

**Due 7/7/25**

## **Notes**

**In addition to offering Key Accomplishments and Next Steps, please also add the Student Impact. Student Impact is defined as a brief description of how the key result impacts student retention, academic performance, technology access (or implementation), and/or career readiness.**

**\*Please limit your response to each section (i.e., Key Accomplishments, Next Steps, and Student Impact) to 100-150 words. It's okay to go over that mark if you have to, but please keep your comments concise (I will create a second edited version of your response).**

**The reporting period is from January 2025 to present day.**

**[Here is a link](#) to the updates on this SD that were offered in SP25. This might be helpful in framing your current update.**

## **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, Keith Wurtz

**Key Accomplishments**

The college is exploring three new external partnerships, via a memorandum of understanding, with all of the following organizations: Phase3Lab Schools, Mojave River, Packinghouse Christian Academy.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The student impact is educational attainment and early exposure/access to the college and its resources.

**Next Steps (anticipated future actions)**

The college will solidify three additional MOUs for Fall 2025:

- Phase3Lab Schools <https://www.phase3.school/contact/>
- Mojave River Academy <https://www.mojaveriver.net/>
- Packinghouse Christian Academy  
<https://www.packinghouseacademy.org/>

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

**Responsible Individual(s):** Willie Blackmon, Keith Wurtz

**Key Accomplishments**

The college's dual enrollment sections have increased from 48 in 2022-2023 to 102 in 2024-2025, a 113% increase. As a result, the college has exceeded the 2027-2028 target of 96 three years early.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

Dual enrolled students have a statistically significant and substantially higher course success rate (88%) when compared to all other students (74%) as of the 23-24 academic year.

**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.

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

**Responsible Individual(s):** Keith Wurtz, Willie Blackmon

**Key Accomplishments**

As of July 8, 2025, the college's dual enrollment full-time equivalent students (FTES) has increased from 108 in 2022-2023 to 253 in 2024-2025, an increase of 134%. As a result, the college has exceeded the 2027-2028 target of 168 FTES, three years early.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

Increase in high school students completing college credits for free prior to entering college.

**Next Steps (anticipated future actions)**

The college has expanded dual enrollment section offerings by implementing an 11th-grade dual enrollment cohort with the Redlands Unified School District as of 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

**Key Accomplishments**

The college completed its last update by having all college managers and selected classified professionals participate in an eight-week training with the USC Equity & Race Center to support racial equity in higher education.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

Such work has helped to foster a more inclusive and supportive environment for the entire campus community, including students, aligning with the college's mission to empower student success.

**Next Steps (anticipated future actions)**

The college will continue to use strategies learned at the USC Equity & Race to improve the student experience and proactively remove barriers.

**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, Sara Butler, Ivan Pena

**Key Accomplishments**

Board Update

The college is in its fourth year of implementing the Student Success Team model, built around a unit-based counseling structure and supported by Completion Coaches.

Key elements of this model include:

- Milestone-Based Interventions: Structured outreach aligned with transfer and graduation goals.
- First-Contact Completion Coaches: Outreach through phone, text, and social media.
- Networked Counseling Teams: Counselors and support staff coordinate to ensure seamless and consistent student experiences.

Chancellor's Notes

The following represents a more complete description of the Student Success Team model:

The college is in its fourth year of implementing the Student Success Team model, built around a Unit-Based Counseling structure and supported by Completion Coaches. These coaches are assigned caseloads based on unit milestones (e.g., 0–14, 15–29, 30–45, 60+) and engage students at critical academic junctures to ensure timely completion of educational milestones.

Key elements of this model include:

- Milestone-Based Interventions: Structured outreach aligned with transfer and

graduation goals.

- First-Contact Completion Coaches: Outreach through phone, text, and social media.
- Networked Counseling Teams: Counselors and support staff coordinate to ensure seamless and consistent student experiences.

This model represents a shift from reactive to proactive counseling, ensuring students receive targeted guidance before issues arise.

The Student Success Team model has yielded significant improvements in student retention, academic success, and transfer rates, especially for disproportionately impacted populations:

- Seventy-five percent of Spring 2025 students had a counselor-approved educational plan, up from 41% in Fall 2022, a 34% increase in two years.
- Student contacts for transfer workshops rose by 45%.
- Latinx students who met with a Completion Coach experienced a 63.1% higher success rate compared to those who did not.
- Transfer equity gaps for Latinx and Black/African American students have been closed over the past two years.
- The college is now the top community college in the region for UC transfer admission for three consecutive years. In Fall 2024, Black/African American students achieved a 100% UC admission rate, while Latinx students achieved an 81.03% admission rate.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The model has yielded significant improvements across multiple outcomes, especially for disproportionately impacted populations:

- Transfer equity gaps for Latinx and Black/African American students have been closed over the past two years.
- The college is now the top community college in the region for UC transfer admission for three consecutive years. In Fall 2024, Black/African American students achieved a 100% UC admission rate, while Latinx students achieved an 81.03% admission rate.

**Next Steps (anticipated future actions)**

The college will expand its data analysis to identify lingering gaps, particularly among low-income and undocumented students, whose participation has declined, potentially in response to national policy concerns. We also plan to integrate a mental health therapist into the Student Success Team model, further embedding wellness into academic support. This holistic strategy ensures students are supported academically and emotionally throughout their educational journey.

**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

**Key Accomplishments**

In Spring 2025, the college successfully integrated placement directly into the CCCApply application, removing the previous requirement for students to complete a separate placement form through a third-party platform. This streamlining significantly improved the student onboarding experience by eliminating an extra login step and reducing the time it takes to complete matriculation. This change aligns with state guidelines and removes a known friction point in the enrollment process.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The removal of a separate placement process has simplified enrollment and created a more accessible and efficient path to registration, especially for new students unfamiliar with college systems. This integration is expected to lead to faster onboarding and reduce student drop-off during the application process. While data is still being collected, we anticipate measurable improvements in enrollment rates and time-to-registration, with full outcomes expected by Fall 2025.

**Next Steps (anticipated future actions)**

The college will continue to monitor and evaluate the impact of this change on enrollment outcomes, including disaggregated data by student population. Findings will inform additional improvements to the matriculation process and support services. Data findings will be available in Fall 2025.

**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, Michelle Riggs

**Key Accomplishments**

Board Update

Nine hundred postcard mailers went to Black/African American households for the fall 2025 enrollment marketing campaign. Messaging was directed to parents about higher education opportunities, focusing on affordability, flexibility, and available services. In addition, the college issued press releases and media coverage highlighting the college’s success in closing equity gaps in transfer outcomes, including a 100% UC admission rate for Black/African American students.

Chancellor’s Notes

This strategic visibility campaign was designed not only to celebrate student success but to build trust and connection with prospective students and their families by

demonstrating the college's track record of results. While enrollment data from this targeted campaign is still being analyzed, early indicators suggest increased engagement and interest from Black/African American students and their families.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The campaign aimed to address long-standing enrollment barriers by focusing on culturally relevant messaging and evidence of student success. By spotlighting real outcomes, such as record-breaking UC admission rates for Black/African American students, the college is reframing the narrative and positioning itself as a viable and supportive pathway to transfer and career success.

**Next Steps (anticipated future actions)**

The college will continue to refine and expand its outreach strategy by:

- Tracking enrollment trends from this campaign.
- Expanding media coverage of student achievement and equity-focused initiatives.
- Exploring community-based partnerships to further engage Black/African American students and their families.

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

**Responsible Individual(s):** Keith Wurtz

**Key Accomplishments**

Board Update

The college is currently working on the development of several programs of study, including an AA-T in Ethnic Studies, a Certificate in Black Studies, and a Certificate in Latinx Studies.

The college's increased focus on recruiting Black/African American students likely contributed to the increased representation of that student population since Fall 2023: From 232 students (3.9% of the student body) in Fall 2023 to 304 students (4.6% of the student body) in Fall 2024.

Chancellor's Notes

Here is the entire list of the programs the college is currently developing: AA-T Ethnic Studies, Certificate in Black Studies, Certificate in Latinx Studies, Asian American Studies Certificate, Pacific Studies Certificate, and an Indigenous/Native American Studies Certificate.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

This work has resulted in progress towards closing the gap in access to higher education among Black/African American members of the college's service area.

**Next Steps (anticipated future actions)**

The AA-T in Ethnic Studies, Certificate in Black Studies, and Certificate in Latinx Studies will be submitted to the board of trustees for approval in Fall 2025. In addition, a library liaison will collaborate with the ethnic studies faculty member to build the collection of library sources designed to better support ethnic studies curricula.

**3. Develop K-12 and community relationships with our Black/African American communities to improve enrollment.**

**Responsible Individual(s):** Willie Blackmon, Michelle Riggs

**Key Accomplishments**

Board Update

On March 6-7, eight students and four staff members from the college attended the 18th Annual A2MEND Summit. The conference provided an inspiring and empowering environment where students could connect, learn, and grow. We also took

the opportunity to celebrate the college's *Excellence in Equitable Placement and Transfer-Level Math Success for Black Students* award, presented by the Campaign for College Opportunity.

#### Chancellor's Notes

The following represents additional details regarding the A2MEND Summit cited in the board update:

One student shared their experience through the college's Instagram stories. The summit further strengthened the college's commitment to equity and student success, offering attendees valuable knowledge and networks to support their academic and personal journeys. Aligning participation with the college's equity goals will strengthen institutional impact, while tracking outcomes will help measure success. Finally, celebrating participants and connecting them to ongoing leadership opportunities will sustain momentum and deepen student engagement.

The A2MEND Summit offered many benefits and opportunities to students:

1. **Empowerment and Inspiration:**

The A2MEND Summit provided a motivating environment that encouraged students to reflect, grow, and feel empowered in their educational journey.

2. **Connection and Networking:**

Students had the opportunity to connect with peers, mentors, and professionals, expanding their support systems and gaining access to valuable networks that can assist in academic and career development.

3. **Knowledge and Skill Development:**

The summit offered workshops, sessions, or discussions that likely enhanced students' understanding of equity, leadership, and strategies for success in higher education.

4. **Visibility and Representation:**

One student sharing their experience via the college's Instagram stories highlights the inclusion of student voice and leadership in institutional

storytelling, reinforcing student agency.

**5. Reinforcement of Institutional Commitment:**

By participating in the summit and celebrating the award for equitable placement and math success for Black students, the college demonstrated to students that it is actively working to create supportive and inclusive learning environments, which can increase student trust and morale.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The A2MEND Summit provided a motivating environment that encouraged students to reflect, grow, and feel empowered in their educational journey. It also offered students the opportunity to connect/network with peers and professionals, and develop their knowledge and skills related to equity and leadership. Overall, the summit had a positive and multifaceted impact on the participating students' academic motivation, personal development, and sense of belonging.

**Next Steps (anticipated future actions)**

To plan for next year's A2MEND Summit, the college will begin early by securing funding, forming a planning committee, and reserving spots. Student recruitment will start in the fall with a structured application process and pre-summit orientation to prepare attendees. The college will work to amplify student voices through social media takeovers, campus presentations, and post-summit reflections.

**4. Increase outreach and partnerships to formerly incarcerated populations.**

**Responsible Individual(s):** Willie Blackmon

**Key Accomplishments**

Board Update

The college successfully secured \$366,027 in funding over three years (2025-26 through 2027-28) to support the Rising Scholars program, thereby enhancing resources, staffing, and services for justice-impacted students. We strengthened collaborations

with local reentry programs, nonprofit organizations, and correctional facilities to support outreach and referral efforts.

#### Chancellor's Notes

The funding also allows for more consistent outreach and engagement, ultimately contributing to higher retention, academic success, and long-term educational and career outcomes for this underserved population. By obtaining this grant we hope to create awareness through events, social media, and campus initiatives that highlight the success and inclusion of formerly incarcerated students. We also seek to streamline the enrollment processes, offer application fee waivers, and provide resources like book vouchers or technology access to reduce barriers.

#### **Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The student impact of securing the grant for the Rising Scholars Program is significant. It enhances support for justice-impacted students by increasing access to dedicated resources, such as academic counseling, peer mentorship, and reentry navigation. With improved staffing and services, students are more likely to receive personalized guidance, reduce barriers to enrollment and persistence, and feel a stronger sense of belonging on campus.

#### **Next Steps (anticipated future actions)**

The college will launch focused outreach campaigns, including campus visits, presentations at transitional housing centers, and informational workshops tailored to justice-impacted individuals. We also plan to implement specialized student support through counselors, mental health therapists, financial aid, and academic planning.

## 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

##### Board Update

In Fall 2024, the transition from WebAdvisor to Self Service changed the course registration process, including late-adds. The outdated late-add codes were eliminated, and instructors now input authorizations directly, allowing students to register seamlessly through Self Service.

##### Chancellor's Notes

Admissions & Records supported the implementation by coordinating communication efforts, including targeted emails to faculty and college groups, to educate users about the new system and process changes. These collaborative efforts ensured a smoother transition and increased user familiarity with the updated platform.

##### **Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The updated late-add authorization process has streamlined registration, reducing complexity and improving student accessibility. During the implementation, several adjustments were made to simplify the process further, enhancing the user experience. Additionally, Self Service introduces a mock schedule feature, giving students a visual representation of their schedule before registering. This enhancement supports better planning and contributes to increased student satisfaction and retention.

##### **Next Steps (anticipated future actions)**

Self Service was successfully implemented in Fall 2024.

**2. Continue to research and evaluate technology platforms to simplify the connection between the student educational planning process and course registration system.**

**Responsible Individual(s):** Ivan Pena

**Key Accomplishments**

The college's counseling team collaborated with the Starfish workgroup to explore the viability of allowing students to enroll in classes directly from their Starfish-based educational plans. After exploring various possibilities, the group concluded that Starfish currently lacks the necessary functionality to support this feature. While this remains a long-term goal, the college has shifted its focus to identifying alternative solutions that may better support this integration.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

A streamlined connection between educational planning and course registration would significantly improve the student experience by eliminating the need to navigate multiple systems, reducing registration errors, and increasing timely enrollment. Though not yet available, this functionality would enhance student access, efficiency, and retention by removing technical barriers to completion.

**Next Steps (anticipated future actions)**

The college is actively participating as a pilot campus in the California Community Colleges Chancellor's Office Collaborative Enterprise Resource Planning (ERP) Project, which seeks to design and implement a new statewide ERP system by 2030. This project represents a promising opportunity to build this functionality into the next-generation platform from the outset. In the meantime, we will continue to evaluate software alternatives and provide feedback that supports student-centered design.

### 3. Partner with K-12 to implement FAFSA legislation.

**Responsible Individual(s):** Veronica Lehman

#### **Key Accomplishments**

##### Board Update

In partnership with Redlands Unified School District and neighboring high schools, we have strengthened FAFSA legislation implementation through a variety of K–12 collaborations. Key accomplishments include establishing a FAFSA data-sharing agreement for targeted outreach and providing 201 FAFSA workshops that have been attended by 939 students. Additionally, the college has served 32 students via the California Dream Act Application completion labs with bilingual support.

##### Chancellor's Notes

College representatives also held parent financial aid nights in multiple languages, held one-on-one Zoom FAFSA assistance, and participated in community events to spread the word. Additionally, we have supported dual enrollment students with early outreach, and provided high schools with educational material to help guide students.

Early financial aid awareness and preparation—especially through dual enrollment and high school outreach—promotes smoother transitions to college, better academic planning, and a stronger commitment to completion. By removing financial uncertainty, these efforts support both access and achievement.

#### **Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

Partnering with K–12 to implement FAFSA legislation has a direct and measurable impact on student retention and academic performance at the college level. When students complete the FAFSA early and receive timely financial aid, they are more likely to enroll full-time, access essential resources, and reduce financial stress—all of which contribute to increased persistence and success.

#### **Next Steps (anticipated future actions)**

Our goal is to maintain momentum, close equity gaps, and improve student access, affordability, and success. We will continue to work closely with Outreach and our high school contacts to achieve this.

## 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, Mike Strong

#### **Key Accomplishments**

The college is in the process of finalizing the design to renovate the North Complex as a licensed vocational nursing (LVN) lab and lecture space. The project is scheduled to be completed between summer and fall of 2025 in preparation for the implementation of the program in Summer 2026.

The college is also exploring the possibility of developing an occupational therapy assistant program and has applied for a Developing Hispanic Serving Institution grant to support this effort.

#### **Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

By prioritizing the development of living wage programs, the college is helping to ensure that members of the community have access to economically viable career pathways.

#### **Next Steps (anticipated future actions)**

The college will finalize the LVN project design, obtain Division of State Architect approval, bid, and complete the renovation in Spring 2026.

The college is moving forward with creating a Bachelor of Arts in Public Safety in

Summer 2025 with an anticipated launch date of Fall 2027.

**2. Develop embedded industry certificates within guided pathways.**

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

**Key Accomplishments**

The college is currently exploring industry-recognized credentials and certificates for the business, economics, accounting, and computer information systems. The college is also exploring the introduction of industry-recognized credentials into its curriculum.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

This work reflects the college's focus on helping to ensure that members of the community have access to economically viable career pathways.

**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 targeted marketing campaigns for CTE programs.**

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

**Key Accomplishments**

Board Update

The college was awarded a \$200,000 grant to promote its career technical education programs. A comprehensive marketing campaign, running from November 2024 to August 2025, aimed to raise awareness of these programs and drive enrollment.

Chancellor's Notes

To support the launch of the online Bachelor of Science in Respiratory Care, a targeted campaign began in December 2024. This effort included a testimonial video featured on the college's website, social media content, and a digital outreach campaign aimed at the 17,200 practicing respiratory therapists in California who do not yet hold a bachelor's degree.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The first eight students graduated with a Bachelor's of Science in Respiratory Care degree in Spring 2025.

**Next Steps (anticipated future actions)**

Marketing will continue collaborating with career technical programs to identify funding opportunities for promoting both current and upcoming offerings.

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

**Responsible Individual(s):** Keith Wurtz, Dan Word

**Key Accomplishments**

The college has developed multiple living wage programs that can be completed within one year: Theatre Arts, phlebotomy, and Library Technician certificate programs.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

This work reflects the college's focus on helping to ensure that members of the community have access to economically viable career pathways, particularly ones that can be secured within one year.

**Next Steps (anticipated future actions)**

The college is currently exploring an Occupational Therapy certificate program, a program found to offer graduates access to a living wage.

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

**Responsible Individual(s):** Keith Wurtz, Dan Word

**Key Accomplishments**

The following reflect enhanced non-credit programs completed in the last two years to meet workforce needs: Acute Care Nursing Assistant, Certified Nursing Assistant, Essential ASL and Deaf Culture for Customer Service Professionals, Home Health Aide, Mathematics for Medical Professionals, Personal Trainer, and Phlebotomy Technician.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

This work reflects the college's focus on helping to ensure that members of the community have access to economically viable career pathways.

**Next Steps (anticipated future actions)**

The college is continually exploring new programs, particularly those offering prospective students a living wage.

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

**Key Accomplishments**

Board Update

Twenty-five hundred bilingual postcard mailers went to Hispanic households for the fall 2024 enrollment marketing campaign. Messaging was to parents about higher education opportunities and focused on affordability, flexibility, and available services.

Multilingual outreach and information materials are available to students and parents in reference to our adult education programs, dual enrollment program, and College Fast Facts newsletter.

Chancellor's Notes

Multilingual marketing flyers provide numerous benefits for community colleges, including improved outreach to diverse populations by ensuring inclusivity and accessibility. They help attract prospective students from non-English-speaking communities, fostering trust and engagement.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

These efforts demonstrate cultural sensitivity, enhancing the college's reputation and strengthening relationships with local communities. Additionally, they support equitable access to information about programs, resources, and opportunities, ultimately increasing enrollment, promoting diversity, and creating a more inclusive academic environment.

**Next Steps (anticipated future actions)**

We provided several Crafton 101 workshops in Spanish and we held Spanish speaking

workshops at our adult education day on April 18, 2025.

**2. Identify community stakeholders, communication methods, and ongoing scheduling of events with community partners.**

**Responsible Individual(s):** Michelle Riggs, Willie Blackmon

**Key Accomplishments**

Board Update

College representatives actively engage with the community to promote the college, build goodwill, and recruit students. These efforts include participating in events like the Veterans Fair, Holiday Parade, Autumnfest, Burlington/Amazon career days, Wellness Festival, and the Yuhaaviatam at San Manuel Nation Annual Youth Gathering. We also host campus tours for groups such as the Girl Scouts and local K-12 schools to foster early college awareness.

Chancellor's Notes

Partnerships with the Morongo Tribal TANF Program and the City of Yucaipa, along with sponsorships of events like the Redlands Bicycle Classic and Yucaipa Five Winds Festival, further strengthen community ties.

Collaborating with local organizations, businesses, and schools helps align resources with student needs—providing access to internships, mentorships, and job opportunities. Through clear communication and regular events with community partners, we build lasting relationships that enhance educational access, retention, and career readiness.

Hosting campus tours and engaging with youth groups promotes early college awareness and aspiration, especially among underrepresented populations. Collaborations with local businesses and schools also create pathways to internships, mentorships, and job opportunities, directly enhancing students' career readiness and real-world experience. Overall, these efforts improve access, build a sense of

belonging, and support student retention and success. Additionally, creating culturally relevant marketing materials and involving current students as ambassadors will make outreach more relatable and effective. Ongoing communication with community partners will sustain momentum and support shared goals.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The student impact of these community engagement efforts is substantial. By actively participating in local events and forming partnerships with organizations like the Morongo Tribal TANF Program and the City of Yucaipa, the college strengthens its visibility and credibility within the region. This fosters trust and increases enrollment by reaching potential students where they are.

**Next Steps (anticipated future actions)**

Next steps include expanding outreach by participating in more community events and increasing engagement with underserved populations. The college will enhance K–12 connections by developing structured campus visit programs and early college awareness initiatives. Strengthening and formalizing partnerships with organizations and local businesses will help create clear pathways for internships, mentorships, and dual enrollment opportunities.

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

**Responsible Individual(s):** Michelle Riggs

**Key Accomplishments**

The college launched its spring enrollment and financial aid campaigns in June 2025, featuring Spanish and English radio ads, billboards, digital ads, videos, and social media. A static billboard on I-10 East promotes evening and online classes, flexibility, affordability, and key enrollment dates. In July 2025, a separate Zero Textbook Cost (ZTC) digital and social campaign with new landing pages will roll out to boost Fall

2025 enrollment and highlight ZTC courses and programs.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The focus of these efforts are to enhance the perception of the college in the community and increase access to a higher education within our college's service area.

**Next Steps (anticipated future actions)**

We will be working on a fall enrollment campaign that specifically challenges misconceptions and showcases positive outcomes and affordability. We are also working on specific marketing for evening classes and online programs.

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

**Responsible Individual(s):** Michelle Riggs, Willie Blackmon

**Key Accomplishments**

Board Update

Acceptance letters went out in June 2025 to RUSD and YCJUSD graduates and their parents. Sending community college acceptance letters to high school seniors holds significant value and impact. These letters provide students with a tangible sense of accomplishment and serve as an important step in their transition to higher education.

Chancellor's Notes

The following represents the count of letters sent to each high school in June 2025:

- Redlands Unified: 4,145 text & emails went to parents in English & Spanish
- Yucaipa-Calimesa Joint Unified: 712 text & emails went to parents in English & Spanish

This proactive approach also strengthens the relationship between the college and local high schools, promoting the institution as an inclusive and supportive option for

continuing education. Additionally, acceptance letters help foster a culture of college readiness, encouraging students to take the next step in their academic journey and opening pathways for career and personal development. By communicating a clear commitment to student success, these letters can inspire students to engage with college resources, complete enrollment, and ultimately achieve their educational goals.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

For many seniors, particularly those who may not have other post-secondary plans, receiving an acceptance letter offers encouragement, instills confidence, and demonstrates that higher education is accessible to them.

**Next Steps (anticipated future actions)**

The college intends to continue to prioritize the sending of acceptance letters to high school graduates in its service area. Letters will go out every March.

**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

**Key Accomplishments**

The number of evening classes increased from 134 in 2022-2023 to 152 in 2024-2025, a 13% increase.

**Student Impact (i.e., impact on retention, academic performance, career**

**readiness, etc.)**

The focus of these efforts is on increasing access to older and other non-traditional students.

**Next Steps (anticipated future actions)**

The college is exploring how to strategically continue increasing evening offerings.

**2. Increase the number of weekend classes.**

**Responsible Individual(s):** Keith Wurtz

**Key Accomplishments**

The college increased the number of weekend (Friday, Saturday, Sunday) sections from 70 in 2023-2024 to 93 in 2024-2025, an increase of 23 (33%) weekend sections.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The aim of these efforts is to increase access to students, including non-traditional students.

**Next Steps (anticipated future actions)**

The college is exploring how to strategically continue increasing weekend offerings.

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

**Responsible Individual(s):** Keith Wurtz

**Key Accomplishments**

The number of evening classes increased from 134 in 2022-2023 to 152 in 2024-2025, a 13% increase. Additionally, the number of weekend (Friday, Saturday, Sunday) sections from 70 in 2023-2024 to 93 in 2024-2025, an increase of 23 (33%) weekend sections.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

The impact will be on increasing access to students, including non-traditional students.

**Next Steps (anticipated future actions)**

Counseling will also 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, Sara Butler, Jeff Smith

**Key Accomplishments**

Starting in Fall 2024, we began offering a new, fully online and OER/ZTC pathway: Library Support Staff Certificate. This now increases our [fully online degrees and certificates](#) to sixteen.

**Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)**

Academic year 2024-25 was the first year the college offered the Library Support Staff Certificate online. Among the impacts on students are the following: >90% completion rates for six of the seven courses offered in fall and spring and 76.5% success rate in LIBR-102-70, and an 83.3% success rate in LIBR-103-70.

**Next Steps (anticipated future actions)**

The college will continue to monitor retention and success rates to determine trends

that can inform teaching practices to increase these rates over time.