

CCRC COMMUNITY COLLEGE
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Teachers College, Columbia University

More Essential Than Ever: Strengthening California Community College Pathways to Post-Completion Success

Davis Jenkins, Senior Research Scholar

May 2, 2026 | Community College League of California Annual Trustees Meeting

MORE ESSENTIAL THAN EVER

COMMUNITY COLLEGE PATHWAYS
TO EDUCATIONAL AND
CAREER SUCCESS

DAVIS JENKINS
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MAGGIE P. FAY

FOREWORD BY
Kay M. McClenney



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More Essential Than Ever

Community College Pathways to
Educational and Career Success

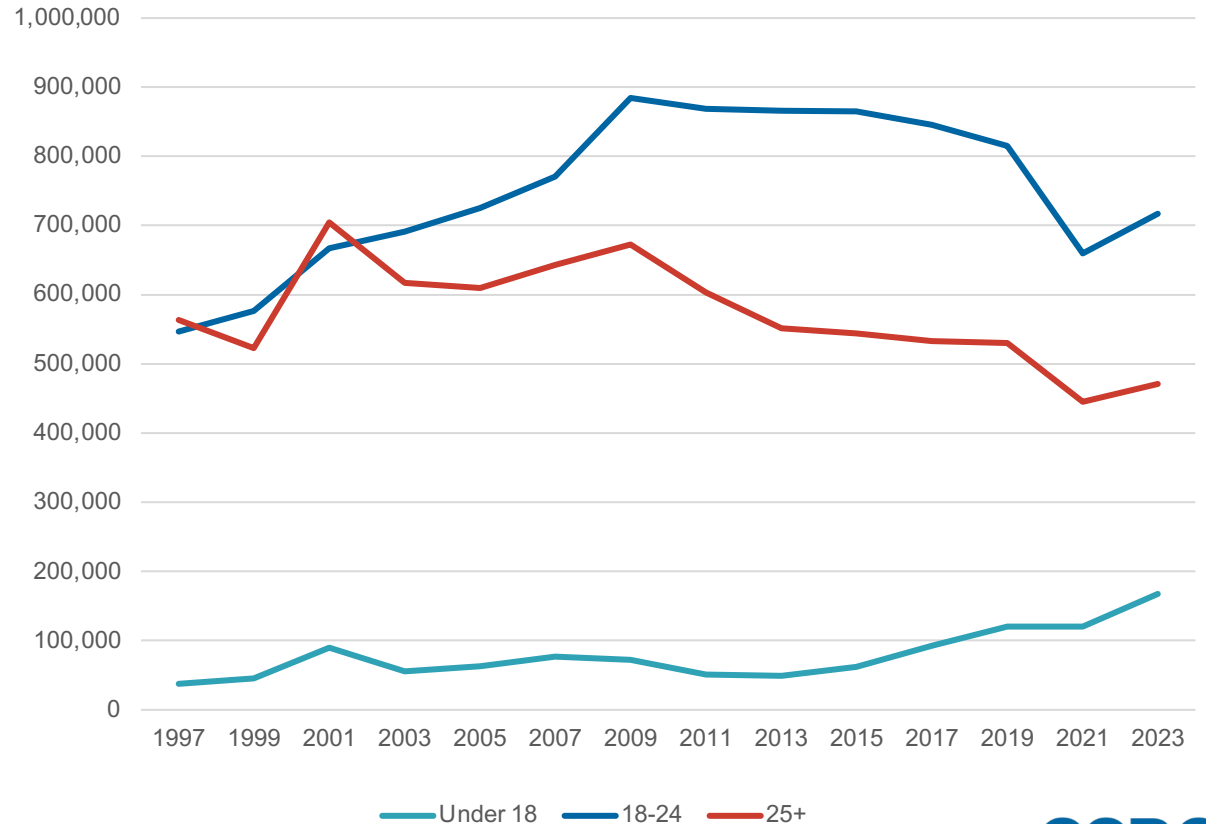
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Post-high school enrollment in California community colleges has declined for more than a decade

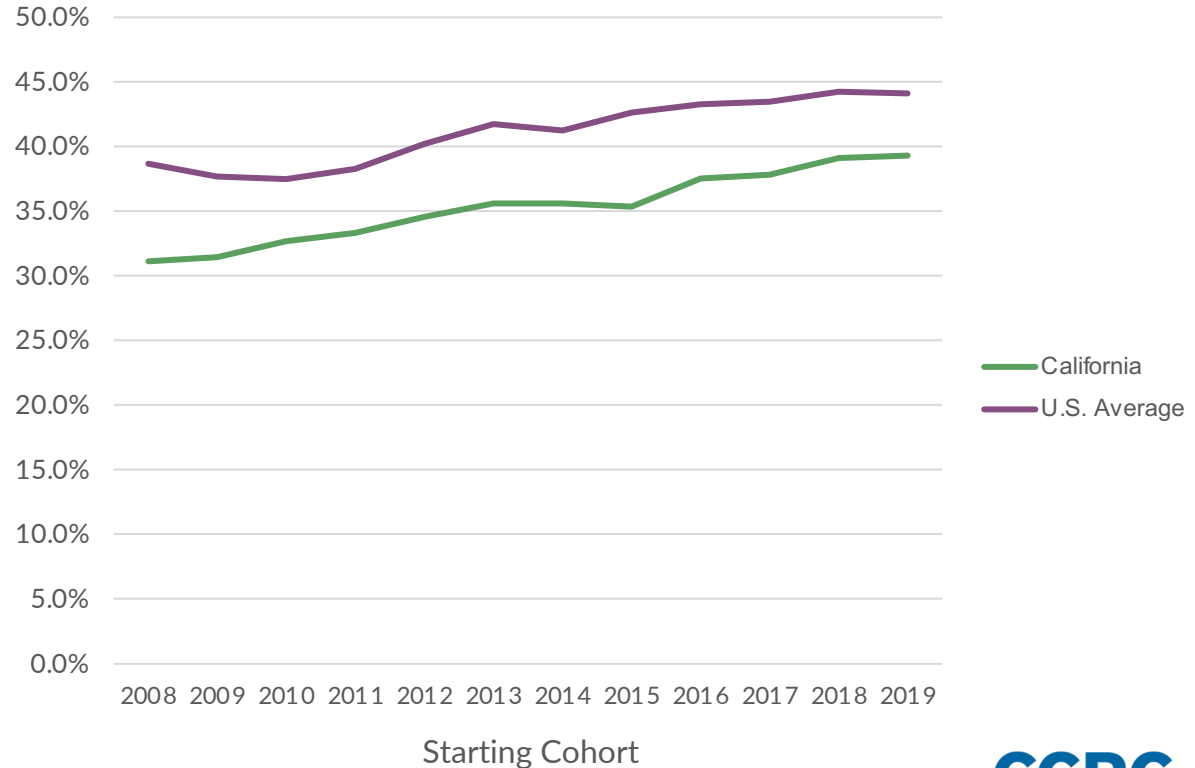
California Community College Fall Credit Enrollment by Age: 1997-2023



Source: Community College Research Center.
<https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary>

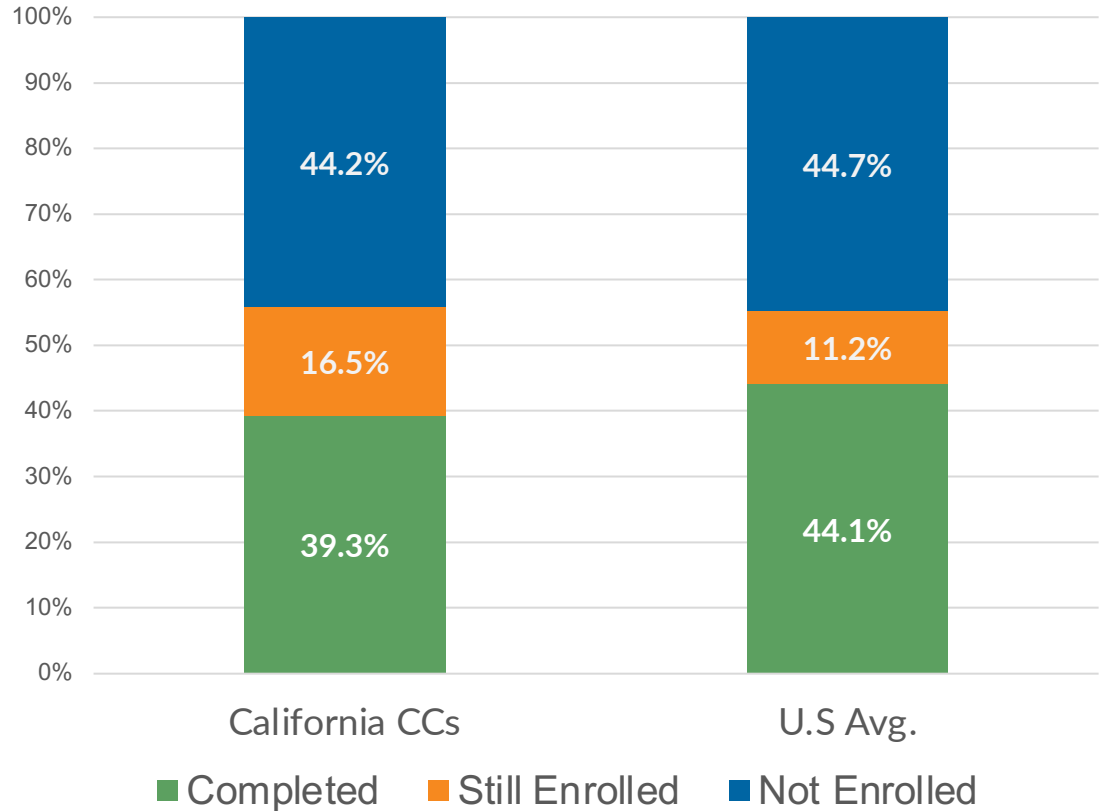
California community college completion rates have improved, but still lag the national average...

Six-Year Completion Rates for Community College Starting Cohorts 2008-2019: California vs. U.S.



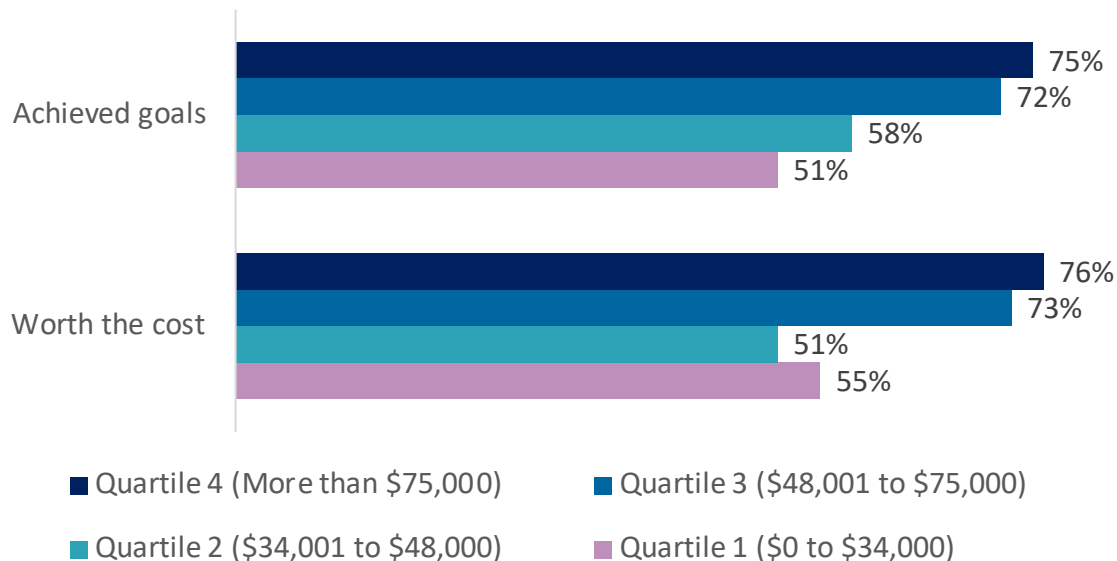
...and more California community college students still enrolled with no degree six years after starting.

Six-Year Outcomes for 2019 Starting Cohort: California vs. U.S. Community Colleges



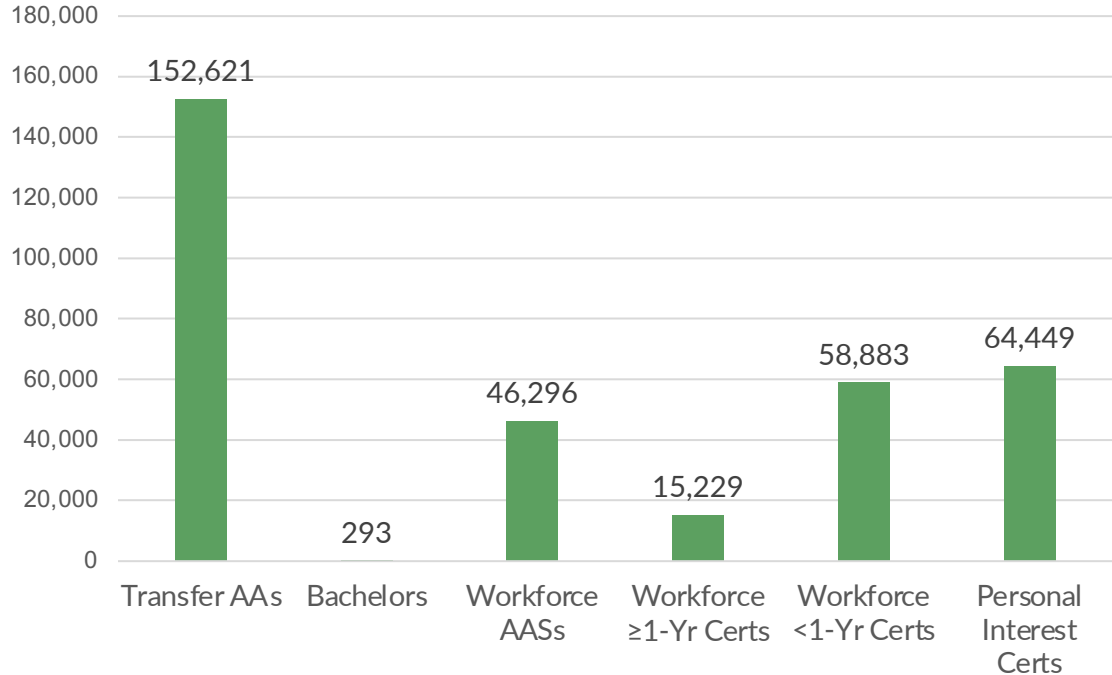
Higher paying jobs or successful transfer → Higher perception of value

Recent Community College Students' Perceptions of Value by Post-Completion Earnings Quartiles

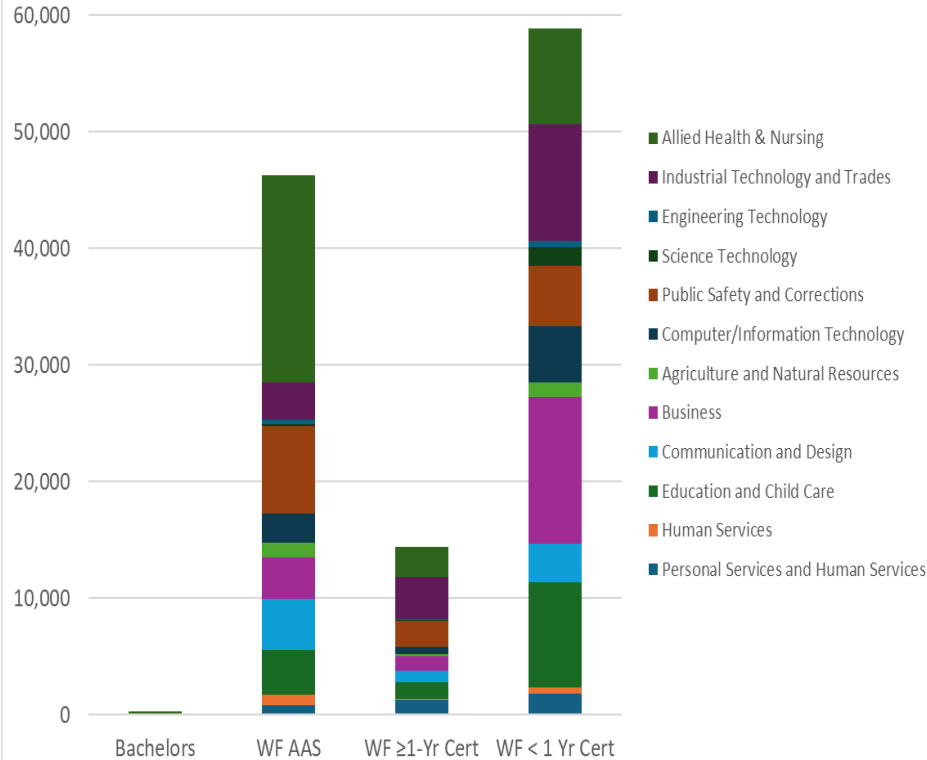


The value of community college awards depends on level, intent, and field.

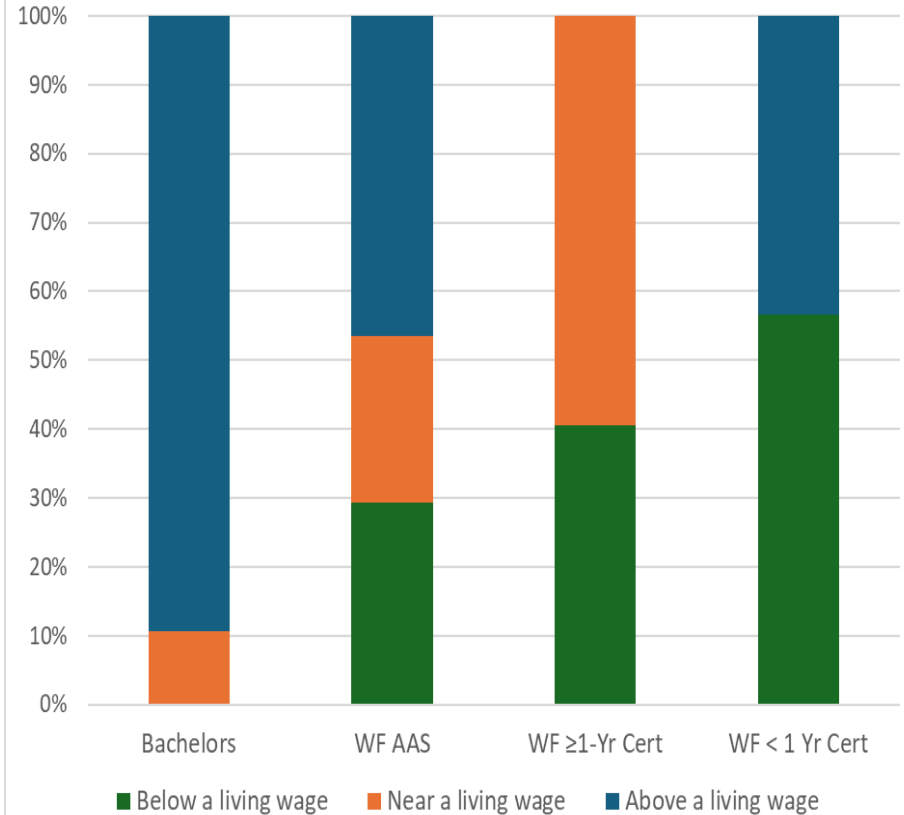
California Community College Awards by Level and Intent: AY 2023-24



California Community Colleges Number of Workforce Awards by Type and Field: AY 2023-24

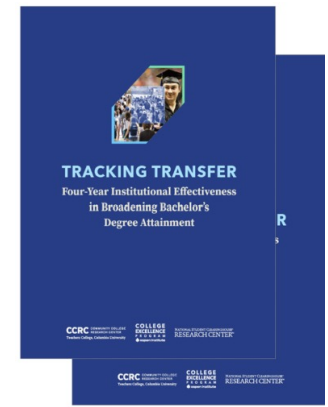
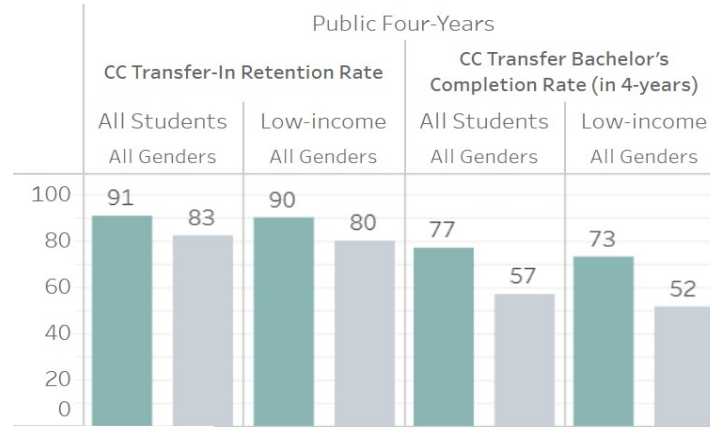


California Community Colleges Share of Awards w/ Associated Earnings Relative to Living Wage: 2023-24

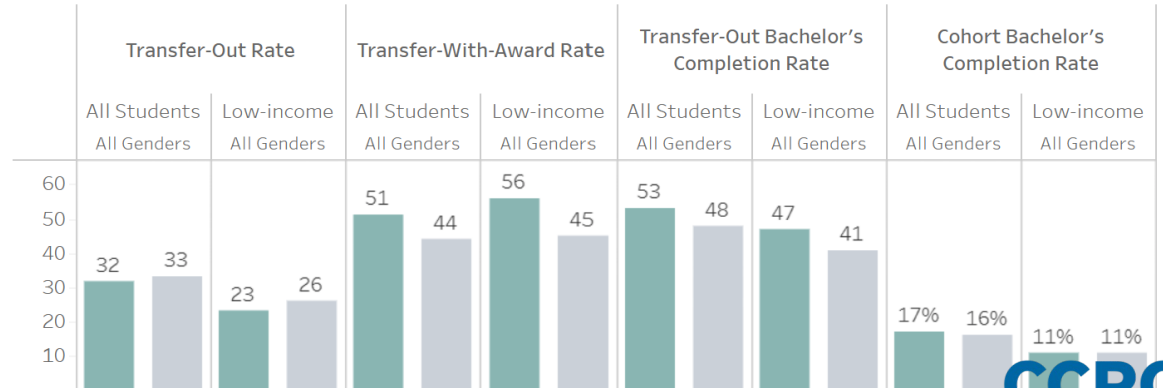


Once California cc students transfer, they do well, but too few students transfer (many AA grads don't apply) and too many earn credits that don't apply to their major.

Four-Year Institutional Effectiveness

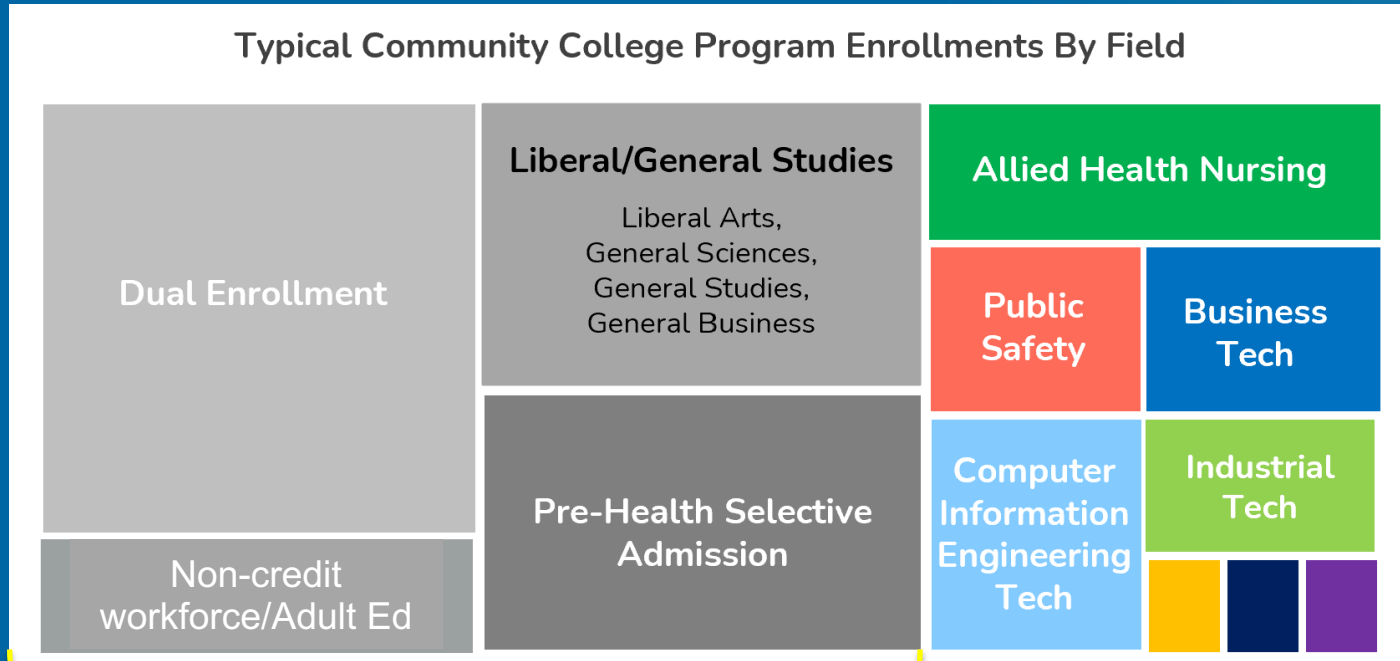


Community College Transfer Outcomes



Source: CCRC analysis of National Student Clearinghouse data. <https://ccrc.tc.columbia.edu/dashboard/tracking-transfer-state-outcomes.html>

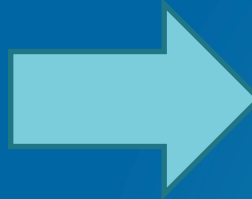
Too many students are not enrolled in a program that clearly leads to a good job or transfer in their major field of interest.



What motivation do these students have to continue and complete?

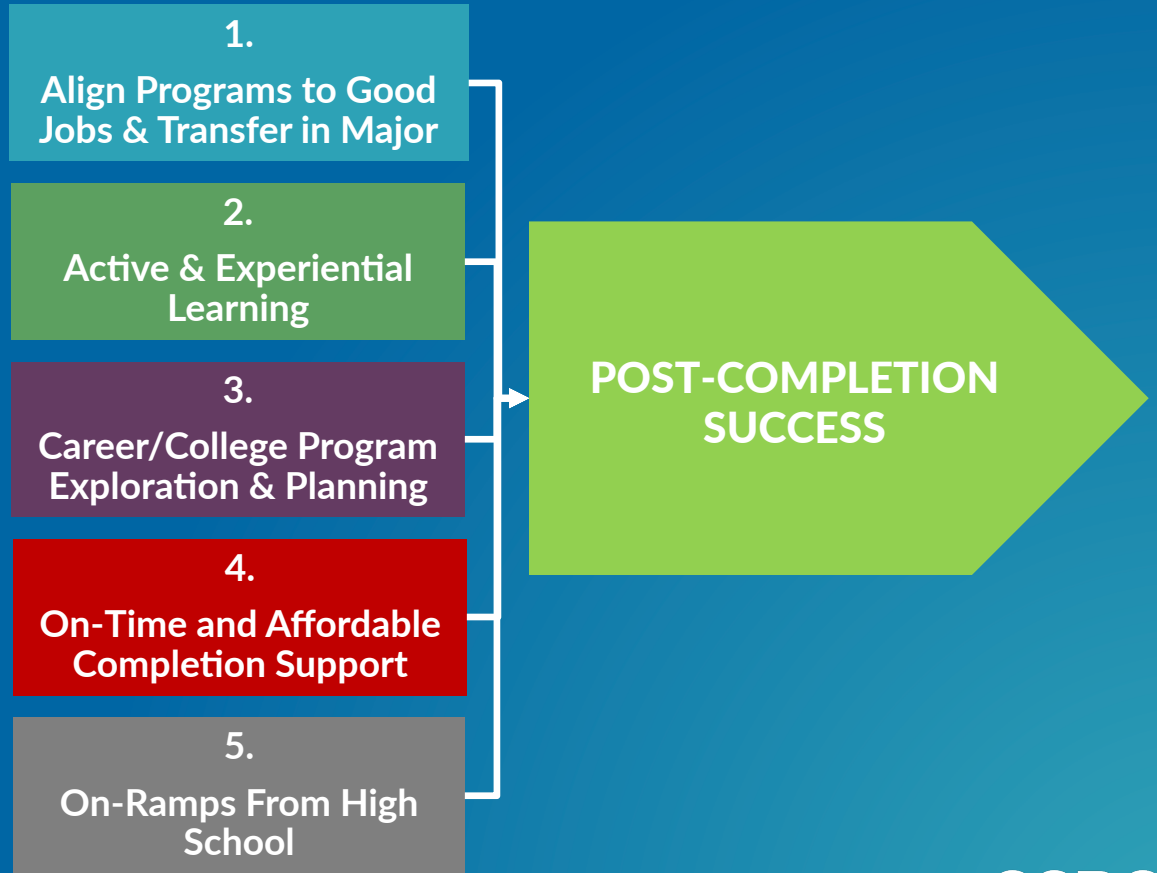
More Essential Than Ever: From Completion to Post-Completion Success

Pathways reforms to date have achieved gains by **removing barriers to completion**

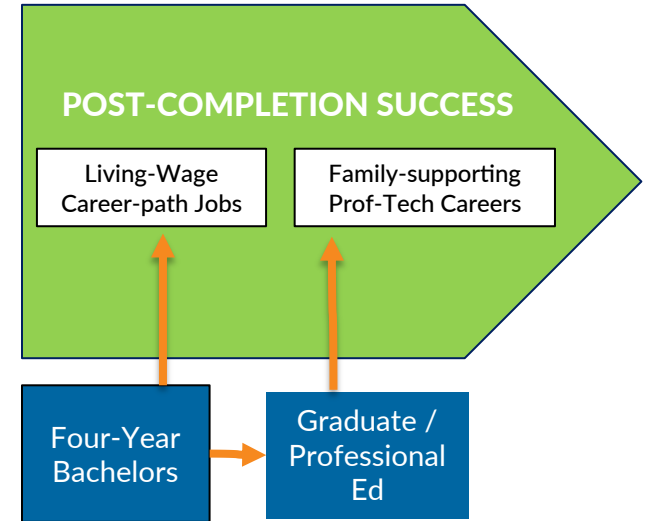


Moving forward, community colleges also need to focus on **strengthening pathways to post-completion success**—and thus make students' investment of time, money and effort worth it

Five frontiers for strengthening community college pathways to post-completion success

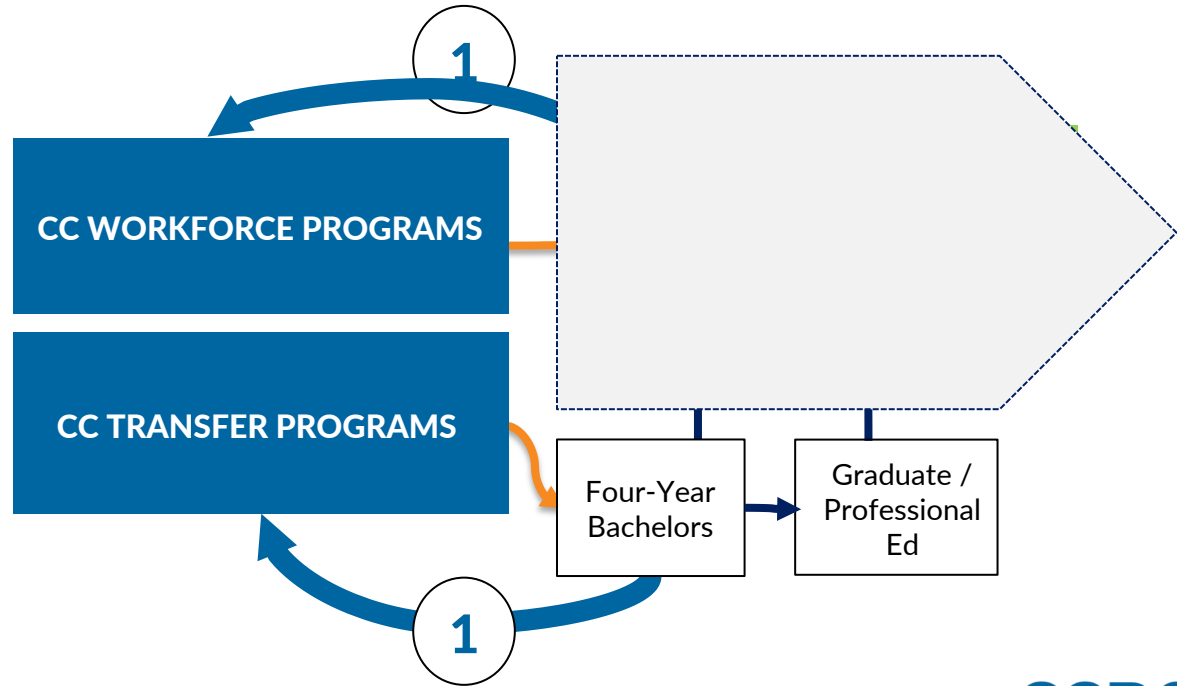


Start with **post-completion success** in mind, and backward design



Frontier 1:

Partner with employers and universities to ensure programs lead to living-wage jobs or transfer in major.



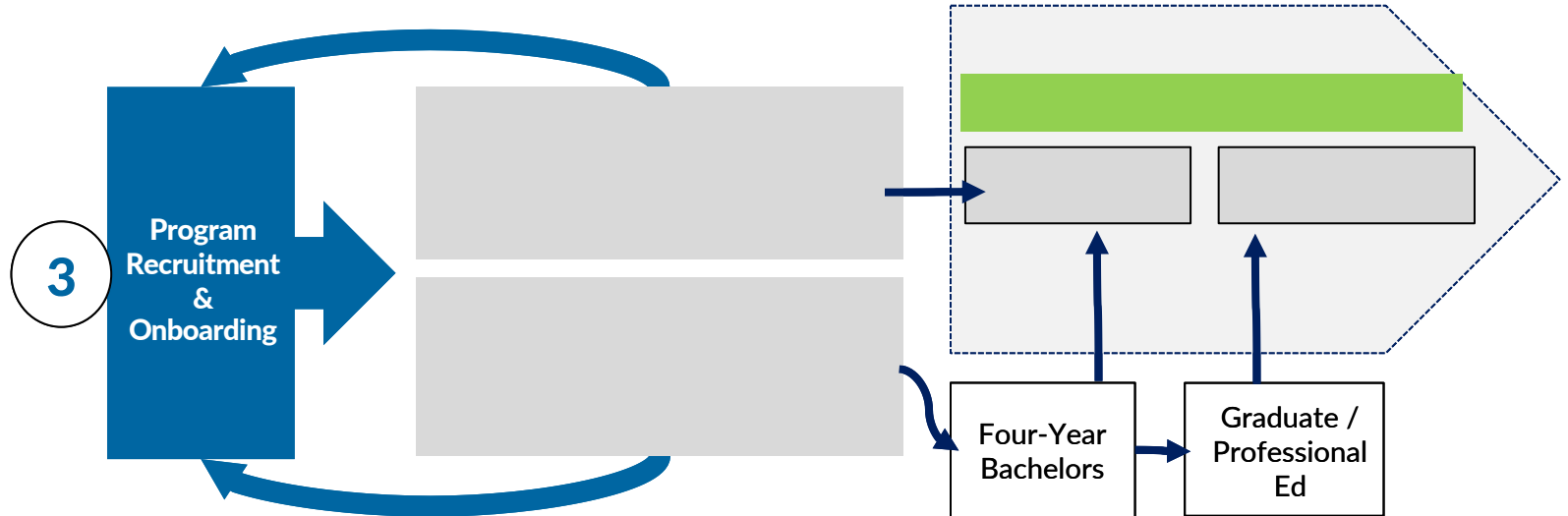
Frontier 2:

Help students develop versatile skills by embedding active and experiential learning throughout all programs.

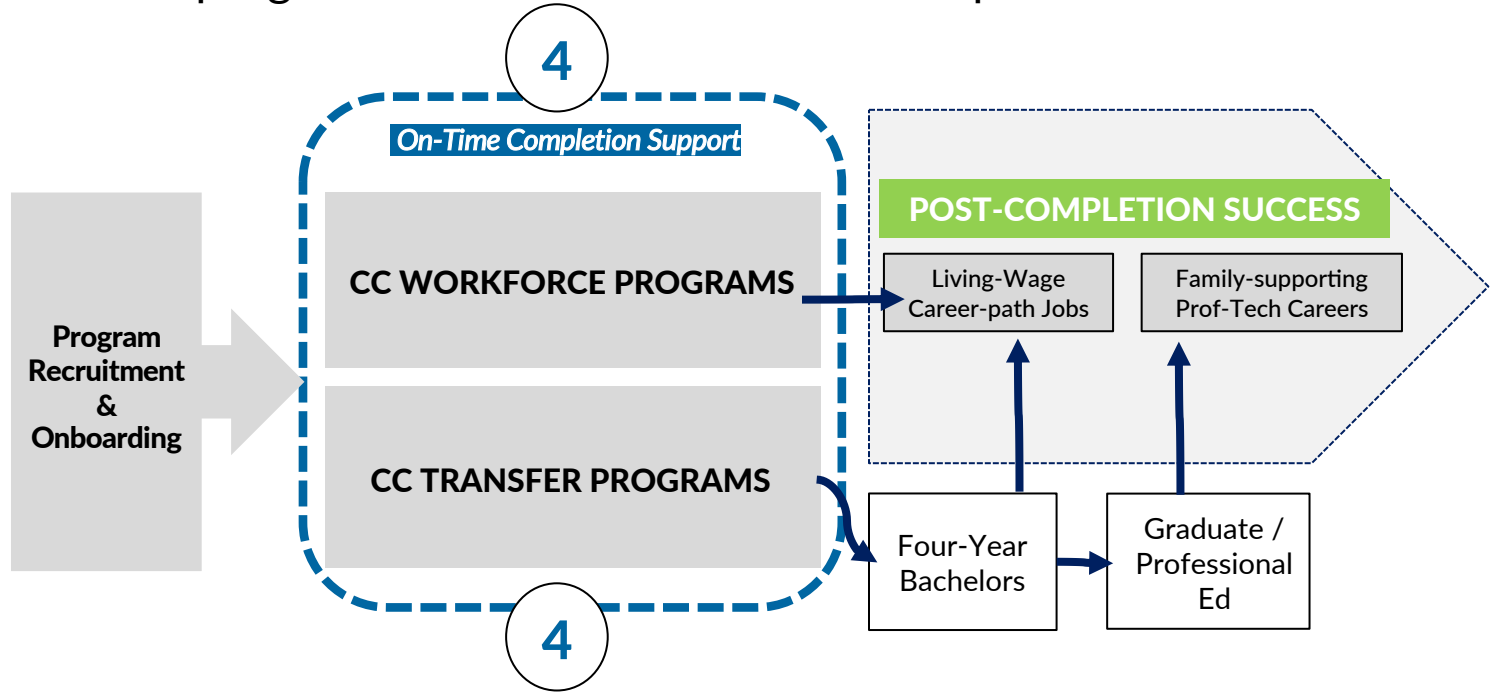


Frontier 3:

Rethink the onboarding experience to help students explore, choose, and plan a program of study aligned with their interests and aspirations.

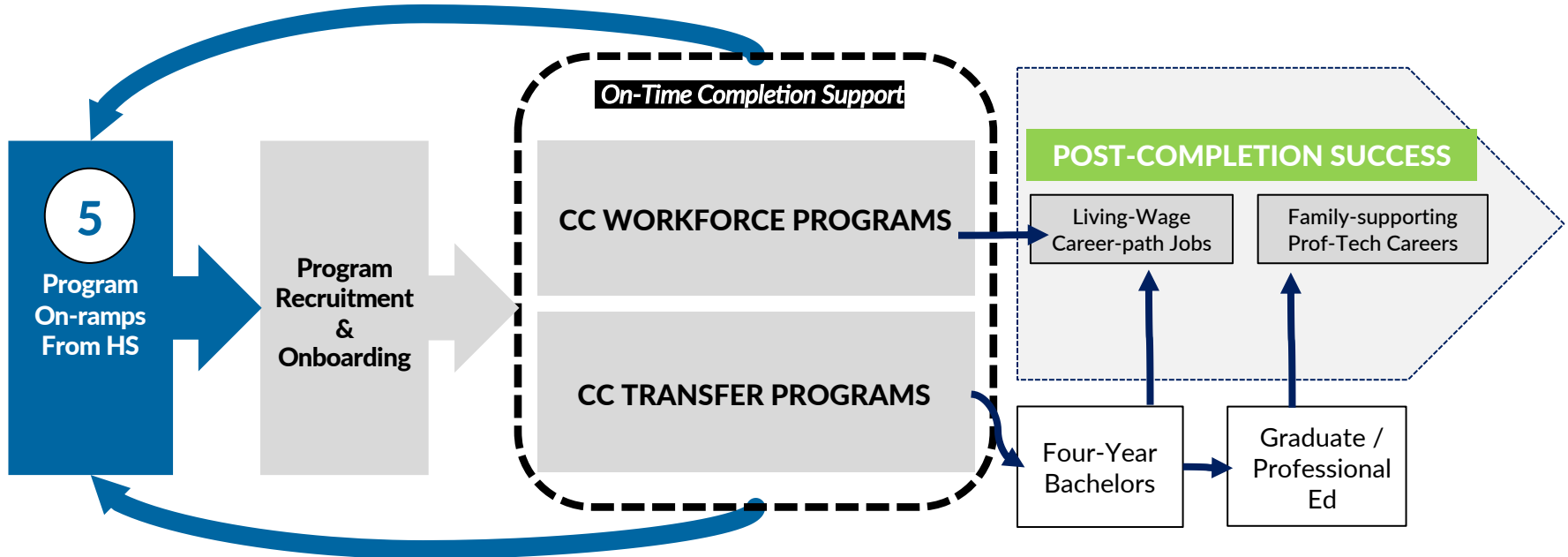


Frontier 4: Structure, schedule and deliver courses—and provide progress monitoring and support—to enable busy students to complete their programs in as little time and cost as possible.

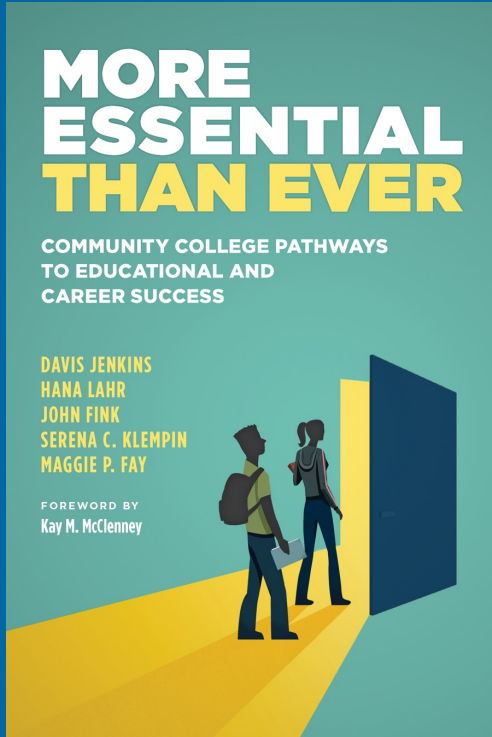


Frontier 5:

Rethink the high school dual enrollment as an onramp to a debt-free, career-connected postsecondary pathways for students who wouldn't otherwise continue their education after high school.



More Essential Than Ever is filled with practical guidance and examples



“Taking Action” steps at the end of each chapter

Dozens of examples and case studies from different colleges

Blog series and discussion guide to facilitate broad engagement



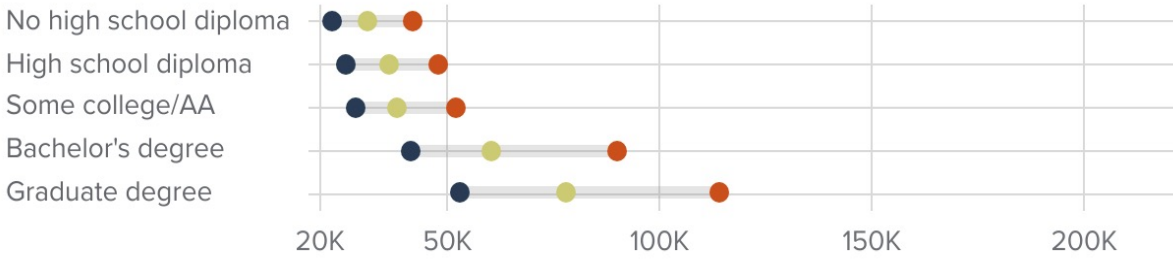
Pathways frontier with biggest potential payoff for California community colleges:
Rethinking dual enrollment as an onramp to career-connected postsecondary education

Substantial postsecondary education and training—AAS, apprenticeship, bachelor's—by mid-20s, increasingly essential for family-sustaining, career-path employment in California

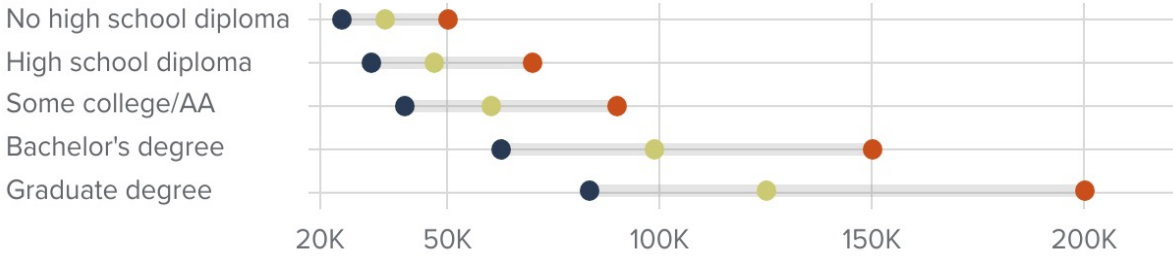
Wage differences between college graduates and high school graduates increase with age

● 25th percentile ● Median ● 75th percentile

Workers ages 22 to 27



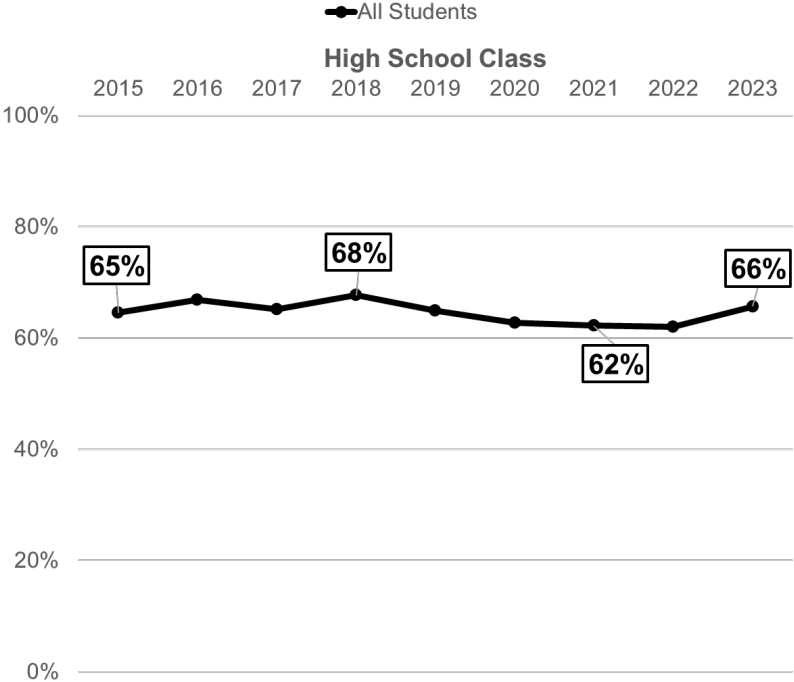
Workers ages 35 to 44



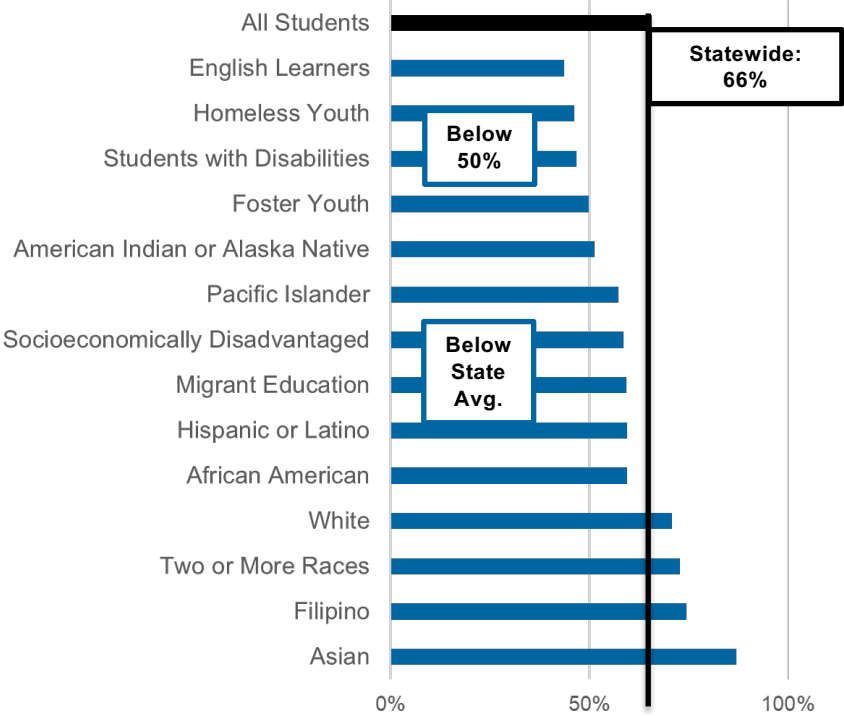
SOURCE: Combined 2022 and 2023 American Community Survey, 1-Year Estimates.
NOTES: Restricted to full-time, year-round workers. Those currently enrolled in school are excluded. Groups are defined by their highest level of education. "AA" refers to associate degrees.
FROM: PPIC Blog, April 2025.

College-Going Rates Somewhat Stable, but Gaps are Persistent

College-Going Rates, California HS Graduates



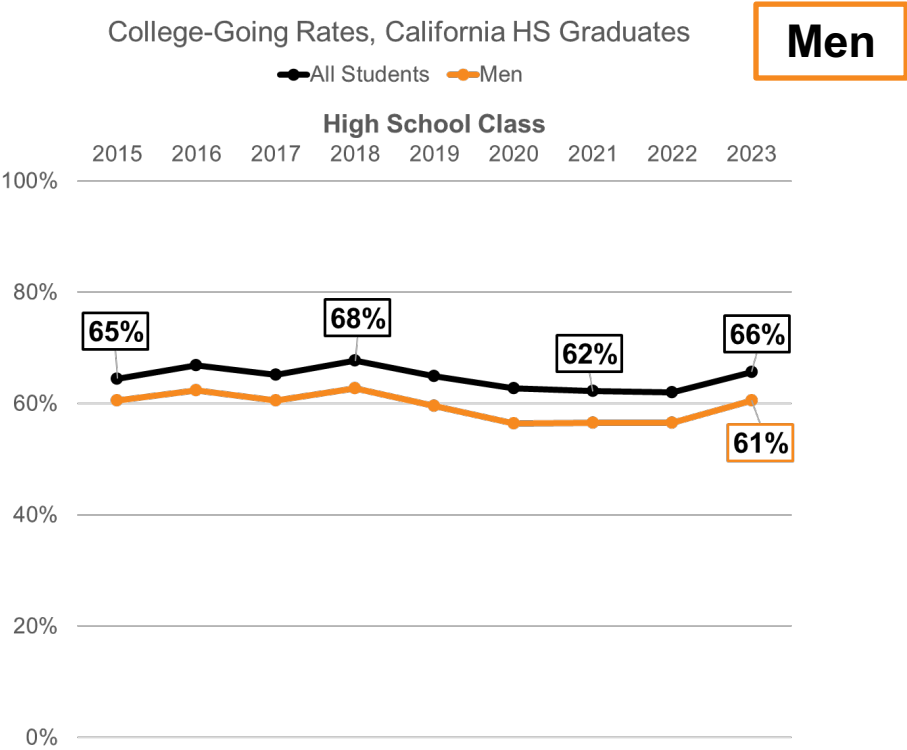
College-Going Rates, California HS Class of 2023



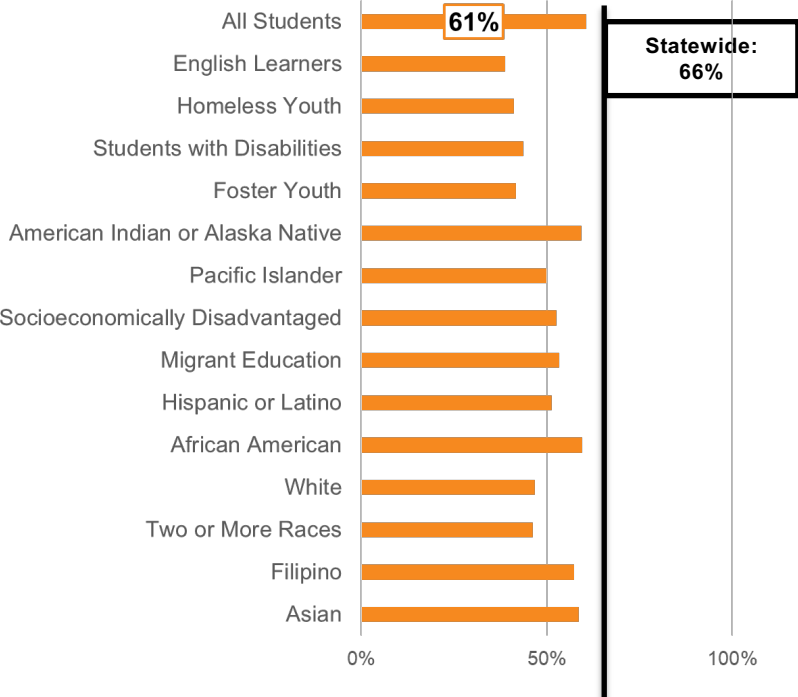
Source: California Department of Education, College-Going Rate (CGR) data (12 month)



College-Going Rates Somewhat Stable, but Gaps are Persistent



College-Going Rates, California HS Class of 2023



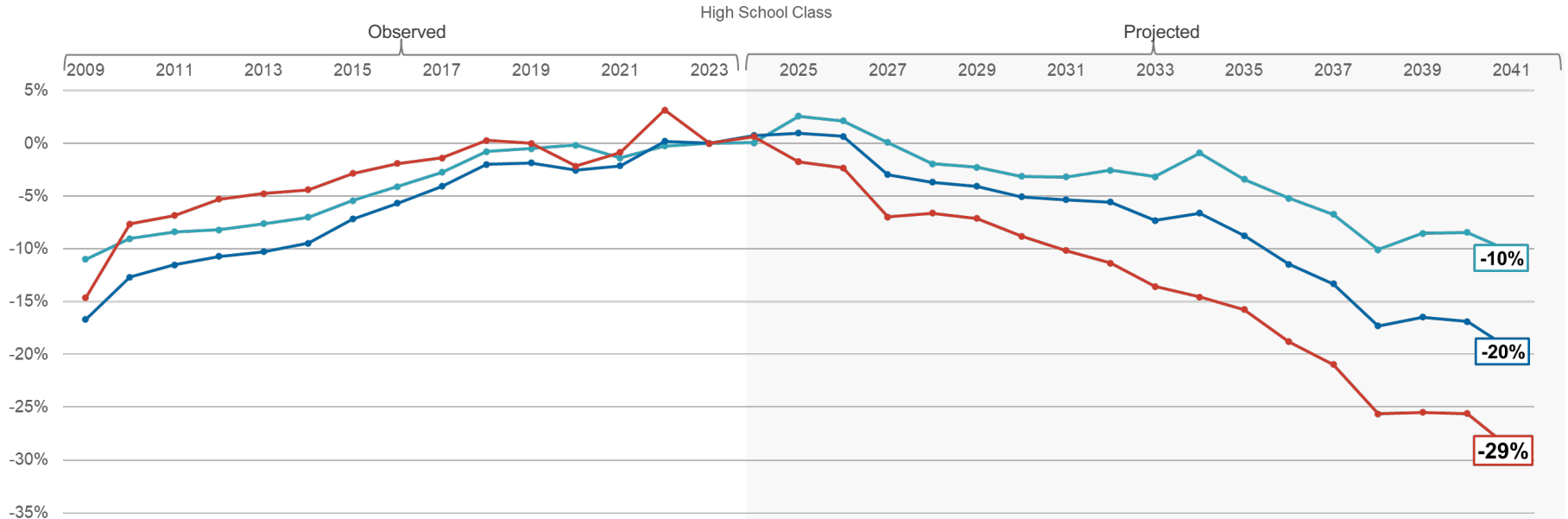
Source: California Department of Education, College-Going Rate (CGR) data (12 month)



California faces a 29% projected decline in HS graduates from 2023-2041

Percent Change in Number of High School Graduates Relative to 2023

— Nation (50 States and DC) — West — California

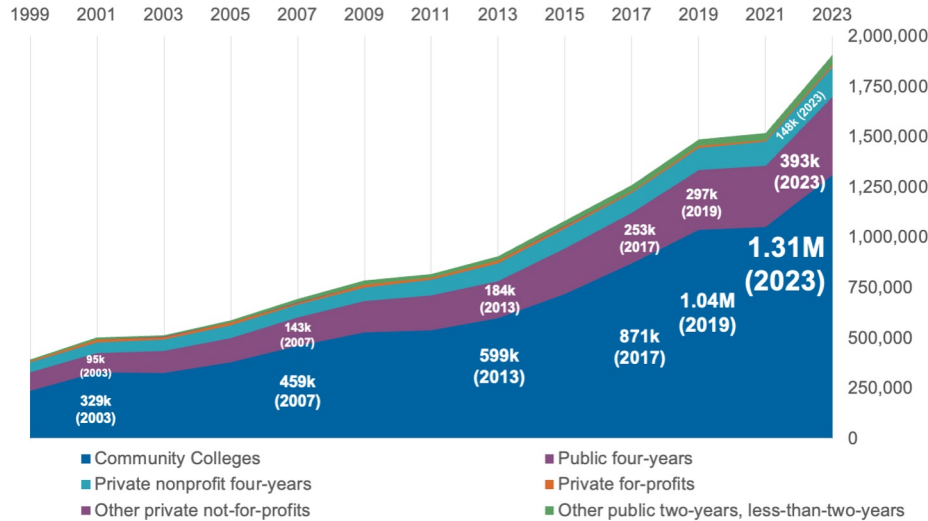


A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the far left has a large black backpack. The student in the center has a brown backpack. The student on the far right is wearing a dark jacket and light-colored pants. The background shows a modern building with large windows and a walkway.

The Opportunity:
**Dual Enrollment Widespread,
Growing, and Potentially Effective**

Dual enrollment has doubled in the past decade, up to 2.8M in 2023-2024

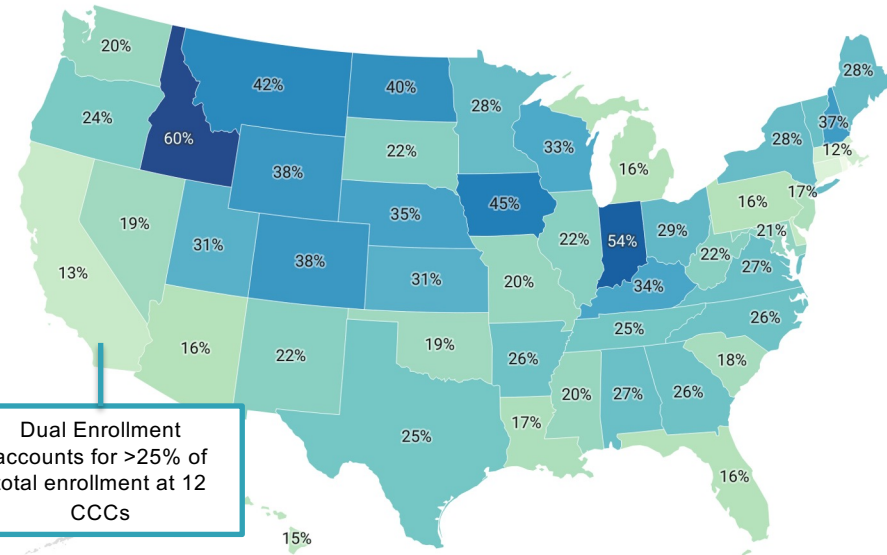
Growth of Dual Enrollment, Fall Enrollments 1999-2023



1 in 5 community college students are in high school

Percentage of Community College Students in High School in 2023-24

Dual enrollment as a percent of community college headcount
7% 60%

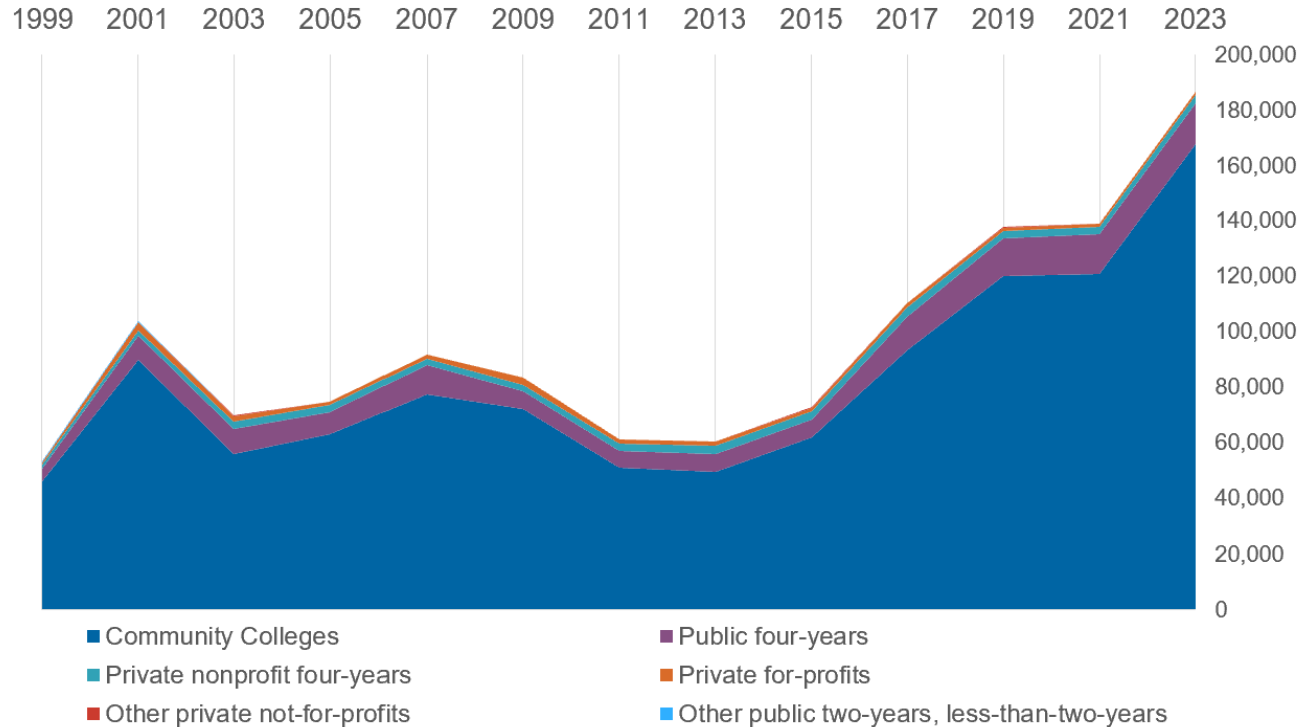


California Dual Enrollment

1999-2023

IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*



Expansion of Dual Enrollment in California Concentrated at Community Colleges

1 Strong research base showing that DE can work as a lever for expanding college access & attainment

2 DE benefits Black, Latino, low-income, and other priority groups

3 Postsecondary outcomes generally stronger but differ state-to-state

U.S. DEPARTMENT OF EDUCATION
WWC Intervention Report
A Summary of Evidence from a Systematic Review of the Literature
February 2017

Dual Enrollment Programs

Program Description
Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment to at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having the additional supports available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to obtain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.¹

Research²
The What Works Clearinghouse (WWC) identified five studies of dual enrollment programs that both fall within the scope of the Transition to College task force and meet WWC group design standards. The studies used WWC group design standards without reservations, and three studies met WWC group design standards with reservations. Together, these studies included 17,249 high school students across the United States.

The WWC considers the extent of evidence for dual enrollment programs to be medium to 1) student outcome domain—degree attainment (college, college access and enrollment, on-time high school, and general academic achievement high school), the WWC considers dual enrollment programs to be small for the following student outcome domains—(a)lag readiness, attendance high school, and general academic achievement college. There are no WWC group design standards in the two other domain areas in the Transition to College version report (see full report on the effectiveness of dual enrollment programs for details in the Issues Summary, p. 6 for more details of effectiveness by domain).

Effectiveness*
Dual enrollment programs were found to have positive effects on students' degree attainment and enrollment, credit accumulation, completing high school, and general academic achievement high school domains. Dual enrollment programs had potentially positive effects with

Should Students Falling Behind in School Take Dual Enrollment Courses?

Han Bum Lee^a and Michael U. Villarreal^b

^aUrban Education Institute, University of Texas at San Antonio; ^bDepartment and Policy Studies, University of Texas at San Antonio

REPORT | OCTOBER 2024

The Postsecondary Outcomes of High School Dual Enrollment Students: A National and State-by-State Analysis

Tatiana Villaseca | John Park | Maribel Becerra | David Jenkins
Community College Research Center

TRACKING TRANSFER
Four-Year Institutional Effectiveness in Broadening Bachelor's Degree Attainment

December 2022

Reviews & Meta-Analyses

Chapter 3 A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes

Brian P. An and Jason L. Taylor

Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

AUTHORS
Jason L. Taylor, Taryn Daura Allen, Brian P. An, Christine Denecker, Julie A. Gurnea, John Park, NACS, Sami, Richelle Hodara, Isaac Hu, Barbara J. Tobolsky, Wilke Chen

3.1 Introduction

More than ever, high school students in the United States have taken college courses while still in high school. Not surprisingly, the number of high school seniors planning to earn at least a bachelor's degree in 2001 of high school seniors planning to earn at least a bachelor's degree (Reynolds, Stewart, Macdonald, & Sisco, 2000). Not surprisingly, the number of high school seniors planning to earn at least a bachelor's degree has increased, from 95% in 1939–40 to 69% in 2015 (Crotwell, El Siegfried, 1991; National Center for Education Statistics [NCES], 2017). However, enrolling in and expecting to finish college does not mean that students will graduate from college. In 2014, approximately 81% of first-time, full-time students at four-year institutions returned the following year, but only 61% of those enrolled at two-year institutions in 2011. The persistence rate continues beyond the early college years of first-time, full-time students at four-year institutions graduated within six years of entry (NCES, 2017). Moreover, students are taking longer to attain their degree. Acland (2004) estimates students took 4.54 calendar years to earn a bachelor's degree in 1972, 4.45 years in 1982, and 4.2 years in 1992. The transition from high school to college is a long one. Although high schools often

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A Systematic Review and Meta-Analysis of Dual Enrollment Research

Tracey King Schaller¹, P. Wesley Routon¹, Mark Allen Partridge¹, and Reanna Berry¹

Abstract

Given the current surge in student participation in dual enrollment programs, an updated synthesis of literature relating to how these programs impact students is warranted. Furthermore, while there are qualitative literature reviews relating to dual enrollment and student outcomes, there has not been a quantitative synthesis of literature relating to the findings of this research. Accordingly, we conduct a quantitative literature review involving the academic outcomes of higher education enrollment, persistence, performance, and degree attainment. Using meta-analytic techniques, we find that across the 162 study effect sizes included in our analysis, participation in dual enrollment programs was positively associated with grade point average (GPA), total earned college credits, college enrollment, early persistence, degree attainment, and full-time attendance. Also, we find negative associations between dual enrollment and time to graduation and total semesters enrolled in college, indicating these programs can help students graduate college more quickly.

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Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida

Summary Research Report

Veronica Minaya

February 2021

The Impact of Dual Enrollment College Application Choice and Admissions

Vivian Yuen Ting Liu
The City University of New York

Veronica Minaya
Community College Research Center
Teachers College, Columbia University

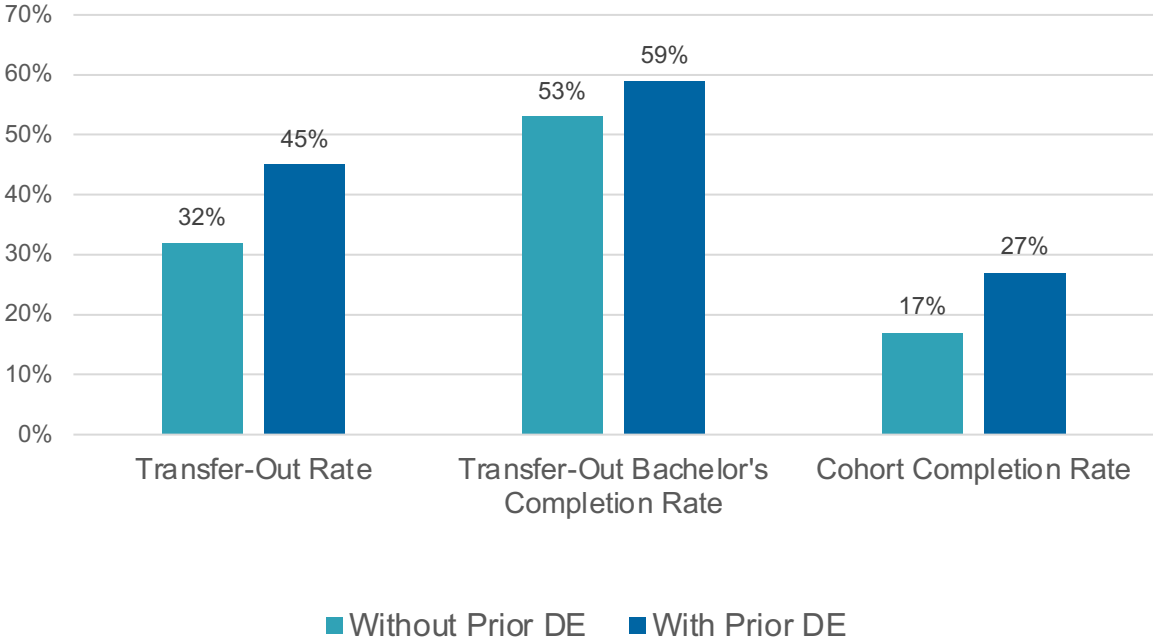
Di Xu
University of California, Irvine

December 2022
CCRC Working Paper No. 129



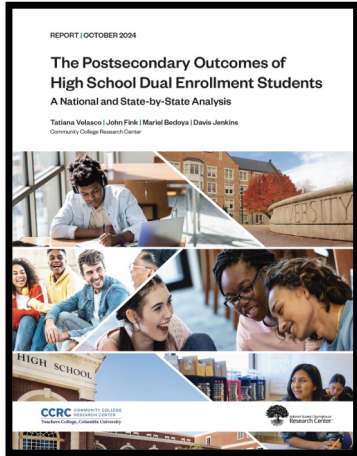
Former California cc dual enrollment students have stronger transfer outcomes than those with no prior DE.

California CC Transfer Student Six-Year Outcomes: With and Without Prior Dual Enrollment



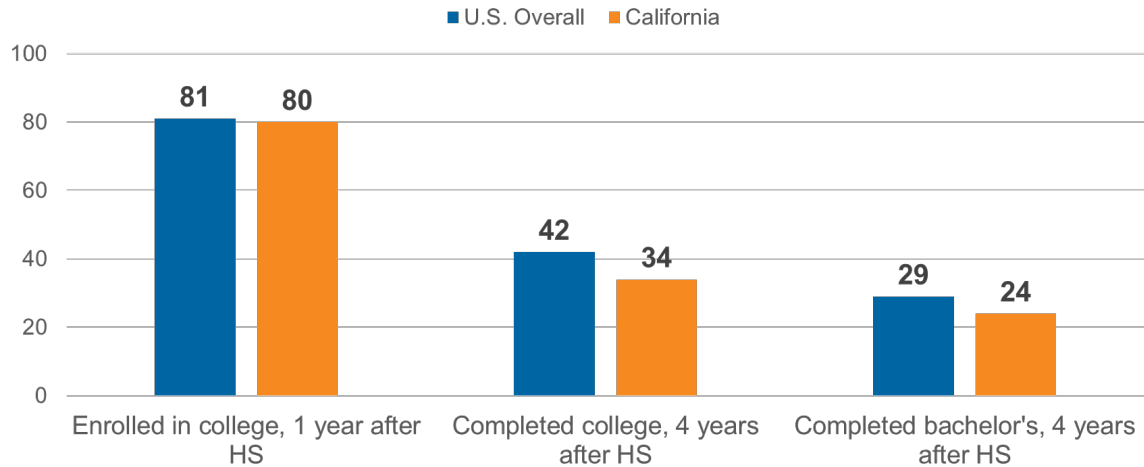
Source: Velasco et al. CCRC, 2024.

Postsecondary Outcomes for California Dual Enrollment Students



[Velasco et al., 2024](#)

Postsecondary Outcomes of Dual Enrollment Students After High School

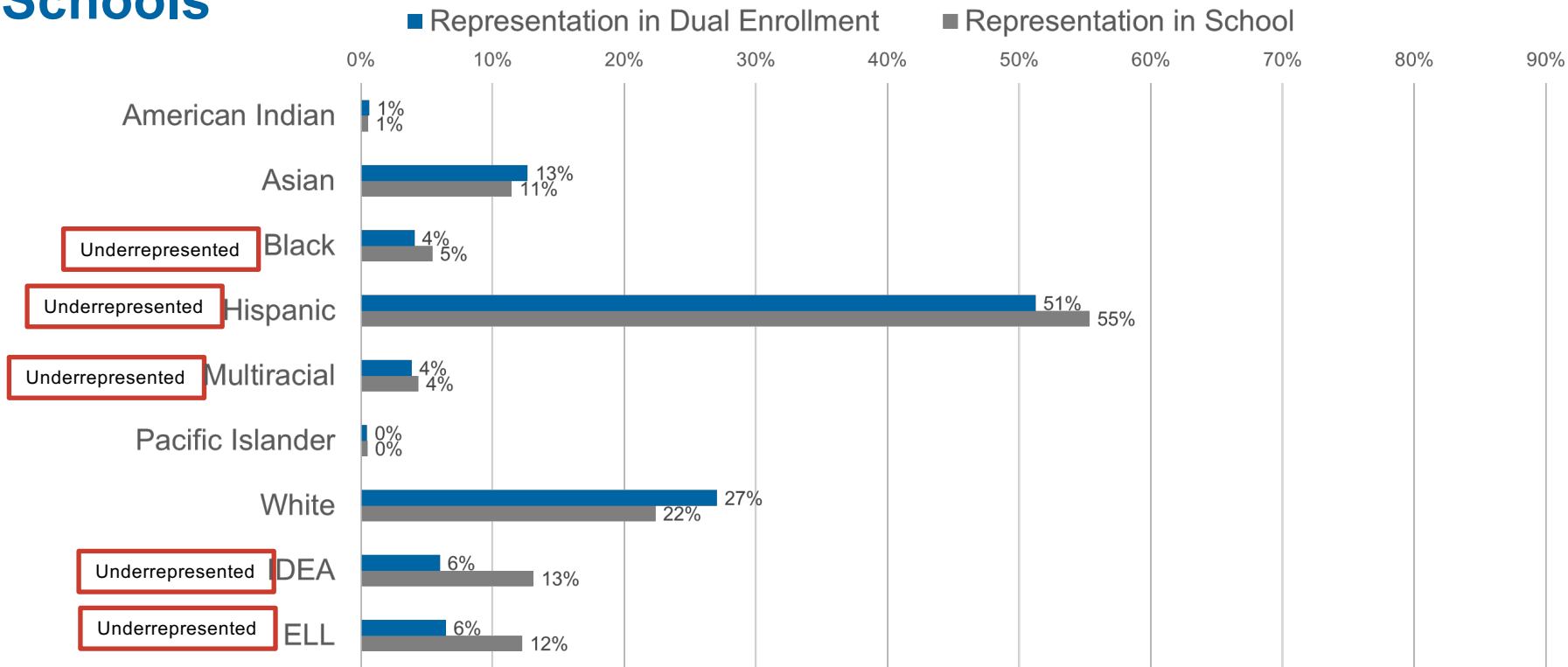


CCRC analysis of NSC data on students who started dual enrollment in fall 2015, tracked up to 4 years after expected high school graduation ([Velasco et al., 2024](#))

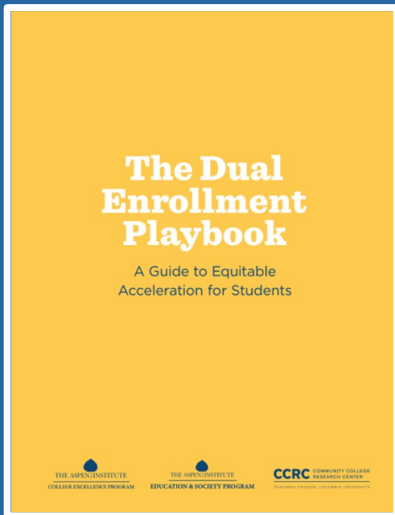
A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the far left has a large black backpack. The student in the middle has a brown backpack. The student on the far right is wearing a dark jacket and light-colored pants. The background shows a modern building with large windows and a walkway.

“Programs of Privilege” Access to Dual Enrollment Uneven

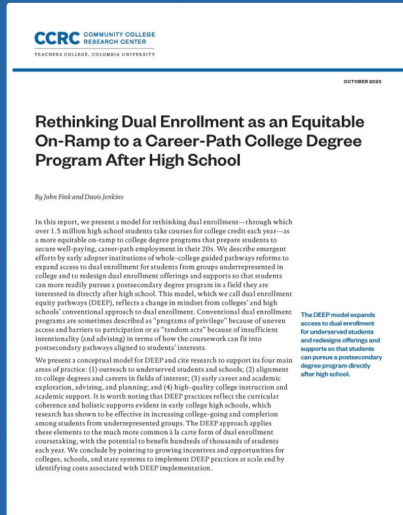
Representation in Dual Enrollment: California Public Schools



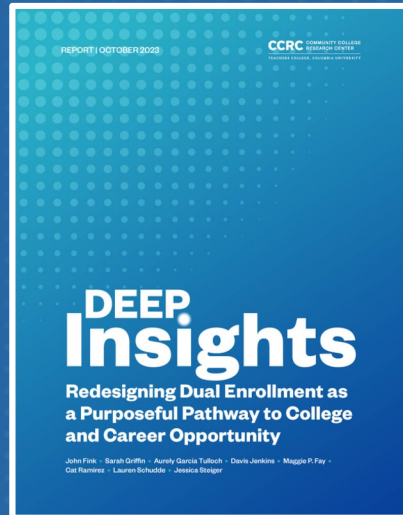
CCRC's Research Focus: Expanding College Access and Success Through Dual Enrollment



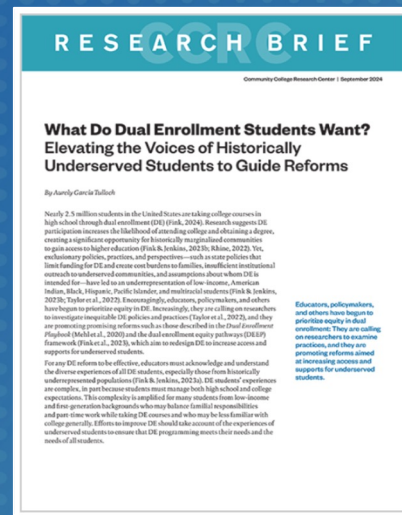
The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (October 2020)



Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School (October 2023)



DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)



What Do Dual Enrollment Students Want? Elevating the Voices of Historically Underserved Students to Guide Reforms (Sept. 2024)

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Rethinking Dual Enrollment as an Onramp to College and Career Opportunity

Conventional Approach



“Programs of privilege”



“Random acts”



DEEP Approach

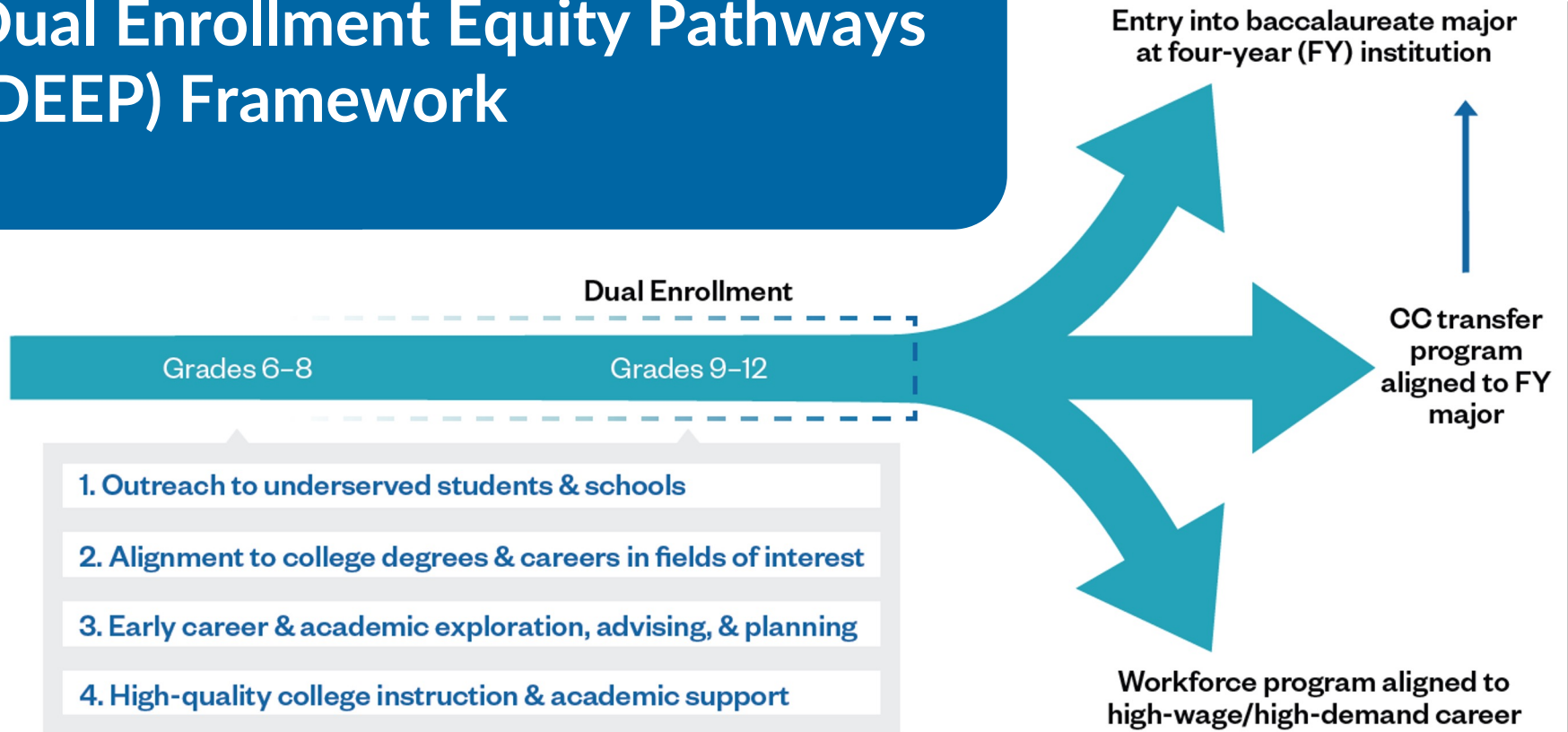


All – and especially underserved students



Designed to expand college and career opportunities

Dual Enrollment Equity Pathways (DEEP) Framework



REPORT | OCTOBER 2025

Promising Combinations of Dual Enrollment, AP/IB, and CTE

The College and Earnings Trajectories of Texas High School
Students Who Take Accelerated Coursework

Tatiana Velasco | Wonsun Ryu | Lauren Schudde | Karissa Grano | Davis Jenkins | John Fink



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High school CTE with embedded dual enrollment was associated with +16% earnings gain by age 25 compared to CTE alone (Velasco et al., 2025)

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Computer Academy

Intel "empowers students to become the innovators of tomorrow... integrating technology into lesson plans builds the skills of the future to help students develop cognitive, technical, and social-emotional skills."



Engineering Academy

Arcline is "a comprehensive architecture and interior design firm with an emphasis on method, aesthetic and client care."



Health Academy

Biotech Partners has focused on helping youth achieve their goals. We focus on training youth for technical positions in bioscience, career advancement and continued education.



Fashion Academy

MOCHA is committed to providing quality hands-on art experiences for children and their families.



Race, Policy, & Law Academy

Children Now "aims to align the systems that prepare kids for college, career and civic life."



Dual Enrollment Course Descriptions Oakland Tech: 2026 - 2027 School Year

If you are interested in taking a course, contact your counselor to select it in Aeries for next school year! This is a Tentative list and is subject to change based on Professor Availability and Enrollment numbers.

Fall Course	Spring Course	Aeries Code
SOC 1: Intro to Sociology - Basic concepts, theoretical approaches, and methods of sociology. Analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change and global dynamics. UC/CSU Transferable	SOC 2: Social Problems - Study of society through the application of sociological principles and critical thinking skills to the identification and analysis of selected social problems: Poverty, racism/sexism, drug abuse, crime, and population control. UC/CSU Transferable	23221
Kin 160 (CSUEB): Intro to Kinesiology - Study of human movement from humanities, behavioral science, and life science perspectives. Overview of career opportunities in the field of kinesiology UC/CSU Transferable. 2.5 min. GPA, 11th and 12th grade only	KIN 162 (CSUEB): Nutrition and Fitness - Understand theories and principles of nutrients, basic diet, weight management, exercise demands, training principles, fitness development and effective nutritional practices. UC/CSU Transferable. 2.5 Min. GPA, 11th and 12th grade only.	23201
COMM C1000: Public Speaking - Principles of public speaking: online communication/public speaking (content creation, social media, podcasting). Social Movements, Community organizing, comedy and improv skills. UC/CSU Transferable	COMM 10: Gender and Communication - Exploration of the relationship between gender and communication: Interpersonal, mediated, social, organizational, and cultural contexts; gender in public and private settings, media images, and personal identities. UC/CSU Transferable	23211
CIS 6: Intro to Computer Programming - Introduction to computer programming: Algorithm design, flow charting, and debugging; elements of good programming style. Course may be instructed in any programming language. UC/CSU Transferable	CIS 232: Robotics - Intro to robotics: Want to make robots run around? Make them sing songs or dance? We will be using python to program our robots to do just that. Come join our robotics course this Spring. NOT Transferable	23213
GRAT 34: Adobe Illustrator - Skill based approach to vector based drawing software. Emphasis on graphic design, print and web graphics and fine arts applications, exploration through hands-on projects. CSU Transferable	GRAT 36: Adobe Photoshop - Introduction to imaging software utilized in the graphic arts for photo and tonal manipulations: Selecting, painting and filling, layers, editing images, color correction, typography, tools, masks and channels, converting and manipulating images, and filters; exploration through hands-on projects. CSU Transferable	23227
PSYCH C1000: Intro to Psychology - Scientific principles of psychology. Application of scientific research in understanding learning, human development, biological processes, personality, behavior disorders, social psychology, and adjustment of the human organism. UC/CSU Transferable.	Psych 24: Abnormal Psychology - Survey of major psychological disorders. Historical perspectives of various theoretical models (biological, psychodynamic, behavioral, cognitive, humanistic, existential, socio-cultural); review of research for understanding of origins and most promising treatments. UC/CSU Transferable.	23223
COUN 24: College Success - Identification and development of resources that facilitate college success: High performance learning utilizing 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. UC/CSU Transferable	COUN 57: Career and Life Planning - In-depth career and life planning: Self-exploration, identifying values, interests, needs and goals; development of skills for assuming careers and lifestyles over the lifespan; influence of career choice on the quality of life, and the development of a career action plan. UC/CSU Transferable	23217

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units/semester!

- FREE textbooks & materials
- 97% of students received a C or higher in Fall 2025!!
- GPA Boost!

- Get ahead on college credits! Most are UC/CSU transferable!
- Satisfy General Ed/Cal GETC requirements!
- Explore majors, careers, pathways, and topics NOW rather than after graduation!

Oakland Technical High School Academies & Industry Partners

Oakland, California





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MISSION

The Hawthorne High School of Manufacturing and Engineering is a progressive small learning community tasked with creating the next-generation workforce. HHSME is committed to developing innovators who lead through the design and implementation of practical solutions to meet the ever-changing workforce challenges of today and beyond.

WORK-BASED LEARNING OPPORTUNITIES

Job shadowing and Internship opportunities allow our students an inside look at what the future might bring for their individual careers. These range from 20 hours to 200+ hours, working with industrial professionals on-site at one of our industry partner's facilities. Many of these shadowing/internships have evolved into full-time and part-time employment for our students.

STUDENT SUPPORT

Students use the same industry-leading design principles and 3D Design Software as companies like Northrop Grumman, Boeing and Walt Disney Imagineering. Students explore the worlds of architecture and product design, experiment with aerodynamics and biomechanics, and are trained in state-of-the-art manufacturing labs.

GRADE-LEVEL COURSE SEQUENCE

- 9** Introduction to Engineering Design
- 10** Principles of Engineering (El Camino College Dual Enrollment course)
- 11** Computer Integrated Manufacturing (El Camino College Dual Enrollment course)
- 12** Engineering Design and Development (El Camino College Dual Enrollment course)

www.hhscougars.org/hhsmc

Through **dual enrollment and articulation with El Camino College**, students earn college credit while still in high school, gaining a head start on careers in engineering, advanced manufacturing, and other high-demand industries.

Introduction to Engineering Design (PLTW)

Articulated with El Camino College
Designed for **9th grade students**, the major focus of IED is the **design process and its application**. Through hands-on projects, students apply engineering standards and document their work. Using industry-standard 3D modeling software, they design solutions to solve real-world problems, document their process in an engineer's notebook, and communicate solutions to peers and professionals.

Why take this class?
You'll learn how to think and work like an engineer. Using 3D design software, you'll create and test your own ideas, keep an engineer's notebook, and learn how to turn problems into solutions.

Principles of Engineering (PLTW)

Dual Enrollment with El Camino College
Designed for **10th grade students**, this survey course introduces students to **core engineering concepts** they'll encounter in college and beyond. Topics include mechanisms, energy, statics, materials, and kinematics. Students develop problem-solving skills, apply research and design, document their work, and present solutions to authentic challenges.

Why take this class?
Curious about how machines, structures, and systems really work? This class gives you hands-on projects in energy, forces, materials, and motion — the building blocks of all engineering fields.

Computer Integrated Manufacturing (PLTW)

Dual Enrollment with El Camino College
This course asks: **How are things made?** Students explore the history of manufacturing, robotics and automation, and modern production methods. Topics include manufacturing processes, computer modeling, CNC machining, additive manufacturing, and flexible manufacturing systems. Designed for **10th-12th grade students**, the class gives a strong foundation in the technologies shaping today's industries.

Why take this class?
Ever wonder how everyday products are made? In this course, you'll use 3D printers, CNC machines, and robotics to explore the world of modern manufacturing — and even make your own parts.

Engineering Design and Development (PLTW)

Dual Enrollment with El Camino College
This **capstone course** challenges students to work in teams to design and develop an **original solution to a real-world problem**. Following the engineering design process, students perform research, validate and justify a chosen problem, then design, build, and test their solutions. They collaborate with **industry mentors** throughout the process and present their final project to a panel of professionals. Intended for **12th grade students**, this course prepares students for college and career pathways in engineering and advanced manufacturing.

Why take this class?
This is your chance to tackle a real problem, design a solution, and build it. You'll work in teams, partner with mentors, and present your final project just like professional engineers do.



Hawthorne High School Manufacturing & Engineering Academy
Hawthorne, California

Dual Enrollment Pathways

These maps are dual enrollment pathways that show early college opportunities for students in High School.

Education Programs (12) Featured Careers (231)

Education Programs

Explore and filter available programs

Filter Programs

Program	Degree or Certificate
Dual Enrollment Engineering Pathway	Associate of Science
RMCHS Liberal Studies	Associate in Arts
Dual Enrollment Education Pathway Elementary Teacher Education	Associate in Science for
Dual Enrollment General Education Pathway	Certificate
Dual Enrollment Full Elementary Teacher Education (complete in high school)	Associate in Science for
RMCHS-Agricultural Business Management	Certificate of Achievement
Dual Enrollment Environmental Horticulture	Certificate
Dual Enrollment Agricultural Mechanics	Certificate
Dual Enrollment Information Systems Pathway	Certificate
Dual Enrollment Computer Science Pathway	Associate in Science
Dual Enrollment Criminology-Law Enforcement	Certificate
RMCHS Agriculture Business ADT	Associate in Science for

RMCHS Agriculture Business ADT

Associate in Science for Transfer

The Associate in Science in Agriculture Business for Transfer Degree program at California State University baccalaureate degree program similar to the [Show Full Program Details](#)

Pathway Featured Careers (48) Learning Outcomes (8)

RMCHS Agriculture Business ADT

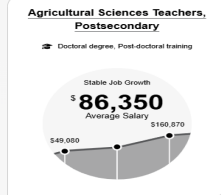
Pathways listed below are for the catalog year 2025-2026. Maps for previous pathway page. [What is a catalog year?](#)

Card View Table View

Reedley College
RMCHS Agriculture Business ADT
95 units 11 terms

Featured Careers

Find your calling. Explore high-earning careers with entry-level data for



All Careers in RMCHS Agriculture Business ADT (40)

Career	Education	Salary
Purchasing Managers	Bachelor's degree, Certificate after high school	\$139,510
Software Developers	Rising	\$133,080

RMCHS Agriculture Business ADT map for 2025-2026

Program maps are for reference only. Make an appointment to create a customized education plan or visit CSU Transfer Planner for more options.



Scan to view website

Reedley College: RMCHS Agriculture Business ADT

Term 1 — Summer 1 1 course 3 hours 3 units

COUN 53
COLLEGE AND LIFE MANAGEMENT
Elective 3 units 3 hours

Term 2 — 9th Grade Fall 1 course 5 hours 3 units

AGBS 4
COMPUTER APPLICATIONS IN AGRICULTURE
Major 3 units 5 hours

Term 3 — 9th Grade Spring 1 course 3 hours 3 units

MUS 12
MUSIC APPRECIATION
General Education 3 units 3 hours Prerequisites

Term 4 — 10th Grade Fall 1 course 5 hours 5 units

SPAN 1
BEGINNING SPANISH
General Education 5 units 5 hours Prerequisites

Term 5 — 10th Grade Spring 2 courses 8 hours 8 units

AS 1
INTRODUCTION TO ANIMAL SCIENCE
General Education 3 units 3 hours

SPAN 2
HIGH-BEGINNING SPANISH
General Education 5 units 5 hours Prerequisites

Term 6 — Summer 3 1 course 3 hours 3 units

CLS 11
INTRODUCTION TO CHICANO-LATINO STUDIES

For more information, contact us.

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Visit our website for our latest research findings: <https://ccrc.tc.columbia.edu>

