

Due 1/12

Strategic Direction 1: Increase Student Enrollment

Supporting Action 1: Develop and implement strategies to increase dual enrollment

Key Results (Measurable outcomes to assess progress)

1. Develop three additional external partnerships.

Responsible Individual(s): Willie Blackmon

The college has established three new external partnerships, via a memorandum of understanding, with all of the following organizations: The Grove School, Sage Oak, and the Public Safety Academy of San Bernardino.

Next Steps (anticipated future actions)

The college is working towards growing the dual enrollment program via partnerships with the Big Bear Unified School District and the Rim of the World Unified School District. The college is also working towards a partnership with the San Manuel Community Center that would result in the establishment of partnership courses for students on the reservation.

2. Increase dual enrollment sections from 48 (22-23) to 96.

Responsible Individual(s): Willie Blackmon, Keith Wurtz

As of January 17, 2024, the college's dual enrollment sections have increased from 54 in 2022-2023 to 67 in 2023-2024, an increase of 24%. Given that the college's five year target is 96 sections, the year-to-year increase from 54 to 67 marks a significant achievement towards reaching the five-year target.

Next Steps (anticipated future actions)

The college will continue to expand dual enrollment section offerings by implementing an 11th-grade dual enrollment cohort with the Redlands Unified School District in Fall 2024.



3. Increase FTES by 67% from 101 (22-23) to 168.

Responsible Individual(s): Keith Wurtz, Willie Blackmon

As of January 17, 2024, the college’s dual enrollment full-time equivalent students (FTES) have increased from 114 in 2022-2023 to 162 in 2023-2024, an increase of 42%. Given that the college’s five-year target is 168 FTES, the year-to-year increase from 114 to 162 marks a significant achievement towards reaching the five-year target.

Next Steps (anticipated future actions)
The college will continue to expand dual enrollment section offerings by implementing an 11th-grade dual enrollment cohort with the Redlands Unified School District in Fall 2024.

Supporting Action 2: Find and remove internal and external barriers to student enrollment

Key Results (Measurable outcomes to assess progress)

1. Use the USC template or something comparable to review policies for access and equity and make revisions based on the results.

Responsible Individual(s): Keith Wurtz, Delmy Spencer

The college has partnered with the Reconnect project – a project that focuses on re-enrolling stop-out students and evaluating the effectiveness of processes and policies tied to the college’s Admissions and Records Office with the aim of enhancing the feedback processes for program improvement and further enhancing students’ access to quality services.

In Fall 2023, a team of eight (including faculty, administrators, and staff) participated in the Dual Enrollment Leadership Academy (DELA) where the group learned about corresponding promising matriculation and scheduling practices, and about how to better support special populations (e.g., first-generation students) in the context of a dual enrollment program.

Next Steps (anticipated future actions)

The college's Admission and Records Office will collaborate with the Reconnect project to evaluate the effectiveness of the processes and policies for access and equity between Spring 2024 and Fall 2024. Additionally, in Spring 2024, a team of three faculty, staff, and administrator will attend the Diversity and Inclusion Dual Enrollment Conference in February 2024 to learn about the best policies and practices to promote equity access in dual enrollment proactively.

2. Identify and implement research-based practices to remove barriers (e.g.: implement Canvas in all sections of the student voices research).

Responsible Individual(s): Keith Wurtz, Delmy Spencer, Kay Weiss, Ivan Pena

[Board Update]

Distance Education

The college's distance education (DE) program continues to offer the DE Verification class every semester – a class that encompasses a host of promising practices designed to support faculty teaching online (e.g., introduction to online teaching, learning and accessibility). Additionally, professional development workshops related to Canvas are held during every in-service (fall and spring). Moreover, a self-paced course, *Introduction to Teaching with Canvas*, is available free through the Online Network of Educators (i.e., @ONE). It is a course advertised to faculty as an option to learn basic Canvas strategies.

Academic Student Probation

The Counseling Department implemented a new approach to working with students on Student Success (i.e., probation). These initiatives have resulted in reframing how we communicate with this student population with a restorative approach. The counseling team incorporated a workshop to help inform students about our Student Success process and how to best achieve good academic standing using in-person and online

options that worked best with students' schedules.

[Chancellor Notes]

Academic Student Probation

We have implemented a new approach to working with students on academic probation. Part of these efforts include analyzing our data to identify barriers that students are experiencing when they are placed on Student Success (i.e., probation). This in-depth review resulted in reframing how we communicate with this student population. The reframing included removing punitive language in all communication with students including the notification letter, website, phone, and text communication. The team identified the prior punitive language as a barrier that may have resulted in students not being responsive to our attempts to communicate with them.

Additionally, with probation, the previous process to help students meet requirements to help them get out of probation was redesigned to remove barriers in mind. In the past, students had to log into StudentLingo to view a 45 minute pre-recorded online workshop to complete a requirement of completing this requirement. We found that on average students were only taking seven minutes to complete the workshop, showing us that students were not taking in the information to understand the steps needed to get off probation. We also found that some students preferred an in-person workshop while others still liked the flexibility of completing this requirement online. The counseling team implemented a new approach that incorporated both an in-person and online option that also had a survey component to allow our counselors to understand more about what factors the students felt attributed to them falling into probation status. Such data are used by counselors when they meet with students after the workshop to help them develop a plan to improve their academic success.

Another aspect of our new probation process that has led to us removing barriers to student success has been not being so quick to put student holds in place. Our previous procedure required us to automatically put holds on students on the third level of probation or dismissal. A student is put on dismissal status after three semesters (fall & spring semesters only) with a below 2.0 GPA and is dismissed for a semester. Rather than automatically dismissing students on this level, counselors now have the ability to meet with the student and at their own discretion make a recommendation that allows a student on dismissal status to remain enrolled. This in

turn has resulted in us providing students with multiple opportunities to improve their academic performance rather than be so quick to dismiss a student who may later not re-enroll.

Next Steps (anticipated future actions)

The college is working towards creating a common course template that can be utilized by faculty with limited Canvas training. The college's DE faculty lead will be working with the Distance Education Program Committee to develop this support in Spring 2024.

The college's counseling department will collaborate with the research office to evaluate the potential impacts of these revised approaches to supporting our probation population.

3. Evaluate matriculation process to improve efficiencies and remove enrollment barriers and align with minimum requirements.

Responsible Individual(s): Ivan Pena, Delmy Spencer, Gio Sosa, Willie Blackmon

[Board Update]

Barriers to enrollment through the orientation were identified and removed. Students no longer have holds placed on their records due to missing an orientation. The Counseling Department is currently working on redesigning our orientation process by breaking it up into multiple more accessible formats that present the information in segments that are more relevant to where the student is in the unit count. By doing this, students are provided with relevant information which allows for greater engagement. These orientation segments would be provided to students in both an in-person and online option to be completed by students in a format that works best for them. These orientation segments would be provided as one of many options that students can take part in to complete the Orientation requirement mandated by Title V, but this flexibility would remove any unintended barriers to student enrollment.

[Chancellor Notes]

Our previous matriculation process required that students complete an orientation before they could meet with a counselor or register. That orientation also covered a lot of material that resulted in the team feeling rushed to complete about three hours of

content in 1 hour. Upon further review of Title V regulation, we found that the Orientation is not mandated for students to be able to register for classes.

We looked at other colleges for possible models to follow and found that some colleges offer students different ways to complete orientation requirements, such as attending an in-person welcome day such as our Roadrunner Rally or completing the orientation after enrolling in courses.

Data from our research department showed that many students did not follow through with the next step in the matriculation process and the requirement to complete orientation was one of those factors. Our counseling team with the support of our Student Services Council got the approval to explore other means of providing this valuable information to students.

Next Steps (anticipated future actions)

The next step for our college's counseling team is to provide a draft of our proposed orientation to the Student Services Council for final adoption and implementation.

Supporting Action 3: Focus outreach on disproportionately impacted student groups and special populations

Key Results (Measurable outcomes to assess progress)

1. Increase the number of Black/African American students who apply and enroll.

Responsible Individual(s): Delmy Spencer, Ivan Pena, Willie Blackmon

[Board Update]

This past Summer 2023, the college launched the Summer Bridge pilot program. The goal was to have one cohort of Black/African American students and the other Latinx students. The courses were designed to tailor the curriculum to the targeted student populations by infusing relevant reading materials and assignments. After an analysis of the pilot, we found that recruitment efforts need to be adapted to increase Black/African American student interest. The recruitment for students needs to happen much sooner (January - March) and the benefit of participation needs wider marketing efforts. Additionally, we will be recruiting participants from the Summer of 2023 to serve as Student Ambassadors and serve as recruiters for the program. Having Student Ambassadors will allow prospective students to connect with students of similar age ranges and backgrounds allowing them to see the benefits of their participation.

[Chancellor Notes]

This past Summer 2023, the college launched the Summer Bridge pilot program. The goal was to have one cohort of Black/African American students and the other Latinx students. The courses were designed to tailor the curriculum to the targeted student populations by infusing relevant reading materials and assignments. Student participants were provided with a \$400 scholarship, supplies, a laptop, and other learning materials to help them be successful in the course. Unfortunately, our pilot only drew a few student participants, not enough to have two separate cohorts and no Black/African American student participants.

After an analysis of the pilot, we found that recruitment efforts need to be adapted to increase Black/African American student interest. The recruitment for students needs to happen much sooner (January - March) and the benefit of participation needs wider marketing efforts. Additionally, we will be recruiting participants from the Summer of 2023 to serve as Student Ambassadors and serve as recruiters for the program. Having Student Ambassadors will allow prospective students to connect with students of similar age ranges and backgrounds allowing them to see the benefits of their participation.

Additionally, application procedural barriers that have now been removed may have turned some students off from participating. During the Summer 2023 pilot graduating high school seniors were required to complete a dual enrollment application form although they had already graduated. We were able to fix this application procedure and we do not anticipate this being a barrier for students as they will now be considered high school graduates and not required to complete the dual enrollment application. Furthermore, the EOPS application will not be the first form students submit, instead, students will be completing a simplified Summer Bridge Interest form. EOPS will then review that form to determine potential eligibility for EOPS or other categorical programs but students who are not eligible for EOPS will not be turned away. Student Equity funds will be used to support disproportionately impacted students who are interested in participating but not eligible for EOPS.

Next Steps (anticipated future actions)

The college has established a work group comprising English and Counseling faculty, the EOPS Associate Dean, the Student Services and Counseling Dean, and the dean overseeing English to meet regularly and plan the upcoming 2024 Summer Bridge.

The factors listed above are being taken into consideration to increase the number of Black/African American students who participate and complete the 2024 Summer Bridge.

2. Increase the number of Black/African American and Hispanic/Latinx (Ethnic Studies) courses and programs.

Responsible Individual(s): Keith Wurtz

The college currently offers the Associate of Arts in Social Justice for Transfer (AA-T) Degree. Courses included in this program include SOC-132/ETHS-132 (Identity and Ideology: Introduction to Chicano/a and Latino/a Studies), HIST-150 (Survey of Latin American History), and ENGL-163/ETHS-163 (Chicano/Latino Literature). In addition, the college also offers ENGL-165/ETHS-165 (African-American Literature).

Next Steps (anticipated future actions)

With the addition of the full-time Ethnic Studies faculty starting in Fall 2024, the college plans on developing additional courses and programs. In addition, a library liaison will collaborate with the Ethnic Studies faculty to build the collection in the direction of their expertise.

3. Create a communication plan to focus on developing K-12 and community relationships with our Black/African American communities to improve enrollment.

Responsible Individual(s): Willie Blackmon, Michelle Riggs

The college regularly contacts its dual enrollment feeder schools to recruit Black/African American students. The college also promoted its first-year experience program with an emphasis on Black/African American and Latinx seniors at Yucaipa-Calimesa Joint Unified School District (YCJUSD) and Redlands Unified School District (RUSD) through emails and in-person informational sessions. To

improve enrollment, targeted communication via Starfish was sent to currently enrolled Black/African American and Latinx students about professional development opportunities at the Hispanic Association of Colleges and Universities (HACU) and African American Male Education Network and Development (A2MEND) conferences.

Next Steps (anticipated future actions)

Acceptance letters to the Summer Bridge program will be sent to Black/African American and Latinx students at YCUSD and RUSD. The college will also continue dual programming in English and Spanish for adult education transition week and will continue identifying additional Black/African American community groups in Yucaipa and Redlands with whom to connect.

4. Increase outreach and partnerships to formerly incarcerated populations.

Responsible Individual(s): Willie Blackmon

The college has offered workforce development courses with formerly incarcerated individuals that take place at the district's Del Rosa campus. The college has also partnered with Economic Development & Corporate Training to aid it in assisting this population. Additionally, the college has worked with the Caltrans Work Crew Program that helps individuals recently released from prison with transitional paid-work cleaning roads and highways. The program provides hands-on job training and social services to promote successful reintegration into the community and positive work habits. Participants convene after work for this partnership course.

Next Steps (anticipated future actions)

The college is working towards expanding its reach with formerly incarcerated individuals by reaching out to and partnering with the Read, Empower, Attain, Create, Hope (R.E.A.C.H.) partnerships in the San Bernardino and Redlands school districts that focus on juvenile justice. The college plans on conducting Crafton 101 sessions and leading discussions about the benefits of college. We will also partner with the Time for Change Foundation, which works with disenfranchised low-income women

and families that have been homeless and incarcerated. We will invite this population to our Adult Education Transition Day taking place on April 5th.

The college will continue to have a table at the Second Chance Career Fairs.

Supporting Action 4: Improve and streamline the application and registration process

Key Results (Measurable outcomes to assess progress)

1. Streamline the process for adding students in sections.

Responsible Individual(s): Larry Aycock, Keith Wurtz

The college's Admissions and Records Director has collaborated with many stakeholders and committees over the last two years to aid in the identification and adoption of a new districtwide registration platform. This work resulted in the decision to adopt a new registration platform, Self-Service, as of Spring 2024.

Next Steps (anticipated future actions)

In Spring 2024, the college will transition from WebAdvisor to Self-Service, which will streamline the registration process for both regular registration and late adds. Self-Service will go live in 2024.

2. Identify and implement research-based practices to remove application and registration barriers (e.g.: student voices research).

Responsible Individual(s): Delmy Spencer, Ivan Pena, Gio Sosa

[Board Update]

The college analyzed registration data and removed the orientation registration hold for incoming students. The college is also proactively asking the district's Technology and Educational Support Services (TESS) to streamline the placement registration process for incoming students. The college would like to use CCCAPPLY to eliminate a matriculation step by automatically placing students in English and Math with self-reporting data in CCCAPPLY.

Next Steps (anticipated future actions)

The next step for the college is to work with TESS to identify an implementation timeline for Spring 2025.

3. Enable students to register for courses from their ed plan.

Responsible Individual(s): Ivan Pena

Starfish Degree Planner does not allow students to click on a course on their plan and go directly to the registration screen to register for that course. However, that has not deterred our efforts to better streamline the process by which students are able to register for classes. The college is exploring the possibility of adding a link to the registration portal as "meta-text" on the top of the requirements page in each degree plan.

Next Steps (anticipated future actions)

The college's counseling team will follow-up with the Starfish workgroup (a districtwide group) to explore the viability of adding a link to the registration portal as "meta-text" on the top of the requirements page in each degree plan.

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4. Partner with K-12 to implement FAFSA legislation.

Responsible Individual(s): Veronica Lehman

<p>The Financial Aid Office has increased high school presence by partnering with Outreach, MESA, and EOPS to maximize the opportunities to reach high school students. Subsequently, the college has supported the new legislation that mandates all high school seniors to submit a Free Application for Federal Student Aid (FAFSA) application as mandated by legislation. These efforts are aimed to promote the awareness and successful execution of the recently revised FAFSA application.</p> <p>Next Steps (anticipated future actions)</p> <p>The next steps include organizing additional workshops, webinars, and informational sessions within K-12 schools to guide students through the FAFSA application process. The college intends to also develop targeted outreach programs to educate students and parents about the FAFSA Simplification Act requirements and benefits.</p>

Supporting Action 5: Develop, evaluate, and implement CTE programs that meet regional workforce needs

Key Results (Measurable outcomes to assess progress)

1. Increase the number of living wage certificate and degree programs.

Responsible Individual(s): Keith Wurtz, Dan Word, Gio Sosa

<p>This year the college added the Bachelor of Science in Respiratory Care program. In the last year, the college also added the following living wage certificate programs: Acute Care Nursing Assistant, Home Health Aide, and Certified Nursing Assistant.</p> <p>[Chancellor Notes]</p>
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A guiding paradigm for developing living wage programs is looking at programs that lead to future advancement. For example, Certified Nursing Assistant (CNA), Home Health Aide, and Acute Care Nursing lead to an Licensed Vocational Nurse (LVN) program.

Next Steps (anticipated future actions)

The college is also in the process of developing additional certificate-based living wage programs, including phlebotomy and library technician. We are also in the process of establishing a baseline number of living wage programs to better ascertain the increases from year-to-year.

2. Develop embedded industry certificates within guided pathways.

Responsible Individual(s): Keith Wurtz, Dan Word, Gio Sosa

The college is currently exploring industry-recognized credentials and certificates for the business, accounting, and marketing disciplines. Moreover, the CISCO certifications for Computer Information Systems is undergoing revisions, which includes curriculum updates, focused scheduling, and enhanced marketing and recruitment efforts. Technical Theatre certificates are currently under development.

Next Steps (anticipated future actions)

The college has planned discipline/program meetings to review existing credentials, gather industry feedback, and develop a fully outlined plan for future action. The college will also explore additional disciplines where embedded industry certificates can be offered.

3. Develop a CTE marketing plan.

Responsible Individual(s): Dan Word, Keith Wurtz, Gio Sosa, Michelle Riggs

The college's CTE marketing efforts have focused on print flyer redesigns and digital ad campaigns for the new Bachelor of Science degree in Respiratory Care. Additionally, the college has published new billboards highlighting CTE programs and have partnered with regional Strong Workforce and consortium efforts.

Next Steps (anticipated future actions)

The college is working on a draft of a new career technical education (CTE) marketing plan designed to market the new and existing programs at the college. The next steps include the consultation and review with other key stakeholders to incorporate their feedback into the planning document.

4. Increase the number of living wage programs that can be completed in a semester/year.

Responsible Individual(s): Keith Wurtz, Dan Word

The college has been successful in developing living wage programs that can be completed within one year. The living wage certificate programs that the college has added in the last year that can be completed in a semester include the following: Acute Care Nursing Assistant, Home Health Aide, and Certified Nursing Assistant.

Next Steps (anticipated future actions)

Living wage certificate programs currently under development include phlebotomy and library technician, which can also be completed within a year. The college is also exploring other programs with the aim of ensuring that they can be completed within a timely manner.

5. Develop enhanced noncredit offerings to meet community and workforce needs.

Responsible Individual(s): Keith Wurtz, Dan Word

The college is actively developing enhanced non-credit offerings. Enhanced non-credit programs completed in the last year to meet workforce needs include Acute Care Nursing Assistant, Home Health Aide, and Certified Nursing Assistant. In addition, the college has worked with San Bernardino Airport to meet workforce needs by creating an enhanced non-credit program in American Sign Language to help provide effective customer service for those customers using ASL.

Lastly, the college's Job Readiness Skills Certificate enhanced non-credit program has been available for the last few years.

Next Steps (anticipated future actions)

The college is continually exploring new programs, particularly those offering prospective students a living wage. Also, the aim is to increase the course offerings of the programs mentioned above.

Supporting Action 6: Plan and implement intentional outreach/marketing strategies for students, parents, and the community

Key Results (Measurable outcomes to assess progress)

- 1. Develop standard multilingual materials to communicate the value and affordability of community college education to HS students and community partners.**

Responsible Individual(s): Michelle Riggs, Willie Blackmon

The college focused its spring marketing campaign on the value and affordability of community college and included Spanish radio, social, and digital creatives. Moreover, the high school graduating senior acceptance letters sent out to our feeder high school graduates were written in both English and Spanish.

The college's outreach and inreach reminders are sent in English and Spanish via Outlook and Starfish and the Fast Facts flyer for recruitment has been translated to Spanish. Lastly, Financial Aid workshops are held in Spanish and English, and the corresponding materials are also in both languages. We also incorporated and prominently displayed Google Translate on the college's website, as recommended by

the college's Equity Committee. Also, as part of outreach and matriculation efforts, multilingual materials are offered to students and parents.

Next Steps (anticipated future actions)

The college is actively exploring other opportunities to create multilingual materials.

2. Develop a community marketing plan to enhance community partnership.

Responsible Individual(s): Michelle Riggs, Willie Blackmon

Marketing and Outreach have established partnerships with adult schools, K-12 districts, non-profits, businesses, community leaders, and service organizations. We regularly attend events to promote the college, build goodwill, and recruit students.

Examples of these efforts include attending the Veterans Fair, Holiday Parade, Autumnfest, Burlington/Amazon career days, Wellness Festival, San Manuel annual youth gathering, among other events. In addition, we partner with the City of Yucaipa to have light post banners on high-traffic roads. We regularly place ads and sponsorships at community events, including the Redlands Bicycle Classic and the Yucaipa Music and Arts Festival.

Next Steps (anticipated future actions)

The college will be updating the City of Yucaipa light post banners in Spring 2024 and expanding outreach efforts to include representation at the Citrus Blossom Market taking place at Redlands Edwards Mansion, and other similar events.

3. Use positive brand association marketing (challenge misconceptions, showcase positive outcomes, low cost, etc.).

Responsible Individual(s): Michelle Riggs

The college launched enrollment and financial aid campaigns; more specifically, the spring enrollment campaign launched between October 2023-January 2024 while the financial aid campaign launched between October 2023-March 2024. Campaign messaging includes featuring careers in various paths (e.g., *Start here, Turn your*

Passion into a Profession, and Pay \$0). The campaign includes Spanish and English radio ads, billboards, digital ads, videos, and social media.

The college has also posted a static billboard on I-10 East between Yucaipa Blvd and Live Oak Canyon that will feature its own messaging: *Stay Local. Get Ahead.*

Additionally, two commercials were filmed with alumni to tell the story of the college being the best option for students who are not exactly sure what they want to do for a career when they graduate high school, and students who are returning to school as single parents to update their skill sets.

Next Steps (anticipated future actions)

The college will be launching its summer enrollment campaign from March 2024-June 2024. The fall enrollment campaign will launch from May 2024-August 2024. These creatives will feature alumni success and focus on high school student messaging that makes it simple using this strategy:

<https://hechingerreport.org/a-campaign-to-prod-high-school-students-into-college-tries-a-new-tack-making-it-simple/>

4. Regularly send acceptance letters to high school graduating seniors and their parents.

Responsible Individual(s): Michelle Riggs, Willie Blackmon

The college sent acceptance letters to all high school graduates in its service area in June 2023. The digital letter was sent out to 1,630 seniors. The following represents the count of letters sent to each high school:

- Citrus Valley: 524
- Redlands East Valley: 426
- Redland High: 530
- Orangewood: 150
- Yucaipa High: 587

Next Steps (anticipated future actions)

The college will explore the feasibility of sending out a physical letter. One logistical

consideration is that we would need to provide the printed letters to the districts for them to distribute to students. We will explore this route in March 2024.

Supporting Action 7: Be flexible in scheduling courses over varied days, times, and modalities

Key Results (Measurable outcomes to assess progress)

1. Increase the number of evening classes.

Responsible Individual(s): Keith Wurtz

The number of evening classes increased from 201 in 2022-2023 to 208 in 2023-2024, a 3.5% increase. The college is exploring how to strategically continue increasing evening offerings—and an action plan would help to accomplish this.

Next Steps (anticipated future actions)

Develop an action plan in concert with the deans and the Enrollment Strategies Committee by Fall 2024. The college will also review findings from its recent Student Satisfaction Survey in relation to this matter and review best practices associated with collecting student demand data in Starfish.

2. Increase the number of weekend classes.

Responsible Individual(s): Keith Wurtz

The number of weekend classes decreased from 28 in 2022-2023 to 25 in 2023-2024, a 10.7% decrease. The college is exploring how to strategically increase weekend offerings—and an action plan would help to accomplish this.

Next Steps (anticipated future actions)

Develop an action plan in concert with the deans and the Enrollment Strategies Committee by Fall 2024. The college will also review findings from its recent Student Satisfaction Survey in relation to this matter and review best practices associated with collecting student demand data in Starfish.

3. Increase the number of programs that can be completed by taking evening, weekend classes.

Responsible Individual(s): Keith Wurtz

The college is just beginning the work of determining how to proceed with this effort. This effort would also be tied to the action planning referenced for evening and weekend classes.

Next Steps (anticipated future actions)

Develop an action plan in concert with the deans and the Enrollment Strategies Committee by Fall 2024. Counseling will collaborate with the research office and the Chairs Council to assess the demand for course offerings in evenings and weekends.

4. Develop an intentional DE completion pathway.

Responsible Individual(s): Keith Wurtz, Kay Weiss

The following degrees can already be completed fully online: (a) AA Accounting, (b) AA Business Administration, (c) AA History, (d) AA Marketing, (e) AA Philosophy, (f) AAT Anthropology, (g) AAT History, (h) AAT Philosophy, (i) AAT Sociology, (j) AST Business Administration, (k) AST Psychology. The General Education

requirements for the CHC AA/AS degree, CSU, and IGETC can be met fully online.

Next Steps (anticipated future actions)

The college's deans will continuously confirm online pattern offerings with its instructional departments and be more intentional about marketing fully online degree programs to students.