

**2006-2007 ACCREDITATION ANNUAL REPORT**  
**Accrediting Commission for Community and Junior Colleges**

**Shasta College**

**DUE BY May 15, 2007 (Extension was granted)**

Prepared by \_\_\_ Gary Lewis \_\_\_\_\_ Telephone \_\_\_ 539-242-7510 \_\_\_ E-mail: glewis@shastacollege.edu

Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

**As you respond to the following questions, please consider “new” to mean only those changes which have occurred since the college’s last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.**

1. Indicate any change in the official name or address of the institution.  
None
  
2. Describe any new sites or campuses at which students can complete at least 50 % of the credits for a degree or certificate program, and list the programs for which 50% or more of the credits may be earned at each new site or campus. Also, report when these sites or campuses began operating, and identify those that are new.

Two-year sequence of courses planned for delivery through the Interactive Television Network (ITV) to Shasta College’s Red Bluff Center, the Intermountain Center in Burney, and the Weaverville Center.

**Associate of Arts (AA) - Transfer Degrees\***

- University Studies
- General Education
- Business

**Associate of Science (AS) - General Education Degrees**

with emphasis in one of the following areas:

- Business
- Education and Family Studies
- Social Science
- Humanities

**Certificates**

- Early Childhood Education

\*may require attendance at the main campus in Redding to complete the physical or life science lab requirement.

The Red Bluff Center, Intermountain Center in Burney, and the Weaverville Center began operating in 1969.

3. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.

Nothing in addition to what was listed in the previous report.

4. List and describe any programs that were added to the college curriculum (other than outside the geographic region) in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.

Forest Science and Technology A.S. Degree

5. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

None

- a. **What is the total enrollment for Fall 2006 in all types of distance learning offered?**

4651

- b. **Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2006-2007 academic year.**

Table attached

6. Complete the table and provide attached lists requested for an annual report update on the college's progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning, and improvement.

See attached

7. List and describe any articulation agreements with non-US institutions.

None

8. List and describe new contracts with non-regionally accredited organizations for those organizations to provide courses or programs on behalf of the institution.

None

### 2006-2007 DISTANCE LEARNING COURSES

COURSE NAME & NUMBER	DISTANCE DELIVERY MODE	FIRST OFFERED			CREDIT TYPE	DEVELOPER
		Sm06	F06	S07		
ADJU 10: Intro to Admin of Justice	2-way I & 2-way V		X		Trans: AA/AS	Dept Fac
ADJU 18: Community Relations	2-way V			X	Trans: AA/AS	Dept Fac
ADJU 26: Courtroom Testimony and Report Writing	2-way V			X	Trans: AA/AS	Dept Fac
ADJU 40: Institutional and Field Services	2-way I		X		Trans: AA/AS	Dept Fac
AGRI 20: Plant Science	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
ANTH 1: Physical Anthropology	2-way I	X			Trans: AA/AS	Dept Fac
ANTH 14: Religion, Myth, and Ritual	2-way I	X			Trans: AA/AS	Dept Fac
BUAD 81: Stress Management in Workplace	2-way I		X		Trans: AA/AS	Dept Fac
BUAD 83: Conflict Resolution	2-way I		X		Trans: AA/AS	Dept Fac
BUAD 85: Customer Service in Workplace	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 88: Communicating with People	2-way I		X		Trans: AA/AS	Dept Fac
BUAD 89: Time Management	2-way I			X	Trans: AA/AS	Dept Fac
BUAD 90: Foundation Essentials: Values and Ethics	2-way I		X		Trans: AA/AS	Dept Fac
BUAD 166: Business English	2-way V		X		Trans: AA/AS	Dept Fac
CIS 31: Cisco Networking CCNA-1 Networking Fundamentals	2-way I		X		Trans: AA/AS	Dept Fac

CIS 32: Cisco Networking CCNA-2 Routing Technology	2-way I		X		Trans: AA/AS	Dept Fac
CIS 33: Cisco Networking CCNA-3 LAN Switching and Design	2-way I			X	Trans: AA/AS	Dept Fac
CIS 34: Cisco Networking CCNA-4 WAN Technology and Design	2-way I			X	Trans: AA/AS	Dept Fac
CIS 35: Cisco Networking CCNP-1 Advanced Routing Configuration	2-way I		X		Trans: AA/AS	Dept Fac
CIS 36: Cisco Networking CCNP-2 Remote-Access Networks	2-way I			X	Trans: AA/AS	Dept Fac
CIS 37: Cisco Networking CCNP-3 Multi-layer Switching	2-way I			X	Trans: AA/AS	Dept Fac
CIS 90: A+ Certification Preparation/ Cisco IT Essentials	2-way I		X		Trans: AA/AS	Dept Fac
CIS 92: Intro to Computer Security – Security +	2-way I			X	Trans: AA/AS	Dept Fac
DIES 161: Diesel Technology Field Training	2-way I			X	Trans: AA/AS	Dept Fac
ECE 1: Human Development	2-way I			X	Trans: AA/AS	Dept Fac
ECE 2: Child, Family, Community	2-way I			X	Trans: AA/AS	Dept Fac
ECE 52: Guidance in Adult-Child Relations	2-way I			X	Trans: AA/AS	Dept Fac
ECON 1A: Principles of Economics (Micro)	2-way V		X		Trans: AA/AS	Dept Fac
ECON 1B: Principles of Economics (Macro)	2-way I & 2-way V	X		X	Trans: AA/AS	Dept Fac
EDTE 52: Classroom Experience II - Reading	2-way I with F-to-f			X	Trans: AA/AS	Dept Fac
EDTE 62: Math II Classroom Experience	2-way I with F-to-f			X	Trans: AA/AS	Dept Fac
ENGL 11B: Survey of Amer. Lit: 1860 to Present	2-way V			X	Trans: AA/AS	Dept Fac

ENGL 13B: Survey of English Lit: Romantic Period to Present	2-way I		X		Trans: AA/AS	Dept Fac
ENGL 17: Intro to Shakespeare	2-way I	X			Trans: AA/AS	Dept Fac
ENGL 31: Creative Writing	2-way V		X		Trans: AA/AS	Dept Fac
ENGL 36: Children's Literature	2-way I		X		Trans: AA/AS	Dept Fac
ENGL 91: Advanced Composition	2-way I			X	Trans: AA/AS	Dept Fac
ENGL 190: Reading & Writing II	2-way V		X		AA/AS	Dept Fac
ENGL 280: Reading & Writing I	2-way V			X	Non-deg	Dept Fac
FSS 16: Marriage and Family	2-way V			X	Trans: AA/AS	Dept Fac
FIRS 85: Fire Command IA	2-way I			X	Trans: AA/AS	Dept Fac
HEOC 100: Preparing for Nursing Career	2-way V	X			AA/AS	Dept Fac
HIST 3: World Civilization – 1500 to Present	2-way I		X		Trans: AA/AS	Dept Fac
HIST 25: African American History	2-way I		X		Trans: AA/AS	Dept Fac
HIST 57: Russian History	2-way I	X			Trans: AA/AS	Dept Fac
HLTH 1: Health and Wellness	2-way V	X			Trans: AA/AS	Dept Fac
HLTH 3: Substance Abuse Awareness	2-way V	X			Trans: AA/AS	Dept Fac
HORT 97: Special Topic in Environmental Horticulture	2-way I		X		Trans: AA/AS	Dept Fac
HUM 70: Exploring Contemporary Television	2-way V	X			Trans: AA/AS	Dept Fac
LEGL 139: Intro to Paralegalism	2-way V		X		Trans: AA/AS	Dept Fac
LEGL 142: Discovery	2-way V			X	Trans: AA/AS	Dept Fac
LEGL 144: Civil Procedures and Litigation	2-way V		X		Trans: AA/AS	Dept Fac

LEGL 151: Estate Planning	2-way V			X	Trans: AA/AS	Dept Fac
MATH 8: Finite Mathematics	2-way V	X			Trans: AA/AS	Dept Fac
MATH 41B: Concepts of Elem Math	2-way V			X	Trans: AA/AS	Dept Fac
MATH 220: Basic Mathematics	2-way V	X			Non-deg	Dept Fac
MATH 240: Pre-Algebra	2-way V	X			Non-deg	Dept Fac
NHIS 15: Natural History	2-way V			X	Trans: AA/AS	Dept Fac
NR 1: Intro to Natural Resources	2-way V with F-to-f		X		Trans: AA/AS	Dept Fac
NR 6: Native Plant Identification	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
NR 50: Natural Resources Measurement	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
OAS 51: Keyboarding I	2-way I		X		Trans: AA/AS	Dept Fac
OAS 157: Office Procedures	2-way I		X		AA/AS	Dept Fac
PHY 5: Human Sexuality	2-way I			X	Trans: AA/AS	Dept Fac
PSYC 20: Cross-Cultural Psychology	2-way I			X	Trans: AA/AS	Dept Fac
REAL 30: Real Estate Principles	2-way V	X			Trans: AA/AS	Dept Fac
REAL 31: Real Estate Practice	2-way V			X	Trans: AA/AS	Dept Fac
REGN 81: Theoretical Concepts of Medical-Surgical Nursing II	2-way V		X		Trans: AA/AS	Dept Fac
REGN 90: Theoretical and Clinical Concepts of Family and Maternal-Child Nursing	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
REGN 91: Theoretical and Clinical Concepts of Management and Medical Surgical Nursing III	2-way V with F-to-f			X	Trans: AA/AS	Dept Fac
SOC 1: Intro to Sociology	2-way V		X		Trans: AA/AS	Dept Fac
SOC 15: Sociology of Mass Media	2-way V		X		Trans: AA/AS	Dept Fac

SPAN 3: Intermediate Spanish	2-way V		X		Trans: AA/AS	Dept Fac
STU 92: Worksite Readiness	2-way I		X		Trans: AA/AS	Dept Fac

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 Signature & title

**2006-2007 Institutional Annual Report Update on Student Learning Outcomes  
Shasta College**

Along with the data reported in the table below, other patterns in the development of the SLO process at Shasta College should be noted:

- 1) Progress on SLOs seems to be fairly evenly spread across the various instructional departments on our campus, rather than being limited particular division or area. Many faculty have prioritized high enrollment courses for participation in the SLO process.
- 2) Some disciplines (e.g., English, Math) have been exemplary in taking initiative to engage in the SLO cycle at the course level, creating processes and resources that may serve as a model for other departments on campus.
- 3) Many departments, particularly the career/technical areas, have existing assessments integrated into their programs/courses that include a rigorous and comprehensive system of outcomes assessment (e.g., nursing programs). These go far beyond satisfying the requirements of the basic SLO process. However, what is needed is a institutional system for documenting these achievements in a consist and accessible manner so that they can be included in a summary report.
- 4) In April, the college appointed a faculty SLO coordinator (with 40% release time starting in Fall 2007). Having a coordinator with release time is a large step toward creating sufficient support for the SLO process. Since April, the SLO coordinator has attended a regional SLO meeting, met with many faculty and administrators across campus discussing plans and ideas for advancing the SLO process, and documenting needs and gaps to be addressed in the next year. A campus-wide SLO committee is scheduled to reconvene in Fall 2007.
- 5) The August 2007 all-faculty Flex Day, as well as the Faculty Learning Academy (for all new full time faculty) are scheduled to include SLO workshops. At the Flex Day working meeting, faculty will complete steps 6, 7, and 13 for the majority of courses/programs (that is, define SLOs for programs, map programmatic SLOs to required courses, map GE SLOs to required courses).



**Part I: Student Learning Outcomes for Courses**

*\*Note about the data reported:* Throughout Parts I and II there are two sets of percentages reported. The first number is based on the % obtained from the sample of courses/programs only for which a report was completed by faculty in the area. The second number includes *all* courses/programs, assuming zero progress on those that were unreported. In actuality, many of the unreported courses/programs have made progress in the SLO cycle, particularly those in the career/technical areas. [Correcting this reporting gap is a goal of the SLO committee for the 2007-2008 academic year.]

		Yes	No	Percentage (%) of all courses	Courses	Disciplines
<b>1. Defining Expected Student Learning Outcomes</b>	Has the college defined expected student learning outcomes for all courses?		x	<b>50/30%</b>  <b>100%</b> of courses could be considered to have outcomes listed in the official course outline of record, as the "objectives" in the course outline are required to be written in a outcomes-based format.	(see attached—courses marked as completed step 1 or higher)	(see attached—courses marked as completed step 1 or higher)
<b>2. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?		x	<b>18/11%</b>	(see attached—courses marked as completed step 2 or higher)	(see attached—courses marked as completed step 2 or higher)
<b>3.</b>	Has the college		x	<b>10/6%</b>	(see attached—	(see attached—courses

<b>Assessing Student Learning Outcomes</b>	assessed student learning outcomes for all courses?				courses marked as completed step 3 or higher)	marked as completed step 3 or higher)
<b>4. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for the student learning outcomes for all courses?		x	<b>4.6/2.8%</b>	(see attached— courses marked as completed step 4 or higher)	List the disciplines in which analyzing assessment results for student learning outcomes is complete.
<b>5. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b>	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?		x	<b>4.4/2.7%</b>	(see attached— courses marked as completed step 5 or higher.) For “changes implemented” this information is not available, it is not centrally documented at this time.	N/A

**Part II: Student Learning Outcomes for Programs leading to Certificates and Degrees**

		Yes	No	Percentage (%) of all programs	Programs
<b>6. Defining Expected Student Learning Outcomes</b>	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?		x	69/16%	(see attached—programs marked as completed step 1 or higher)
<b>7. Mapping Programmatic Student Learning Outcomes to Courses</b>	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?		x	15/4%	(see attached—programs marked as completed step 1b)
<b>8. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where appropriate?		x	8/2%	(see attached—programs marked as completed step 2 or higher)

<p><b>9. Assessing Student Learning Outcomes</b></p>	<p>Has the college assessed expected student learning outcomes for all courses required to complete the certificate and degree programs?</p>		<p>*</p>	<p>8/2%</p>	<p>(see attached—programs marked as completed step 3 or higher)</p>
<p><b>10. Analyzing the Results of Assessment</b></p>	<p>Has the college analyzed assessment results for all courses required to complete the certificate and degree programs?</p>		<p>*</p>	<p>8/2%</p>	<p>(see attached—programs marked as completed step 4 or higher)</p>
<p><b>11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b></p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all certificate/degree programs?</p>		<p>*</p>	<p>8/2%</p>	<p>(see attached—programs marked as completed step 5 or higher)</p>

**Part III: Student Learning Outcomes for General Education**

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
<p><b>12. Defining Expected Student Learning Outcomes</b></p>	<p>Has the college defined expected student learning outcomes for general education ?</p>	<p align="center">x</p>		<p><b>100% for the GE areas:</b> There are broad SLO's defined (e.g., in the Language &amp; Rationality Courses a student will "be able to write clear, logically organized essays using expository and argumentative modes and applying conventions of documentation when appropriate").</p> <p>In terms of the % of GE courses and GE outcomes, we do not have that information at this time. We expect that all courses that fall in to the GE categories will have <i>course</i> outcomes that do contribute to the larger GE outcome, however, at this point we have not mapped those connections (the next step below).</p>	<p>List the general education courses for which identification of expected student learning outcomes is complete.</p> <p>For general education <i>courses</i>, this information is not available. However, all of the GE <i>areas</i> have defined SLO's. For each particular course, GE-specific SLO's may or may not be on record.</p> <p><b><u>GE areas with defined SLOs:</u></b>  <b>Natural Science</b>  <b>Social and Behavioral Science</b>  <b>Humanities</b>  <b>Language and Rationality</b>  <b>Oral Communication</b>  <b>Analytical Thinking</b>  <b>Multicultural</b>  <b>Living Skills</b></p>

<b>13. Mapping of Programmatic Student Learning Outcomes to Courses</b>	Has the college mapped expected general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?		x	% of Courses ___ 0 ___	
<b>14. Defining Assessment of Expected Student Learning Outcomes</b>	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?		x	% of Courses ___ 0 ___	
<b>15. Assessing Student Learning Outcomes</b>	Has the college assessed student learning outcomes for all courses in general education?		x	% of Courses ___ 0 ___	
<b>16. Analyzing the Results of Assessment</b>	Has the college analyzed assessment results for all courses in general education?		x	% of Courses ___ 0 ___	
<b>17. Planning and</b>	Using assessment results, has the college planned and implemented				

<b>implementing changes to pedagogy, facilities, etc. to improve learning.</b>	changes to pedagogy, facilities, etc. to improve learning for all general education courses?		x	% of Courses <u>  0  </u>	
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**Part IV: Student Learning Outcomes for Instructional Support and Student Support Services**

		Yes	No	Percentage (%) of all courses/experiences	Courses/Experiences
<b>18. Defining Expected Student Learning Outcomes</b>	<p>Has the college defined expected student learning outcomes for instructional support ( i.e. library and learning resources, tutoring, etc.) ?</p> <p>Has the college defined expected student learning outcomes for student support services?</p>		x	<p>% of Instructional Support Courses or other experiences <u>  12%  </u></p> <p>% of Student Support Services Courses or other experiences _____</p>	<p>List the instructional support courses or other experiences for which identification of expected student learning outcomes is complete. <b>Library (Learning Resources Center) for information competency, general library orientation</b></p> <p>List the student support services courses or other experiences for which identification of expected student learning outcomes is complete..</p>
<b>19. Mapping of Programmatic Student Learning Outcomes to Courses</b>	<p>Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences ( i.e. co-curricular, service learning, etc.)?.</p> <p>Has the college mapped expected student support services student learning outcomes to all the courses and other experiences ( i.e. co-curricular, service learning, etc.)?.</p>		x	<p>% of Instructional Support Courses or other experiences <u>  0%  </u></p> <p>% of Student Support Services Courses or other experiences _____</p>	<p>List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete. (none)</p> <p>List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.</p>
<b>20. Defining</b>	Has the college identified appropriate assessment		x	% of Instructional Support Courses or	List the instructional support courses or other experiences for which identification



<p><b>Assessment of Expected Student Learning Outcomes</b></p>	<p>methodologies for the expected student learning outcomes in instructional support courses or other experiences?</p> <p>Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?</p>			<p>other experiences  <u>12%</u></p> <p>% of Student Support Services Courses or other experiences  _____</p>	<p>of appropriate assessment methodologies for defined expected student learning outcomes is complete. <b>Library (Learning Resources Center) for information competency, general library orientation</b></p> <p>List the student support services courses or other experiences for which identification of appropriate assessment methodologies for defined expected student learning outcomes is complete.</p>
<p><b>21. Assessing Student Learning Outcomes</b></p>	<p>Has the college assessed student learning outcomes for all courses or other experiences in instructional support?</p> <p>Has the college assessed student learning outcomes for all courses or other experiences in student support services?</p>		<p>x</p>	<p>% of Courses or other experiences in Instructional Support  <u>12%</u></p> <p>% of Courses or other experiences in Student Support Services  _____</p>	<p>List the instructional support courses or other learning experiences for which assessment of expected student learning outcomes is complete. <b>Library (Learning Resources Center) for information competency, general library orientation</b></p> <p>List the student support services courses or other learning experiences for which assessment of expected student learning outcomes is complete.</p>
<p><b>22.</b></p>	<p>Has the college analyzed assessment results for all courses</p>		<p>x</p>	<p>% of Courses or other learning experiences in</p>	<p>List the instructional support courses or other learning experiences for which</p>

<p><b>Analyzing the Results of Assessment</b></p>	<p>or other learning experiences in instructional support?</p> <p>Has the college analyzed assessment results for all courses or other learning experiences in student support services?</p>			<p>instructional support?  <b>0%</b></p> <p>% of Courses or other learning experiences in student support services?  _____</p>	<p>analyzing assessment results for student learning outcomes is complete. <b>(none)</b></p> <p>List the student support services courses or other learning experiences for which analyzing assessment results for student learning outcomes is complete.</p>
<p><b>23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.</b></p>	<p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences?</p> <p>Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses or other learning experiences?</p>		<p>x</p>	<p>% of Courses or other learning experiences in Instructional Support?  <b>0%</b></p> <p>% of Courses or other learning experiences in Student Support Services?  _____</p>	<p>List the instructional support courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented. <b>(none)</b></p> <p>List the student support services courses or other learning experiences for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented</p>

**Shasta College**  
**Tally of SLO cycle process for Programs**  
**Spring 2007**

- Step 1a** = Define expected student learning outcomes for the program
- Step 1b** = Map expected program outcomes to all required courses and other learning experiences
- Step 2** = Develop appropriate assessment methods for the program outcome(s)
- Step 3** = Use these methods to assess outcomes
- Step 4** = Analyze assessment results
- Step 5** = Apply results toward improved instruction and learning

	type	program	Steps 1-5	Step 1b
1	AA	Art		
2	AA	Communication Studies	1	0
3	AA	Environmental Horticulture	1	0
4	AA	Journalism		
5	AA	Music		
6	AA	Theatre Arts		
7	AS	Administration of Justice	1	0
8	AS	Agriculture	1	0
9	AS	Automotive Technology		
10	AS	Business Administration		
11	AS	Accounting Concentration		
12	AS	General Business Concentration		
13	AS	Management Concentration		
14	AS	Real Estate Concentration		
15	AS	Civil Engineering Technology		
16	AS	Computer Aided Drafting (CAD) Technology		
17	AS	Computer and Information Systems		
18	AS	Business Information Systems Concentration		
19	AS	Computer Networking Concentration (CCNA Option)		
20	AS	Computer Networking Concentration (CCNP Option)		
21	AS	Construction Technology		
22	AS	Dental Hygiene		
23	AS	Diesel Technology		

24	AS	Early Childhood Education	1	1
25	AS	Equine Science	1	0
26	AS	Family Studies	0	0
27	AS	Fire Technology		
28	AS	General major*	0	0
29	AS	Horticulture Management	1	0
30	AS	Hospitality Management		
31	AS	Culinary Arts Concentration		
32	AS	Hotel/Restaurant Management Concentration		
33	AS	Legal Assistant		
34	AS	Natural Resources	1	0
35	AS	Nursing – Associate Degree Nursing		
36	AS	Office Administration	0	0
37	AS	Administrative Assistant		
38	AS	Administrative Assistant – Legal		
39	AS	Information Processing Specialist		
40	AS	Medical Office Specialist		
41	AS	Transcriptionist - Medical		
42	AS	Veterinary Technician	1	0
43	AS	Welding Technology		
44	CRT	Accounting Clerk/Bookkeeper		
45	CRT	Automotive Engine Performance/Smog Technician		
46	CRT	Automotive Machine		
47	CRT	Automotive Technology		
48	CRT	Business Administration- Entrepreneurship		
49	CRT	Civil Engineering Technology		
50	CRT	Computer Aided Drafting (CAD) Technology		
51	CRT	Computer & Information Systems		
52	CRT	Computer Networking (CCNA)		
53	CRT	Computer Networking (CCNP)		
54	CRT	Computer Maintenance		
55	CRT	Construction Technology		
56	CRT	Customer Service Academy		
57	CRT	Diesel Technology		
58	CRT	Dietary Service Supervisor		
59	CRT	Early Childhood Education		
60	CRT	ECE-Family Childcare	1	1

61	CRT	Equine Science	1	0
62	CRT	Equipment Operations and Maintenance	0	0
63	CRT	Firefighter I Cert Program		
64	CRT	Firefighter II Cert Program		
65	CRT	Fire Technology-Wildland Firefighter I Academy		
66	CRT	Geographic Information Systems		
67	CRT	Gerontology – currently suspended	inactive	inactive
68	CRT	Horticulture	1	0
69	CRT	Horticulture – Master Floral Design	1	0
70	CRT	Horticulture – Irrigation	1	0
71	CRT	Horticulture – Landscape and Turf Management	1	0
72	CRT	Horticulture – Retail Nursery Sales	0	0
73	CRT	Hospitality – Baking – Culinary Arts Emphasis		
74	CRT	Hospitality – Bartender – Culinary Arts Emphasis		
75	CRT	Hospitality – Dining Room Management – Culinary Arts Emphasis		
76	CRT	Hospitality – Dining Room Staff – Culinary Arts Emphasis		
77	CRT	Hospitality – Line Cook – Culinary Arts Emphasis		
78	CRT	Hospitality - Winemaking and Marketing		
79	CRT	Hospitality Management		
80	CRT	Casino Management		
81	CRT	Culinary Arts		
82	CRT	Hotel/Restaurant Management		
83	CRT	Industrial Technology		
84	CRT	Journalism		
85	CRT	Life Management	0	0
86	CRT	Music		
87	CRT	Natural Resources	1	0
88	CRT	Nurse Aide/Home Health Aide	5	1
89	CRT	Nursing-Vocational Nursing	5	1
90	CRT	Office Administration		
91	CRT	Clerical Assistant		
92	CRT	Info Processing Specialist		
93	CRT	Medical Billing Specialist		
94	CRT	Records Manager		
95	CRT	Transcriptionist - Medical		
96	CRT	Real Estate		
97	CRT	Residential Care Counselor Training – currently suspended		

98	CRT	Retail Management		
99	CRT	Theatre		
100	CRT	Transition Certificate for Students with Intellectual Disabilities		
101	CRT	Watershed Restoration	0	0
102	CRT	Water/Wastewater Treatment	0	0
103	CRT	Welding Technology		