5% and 78.0%, respectively.

4) Argumentation and Debate, Mock Trial, or Equivalent

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

- **Course name:** COM ST 12: Persuasion and/or
COM ST 21: Argumentation
- **Must satisfy IGETC Area:** 1C – Oral Communication
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** At least one section per semester
- **List the learning objective(s) of this course:**

Both Persuasion and Argumentation will be available to students in the Community College Pathway to Law School Program and satisfy IGETC Area 1C. Persuasion is a 3-unit course that focuses on the development of persuasion in rhetorical perspective with an emphasis on balancing logic, emotion, and credibility in public speaking. The history of classical rhetoric in Ancient Greece and Rome, as well as great speakers in American history, are emphasized. Upon completion of this course, the student will be able to:

- 1) communicate logical discourse persuasively with strong demonstration of critical thinking;
- 2) exercise ethical considerations in the development and presentation of ideas;
- 3) apply rhetorical perspective to contemporary speech;
- 4) evaluate classroom speeches, famous American speech and his/her own presentations beyond the level of Speech 1;
- 5) compare and contrast the rhetoric of Ancient Greece and Rome, and explain their application to modern law, politics and everyday life;
- 6) analyze and criticize public discourse of the present and past;
- 7) discuss and describe the contributions of women and people of various American cultures (through oratory) to American social movements;
- 8) recognize and identify the use of persuasion in a variety of contexts, including media;
- 9) differentiate between persuasion and the unethical means of influence in manipulation, coercion, propaganda and brainwashing; and
- 10) analyze and evaluate library information.

Likewise, Argumentation addresses the principles of argumentative discourse as they are applied to contemporary issues. An analysis of the relationship between evidence and the process of reasoning is included. Upon completion of this course, the student will be able to:

- 1) demonstrate skills of thought, research, organization, reasoning, analysis, style, memory, and delivery, which are essential to successful argumentative discourse;

- 2) identify the elements of argumentative discourse;
- 3) distinguish between legitimate and fallacious forms of reasoning;
- 4) compose and present original arguments to a critical audience; and
- 5) debate issues of contemporary and historical significance.

- What is the student success data for this course?

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for Persuasion, based on a three year average beginning Fall 2012 through Spring 2015, are 92.7% and 90.0%, respectively. For Argumentation, the overall course retention and success rates, based on a three year average beginning Fall 2012 through Spring 2015, are 88.7% and 84.7%, respectively.

5) Statistics or Equivalent

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

- **Course name:** MATH 54: Elementary Statistics
- **Must satisfy IGETC Area:** 2A - Mathematical Concepts & Quantitative Reasoning
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** Multiple sections each semester
- **List the learning objective(s) of this course:**

This 4 unit course, which satisfies IGETC Area 2A, covers concepts and procedures of descriptive statistics, elementary probability theory and inferential statistics. Course material includes summarizing data in tables and graphs; computation of descriptive statistics; measures of central tendency; variation; percentiles; sample spaces; classical probability theory; rules of probability; probability distributions; binomial, normal, T, Chi-square and F distributions; making inferences; decisions and predictions. This course develops confidence intervals for population parameters, hypothesis testing for both one and two populations, correlation and regression, ANOVA, test for independence and non-parametric method. This course develops statistical thinking through the study of applications in a variety of disciplines. The use of statistical/graphing calculator or statistical analysis software is integrated into this course. Upon completion of this course, the student will be able to:

1. Summarize and interpret data.
2. Identify the standard methods of obtaining data and identify advantages and disadvantages of each.
3. Analyze and interpret graphical presentations of data.
4. Find and interpret measures of central tendency and dispersion
5. Solve basic probability problems
6. Analyze and interpret probability distributions including the discrete binomial distribution and the continuous normal distribution. Calculate the mean and variance for both discrete and continuous distributions
7. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
8. Formulate, test, and interpret the statistical significance of a hypothesis made about one-population parameters including the p-value and type I and type II errors.
9. Formulate, test, and interpret the statistical significance of a hypothesis made about the difference between the means and proportions of two populations, including the p-value and type I and type II errors.
10. Formulate and analyze point and confidence interval estimates for the difference between the means and proportions of two populations.

11. Formulate, test, and interpret a hypothesis of independence between two variables.
12. Formulate, test, and interpret for equality of three or more population means using ANOVA.
13. Find and interpret the correlation between two variables.
14. Find the regression line, interpret associated values in context, and evaluate the goodness of fit of the regression model.
15. Use the calculator and/or statistical analysis software to effectively implement the above objectives.
16. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life sciences, health science, and education.

- What is the student success data for this course?

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for Elementary Statistics, based on a three year average beginning Fall 2012 through Spring 2015, are 73.2% and 54.3%, respectively.

6) U.S. History – any time period

- **Course name:** HIST 11: United States History through Reconstruction
HIST 12: United States History after Reconstruction
HIST 13: History of the U.S. after 1945
- **Must satisfy IGETC Area:** 4 – Social and Behavioral Sciences
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** At least one section per semester
- **List the learning objective(s) of this course:**

SMC offers three U.S. History courses, covering different time periods, that will meet the requirements of the Law School Pathway program. At this time, these courses satisfy IGETC Area 3: Humanities. However, they are eligible for IGETC Area 4: Social and Behavioral Sciences, and SMC's Articulation Officer will submit these for IGETC Area 4 for consideration.

HIST 11 – United States History through Reconstruction: This 3-unit course surveys the United States from the colonial period through post-Civil War Reconstruction, addressing developments in American culture; ethnic, racial, gender, and class relations; politics; and the economy. It also considers American interaction with other nations, including both foreign policy and the relationship of domestic developments to the larger history of the modern world. Upon completion of this course, the student will be able to:

1. Describe and discuss, orally and/or in writing, the social and cultural diversity from colonial times through post-Civil War Reconstruction; the impact of colonial, Revolutionary, and industrial trends on gender and family relations; the development of slavery from colonial to antebellum times; colonial relations with Britain and the achievement of independence; territorial growth and settlement, including relations with Indians and foreign nations; the structuring of government and development of partisan politics, suffrage, and the political culture; technological/scientific trends and the emergence of industrialization and urbanization; the impact of evangelical religion and reform movements; the convergence of tensions that led to Southern succession; and the course and outcome of the Civil War and Reconstruction.
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity over time.
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.

HIST 12 – United States History after Reconstruction: This 3-unit course surveys the United States

from post-Civil War Reconstruction to the present, addressing developments in American culture; ethnic, racial, gender, and class relations; politics; and the economy. It also considers American interaction with other nations, including both foreign policy and the relationship of domestic developments to the larger history of the modern world. Upon completion of this course, the student will be able to:

- 1) Describe and discuss, orally and/or in writing, post-Civil War Reconstruction; the settlement of the Great Plains and end of the Indian Wars; post-Civil War industrialization, urbanization, and the “new” immigration; America’s emergence as a world power; the Progressive era; the U.S. in World War I; the economic, political, social, cultural, and international tensions of the 1920s and 1930s, including the New Deal; the U. S. in World War II; the Cold War at home and abroad, including the wars in Korea and Vietnam; the Civil Rights movement in the 1950s and beyond; 1960s liberalism and radicalism; the emergence of conservative Republicanism in the 1970s and Reagan years and subsequent trends and events.
- 2) Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.
- 3) Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.
- 4) Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.
- 5) Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.

HIST 13 – History of the U.S. after 1945: This 3-unit course addresses political, social, cultural, economic, and international developments of the U.S. from 1945 to the present. Major topics include the emergence of political consensus then polarization; the economics and demographics of suburbanization; the Civil Rights movement; the Cold War, including the Vietnam War, and its aftermath; trends related to environmentalism, immigration, and technology; and responses to 9/11. Upon completion of this course, the student will be able to:

1. Describe and discuss, orally and/or in writing, the Cold War from its origins through its end, in terms of domestic and foreign policy; the development of policies such as “entitlements,” environmental regulation, and immigration reform, in relation to partisan and public interests and the media; support for and resistance to the civil rights movement across the political, social, and cultural spectrum; suburbanization and its social, economic, political, and environmental significance; the influence of technological innovation in such areas as the workplace, media, politics, foreign relations, religion, agriculture, and consumerism; and the US response to 9/11.
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.

- What is the student success data for this course?

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for these courses, based on a three year average beginning Fall 2012 through Spring 2015, are:

- History 11 – 84.7% and 67.2%, respectively
- History 12 – 84.8% and 68.5%, respectively
- History 13 – 77.2% and 66.0%, respectively

7) Introduction to American Government or Equivalent

- **Course name:** POL SC 1: National and California Government
- **Must satisfy IGETC Area:** 4 – Social and Behavioral Sciences
- **Currently offering this course?** Yes No
- **How frequently is this course offered?** At least one section per semester
- **List the learning objective(s) of this course:**

This 3-unit course, which satisfies IGETC Area 4, surveys and analyzes the principles, institutions, policies, and politics of U.S. National and California State Governments. Upon completion of this course, the student will be able to:

1. List, discuss, and assess the political values and historical events that have shaped American and California government and politics, especially in the last 100 years.
 2. Evaluate and analyze various political ideologies underlying the American and Californian political systems.
 3. Differentiate among and assess the impact of racial, gender, and other social movements on the evolution of the American political system
 4. Explain why and how power is distributed and ordered within the political culture, structures, and institutions of U.S. and California politics.
 5. Recognize a variety of scholarly approaches to the study of American and California politics
 6. Differentiate among and appraise the relative purpose and impact of different types of political participation (e.g. voting, lobbying, protesting, initiatives/referenda/recall, organizing, volunteering, contributing, etc.).
 7. Use the knowledge of political participation to recognize and potentially engage in a form of political participation and/or service learning relevant to a particular political goal or desired objective.
 8. Explain and evaluate the institutions of American and California politics (parties, interest groups, the media, social movements, the U.S. Congress and state legislatures, the U.S. president and state executives, bureaucracies, courts, county and city governments).
 9. Evaluate and write clearly and systematically about contemporary political issues and policies.
- **What is the student success data for this course?**

Santa Monica College collects two types of student success data for each course, including retention data and course success data. Retention is defined as completing the course, while success is defined as completing the course with a grade C or better. The overall course retention and success rates for National and California Government, based on a three year average beginning Fall 2012 through Spring 2015, are 87.5% and 77.7%, respectively.

RECOMMENDED ELECTIVE COURSES

8) Service/Civic Learning:

This component should include non-profit or public interest organization partners, as well as work related to law, policy, or government. This component is different than an unfocused volunteer program; it goes a step further by incorporating some type of legal or law-related experience. See Exhibit F for more details and examples.

This component is highly preferred, but not required. Greater consideration will be given to community colleges that offer this component.

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

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

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

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

Yes, we intend to offer a College Success course.

5 Contact Information

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Submitted by:

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Signature	
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NARRATIVE QUESTIONS

- 1. Describe how programs and learning communities (such as EOPS, DSPS, CalWorks, TRIO, Puente, PACE, etc.) connect with the Transfer Program on your campus to promote and increase transfer success for your students. How will you incorporate these programs into this Pathway Initiative?**

Santa Monica College is recognized as one of the leading transfer institutions in California, transferring more students to the university systems on average than any other community college in the state. To foster and maintain this reputation, the college has developed a large number of student success programs to assist targeted groups of students. These programs include such state-funded programs to support low-income students, including EOPS and CalWorks, and students with disabilities, including DSPS. The College also offers a number of institutionally funded programs, including the Latino Center and the Black Collegians Programs, which began 25 years ago and have grown over time to serve more than a thousand students per year. In the past few years, SMC institutionalized its Veterans Resource Center and initiated a Guardian Scholars Program for current and former foster youth. The College's commitment to student success is demonstrated through these programs and its ongoing commitment to not only maintain, but to grow these programs, using institutional resources as necessary to ensure that students have access to the resources and support they need to succeed.

The proposed Community College Pathway to Law School Initiative will build upon the success of these programs in reaching students traditionally underrepresented in higher education and the law profession. The Pathway Faculty and Counseling Leads will work with each of these programs to identify students interested in law and provide the additional resources students will need to be successful in the Law School Pathway. Students who enter the Law School Pathway outside these programs will be encouraged to access those programs for which they are eligible, as these existing student support programs may be able to offer additional assistance, including financial assistance for books, transportation, child care, etc.

To promote transfer, each of the student support programs, including the Law School Pathway when selected, works closely with SMC's Transfer Center. SMC has a very active Transfer Center, composed of nearly 10 full-time counselors and staff, as well as a number of part-time counselors (which is equivalent to roughly 6 additional full-time counselors), who provide year round support and services for students preparing to transfer. In addition to providing individualized support to students, the Center facilitates an annual College Fair, application workshops, meetings with university representatives at SMC, tours of local and regional universities, transfer workshops, and a comprehensive online resource center that answers common questions.

To help connect the work of the student success programs with the Transfer Center, SMC assigns counselors from the various special programs to work in the Center, particularly during the Winter and Summer sessions. This practice helps ensure that counselors in the special programs remain current with transfer requirements and have the information necessary to adequately advise their students during the school year. In addition, it offers traditionally underrepresented students who are preparing to transfer the opportunity to meet with counselors who understand their concerns.

Another strategy in place at Santa Monica College to connect the student support programs with the Transfer Center and the transfer process occurs during the development of the student's educational plan. All students who receive services from one of the student support programs must meet with a counselor in that program to develop an educational plan. During this planning session, if the student declares an intent to transfer, the counselor will assure that transfer is included in the educational plan. As such, the transfer conversation occurs as early as possible in the student's experience at SMC. The counselor will work with the student to develop a schedule that addresses the student's needs (such as full- or part-time enrollment) and interests (including declared major, if any) and includes a timeline to completion. Depending on the program, students are required to meet again with a counselor to review and update the plan at least once per semester. With each meeting, transfer is discussed.

To support these conversations, counselors in each of the student support programs, including the Law School Pathway Program when funded, work closely with the counselors and staff in the Transfer Center to ensure that their students are aware of and access the various resources offered and/or organized by the Transfer Center, including the College Fair, to which universities from throughout the state come on campus, share information about their programs, and meet with students as requested. Other events include campus tours, transfer workshops, and application guidance and assistance. The student support programs also work with the Transfer Center to offer some of these services specific to their students, such as foster youth or veterans who may not be comfortable attending a workshop open to everyone. The Counseling Faculty Lead will be actively involved in these processes and also work to provide additional resources to students, including on-campus workshops conducted by the participating law schools.

When possible, the student support programs will encourage their students to get involved in the planning and development of Transfer Center activities. As an example, the Transfer Center has hired students from the EOPS Program as work study students. This helps the students to better understand the transfer process, while instilling in them the belief that they are indeed transfer scholar material.

Various programs are also able to identify peer mentors from the local universities, often former SMC students, who will come on campus and meet with their students. This is true of EOPS, Guardian Scholars, and the STEM Initiative. As an example, the STEM Initiative (and the AAPIA Program when SMC had that program) works with the Center for Community College Partnerships at the University of California, Los Angeles, to identify peer mentors from UCLA to meet with SMC students. To the extent possible, the STEM Initiative seeks mentors who mirror the demographics of students in the STEM program. Similarly, Santa Monica College's emerging Guardian Scholars Program, which began Fall 2013 to serve current and former foster youth, is working with the Guardian Scholars programs at UCLA and Loyola Marymount University to connect students from the community college with students at the university.

Last, but most certainly not least, a successful transfer program requires the development and maintenance of strong articulation agreements between the community college and the university. Santa Monica College considers articulation in all new courses and programs it develops. The college's faculty and staff work closely with their university peers to develop courses and programming. As an example, as part of the STEM Initiative, SMC faculty, at the urging of UCLA faculty, developed an introduction to research course, "Principles and Practices of Scientific Research" to help prepare students for applied learning experiences, including research. Research has demonstrated that contextualizing the coursework and engaging students in research as early as possible increases the likelihood that students will retain. However, UCLA's faculty noted that many community college students transfer without previous research

experience, which limits their options at the university. Thus SMC faculty, working in conjunction with UCLA faculty, developed a new community college-level research preparation course, assuring that it was transferrable. Although this example is specific to STEM, it demonstrates the commitment of the faculty as they develop new programming to work directly with the Articulation Officer and the baccalaureate programs to foster student success and it is illustrative of the opportunities that may emerge from the Community College Pathway to Law School Initiative.

The Community College Pathway to Law School Initiative will incorporate all of these effective practices for promoting transfer. The Counselor will work with the faculty and staff in all of the student support programs, as well as the Transfer Center, to coordinate programming and raise awareness among students of the Law School Pathway, targeted student success activities available to support the Pathway, such as workshops, resource fairs, and guest speakers, and other events to foster transfer among traditionally underrepresented minority students.

2. Please provide transfer data from participants in your EOPS, DSPPS, CalWorks, TRIO, Puente, PACE, and other related programs to the UC system, University of Southern California, and Santa Clara University, including ethnicity data. If you believe the Selection Committee should also consider other transfer data information, please provide.

The following tables provide an overview of transfer data for students participating in Santa Monica College's special programs, including Black Collegians Program, CalWorks, DSPPS, EOPS, Guardian Scholars (for foster youth), Latino Center, Student Support Services/TRIO, and the Veterans Resource Center. This data is available by student population based on ethnicity and by the transfer institution attended, although data is not available that links ethnicity with the transfer institution attended. In addition, SMC does not currently have access to transfer data for each of the participating universities, but rather provides transfer data by institution type, including the University of California system (UC), the California State University system (CSU), in-state private institutions (ISP), and out-of-state private institutions (OOS).

Nearly all of the students served through Santa Monica College's Special Programs are educationally and/or economically disadvantaged. For the most part, they are low-income, first generation college students who belong to groups traditionally underrepresented in higher education. Nearly two-thirds are enrolled part-time, and thus the road to graduation and transfer can be particularly long. Despite the disadvantages that many of these students face, they are successfully achieving their educational and career goals with the support of these programs. The following table provides an overview of the total number of students by ethnicity who have transferred since 2006-2007 for each of the Special Programs

Table 1: Number of Students who have Transferred by Ethnicity and Special Program since 2006-2007

Ethnicity	Black Collegians	CalWorks	DSPS	EOPS	Guardian Scholars	Latino Center	TRIO	Veterans Resource Center	Unduplicated Total
Asian/PI	23	11	106	176	0	60	37	95	460
African/Black	554	101	164	217	2	55	48	118	982
Hispanic/Latino	124	53	285	529	5	1,099	169	208	1,976
Native American	4	2	6	2	1	1	2	5	21
Other	5	0	12	4	0	2	2	0	25
Two or More	65	12	56	23	1	16	12	38	184
White	78	44	870	377	1	138	108	234	1,698
Unknown	49	16	98	83	0	33	26	21	280
Total	902	239	1,597	1,411	10	1,404	404	719	5,626

Note: These programs, despite their targeted focus, will serve any student who requests services, with the exception of programs that have specific eligibility requirements for service, such as Veterans Resource Center or DSPS. As such, while the Black Collegians Program was designed to support Black students, it serves students from all backgrounds.

The second table below provides a snapshot of the institutions to which students from the Special Programs transfer. This cumulative data highlights the unique characteristics of each group with regard to goals, interests and resources. For example, the data suggests that financial concerns are not an issue for Veterans as they pursue transfer for many of them, given that a large number are attending more expensive private institutions. This makes sense given the financial support they receive through the GI Bill and the resources available to private institutions to provide financial support. On the other hand, the majority of students from the Latino Center are attending in-state institutions, which may reflect economic concerns, as well as a desire to remain close to family and community. In contrast, a significant number of students in the Black Collegians are attending out of state institutions, which may reflect SMC's partnerships with the nation's Historically Black Colleges and Universities and a desire on the part of students to further their studies in a culturally relevant environment. Finally, overall the majority of students served in the Special Programs transferred to California State University, which is not surprising given its cost, acceptance policies and rates, and the overall comfort-ability of these campuses as compared to the more competitive University of California environment.

Table 2: Number/Percent of Students who Transferred to a 4 Year Institution since AY 2006-2007 by Special Program

Special Program	UC System	CSU System	In-State Private	Out of State Private	Total
Black Collegians	161	340	171	230	902
CalWorks	39	81	69	50	239
DSPS	448	482	324	343	1,597
EOPS	468	633	181	129	1,411
Guardian Scholars	0	7	2	1	10
Latino Center	374	716	161	153	1,404
TRIO/Student Support Services	138	172	48	46	404
Veterans Resource Center	109	183	174	253	719
Unduplicated Total*	1,480	2,149	953	1,044	5,626

Note: Some students participated in more than one program.

While the focus of the Community College Pathway to Law School Initiative is student transfer to the universities involved in the Law School Pathway, it should be noted that the participating law schools do not require that students receive their undergraduate degree from these same institutions. As such, while it may not be preferred, it is conceivable that many of the low-income, first generation college students who are participating will attend a local California State University campus or other institution prior to applying for and enrolling in one of the participating law schools.

The last set of tables reflects the number of students by ethnicity who transferred as compared to the number of students by ethnicity who were participating in each Special Program. This data includes first time freshmen who enrolled at SMC in Fall 2006, Fall 2007, and Fall 2008, completed 12 or more units at SMC, attempted transfer-level Math and/or English, and had transferred by 9/31/2015.

Table 3: Transfer Rate by Student Group and Special Program

Black Collegians		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	8	3
Black	217	77
Hispanic	43	16
Native American	3	0
Other	15	6
White	19	10
Unknown	19	8
Total	324	120
CalWorks		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	1	0
Black	16	5
Hispanic	16	4
Native American	0	0
Other	1	1
White	10	3
Unknown	6	2
Total	50	15
DSPS		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	20	10
Black	44	8
Hispanic	66	15
Native American	0	0
Other	17	11
White	183	98
Unknown	22	10
Total	352	152

EOPS		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	81	55
Black	129	48
Hispanic	400	164
Native American	7	2
Other	37	27
White	139	105
Unknown	40	23
Total	833	424
Latino Center		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	17	5
Black	8	3
Hispanic	750	228
Native American	3	0
Other	9	3
White	25	13
Unknown	14	6
Total	826	258
TRIO/Student Support Services		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	9	7
Black	26	15
Hispanic	99	55
Native American	1	1
Other	9	8
White	33	24
Unknown	7	3
Total	184	113
Veterans Resource Center		
Ethnicity	Total Participating	Total Transferred
Asian/Pacific Islander	10	5
Black	5	3
Hispanic	29	11
Native American	0	0
Other	1	0
White	23	10
Unknown	2	0
Total	70	29

Note: SMC did not begin offering the Guardian Scholars Program until Fall 2013, and thus there is insufficient data for this table.

As these tables demonstrate, SMC's student support programs are successfully transferring students traditionally underrepresented in higher education. The overall transfer rate for this period was 40.9 percent. Students who participated in one or more Special Program transferred

at a rate of 41.0% and 43.6% respectively, while students who did not participate in any supportive programs transferred at a rate of 40.7%. As the following table demonstrates, a far larger percentage of the student body does not participate in a targeted program, which makes the successes of the students who do more significant.

Table 4: Transfer Rates by Participation in Special Programs

Number of Supportive Resources Accessed	Total Participating	Total Transferred	Percent Transferred
Multiple	422	184	43.6%
One	1,708	701	41.0%
None	7,676	3,123	40.7%
Total	9,806	4,008	40.9%

Santa Monica College anticipates that the Law School Pathway Program will help increase the transfer rates of traditionally underrepresented minority students, as the program learns from and builds upon the successes of existing programs.

- 3. Please provide further details and explanation for any substantial differences between the demographics of the overall enrollment in your community college and the URM (Underrepresented Minority) demographics of those students actually transferring to:**
 - a. All UCs including the two participating UC campuses (Davis and Irvine);**
 - b. Private four-year universities including the four participating private universities (Santa Clara, USF, Loyola and USC);**

If the demographics of your transfers to the participating universities are less diverse than your overall enrollment, please indicate what the college is currently doing or plans to do in order to close the gap.

The following provides an overview of transfer data collected by the California Postsecondary Education Commission based on the most recent year for which data is available for each specific institution and by student subpopulation. Unfortunately, this data is incomplete and not current; however, there is no other source by which Santa Monica College can obtain this data, using similar standards for all participating institutions. The most recent data available for the UC system is Fall 2010, and thus the data for SMC enrollment and UC data is based on Fall 2010. The most recent year for which data is available for the private system is Fall 2008. It should be noted though that private institutions are not required to supply this data. As such, while data is available from USC for Fall 2008, the only year for which data is available from LMU is Fall 2000, while USF data is based on Fall 2001. Data from Santa Clara University is not available. Regardless of year, the following table compares the ethnicity of SMC's student body with the ethnicity of students who transferred to the University of California, as well as to each of the six participating law schools.

Transfer Data by Ethnicity	SMC Enrollment (# and % of Total)	UC in general (# and % of Total)	UC Davis (# and % of Total)	UC Irvine (# and % of Total)	USC (# and % of Total)	LMU (# and % of Total)	USF (# and % of Total)	Santa Clara (# and % of Total)	Total Transfer to select IHEs (# and % of Total)
Asian/PI	5,860	398	18	38	26	2	1	NA	483
	18.8%	37.8%	60.0%	44.7%	12.7%	22.2%	33.3%	-	34.9%
Black	3,047	33	0	6	4	1	0	NA	44
	9.8%	3.1%	0.0%	7.1%	2.0%	11.1%	0.0%	-	3.2%
Hispanic	9,889	119	4	11	10	1	0	NA	145
	31.8%	11.3%	13.3%	12.9%	4.9%	11.1%	0.0%	-	10.5%
Native American	83	6	0	1	1	0	0	NA	8
	0.3%	1.0%	0.0%	1.2%	0.5%	0.0%	0.0%	-	1.1%
Other	889	29	1	3	71	0	0	NA	104
	2.9%	2.8%	3.3%	3.5%	34.6%	0.0%	0.0%	-	7.5%
White	9,710	396	6	21	90	2	2	NA	517
	31.2%	37.6%	20.0%	24.7%	43.9%	22.2%	66.7%	-	37.3%
Unknown	1,660	72	1	5	3	3	0	NA	84
	5.3%	6.8%	3.3%	5.9%	1.5%	33.3%	0.0%	-	6.1%
Total	31,138	1,053	30	85	205	9	3	NA	1,385

More current data is available for the University of California system as collected by Santa Monica College's Transfer Center. However, this data does not provide a breakdown by UC Campus and only provides student population data by Hispanic/Latino, African American, and All Students Combined, as indicated in the following table:

Transfer Data by Ethnicity	SMC Enrollment (# and % of Total)			UC System (# and % of Total)		
	2011	2012	2013	2011	2012	2013
Black	2,925	2,914	2,769	43	31	51
	9.8%	9.6%	9.2%	4.1%	2.9%	4.8%
Hispanic	10,096	10,838	11,221	129	141	151
	33.7%	35.8%	37.4%	12.0%	13.3%	14.2%
All Students	29,977	30,260	30,000	1,076	1,057	1,061

As these tables clearly indicate, there is a significant equity gap in transfer among student groups. Students traditionally underrepresented in higher education, including Black and Hispanic/Latino students, are not transferring at rates comparable to their peers. Underrepresented minority students, specifically Hispanic and Black students, represent roughly 45% of SMC's student population, while less than 20% of the students who transfer from Santa Monica College are Hispanic and Black. This disparity is the end result of lower achievement rates among Hispanic and Black students in SMC courses and programs and is one of the most pressing challenges facing the College. As a result, the College is undertaking a comprehensive institutional effort to address student equity at all levels and programs by addressing the factors hindering student success and utilizing effective practice based on quantitative and qualitative assessment data.

The reasons why students fail to progress in a timely manner are as varied as the students themselves. Given that a large number of underrepresented minority students are also low-

income students, money is a significant factor to program completion and transfer. In an attempt to mitigate the impact of finances, students in each of the special programs are strongly encouraged to apply for financial aid, including scholarships offered both through the Santa Monica College Foundation and other sources. Recently, the college has been working with its transfer institutions to identify funds to support students as they transfer, and SMC's Superintendent/President has set aside funds to award a limited number of transfer scholarships. However, finances are not the only challenge.

Another equally significant reason why underrepresented minority students do not transfer is that they enter Santa Monica College underprepared academically for college-level coursework, specifically in math and English. Underrepresented minority students are overly represented in developmental math and English courses. These courses must be completed to successfully graduate and transfer. Students who enter at the lowest levels must complete a minimum of 3 math courses and 2 English courses to enroll in college level courses. Unfortunately, the student success rates for these courses, particularly the math courses, hover around 50%, meaning that one of every two students must retake the course at least once. Each time a student fails to progress, the likelihood that they will achieve their goals decreases. Even students who pass their courses can get discouraged as they spend two years taking pre-college courses. Unfortunately, these disheartening facts impact underrepresented students the most.

Utilizing a variety of sources, including state-funded Student Equity and Basic Skills monies, U.S. Department of Education funding, and institutional resources, Santa Monica College is working to address the academic challenges that many underrepresented minority students face by incorporating effective teaching and learning strategies in the pre-college development education courses and developing student success strategies to help students transition to college level courses, either from pre-college classes or from high schools. While these improvements will not have an immediate impact on graduation and transfer, they will help improve student retention and persistence and successful course completion, which in turn will improve graduation and transfer.

Class improvements include contextualized learning, supplemental instruction, increased use of technology, such as clicker technology, flipped classrooms, greater use of group learning, and accelerated learning. In fact, both the math and English departments have redesigned their pre-college course sequences with the goal of reducing the time to college level coursework. However, efforts to improve student success are not limited to the pre-college math and English sequence. As indicated in Question #4 of this application, students of color, who are traditionally underrepresented in higher education, are also not successfully completing their college-level courses at satisfactory rates, specifically those that are required of the Law School Pathway. To address this lack of equity, the instructional departments participating in this project are engaged in other student equity efforts, as outlined:

Department	Required Courses	Strategies to Improve Student Success
Political Science	*Street Law / Law and Democracy *National and California Governments	*Greater use of GRIT and Growth Mindset theory and practice *Integration of applied learning, including service learning *Reading workshops to help students develop analytical reading skills
English	*Reading and Composition I *Critical Analysis and Intermediate Composition	*Supplemental Instruction, which has demonstrated significant success in supporting the success of Latino and

		African American students; Pathway students will be required to participate (institution funded) *English Academy, to prepare students for English 1 and 2 (Equity funded)
Communication Studies	*Persuasion *Argumentation	*Targeted sections for Adelante, Black Collegians, and Law School Pathway students
History	*U.S. History through Reconstruction *U.S. History since Reconstruction *U.S. History since 1945	*Peer learning program (Equity funded) *Reading and writing skill building workshops, which have demonstrated success (faculty led)
Math	*Elementary Statistics	*Supplemental Instruction, which has demonstrated significant success in supporting the success of Latino and African American students; Pathway students will be required to participate (institution funded)
Sociology	*Introduction to Sociology – Service Learning *Social Problems – Service Learning	*Faculty coaching model that promotes successful course completion among African American and Latino populations; Pathway students will be required to participate (Equity funded) *Use of applied learning/ service learning to integrate theory with practice and increase student success (Equity funded/institution funded)
Counseling	*Student Success Seminar	*Cohort sections offered specifically for Pathway participants, taught by culturally competent counseling faculty with demonstrated sensitivity and understanding of the needs and concerns of underrepresented students *Greater use of applied learning to connect theory with practice

Student success research also suggests that underrepresented minority students are more successful when they feel connected to the college and to the curriculum. Many are first generation college students who do not have access to role models who have completed college. They are unfamiliar with the process, the length of time it can take to complete the program, and the benefits at the end of the journey. Students may become defeated and give-up before they finish. Many of the student services programs, such as EOPS, address this through peer mentoring, engaging students with employers, including work-based learning opportunities, college tours, and connecting students with transfer programs at the university level. However, it can also be accomplished through more responsive instructional courses and programming that engage underrepresented minority students and inspire their persistence and success. This is achieved by assuring that classes and services are culturally relevant and inclusive.

For this reason, SMC’s Latino Center and Black Collegians Program offers the Adelante Program, which was established in 1989 as an academic and support program to strengthen

Latino student success. The program focuses on academic achievement, cultural awareness, and personal growth of the student. Adelante provides students with the necessary skills, information and support they need to confidently and successfully navigate the educational system. A key component of the Adelante Program is the delivery of classes specifically designed for Adelante participants. These classes highlight and accentuate the Latino and African cultures and/or the underrepresented student experience within the context of the course subject. These classes are offered every spring and fall semester and emphasize verbal, written and critical thinking skills essential to college success. The Community College Pathway to Law School Initiative will work with the Adelante Program to co-list specific sections of each of the required courses as Adelante/Law School Pathway courses.

The College is also encouraging faculty to integrate research-based effective in their classrooms and is supporting them in their efforts by offering ongoing professional development activities. To assist with these efforts, Santa Monica College established the Center for Teaching Excellence in 2012-2013 with funding from a U.S. Department of Education Title V, Developing Hispanic Serving Institutions grant. The Center offers several professional development opportunities for faculty to collaborate and exchange ideas about pedagogy and practice for improving student learning and success, including a summer institute, workshops throughout the year, and a book club. In addition, the Center has worked with SMC's Professional Development Committee to sponsor keynote presentations at institutional flex days and engage the College in larger efforts to impact student success on a national level.

One such example is SMC's partnership with the Minority Male Community College Collaborative at San Diego State University. With the increased focus on student equity and creating culturally competent classrooms, the Professional Development Committee and the Center for Teaching Excellence enlisted the support of this Collaborative to help faculty facilitate a safe, inclusive, and equitable classroom. As a result, Dr. Frank Harris III, who is Co-Director of the Collaborative, gave the keynote presentation at the Fall 2015 Professional Development Day, entitled "Truly Excellent Education Reaches Students Where They Are." Dr. Harris's research is broadly focused on student development and student success in postsecondary education and explores questions related to the social construction of gender and race on college campuses, college men and masculinities, and racial/ethnic disparities in college student outcomes.

On the student services side, Santa Monica College has also developed more effective assessment tools and summer boot camps that prepare students for both the assessment test and the math coursework. All of these programs are designed to address the challenges that students face in preparing for college level coursework and are demonstrating success in improving student success in the short term. It is too soon to determine their impact on long-term equity outcomes, such as graduation and transfer. Students in the Law School Pathway will be both recruited from these programs and encouraged to participate in these activities, if they are not already doing so. These activities include:

- The First Year Experience is a student success program for first time freshmen that offers assistance with registration, financial aid, and enrollment processes, priority enrollment, academic advising, tutoring, transfer planning, and career counseling. Program assessment data indicates that students FYE students persisted at significantly higher rates. For Fall 2013 participants, the persistence rate from Fall to Spring was 88%, compared to 76% for students who did not participate in FYE. For Fall to Fall, the increases were even more substantial, with 78% of participants persisting to Fall 2014 compared to 60% of non-participants;

- Summer Jams, which began in Summer 2013, helps first-time college students with their transition from high school into college. Summer Jams students participate in 10 days of fun, dynamic activities designed to strengthen reading, writing, math and study skills as an extended orientation to college-level coursework. Program assessment data indicate that the program is successful with participants reporting significant gains in the areas of social support, knowledge of campus resources, confidence in math and English skills, and math preparation based on a pre- and post-survey of individual impact, as well as compared to a control group of students. Likewise, participants successfully completed their fall courses and persisted to the spring semester at rates slightly higher than the comparison group.
- English Academy, which is an intensive, engaging, and fun two-week introduction to college writing, thinking, and research. The Academy targets first-year students who have placed into pre-college English with the goal to improve their English skills so that they can transition directly into college-level English. Through this program, the College strives to improve student retention and persistence and reduce the time to goal completion. The English Academy compacts up to two semesters of developmental writing instruction into the two week period. Students attend ten 3-hour workshops, each taught by an experienced faculty member who has demonstrated commitment to student success and a positive understanding of the role culture can play in the teaching and learning environment. Participants also have the opportunity to meet regularly with a writing assistant, who is an advanced Santa Monica College student with strong writing skills and a desire to help mentor and support first year students. Although the Academy is intense, students who successfully complete the program can avoid having to take at least one pre-college English class. Based on the results of the summer 2015 pilot, the program has demonstrated significant success as *91 percent of the 164 students who enrolled in the Academy passed directly into English 1*. The College will continue to track the success of these students to further assess the impact of this strategy on long-term success.

Santa Monica College is also engaged in a campus-wide strategic initiative to promote GRIT (Growth, Resilience, Integrity, and Tenacity). GRIT is a new strategic initiative at Santa Monica College that acknowledges the significant challenges that many community college students face as they pursue their educational and career goals and provides the tools that students need to persevere. Knowledge, skills and critical thinking might be important ingredients to student success in college and in life, but they can take students only so far. What is emerging as a hot topic in education is the crucial role of grit and having a growth mindset in student success. Paul Tough, in his book, “How Children Succeed: Grit, Curiosity, and the Hidden Power of Character,” reveals that grit, rather than test scores and grades, is the key to students’ success in school and life. Citing recent education research and practice in the field, he concludes that student success is rooted in attributes like grit, perseverance, dedication, self-control and engagement. This theory explains why students who enter with the same, or similar, skills, challenges, and circumstances progress at different rates.

Likewise, Carol Dweck’s research on mindset suggests that students can engage their minds to be more successful. In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Teaching a growth mindset creates motivation and productivity and enhances student success.

The GRIT Initiative has incorporated the work of both researchers and is working to promote student achievement by fostering students' perseverance, sense of purpose, connection and engagement. The GRIT Initiative will enhance a student's capacity to flourish academically and personally as educators learn how to teach and reward grit. The initiative focuses students on their non-cognitive skills like help-seeking, their metacognitive skills like the ability to think about their own thinking, and their sense of place and agency. The initiative recognizes and develops students' strengths and competencies rather than their deficits. As part of this Initiative, SMC partnered with ETS (Educational Testing Services) to pilot and assess the Success Navigator tool, which measures students' non-cognitive skills. The College is now using this tool to identify students who have less fully developed non-cognitive skills and who will benefit from additional innovation. The College has identified a GRIT Counselor who meets with all students who score below standard in at least one area on this test. All Law School Pathway participants will complete the Success Navigator assessment. The Counseling Faculty Lead for the Law School Pathway will work with the GRIT Counselor to offer one-on-one and small group support to students in the Pathway who score below standard.

As with other institutional efforts to address equity, there is both a student services component to GRIT, as well as an instructional component to GRIT. Eric Oifer, who is a full-time member of the college's Political Science Department and the past president of the Academic Senate, is spear-heading the GRIT Initiative. In promoting this initiative to the faculty, Professor Oifer noted that faculty "will have to swim upstream against a torrent of skill-based tests that reward memorizing content, grading that rewards regurgitation, and a curriculum defined largely by what needs to be learned rather than by why it needs to be learned." However, faculty must meet this challenge by restructuring their courses "to reward process rather than merely product." He continues by saying,

"Our syllabi will have to offer our students the hope and the promise that if they persevere, they can and will succeed. We will have to offer students a greater number of opportunities to learn and we will have to muster the patience to give more feedback and, yes, more encouragement. This means we will need to become the kinds of teachers who students trust and for whom they want to do well. In short, when our students ask us the hardest question we teachers can be asked, -- "What for?" -- we will be able to answer it and urge them forward."

Professor Oifer and his peers are currently working to identify and develop strategies that will foster GRIT among students, particularly underrepresented minority students. The Community College Pathway to Law School Initiative will incorporate the tenets of the GRIT Initiative, including the Coaching Corps Program as appropriate. Faculty who teach Pathway courses will attend training on GRIT and will work to incorporate strategies that foster student perseverance and commitment. If SMC can teach students GRIT, particularly underrepresented minority students who may not have entered with the motivation and dedication to overcome the challenges they face, the college will close the achievement gap.

Each of the above mentioned activities and interventions is part of a greater institutional initiative to address equity and mitigate the gaps in student success. All parts of the College are working together to address the equity gaps, so that when Santa Monica College shares with the public that it is one of the most successful community colleges in California in transferring students, it can say that knowing that all students, regardless of ethnicity, are a part of that success. The Community College Pathway to Law School Initiative will incorporate and build upon each of these activities with the Faculty and Counseling Faculty Leads working with others on campus to ensure that Pathway students have access to all of the available supports. Ongoing

monitoring of student success will enable the project to develop additional interventions as potential barriers to success are identified.

4. Please provide student success data (including persistence and retention rates by ethnicity) for the “Required 7 Courses”:

a. Street Law/Law and Democracy

Santa Monica College has not yet offered this course, and therefore student success data is not yet available. The course will be offered beginning Fall 2016.

b. English Composition

Santa Monica College has identified ENGL 1 – English Reading and Composition I as the required English Composition course for the Law School Pathway. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	2,448	2,090	1,879	85.4%	76.8%
Black	1,435	1,102	789	76.8%	55.0%
Hispanic	7,316	5,692	4,336	77.8%	59.3%
Native American	30	22	17	73.3%	56.7%
Two or More Ethnicities	693	550	437	79.4%	63.1%
White	4,417	3,734	3,301	84.5%	74.7%
Unknown	1,459	1,323	1,166	90.7%	79.9%
Overall	17,798	14,513	11,925	81.5%	67.0%

c. Critical Thinking

Santa Monica College has identified ENGL 2 – Critical Analysis and Intermediate Composition as the required Critical Thinking course for the Law School Pathway. The following table provides student success data for this course by student group: This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	2,256	1,982	1,838	87.9%	81.5%
Black	934	763	617	81.7%	66.1%
Hispanic	4,641	3,849	3,301	82.9%	71.1%
Native American	20	18	14	90.0%	70.0%

Two or More Ethnicities	542	451	404	83.2%	74.5%
White	3,650	3,271	3,110	89.6%	85.2%
Unknown	1,097	1,030	960	93.9%	87.5%
Overall	13,140	11,364	10,244	86.5%	78.0%

d. Argumentation and Debate/Persuasion

Santa Monica College has identified two course options to meet the Argumentation and Debate or Persuasion course requirement.

The first course is COM ST 12 - Persuasion. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	20	18	18	90.0%	90.0%
Black	22	20	20	90.9%	90.9%
Hispanic	75	67	64	89.3%	85.3%
Native American	0	0	0	-	-
Two or More Ethnicities	14	13	12	92.9%	85.7%
White	72	69	68	95.8%	94.4%
Unknown	17	17	16	100.0%	94.1%
Overall	220	204	198	92.7%	90.0%

The second course is COM ST 21 – Argumentation. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	82	74	68	90.2%	82.9%
Black	79	64	60	81.0%	75.9%
Hispanic	234	201	185	85.9%	79.1%
Native American	1	1	1	100.0%	100.0%
Two or More Ethnicities	34	29	29	85.3%	85.3%
White	219	203	201	92.7%	91.8%
Unknown	42	41	41	97.6%	97.6%

Overall	691	613	585	88.7%	84.7%
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e. Statistics

Santa Monica College has identified Math 54 – Elementary Statistics as the required Statistics course for the Law School Pathway. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	1,258	1,035	831	82.3%	66.1%
Black	429	257	156	59.9%	36.4%
Hispanic	2,689	1,771	1,138	65.9%	42.3%
Native American	16	10	5	62.5%	31.3%
Two or More Ethnicities	235	173	115	73.6%	48.9%
White	1,707	1,294	1,103	75.8%	64.6%
Unknown	650	569	444	87.5%	68.3%
Overall	6,984	5,109	3,792	73.2%	54.3%

f. US History

Santa Monica College has identified three course options for students to complete the U.S. History course requirement as part of the Law School Pathway.

The first course option is HIST 11 – United States History through Reconstruction. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	298	263	231	88.3%	77.5%
Black	199	156	110	78.4%	55.3%
Hispanic	1,094	878	611	80.3%	55.9%
Native American	5	5	3	100.0%	60.0%
Two or More Ethnicities	76	67	51	88.2%	67.1%
White	655	585	536	89.3%	81.8%
Unknown	126	123	106	97.6%	84.1%
Overall	2,453	2,077	1,648	84.7%	67.2%

The second course option is HIST 12 – United States History after Reconstruction. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	323	283	255	87.6%	78.9%
Black	225	178	110	79.1%	48.9%
Hispanic	1,064	871	653	81.9%	61.4%
Native American	8	7	5	87.5%	62.5%
Two or More Ethnicities	93	77	64	82.8%	68.8%
White	766	672	586	87.7%	76.5%
Unknown	167	156	139	93.4%	83.2%
Overall	2,646	2,244	1,812	84.8%	68.5%

The final course option is HIST 13 – History of the U.S. after 1945. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	63	50	49	79.4%	77.8%
Black	57	36	26	63.2%	45.6%
Hispanic	218	163	136	74.8%	62.4%
Native American	2	2	1	100.0%	50.0%
Two or More Ethnicities	23	17	14	73.9%	60.9%
White	219	177	157	80.8%	71.7%
Unknown	27	25	19	92.6%	70.4%
Overall	609	470	402	77.2%	66.0%

g. Intro to American Government

Santa Monica College has identified POL SC 1 – U.S. National and California State Governments as the required Introduction to American Government course for the Law School Pathway. The following table provides student success data for this course by student group. This data is based on a three-year average, beginning Fall 2012 through Spring 2015. Student success measures include course retention rates, as defined as students persisting through the course to the end of the semester, and successful course completion rates, as defined as students completing the course with a grade C or better.

Student Population	# Enrolled	# Retained	# Completed Successfully	Retention Rate	Success Rate
Asian/Pacific Islander	870	799	752	91.8%	86.4%
Black	432	354	288	81.9%	66.7%
Hispanic	2,264	1,887	1,583	83.3%	69.9%
Native American	11	10	10	90.9%	90.9%
Two or More Ethnicities	179	152	128	84.9%	71.5%
White	1,412	1,285	1,206	91.0%	85.4%
Unknown	574	538	496	93.7%	86.4%
Overall	5,742	5,025	4,463	87.5%	77.7%

5. How will your campus ensure that students within the Law School Initiative receive priority enrollment or guaranteed access to the courses required of this initiative? Do you currently provide priority enrollment for students in EOPS, DSPS, CalWorks, TRIO, Puente, PACE, and other related programs or learning communities?

Santa Monica College’s philosophy is one of student success in that the College wants to promote student goal achievement as efficiently as possible and accomplishes this through the development and implementation of policies and practices that ensure students have access to timely, responsive, and supportive services. Offering priority enrollment to specific groups is key to this outcome. Priority is given to students who are close to graduation or transfer, as well as new students and continuing students who are members of educationally and economically disadvantaged student populations who are more likely to encounter challenges as they pursue their academic and career goals. The additional support provided through priority enrollment helps to ensure that course access is not a barrier to persistence. Santa Monica College’s priority enrollment policy incorporates this philosophy, as well as the California State Education Code, as outlined in the following table.

Group	Continuing Students in Good Standing	New & Returning Students
1	1: Special Student Groups, as determined by California State Ed Code, including Veterans, Foster Youth, and students participating in CalWorks, EOPS & DSPS	Verified Foster Youth and Verified Student Veterans
	2: Special Programs, as determined by Santa Monica College, including students participating in Scholars, Pico Transfer Academy, Adelante, Black Collegians, STEM, and 2 nd Semester FYE Students	
	3: Athletes	
2	Matriculant 1 Students (students with an educational goal of degree or transfer): <ul style="list-style-type: none"> 60-30 units completed (priority given in descending order, 60, 59, 58, 30) 	Students participating in First Year Experience
3	Matriculant 1 Students: <ul style="list-style-type: none"> 61-89 units completed (priority given in ascending order, 61, 62, 63 ... 89) 	
4	Matriculant 1 Students:	Starting 8 days into this group,

	<ul style="list-style-type: none"> 29-1 unit completed (in descending order, 29, 28, 27 1) 	<p>Matriculant 1 students who have completed assessment, orientation, and the Ed Plan in the following order:</p> <ol style="list-style-type: none"> Enrollment Status 1 (First time college student) Enrollment Status 2 (Returning Students in good standing with previous college coursework) <p>Matriculant 1 students who have not completed assessment, orientation, and the Ed Plan follow the group above</p> <ol style="list-style-type: none"> Enrollment Status 1 Enrollment Status 2
5	<p>Matriculant 2 Students (student with educational goals other than degree or transfer and those holding Bachelor Degrees or higher)</p> <ul style="list-style-type: none"> 1 – 89 units completed (in ascending order) 	Matriculant 2 students
6	<p>Continuing Students Not in Good Standing</p> <ul style="list-style-type: none"> Students with less than 90 units, plus two consecutive semesters on probation Students with 90 units or more, no probation Students with 90 units or more, plus two consecutive semesters on probation 	New and Returning Students Not in Good Standing
7		High School Concurrent Enrollment Students

For each group, new students begin enrolling a few days after the continuing students begin enrolling. New student priorities are based on application date and completion of the Assessment tests, online Orientation, and development of the Educational Plan. The earlier that students apply for admission and complete these steps, the earlier the enrollment date will be. Unless new students are verified foster youth or veterans, they will not qualify for priority until their second regular semester, when they will be assigned priority as continuing students (as outlined above).

Students participating in the Community College Pathway to Law School Program will receive Group 1, Priority Enrollment, for students participating in an SMC Special Programs. It is anticipated that many of these students will also be participants in one or more of the College's other programs as well, including Adelante and Black Collegians. However, identification of this program as a priority enrollment program will ensure that participants receive priority enrollment. For students new to Santa Monica College and who are eligible to join the program as first-time freshmen, priority enrollment will not begin until the second semester of enrollment, unless students are verified veterans or foster youth or they participate in the First Year Experience. The Counseling Lead will encourage new students interested in the Pre-Law Program/Law School Pathway to participate in the First Year Experience, including Summer Jams.

In addition to priority enrollment, SMC will ensure that students have guaranteed access to the required courses by offering “closed” sections of the required courses to the extent possible. “Closed” courses are limited to students from a specific group, unless it appears that the course will not fill and then other students are allowed to enroll with the understanding that the course is geared toward the needs, concerns, and interests of the target student population. Closed courses have the same course objectives and Student Learning Outcomes, but may incorporate activities and themes that are specific to the population. The challenge of offering closed courses is that they limit when students can take the courses and may lead to time conflicts. As such, students from the Pathway would not be required to take these courses, if work, family, or other obligations conflict.

6. Describe any existing partnerships or agreements your institution may have with any of the participating Universities (UC Davis, UC Irvine, Santa Clara University, USF, Loyola and USC) that demonstrate the potential for more transfers of students, including underrepresented minority students, to these universities.

Santa Monica College has developed strong relationships with each of the participating universities in the Community College Pathway to Law School Initiative, particularly Loyola Marymount University and the University of Southern California. However, SMC also has good relationships with the four participating University of California campuses, despite their geographic distance from west Los Angeles. The strength of these relationships is best demonstrated by the number of students from SMC who enrolled at each of these universities as outlined in the following table:

University	2011-2012	2012-2013	2013-2104
UC Berkeley	155	151	101
UC Davis	45	59	81
UC Irvine	84	84	103
UC Los Angeles	466	490	442
UC Merced	4	0	4
UC Riverside	60	44	51
UC San Diego	121	84	156
UC Santa Barbara	67	83	71
UC Santa Cruz	34	35	32
University of Southern California	109	132	83
Loyola Marymount University	38	39	27
Santa Clara University	NA	NA	NA
University of San Francisco	3	7	4
Total Transfers to UC, USC, LMU, SCU, and USF	1,186	1,208	1,155
Total Transfers to Participating Institutions in Law School Pathway	279	321	298

Note: UC data generated by the UC InfoCenter, while private institution data was generated by CCCCO DataMart, Transfer Volume to In-State Private and Out of State Baccalaureate Grant Institutions.

These outcomes are the result of a high quality instructional program, innovative student services, and the strong collaboration that exists between Santa Monica College and these institutions in support of student success. Each of these universities are active participants in

SMC's annual College Fair and supports other transfer activities, including hosting college tours and providing transfer advising on campus throughout the year. In addition, to support transfer, SMC established the Scholars Program. The Scholars Program is a distinctive academic community within the larger Santa Monica College community. Scholars students are a talented group of highly motivated individuals whose goals demand specialized and intense academic preparation and study. This program aims to prepare students for transfer to the college and universities of their choice. Through special transfer agreements with the State's four-year colleges and universities, Scholars students receive priority consideration for admissions to several California universities if they successfully complete the program. These universities include UCLA's College of Letters and Science, UC Irvine, UC Davis, Loyola Marymount University, Chapman University, Mills College, and Occidental College.

The Scholars Program philosophy is to promote mastery of subject matter demonstrated through writing, research, critical thinking, and analysis. Scholars courses are taught by faculty that are highly recommended by their respective departments and their students. The Scholars Program coursework provides students with the educational background essential to university-level work. It is anticipated that the majority of students participating in the Community College Pathway to Law School Initiative will be eligible for inclusion in the Scholars Program, which will help facilitate transfer to UC Irvine and Davis. To be eligible for the Scholars Program, students must maintain a 3.0 cumulative grade point average and be eligible for English 1. As students in the Law School Pathway complete English 1, the Counseling Faculty Lead will encourage students to join the Scholars Program.

In addition to the Scholars Program, both LMU and USC are working collaboratively with Santa Monica College on initiatives designed to create pathways to baccalaureate degrees. These initiatives include:

- In 2011, Loyola Marymount University approached Santa Monica College regarding a possible collaboration with the Stuart Foundation and UCLA to develop a West Los Angeles Guardian Scholars Network that would help foster youth succeed in postsecondary education. These discussions were fruitful and in 2013-2014, Santa Monica College developed a Guardian Scholars Program to support current and former foster youth. SMC's program is aligned with the Guardian Scholars programs at both LMU and UCLA, thus facilitating transfer for foster youth who complete their studies at SMC.
- SMC was recently awarded a NASA grant in partnership with UCLA and USC to strengthen the pathway to STEM degrees that will engage SMC students, specifically low-income students who are traditionally underrepresented in STEM, in hands-on research under the guidance of USC and UCLA faculty researchers and undergraduate/graduate students. These activities will also expose SMC students to university research labs and facilities and raise awareness of the rigor of university coursework and transfer requirements.

Santa Monica College is also working with the University of California, Irvine, to develop an educational and career pathway in musical theater. The University of California, Irvine, has one of only a few baccalaureate programs in musical theater on the West Coast, while Santa Monica College has a strong track record in producing high quality musical theater productions at the community college level that are regularly recognized at the Kennedy Center's American College Theater Festival. By working collaboratively and articulating curriculum, UC Irvine and SMC will offer an educational pathway for students interested in musical theater on the West Coast.

Given Santa Monica College's proximity to the University of California, Los Angeles, it is not surprising that the majority of SMC's collaborative partnerships are with UCLA. SMC has developed a number of programs to facilitate transfer not only to UCLA, but to a baccalaureate program in general. One such program is the Science and Research Initiative, which is collaborative effort on the part of SMC and UCLA to increase the number of underrepresented minority students in STEM. This initiative is currently funded through a Developing Hispanic Serving Institutions grant with the U.S. Department of Education. This project builds up the strengths of both institutions and brings together instructional and student support programming from both colleges for the benefit of underrepresented minority students. Faculty from both institutions have worked together to develop curriculum to support student success and prepare them for transfer. In addition, the institutions are collaborating to provide student support programming, including peer mentoring, career planning, and transfer advising.

However, perhaps more importantly, as it pertains to increasing the number of transfer students, SMC and UCLA are using grant funds to provide research experiences for community college students at the university level. The availability of these opportunities for SMC students enrolled in the Science and Research Initiative will not only provide them with invaluable experiences that can be included on the college application, they will also serve as motivation for students as they progress through the program. The research experiences are available to students in year two of the program as students ready themselves for graduate and transfer, although they begin preparing for the experience upon entry to the program. These are exciting opportunities for students who may not have believed that such opportunities were available to them.

Santa Monica College also partnered with UCLA on its AAPIA/ANAPISI grant. Through this program, SMC strengthened its partnership with UCLA's Center for Community College Partnerships, from which the STEM Initiative's peer mentoring program grew. As this relationship grows, other transfer-focused initiatives at SMC, such as the Community College Pathway to Law School Initiative, will benefit.

While UCLA is not a participant in the Community College Pathway to Law School Initiative, the university is an option for many SMC students as they consider a baccalaureate degree. The Law School Pathway does not prescribe the undergraduate degree and/or institution that California Law Scholars must pursue to be eligible to participate in the Law Programs at the participating universities. As such, SMC's ongoing collaborations with UCLA will only serve to benefit the program and increase opportunities for all students.

Santa Monica College has also been working with the University of California, Riverside, through the Science and Research Initiative, to develop an Engineering pathway for SMC's STEM students. Although UC Riverside does not receive a large number of SMC students, the development of a pathway in Engineering that builds upon the institutions' strengths would increase these numbers. Similar programs could easily be developed with UC Davis and UC Irvine to increase the number of transfers to those institutions, particularly within the field of law and among underrepresented minority students seeking to attend law school.

- 7. Describe in detail (including a timeline) how your campus will implement this initiative. Include the type of support your campus will have from your district, administrators, faculty, students, the legal profession, community, etc... Also include how the faculty, staff, and administrators from EOPS, DSPS, CalWorks, TRIO, Puente, PACE, and other related programs and learning communities will be implemented.**

Santa Monica College's application to participate in the Community College Pathway to Law School Initiative has emerged with the full support of the College community, including SMC's Interim Superintendent/President, Jeff Shimizu, its Board of Trustees, its executive administrative, faculty, and students, as exhibited through numerous letters of support attached to this application. The college has the full support of SMC's Political Science Department, which will lead this initiative, under the guidance of full-time professor, Christina Gabler. The Counseling Department is also supportive and has identified full-time counselor, Vicenta Arrizon, to serve as the Counseling Faculty Lead. Ms. Arrizon also works in the Welcome Center, which will help to promote communication, coordination, and collaboration between the Community College Pathway to Law School Initiative and the Welcome Center, serving as a point of outreach to new students enrolling at SMC.

One of the first tasks will be the development of an advisory committee composed of internal and external groups critical to the success of this program. This advisory committee will include:

- Christina Gabler, Faculty Lead
- Vicenta Arrizon, Counseling Faculty Lead
- Jesse Randel, Student Lead, Associated Students President and Pre-Law Major
- Maria Martinez, Faculty Coordinator, Latino Center/Adelante Program
- Sherri Bradford, Faculty Coordinator, Black Collegians Program/Umoja Mentoring Program
- Roberto Gonzalez, Dean, Student Success, including the Outreach Center and First Year Experience
- Melanie Bocanegra, Associate Dean, Student Equity/STEM
- Nick Mata, Director, Special Programs, including EOPS, CARE, CalWorks, and Guardian Scholars
- Debra Locke, Senior Student Support Specialist, Coordinator, Guardian Scholars
- Natalie Laille, Disabled Students Programs and Services
- Audrey Sandoval, Director, Pico Promise Transfer Academy
- Bonita Cooper, Project Manager, Upward Bound/TRIO, with programs at Crenshaw and Venice high schools
- Maral Hyeler, Associate Dean, Academic Affairs, including Young Collegians (a high school initiative with Santa Monica Malibu Unified School District, targeting low-income youth) and Dual Enrollment
- Linda Sinclair, Faculty Coordinator, Veterans Resource Center
- Daniel Nannini, Faculty Coordinator, Transfer Center
- Teresa Garcia, Faculty Coordinator, Scholars Program
- Faculty Liaison, Math Department
- Faculty Liaison, English Department
- Hannah Lawler, Dean, Institutional Research
- Rob Rader, Lawyer, SMC Board of Trustees member
- Faculty Liaison, University of Southern California, Gould School of Law
- Faculty Liaison, Loyola Marymount University, Loyola School of Law

This advisory committee will serve as the hub for this project and will meet at least once per semester to help determine the direction of this project and plan activities, while ensuring that all existing programs and services are working together for the benefit of underrepresented minority students pursuing careers in law. The goal of the first meeting will be to inform committee members of the goals and outcomes of the Community College Pathway to Law School

Initiative. While many of these individuals have been involved in the planning process, the college anticipates new information as the project moves forward. Keeping this group informed will help to ensure that the other individuals working in each department are aware of the project. While the group may only be able to meet once a semester, project staff, specifically the Faculty and Counseling Faculty Leads, will have access to these individuals throughout the year and will be able to seek out specific assistance as necessary.

It may also be feasible to establish subcommittees that will meet more frequently. One potential subcommittee is a Student Success committee, composed of all the special programs. The goal will be to encourage students in this Initiative to connect with one or more of the existing special programs, thus improving the likelihood for success and leveraging all existing institutional resources. This will increase the services and support available to students and help build bridges between programs. However, it may be necessary to follow-up to make sure that students are accessing all of the resources available to them. This sub-committee can help do that, while also identifying and addressing challenges that may be facing many students. Other subcommittees may also emerge as the project progresses.

A key member of the advisory committee will be Santa Monica College's Outreach Center, under the direction of Roberto Gonzalez, Dean of Student Success. Like its Counseling Program, the College invests heavily in outreach and is one of the few community colleges in west Los Angeles that provides direct services to students in some of the region's most at-risk high schools. Santa Monica College's service area includes only three high schools, including Santa Monica, Malibu, and Olympic high schools, but the college's reach is much larger than that. Students attend from throughout the greater Los Angeles and Southern California areas.

The Outreach Center has identified a list of priority high schools for outreach and services. For each of these schools, the Outreach Center assigns an outreach counselor that allocates on-site time to that high school throughout the year. During this time, the counselor meets with students on-site, conducts college planning workshops, and shares information about the college's instructional and student support programs. In this capacity, the Outreach Counselors serve as invaluable resources for SMC faculty and staff that are working to implement new programs and seeking to recruit students to those programs. Many of these new programs, like the Community College Pathway to Law School Initiative, may only have one or two people directly assigned to develop, market, and implement the program. However, by working with the Outreach Center, project staff can expand the program's reach and increase the number of students who learn about the program.

The Faculty and Counseling Faculty Leads will also coordinate efforts with other programs serving local and regional high schools, including the Upward Bound Program, which is in two regional high schools, and the Young Collegians Program and the Pico Promise Transfer Academy, which serve Santa Monica Malibu Unified School District. The goal of these programs is to increase the number of low-income, first generation college students who successfully transition to postsecondary education. The Community College Pathway to Law School Initiative will work with these programs to raise awareness of the opportunities in the law profession.

SMC will begin recruiting students for participation in this project beginning Spring 2016. Outreach efforts will target both high school and college students and include:

- Distribution of program materials to all high school and college counseling and advising staff;

- Participation in high school and college career fairs;
- Information sessions with students (and their families as relevant) both on campus and in the local high schools;
- Presentations to students participating in SMC's summer transition programs, including Upward Bound and Young Collegians; and
- Media announcements both internally and externally to students, staff, faculty, and the community.

First time freshmen interested in the Pre-Law Pathway will be eligible to participate and in fact, encouraged to participate, in SMC's First Year Experience (FYE). Students who participate in FYE are also invited to participate in Summer Jams, which helps to prepare students for their college math and English courses by addressing academic and student success skills they will need to be successful. The Faculty and Counseling Faculty Leads will also be able to recruit students for the Law School Pathway from these programs.

One of the most significant potential challenges to the implementation of this Pathway and the timely transfer of students to a four-year college or university is the ability for students to successfully complete pre-college math and English classes, if they test in at the pre-college level. The planning committee has tentatively identified Math 31, Elementary Algebra, as the minimum requirement for participation in this pathway. Math 31 is one level below Math 18, Intermediate Algebra for Statistics, which is the pre-requisite for Math 54, the required Statistics class. The planning committee recognizes that it will take at least a year for students to complete Math 31 and Math 18 to be eligible for Math 54. However, the success rates for these courses are not high, and some students may need to repeat one or both classes.

To foster student success, the Counseling Faculty Lead will:

- 1) Encourage all students participating in this Initiative to join the First Year Experience and participate in the Summer Jams Program;
- 2) Work with the Math Department, as well as the Adelante and Black Collegians programs, to offer targeted sections of Math 31 and Math 18 that accentuate the cultural experiences of underrepresented students in postsecondary education, and encourage Pathway participants to take these classes;
- 3) Encourage all students participating in this Initiative to attend the summer English Academy, which may allow them to enroll directly in English 1;
- 4) Coordinate with the Supplemental Instruction Program to offer SI Leaders for the Adelante-, Black Collegians-, and/or Law School Pathway-targeted sections;
- 5) Refer students to tutoring resources; and
- 6) Help students develop an educational plan that does not prevent them from enrolling in other Pathway courses while they complete the math and English courses.

Success in the other Pathway course will be dependent on student proficiency in English, including reading and writing. The planning committee has tentatively identified English 21A as the minimum requirement for participation in this project. The English Department has established two potential course sequences, both beginning with English 21A that students may follow to progress to English 1, the required course for the Community College Pathway to Law School Initiative. The first sequence is an accelerated route that leads directly from English 21A to English 1. The second sequence moves students from English 21A to English 21B to English 1.

This latter sequence is less rigorous, as it moves more slowly and offers students ample time to integrate the concepts and learn the skills. The accelerated sequence, however, while it may be more rigorous, was built around the success that accelerated coursework has been demonstrating nationwide. Research is suggesting that accelerated learning is an effective strategy for student success. The Counseling Faculty Lead will meet individually with each student to determine the best course of action. The English Department will also offer targeted sections of both English 21A and English 1 that incorporate the Black and Latino experience. Lastly, first-time freshmen who test into English 21A or lower may also participate in the English Academy and upon successful completion transition directly into English 1, without taking any pre-college courses. All of these options will be available to Pre Law students.

Taking into consideration institutional strengths and challenges, Santa Monica College has developed the following implementation plan for the proposed Community College Pathway to Law School Initiative. This plan outlines the timeline for recruiting, enrolling, and serving the first cohort of students, who will join the Pathway in Fall 2016. The College is projecting a first-year cohort class of 25 to 30 students. The plan for each additional cohort will be similar, although revisions may be necessary as staff confront challenges, receive feedback from faculty, staff, and institutional partners, and work directly with students. Ongoing evaluation of program effectiveness will be essential to the success of this project.

**Community College Pathway to Law School
Implementation Plan – Cohort 1 (2016-2018)**

Objective One: Increase the number of underrepresented minority students interested in a career in law			
Activities	Person Responsible	Timetable	Deliverables/Outputs
Develop Law School Pathway advisory committee composed of Faculty and Counselor Leads, representatives from SMC's student success programs (including Black Collegians, Latino Center, EOPS, Guardian Scholars, DSPS, CalWorks, and Veterans programs), Transfer Center Director, Outreach Center counselors, and others interested in this initiative	Faculty Lead Counseling Faculty Lead VP for Academic Affairs VP for Students Affairs	January 2016	1) 25 high school students will participate in each HS outreach activity for a total 250 per year 2) 25 community college students will attend each information session for a total of 125 students 3) High school and community college participants interested in the program will join the list serve
Develop application processes and materials, including criteria for participation in the program	Law School Pathway Advisory Committee	January/February 2016	
Identify students from the SMC's Pre-Law Society to assist with outreach and development of social media strategies (targeting students eligible for student employment)	Faculty Lead	March 2016	
Outline annual outreach plan, including high schools to target and events to attend	Law School Pathway Advisory Committee	By March 2016	
Develop list-serve and/or another form of social media tool to engage high school and community college students	Student Worker	By March 2016	4) 25 to 30 students will enroll in Fall 2016 cohort
Conduct information sessions with SMC counseling staff and high school teachers and counseling staff	Faculty Lead Counseling Faculty Lead	Spring 2016	5) 90% of this cohort will be URM students
Conduct outreach activities with 10 local/regional high schools, building upon existing outreach efforts and high school initiatives	Law School Pathway Advisory Committee Pre-Law Society Students Outreach Center Staff	Spring 2016	
Market program to first time freshmen at SMC by posting flyers in the Welcome Center, encouraging Counselors to mention it to students, reviewing applications for students who declare law an interest.	Law School Pathway Advisory Committee	Spring 2016	
Facilitate informational workshops for first year students in Adelante, Black Collegians, EOPS, TRIO, and CalWorks programs	Faculty Lead Counseling Faculty Lead	Spring 2016	
Conduct presentations in all Counseling 20, Student Success, classes, as well as Black Collegians and Adelante Classes	Counseling Faculty Lead Faculty Lead	Spring 2016	

<p>Conduct presentations in first year classes likely to enroll students interested in law, such as Business Law, Ethics, Contemporary Moral Conflicts, American Government, Introduction to Politics: Justice, Power, and Agency, Introduction to Public Policy, and Social Problems</p> <p>Review applications and identify a cohort of 25 to 30 students interested in law and enrolling in Law School</p>	<p>Faculty Lead</p>	<p>Spring 2016</p>	
	<p>Law School Pathway Advisory Committee</p>	<p>By August 2016</p>	
<p>Objective #2: Strengthen existing instructional and student services to support student success in Pathway coursework</p>			
<p>Develop and submit for Curriculum Committee review and approval the required Street Law class</p>	<p>Faculty Lead</p>	<p>By March 2016</p>	<p>1) 100% of Pathway students will have an educational plan</p>
<p>Submit approved Street Law class to participating undergraduate universities for review and approval as a transfer course</p>	<p>Articulation Office Faculty Lead</p>	<p>Spring 2016</p>	<p>2) 3 sections of Math 31 and English 21a will have SI Leaders</p>
<p>Identify faculty to teach culturally aware sections of the required courses that integrate the African American and Latino experience.</p>	<p>Dean, Academic Affairs Faculty Leads, Adelante and Black Collegians</p>	<p>By Fall Semester 2016</p>	<p>3) 100% of Pathway students will complete Street Law course</p>
<p>Incorporate contextualized learning strategies that apply classroom skills to real world activities in all gateway and Pathway courses</p>	<p>Gateway and Pathway course faculty</p>	<p>By Fall Semester 2016</p>	<p>4) 85% of students will successfully complete Street Law course</p>
<p>Offer at least one section of the new Street Law course each academic year</p>	<p>Political Science Department</p>	<p>Beginning Fall 2016</p>	<p>5) 70% of students will successfully complete all of their courses each semester</p>
<p>Offer all other Pathway courses at least once per year</p>	<p>Participating Departments</p>	<p>Beginning Fall 2016</p>	<p>6) 85% of students will persist to the next semester</p>
<p>Develop student educational plan with all students in the Law School Pathway, including a schedule that includes all 7 required classes and a timeline for completion</p>	<p>Counseling Faculty Lead</p>	<p>By September 2016</p>	<p>7) 75% of students will report satisfaction with course methodology and content</p>
<p>Offer Supplemental Instruction for gateway courses, including Math 31 and English 21a, which are required courses for entry into Law Pathway cohort</p>	<p>Director, Supplemental Instruction Impacted Departments</p>	<p>Ongoing</p>	
<p>Offer tutoring, Supplemental Instruction, and other Equity interventions in Pathway courses</p>	<p>Director, Supplemental Instruction Impacted Departments</p>	<p>Fall 2016</p>	
<p>Meet a minimum of 3 times per semester with all Pathway students, addressing concerns, revising Ed plan</p>	<p>Counseling Faculty Lead</p>	<p>Ongoing, beginning Fall 2016</p>	

Objective #3: Strengthen student connection with the college, faculty, and peers, utilizing a cohort model to build supportive networks and promote student success			
Conduct an orientation to the Community College Pathway to Law School Program, incorporating students from the Pre Law Society, SMC faculty, and representatives from participating Law Schools	Counseling Faculty Lead Faculty Lead	By September 2016	1) 100% of students will attend Orientation 2) 80% of students will attend at least one cohort activity each semester
Engage all students in the Pre-Law Society	Faculty Lead Pre-Law Society Students	Fall Semester 2016	
Conduct a minimum of 2 extra-curricular and/or social events each semester, including but not limited to field trips to local law schools, guest speakers, student success workshops, debate competitions, mock trials, etc.	Faculty Lead Counseling Faculty Lead Pre-Law Society	Beginning Fall 2016	
Host a Constitution Day on campus that will involve students as well as serve as a recruitment tool if necessary	Faculty Lead Pre-Law Society	September 17, 2016	
Objective #4: Increase the number of students transferring from SMC to a participating Law School Pathway undergraduate institution			
Include transfer plan in the Student Educational Plan, identifying one or more of the four participating undergraduate universities	Counseling Faculty Lead	By September 2016	1) 100% of students will include transfer in their educational plan
Identify SMC alumni of color and/or other students at each of the participating undergraduate universities who would be willing to meet with Law School Pathway participants formally and/or informally	Faculty Lead Alumni Office Undergraduate University Liaison	By November 2016	2) 65% of students will identify preferred transfer universities
Conduct transfer workshops for students with each of the participating undergraduate universities	Counseling Faculty Lead Undergraduate University Liaison	Ongoing, one per semester	3) 85% of students will attend one or more transfer workshop or university visit
Facilitate field trips to each of the participating undergraduate universities	Faculty Lead Pre-Law Society	Ongoing, one per semester	4) 100% of students will apply to transfer when they complete courses at SMC
Assist with transfer and scholarship applications	Counseling Faculty Lead	Beginning Fall 2017	5) 80% of students will connect with a university-sponsored support program prior to graduation/transfer
Connect students with student success programs at the respective institutions, such as TRIO, EOP, and other programs, depending on institution	Counseling Faculty Lead Law School Pathway Advisory Committee	Beginning Fall 2017	6) 50% will complete their studies at SMC and transfer

COMMUNITY COLLEGE PATHWAY TO LAW SCHOOL INITIATIVE
Santa Monica College

Letters of Support

The following letters of support are attached:

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• Georgia Lorenz, Vice President, Academic Affairs/Administrative Contact, Community College Pathway to Law School Initiative	55
• Mike Tuitasi, Vice President, Student Affairs	56
• Christina Gabler, Faculty, Political Science Department/Instructional Contact, Community College Pathway to Law School Initiative	57
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October 15, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Re: Santa Monica College's participation in the State Bar's Community College Pathway to Law School Initiative

Dear Ms. Ashley:

I appreciate the opportunity to write this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. I am currently an active member of the State Bar (and former member of the Executive Committee for the Intellectual Property Section) and Chair of the Board of Trustees at Santa Monica College and believe strongly that Santa Monica College should be a part of this Initiative.

As a highly experienced business affairs attorney, including as General Counsel of Ovation, the arts network, and a former Vice President at MGM Studies, I can speak firsthand to the need for this project. The diversity of the legal profession does not represent the communities we serve. As you note, only twenty percent (20%) of the active bar members comes from racial/ethnic minority groups, yet sixty percent (60%) of the state's population is from racial/ethnic minority groups. This disparity is a concern for many reasons, including the leadership role that the law profession provides in determining the direction of the issues facing our families, communities, and nation, and the symbolic importance the legal community has always had.

Santa Monica College has both the students you seek and the capacity to implement this project. Nearly seventy percent (70%) of the student body is from racial and ethnic groups traditionally underrepresented in higher education and in the field of law. Many are also economically challenged and the first in their families to go to college. The College supports these students through the ongoing development and implementation of innovative programming to help ensure students are successful. From comprehensive student support services to cutting edge instructional programs, the College is committed to student success, and it shows in our transfer numbers, feedback from alumni, and input from business and community partners. Your project will thrive in this environment.

The Community College Pathway to Law School Initiative is an innovative and exciting project that will help to diversify the legal profession, allowing it to better serve communities throughout the state, while providing career opportunities for low-income, first generation college students who may not have thought such options were available. Santa Monica College is well-situated to be a part of this worthy project, and I look forward to working collaboratively with the student-



driven Pre-Law Society, faculty, staff, and administrators to implement this project. If you have any questions or need additional information, please contact me by phone at (310) 401-3198 by email at rrader@ovationtv.com.

Yours truly,

Robb Rader
Bar Number 174608
Board of Trustees
Santa Monica College

Cc: Chui Tsang, President, Santa Monica College
Laurie McQuay-Peninger, Santa Monica College



October 13, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

Santa Monica College is a very special place; we thrive on innovation and we change lives. Therefore, it is with great pleasure that I write this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. I am currently serving on Santa Monica College's Board of Trustees, and I welcome the opportunity to involve this college in such an exciting endeavor.

I initially heard about the project through my community activities and was very inspired by the opportunity it would provide to our students. I became even more excited about the possibilities after speaking with friends and colleagues, some who are faculty in law schools about the Pathway project. I am particularly enthused by the connection this program can have with our Public Policy Institute. This institute, not even six years old, offers community programs and it offers the first AA Degree in Public Policy in the state and, likely, the nation. The response of students to this major has been overwhelming. Importantly, a majority of the graduates are from underserved communities. They are transferring; they will become the future leaders and policy makers for our communities. The Public Policy program is not only an example of our innovation; it also speaks to our ability to successfully accomplish our objectives.

We are "out of the box" thinkers. However, on the practical side, the Initiative fits well within the instructional and student support infrastructure of Santa Monica College. It builds upon the college's commitment to transfer, providing yet another opportunity to expand relationships with our university partners. It integrates our highly successful Counseling 20 Student Success Seminar and our commitment to service learning. It acknowledges the diversity of our student body and seeks to foster student equity. Lastly, it will strengthen the capacity of the Political Sciences Department and the existing Pre-Law Society by supporting the development of new activities for both students and faculty designed to increase awareness of and interest the legal profession. In short, this project capitalizes on our strengths, while expanding our capacity, which is a win-win for everyone involved.

I am confident that SMC will be an active and contributing participant in this project, not only helping to educate and transfer the diverse students you seek, but serving as a model for other institutions. Your consideration is appreciated. If you have any questions or need additional information, please contact me by phone at (310) 206-4344 or by email at greenstein_nancy@smc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Greenstein".

Nancy Greenstein, EdD MSW
Trustee, Santa Monica College



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

It is with great pleasure that I submit this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. The Academic Affairs Division, under the leadership of the Political Science Department, is spearheading this Initiative, and as the Vice President for Academic Affairs, I am excited about the opportunities that this project affords our students and faculty.

In preparation for this application, I have met with faculty from the Political Sciences Department, as well as with faculty and staff from the Student Affairs Division. After reviewing the goals of this project and the courses required for participation in the project, I firmly believe that Santa Monica College is highly qualified to participate in this project. We regularly offer all but one of the required courses. While we still need to complete the Curriculum Committee review and approval of the Street Law course, I do not anticipate any barriers to this approval. We are also in a position to offer both of the recommended elective courses; in fact we offer more than 80 sections of Counseling 20, our Student Success Seminar, every year. We have also recently added a full-time faculty member with a background in Business Law and hired a full-time counselor who has previously worked on this initiative for another institution.

We also have an innovative Service Learning class taught by the Sociology Department that will be incorporated into this pathway. However, the Political Science Department is also considering strategies to integrate service learning in the new Street Law class. Any curriculum development and/or revisions that need to be made will be completed by Spring of 2016 at the latest. As such, the college is prepared to move forward with this project immediately.

Working in conjunction with the Political Science Department's Faculty Chair, I have identified Christina Gabler as the Instructional Faculty Lead for this project. I will serve as the lead Administrator. This project has the full support of the division, including the other instructional programs involved—English, History, Communications, and Math. By coordinating efforts, we will build a program that effectively integrates the multidisciplinary focus of the law profession and promotes student success. If you have any questions or need additional information, please contact me by phone at (310) 434-4277 or by email at Lorenz_Georgia@smc.edu.

Sincerely,

A handwritten signature in cursive script, appearing to read "Georgia Lorenz".

Georgia Lorenz
Vice President, Academic Affairs



October 15, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

I enthusiastically submit this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. As the Vice President for Student Affairs, I commit the necessary resources to support the student services component of this project.

When I was approached by the Academic Affairs Division regarding my interest in this project, I was intrigued. To date, Santa Monica College has not developed a law degree track for students, despite substantial student interest in law. While interested and committed students have been able to initiate a Pre-Law Society and recruited several faculty to serve as club advisor, the college as an institution has not developed any specific programming. As such, I see participation in this project as a means for further strengthening student success and expanding institutional capacity.

The Student Affairs Division often works closely with Academic Affairs to support the teaching and learning program, providing counseling and other student support services to assist cohorts of students interested in the same field. We are currently actively involved in a similar initiative to develop a community college pathway in STEM, targeting low-income, ethnically diverse students traditionally underrepresented in STEM. Through this Initiative, the Student Affairs Division provides counseling, advising, and college success/career planning classes in support of the STEM curriculum. By working with the instructional faculty and the Academic Affairs Division, we are building a comprehensive learning program that fosters student success and limits the gaps through which students can fall. In addition, when counseling faculty work closely with instructional faculty, they increase their awareness of the field and are in a better position to counsel and advise students. It is truly a win-win situation, and I envision the Community College Pathway to Law School Initiative functioning in much the same way.

I look forward to helping the faculty and staff who are actively engaged in this project as they move forward with the Initiative. If you have any questions or need additional information, please contact me by phone at (310) 434-4389 or by email at Tuitasi_Michael@smc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael V. Tuitasi".

Michael V. Tuitasi
Vice President, Student Affairs



October 14, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

It is with much enthusiasm that I submit this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. As the founding faculty advisor of SMC's student-driven Law Club, I am very excited about the opportunities that this project will provide our students.

Like many young political science students, I was torn between law school and graduate school upon completion of my undergraduate degree. I chose to go to graduate school, eventually earning a PhD so that I could teach at the community college level. Although I am not a lawyer by trade, I am passionate about law and agreed to serve as the faculty advisor to the Law Club as a means of supporting students interested in law. I have not lost my interest in the law, and have found ways to incorporate that interest into my work at SMC. In addition to serving as the lead faculty advisor at the inception Law Club, I teach Public Policy and American Government, both of which allow me to bring legal concepts and issues into the classroom.

Having been a student at every type of institution of higher education – a small liberal arts school, the University of California, the California State University, as well as a community college – I understood each unique student population and felt drawn to teach the diverse students that the California Community College system serves. The students at SMC come from all backgrounds – they are from different economic classes, different races and ethnicities, different parts of Los Angeles, California, and the world, and they have different levels of academic preparation – which is challenging for an instructor, but also very rewarding. These are the students who have the drive and determination to succeed, but oftentimes just need a little extra assistance in order to prepare themselves for transfer to a four-year university. The opportunity to watch students fulfill their dreams every semester is the best part of my job.

I have met with the Political Science Department Chair, Dr. Schultz, and have agreed to serve as the Instructional Faculty Lead for this project. I will lead departmental efforts to develop the Street Law course and obtain Curriculum Committee approval. This process should be complete by Spring 2015. On top of that, I look forward to working with the Counseling faculty to strengthen mentoring and pre-law advising.

This is an exciting initiative that will benefit SMC students and faculty. Participation in this project will not only strengthen our existing instructional program, it will bring together multiple groups from both the academic and student services divisions to work together for student success. As a faculty member, I don't often get that opportunity, and I am thrilled at the possibilities. If you have any questions or need additional information, please contact me by phone at (310) 434-8871 or by email at Gabler_Christina@smc.edu.

Sincerely,

A handwritten signature in cursive script, appearing to read 'C. Gabler'.

Christina Gabler

Instructional Faculty Lead, *Community College Pathway to Law School Initiative*
Political Science Department



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

Please accept this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. As a member of SMC's Counseling faculty, I will serve as the Counseling Faculty Lead for this program.

Although I am new to Santa Monica College, I served as the lead counseling faculty champion for Rio Hondo College's Community College Pathway to Law School Initiative. As a former coordinator of diversity and professional development at Gibson, Dunn & Crutcher, LLP, I witnessed firsthand the dire need to increase the number of underrepresented minority attorneys in the legal profession. Programs such as the Pathway to Law School serve a critical purpose in developing the pipeline of professionals. Over the years, I have met with dozens of students who are interested in pursuing careers in law, but are unsure how they may achieve that goal. For many students it can seem like a long road from community college to law school. This program lays the groundwork for students to begin that journey and help make it seem less cumbersome and confusing, particularly for our low-income, underrepresented minority students.

I have met with the Dean of Counseling, Brenda Benson, and Faculty Chair of the Counseling Department, Laurie Guglielmo, and have agreed to serve as the Counseling Faculty Lead for this project. In this capacity, I will lead institutional efforts to expand and enhance new and existing strategies to support students interested in law school, including cohort activities that will promote student success both in and out of the classroom. I will work with my peers in the Counseling Department, as well as with faculty from the Political Sciences Department, to strengthen pre-law educational planning and identify options for expanding student mentoring. If feasible, I will teach one or more Counseling 20, Student Success Seminars for students in the pre-law cohort.

I am excited by the opportunities that this project will offer our students, and I am looking forward to working with Christina Gabler, as the Instructional Faculty Lead, to develop and implement this project. If you have any questions or need additional information, please contact me by phone at (310) 434-8503 or by email at Arrizon_Vicenta@smc.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Vicenta Arrizon".

Vicenta Arrizon
Counseling Faculty Lead, Community College Pathway to Law School Initiative
Faculty, Counseling Department



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

On behalf of the Associated Students of Santa Monica College, I am excited to write this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. I believe that SMC students will benefit greatly from this project, and I am in full support of it.

As you probably know, the Associated Students recognized SMC's Pre-Law Society in 2011 as a means for providing students interested in law degrees a forum for networking and supporting each other. The Associated Students continues to support this program, as it does many other programs on campus, through financial support and outreach and marketing. It is our goal through these clubs to provide SMC students with as many opportunities as possible to get involved on campus through clubs that meet their academic, career, and personal interests. To my knowledge, the student-driven Pre-Law Society is the only supportive offering on campus for students interested in law, and I appreciate the faculty's willingness to serve as advisors for this program.

As a pre-law major myself, I am interested in public policy, and more importantly equity and fairness. The legal profession provides viable career options for students interested in this path. However, it can be hard for low-income students and students of color to achieve their goals in this field. I believe the Community College Pathway to Law School Initiative will level the playing field and promote not only equity in access but equity in success. For this reason, I will serve as the Student Lead for this project.

This project will clearly benefit SMC students, and as President of the Associated Students, I am committed to supporting projects that will foster student success and improve student equity and diversity in all programs. I look forward to working with the faculty to create this Pathway on our campus and throughout the state. If you have any questions or need additional information, please contact me by email at jrandel.as.smc@gmail.com.

Sincerely,

A handwritten signature in black ink, appearing to read "Jesse Randel".

Jesse Randel
President, Associated Students of Santa Monica College



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

It is with great pleasure that I write this letter of support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. As Senior Administrative Dean, Counseling, Retention and Student Wellness, I am excited about the multiple opportunities that this project will provide our students.

Santa Monica College has one of the most diverse student populations in the state, and we are committed to assuring that all interested students have not only access to a quality education, but the resources necessary to succeed in the educational environment. To achieve this goal, we invest heavily in student support services, both for the general student population and for targeted student groups who may benefit from more intrusive and/or specific services. It is no surprise then that SMC has one of the largest, if not the largest, counseling faculties in the state. These counselors are trained to provide individual and classroom-based advising to the more than 30,000 students who enroll each year. While the college is known for its success in transfer, we are equally versed in career technical education, workforce development, and personal enrichment.

The proposed Community College Pathway to Law School Initiative will provide targeted services for students interested in careers in law. To do this, the college will capitalize on its strengths, particularly its diversity and its existing partnerships with other institutions of higher education, to develop a supportive pathway that encourages and assists students, including those traditionally underrepresented in the legal profession. We will work with our partner universities to strengthen existing bridge programs. Of note, SMC is one of the top transfer community colleges to the University of Southern California and Loyola Marymount University, and thus their inclusion in this project is particularly beneficial for our students.

I look forward to helping the faculty and staff who are actively engaged in this project as they move forward with the Initiative. If you have any questions or need additional information, please contact me by phone at (310) 434-4433 or by email at Benson_Brenda@smc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Brenda Benson".

Brenda Benson
Senior Administrative Dean,
Counseling, Retention and Student Wellness



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

I am writing to express my support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. I am currently serving as the Faculty Chair of the Political Science Department, which also houses the college's Pre-Law Program. This project will offer our students an invaluable opportunity to continue their law education, particularly our traditionally underrepresented minority students.

The Political Science Department offers a very robust lower division curriculum for students interested in pursuing law school upon completion of their baccalaureate degree. Students interested in law are encouraged to take our Introduction to Politics course that familiarizes students with Public Law as well as the major constitutional law issues of our time. In addition to courses in American, Comparative, and International Politics, all of which cover constitutional law, students may enroll in our Public Policy course and there pursue an in-depth analysis of a policy area of their choice. They may also choose to do an internship in the area of Public Law.

At this time, the department is developing the Street Law /Law and Democracy course. We have reviewed the course outline available through Street Law, Inc., and are in the process of adapting this curriculum for delivery at Santa Monica College. As we develop this course, we agree to adhere to the guidelines outlined in Exhibit D, Guidelines for Street Law and Street Law-Based Courses. We anticipate the course will be reviewed by the Curriculum Committee for approval before the end of the academic year. Service learning will be a component of this class, as will other strategies recognized as effective practice for fostering student success.

This is an exciting initiative that will benefit SMC students and faculty, as well as the instructional program in general. A great number of our students have identified the legal profession as their career goal and we encourage them to develop and hone the necessary critical thinking skills. Several of our faculty members have law degrees themselves and are pleased to encourage and guide students interested in the legal profession. Participation in this project will strengthen our existing program, and we look forward to working with the State Bar of California, as well as other groups on campus to carry out the goals and objectives of this project. If you have any questions or need additional information, please contact me by phone at (310) 434-4940 or by email at Schultz.Christine@smc.edu.

Sincerely,

A handwritten signature in cursive script that reads "C. Schultz".

Christine Schultz
Faculty Chair, Political Science Department



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

I am writing to express my support for Santa Monica College's participation in the State Bar of California's Community College Pathway to Law School Initiative. I am currently serving as the Faculty Chair of the Counseling Department, which will co-administer this project in conjunction with the Political Science Department.

SMC's Counseling Program provides an array of comprehensive counseling and student support services for students at Santa Monica College. One of the highlights of these services is SMC's Counseling 20, Student Success Seminar, which is taught by Counseling faculty. This course has demonstrated significant success in fostering student achievement, and nearly all first time freshmen complete Counseling 20 during their first year at SMC. This course provides an exploration of intellectual, psychological, social, and physical factors that impact lifelong learning, well being, and success. Topics include motivation and self-efficacy; critical thinking and effective study strategies; health issues and lifestyle choices; relating to others in a diverse world; effective written and oral communication; time management; career exploration; and transfer and educational planning. We so believe in the efficacy of this course that we offer an average of 70 sections each semester.

As part of the Community College Pathway to Law School Initiative, SMC will encourage all pre-law students to enroll in Counseling 20 as one of the Pathway's recommended elective courses. It meets the requirements of the proposed College Success course. If resources allow, we will offer a section or two of this course specifically for the pre-law student cohort, so that the instructor may build the course around the specific needs, concerns, and interests of pre-law students. If it is not possible to offer a pre-law section of Counseling 20, the Counseling Department, under the leadership of Vicenta Arrizon and myself, is committed to developing other student support services specifically for pre-law students.

This is an exciting project that will benefit our students and increase institutional capacity to support students interested in careers in the legal profession. If you have any questions or need additional information, please contact me by phone at (310) 434-4133 or by email at Guglielmo_Laurie@smc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Laurie Guglielmo".

Laurie Guglielmo
Faculty Chair, Counseling Department



ROBERT M. MYERS
CAMPUS COUNSEL

e-mail: myers_robert@smc.edu

October 14, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

As a member of the State Bar of California and Campus Counsel for Santa Monica College, I applaud the college's efforts to develop a pathway to law school for Santa Monica College students and wholeheartedly support the college's application to participate in the State Bar of California's Community College Pathway to Law School Initiative.

I have been a member of the State Bar since 1975, following my graduation from Loyola Law School in Los Angeles. My legal career has been devoted to public service, and includes five years with the Legal Aid Foundation of Los Angeles, eleven years as Santa Monica City Attorney, and representing Santa Monica College in various capacities since 1999. I am also currently involved in a variety of public interest litigation, including representing two men on California's Death Row. I have written four law review articles on public interest topics. (See Comment, *Public Officials Represent Acres Not People*, 7 Loy. L.A.L. Rev. 227 (1974); Collins & Myers, *The Public Interest Litigant in California: Observations on Taxpayers' Actions*, 10 Loy. L.A.L. Rev. 329 (1977); Myers, *Standing in Public Interest Litigation: Removing the Procedural Barriers*, 15 Loy. L.A.L. Rev. 1 (1982); Myers, *Code of Silence: Police Shootings and the Privilege Against Self-Incrimination*, 26 Golden Gate Univ. L. Rev. 497 (1996).) I have received a number of public service awards including 1992 National Lawyers Guild, Los Angeles Chapter, Awards Dinner Honoree; 1997 ACLU Pro Bono Civil Rights Award;

1998 Pope John XXIII Lecturer, University of Pacific, Stockton, California; and 2006 National Lawyers Guild, Los Angeles Chapter, Law Student Mentor Award.

The field of law offers many rewarding opportunities for students, not only for personal growth and enrichment, but also for public service. However, the path to a career in law is not easy. Length of time to completion, course rigor, competition for seats, and cost are all barriers that can impede student success, particularly for community college students, many of whom are low income and/or first generation college students, represent traditionally underrepresented groups, and have limited support networks at home and in their community.

When I attended law school, very few students in my class were people of color. Women had just started being accepted in large numbers and were well represented in my class. The practical consequences of this disparity impacted me when I served as Santa Monica City Attorney from 1981 to 1992. I was responsible for all hiring decisions in an office that employed 25 attorneys. When I started my tenure as City Attorney, most of the attorneys in the office were White men. By the time I left office, over half the attorneys were women. However, because people of color were not well represented in law schools, it was difficult to improve the racial diversity of the office and only modest advancement was made.

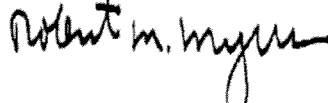
The Community College Pathway to Law School Initiative will help improve the diversity at our law schools. Santa Monica College is a diverse institution and our students represent the future of California. In recent years I have been a guest speaker at both local law schools and at Santa Monica College. The diversity at our school is much more than at local law schools. As figures for the Fall 2014 semester indicate, a majority of our students are students of color (only 26.7% of our students are white). By contrast, the 2013 class at UCLA Law School is 65% white. Santa Monica College's diversity ensures that we can make meaningful contributions to the diversity of the State Bar.

I look forward to working with faculty and staff to implement this program. As the college's Counsel, I am in a position to provide mentorship, be a guest speaker for a Pre-Law Society event, or simply serve in an advisory capacity to help students, faculty, and staff as they develop programming to support student success. I also am connected with other members of the Bar both in Santa Monica and the greater Los Angeles area who could serve as resources for this project as it moves forward. By working closely with working professionals, Santa Monica College will develop a program that not only incorporates the interests of the State Bar but the local and regional workforce.

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Ruthe Ashley, Esq.
October 14, 2015

This is a highly worthwhile project that will expand the opportunities currently available to Santa Monica College students interested in law careers. If you have any questions or need additional information, please contact me by phone at (310) 780-9176 (mobile) or by email at myers_robert@smc.edu.

Sincerely yours,



ROBERT M. MYERS

RMM:r



October 12, 2015

Ruthe Ashley, Esq.
Interim Executive Director
California LAW, Inc.
180 Howard Street
San Francisco, CA 94105-1639

Dear Ms. Ashley:

It is my pleasure to submit this letter of support for Santa Monica College's request to participate in the State Bar of California's Community College Pathway to Law School Initiative. I am currently serving as President of Santa Monica College's Academic Senate, and I think I can speak on behalf of the entire faculty when I say what an exciting opportunity this project is for our students interested in law school.

Santa Monica College is recognized as a leader within the state of California, as well as across the nation and around the world, for its innovative programming in support of student success. We have been on the forefront of many initiatives throughout the years and served as state and national models. Since my arrival at SMC, we have been one of the first community colleges in the nation to declare global citizenship a priority outcome for our students. We host one of the largest international student programs in the country. We have developed cutting edge workforce development programs and was recently included in the State's pilot effort to offer baccalaureate degrees at the community college. We maintained comprehensive student support programming despite a severe economic recession in California. We have prioritized STEM degrees and careers through the development of an institution-wide STEM initiative that targets underrepresented minority students. These are but a few accomplishments that demonstrate our ongoing commitment to student success.

The proposed Community College Pathway to Law School Initiative will build upon and further strengthen this commitment to student success, providing yet another venue for students to pursue their academic and career goals. I am particularly enthusiastic about the project's desire to increase underrepresented student participation in law. The legal profession provides numerous career options for students, but many students of color do not believe they have the skills and/or resources to be successful. Many come from low-income families and are the first in their families to go to college. The length of time necessary to complete a law degree and the competitiveness of the field limits the dreams of these students. This initiative will address these concerns and shine a light at the end of the tunnel.

I am pleased that my peers in the Political Science Department are interested in pursuing this project, and I pledge whatever support they may need. The Business Department, of which I am a member, recently hired a full-time Business professor with a background in law, who I am certain will be willing to help guide this Initiative as the College moves forward. If you have any questions or need additional information, please contact me by phone at (310) 434-4641 or by email at Chandler_Fran@smc.edu.

Sincerely,

A handwritten signature in cursive script that reads "Fran Chandler".

Fran Chandler
Professor and Former Chair, Business Department
President, Academic Senate