

Comprehensive Instructional Program Review Self-Study

OVERVIEW OF PROGRAM REVIEW

The Comprehensive Instructional Program Review Self-Study (CIPR), conducted every six years, is a structured opportunity to gather, analyze, and reflect on data related to individual programs or program groupings within Academic Clusters or Areas of Study. The primary purpose of the CIPR is to support continuous improvement by evaluating the overall health of a program and identifying meaningful, actionable recommendations.

In the years between CIPRs, departments engage in Annual Planning, which informs and is summarized within the Self-Study. This process aligns with the College's five-year planning model, ensuring that short-term goals and long-term strategies are integrated.

At the conclusion of each CIPR cycle, the final report is posted to the Program Review Committee (PRC) webpage and shared with the College Council. All instructional programs, whether standalone or part of a defined grouping, are required to participate. Career and Technical Education (CTE) programs with separate accreditation processes may coordinate with their dean to streamline overlapping requirements. Additionally, biennial CTE Mini-Reviews are incorporated into the CIPR.

The PRC acknowledges that the CIPR is a more in-depth and time-intensive process than the previous two-year reviews. We deeply appreciate the contributions of all faculty and staff involved, especially those serving on the Gold, Silver, and Green Teams, who help ensure each report is thorough and meaningful. Thank you for your dedication to this important work!

HOW ARE PROGRAMS SELECTED FOR REVIEW

The PRC maintains a master schedule of all programs, Academic Clusters, and Areas of Study, including a multi-year forecast of planned review cycles. Each year, the committee collaborates with Division Deans to update this schedule and determine which programs will participate in the upcoming cycle. Teams are formed in early fall, and timelines for the year-long review process are distributed.

Each fall, Comprehensive Program Review Evaluation Teams are assembled and include:

- **Gold Team** – Writing Team
- **Silver Team** – Draft Review Team
- **Green Team** – Final Evaluation Team

Important timelines and resources are available on the *Planning Support Canvas* page and in the *Program Review Handbook*, which is posted on the PRC webpage.

ABOUT THIS SELF-STUDY

Before starting your current CIPR, you will complete a brief reflection on outcomes from prior planning efforts. The CIPR is organized into five required sections, varying in depth. We recommend reviewing all sections in advance to understand the scope and how each part connects. Notably, each section's analysis should inform and lead into Section 5 (Summary and Future Plans), which synthesizes your findings and outlines future goals.

The five sections are:

1. Mission and Learning Outcomes
2. Instructional Practices
3. Program Data Analysis
4. Curriculum
5. Summary and Future Plans

Program(s) Under Review

DRAFT submission and date: 11/10/25

FINAL submission and date: 3/3/26

Check the option that applies to this CIPR:

- This Self-Study considers a single degree or certificate.
Enter the name of the degree or certificate:
Click or tap here to enter text.

- This Self-Study considers multiple degrees and/or certificates organized by
Areas of Study or Academic Cluster.
List Name of Areas of Study or Academic Cluster:
Business Area of Study

List each degree or certificate associated with the Areas of Study or Academic Cluster:

AA 1492 Business Administration

AS-T 2008 Business Administration 2.0

AS 1497 Business-General Business

AS 1085 Business-Management

AS 1521 Business-Marketing and Finance

CT 3055 Business Administration-Business Entrepreneurship

CT 3352 Business Management

NCR 1003 Small Business/Entrepreneurship Start-up

Please note: *In some sections of the Self-Study it may be appropriate to report on individual program outcomes rather than academic cluster outcomes, such as PLOs that are distinct vs shared.*

Background Information

PRIOR PROGRAM REVIEW and ANNUAL (formerly Area Plan) PLAN REFLECTION

Last Program Review Term and Year: -Business Management AS 1085 Fall 2020

-AS-T 1001 Business Administration AS-T degree Fall 2021

-CT. 3351 reviewed Fall 2021 (now CT 3352 replacing first review)

-AS 1497 General Studies: Basic Business Fall 2019

-CL 3055 Basic Entrepreneurship Cert Fall 2019

- AA 1492 University Studies Business Administration Fall 2020

-AS 1521 Business Marketing and Finance First review?

-NCR 1003 Small Business/Entrepreneurship Start-up First review

1. Revisit the goals from your *last* program review and annual plans. Briefly identify which goals have been achieved, which are in progress, and what evidence demonstrates impact? List any resources your program received to support student learning improvements.

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(CTE programs may wish to include references to any external accrediting or regulatory agencies).

Goals from previous program reviews:

Business Management AS 1085 noted *“Overall the program has continued to be successful and trended positively for enrollments and completers. There is some work to be done encouraging tutoring for accounting students as well as ensuring all online sections of the required courses are offering support services through our online support portal as well as utilizing the early alert system.”* **Since the last program review, we have added embedded tutors in our accounting 2 and 4.**

AST Business Administration noted *“We will continue to strengthen our relationship with Chico State and increase the awareness of the program and it’s benefits.”* **We have continued to include representatives from Chico State on our advisory board. This school year 2025-2026 we are piloting the ASCENT program which is a cohort model for students pursuing this degree. Justin Henry, from Chico State, is part of our ASCENT team and will engage directly with the student multiple times over the next two years.**

CT 3352 (replacing 3351 retail management) **It was determined by faculty after the previous program review that there was a need to make this certificate more of a general management certificate that includes retail but serves all sectors. The certificate was adjusted and made stackable with our management degree.**

AS 1497 General Studies: Basic Business noted *the program is strong in the number of completers and is consistent with past completers. No changes necessary*

CL 3055 Basic Entrepreneurship Cert noted *“Continual marketing of the new program to sustain enrollment numbers is needed”* **We have created marketing materials for this program and have provided it to our CTE liaison. She regularly promotes at our area schools and in the community. We have seen increased enrollment and completions. In 2020-2021 we had 3 completers, for the last two years we have had 18 and 19 each year.**

AA 1492 University Studies Business Administration noted “*averaged 13.4 completers per year over the past five years 2014/15-2018/19, average success rate is 69.5% which is below institution set standard of 70%.....recommended from program review committee to determine if there is enough distinction to warrant each degree, perhaps since the inception and degree award growth of the AST in Business Administration, Th eUniversity Studies degree, which largely shares the same classes, may not be as in demand and in removing redundancies may aid in streamlining student pathways*” **The average completers for this degree are now 28.6 over the last 5 years 2020/21-2024/25**, Regarding the qualifier about reviewing the AS-T Business degree and the University Studies Business degree, in Fall of 2002 Faculty reached out to counseling and both have been retained at the request of some counselors. Some have advocated to remove the University Studies Business Degree, and some have advocated for retention of the degree. Some counselors have stated that for a student transferring to a UC University Studies Degree is a better match than the AS-T Degree.

Current Comprehensive Instructional Program Review

We engage in this process with the ultimate goals of enhancing program effectiveness and advancing student success and achievement. Completing the Comprehensive Instructional Program Review should be a collaborative effort, involving input from a broad range of stakeholders. Additional guidance on team roles and responsibilities is available in the *Comprehensive Instructional Program Review Handbook* and on the *Planning Support Canvas* page.

Year of Current Review: 2025-2026

List Gold Team Member(s): Chelsea Hendershot, Eva Jimenez, Darren Gurney, Casey Schurig, Jeremy Ecklin, Juanne VanDerLinde, Scott Gordon

List Silver Team Captain: Nancy Skaggs

List Green Team Captain: Sara Holmes

1. MISSION AND LEARNING OUTCOMES

1. *Alignment with Mission: Describe how the program contributes to the [Shasta College mission](#). Include discussion of some of the program's successes and benefits to the students and/or community (ACCJC Eligibility Requirement 6, Accreditation Standard 1.1, 1.5, 2.9).*

The Business Department is strongly aligned with the Shasta College Mission statement. We have crafted and implemented programs that are streamlined and provide logical educational pathways through our Certificates and Degrees for student success. Our students complete courses at a high rate when compared to percentage completion to other Shasta College courses and state averages. Our programs directly lead to employment (new jobs and promotions) and transfer to 4-year institutions to further pursue their educational goals. We provide work skills and training within our classes that employers need and ask for when we meet with our Advisory committee. When our students encounter a barrier be it financial or an educational bottleneck we strive to remove the issue by either offering additional sections, hiring part-time instructors, and/or reduction of financial strain through means like offering Zero Textbook Cost courses. We stay up to date with continued trainings and FLEX directed hours towards increasing our learning new skills and knowledge that we bring to our classroom instruction.

2. *Describe any current or recent challenges that might hinder students in the program from reaching their goals.*

The Accounting programs were recently rewritten to provide a clearer pathway for student success. Prior to this the programs had been gone through to assess the needs and completions of the programs, but the changes needed to provide the pathways for students to succeed had yet to be implemented. We are proud of these changes and look forward to the new programs being offered in accounting and expect students to increase their success rate and completion rate.

Student Financial Strain: We use department meetings to discuss how to address the rising costs of education for students. One of the major costs is textbooks and many of our classes, indeed, most of our classes are now offered with Zero Textbook Costs (ZTC) and we see this as a change that helps aid our students' achievement towards their goals.

Meetings with Advisory members has led to discussions around how AI is either changing or going to change their work and the workforce and employability needs. We are excited about these changes and look forward to how the world of work will be different and hopefully improved over the coming years.

A surprising challenge considering the high student success and completion rate of the Business Department is how frequently our requests for funds to support instructor growth and learning is denied. We have repeatedly been denied requests to attend conferences over many years. We recognize that we are a CTE department and CTE departments typically purchase equipment to support their students' learning. In the Business Department we do not use equipment in the same manner as other CTE departments but we do need to continually learn about the changes impacting our field of student which is rapidly changing with the use of technology, including AI, social media, degradation of social/interpersonal skills, motivation (lack of commitment to the job), ethics, human resources role in handling these fast paced changes to improve the workplace, and cryptocurrency (payment systems). Being continually denied requests to attend conferences to learn about how these rapidly changing workplace attributes puts

our faculty at a disadvantage *when instructing our classes, we are falling behind other colleges' Business Departments. With the Business Department having the greatest number of program completers and recognizing how important that is to student success and college funding it's an unpleasant surprise every time we are denied the request to attend a conference.*

We have discussed if the Management Certificate, which already connects as a pathway to the Management Degree, could be used as a pathway for the Marketing and Finance Degree or if a separate certificate should be created for the Marketing and Finance Degree. After discussion it was decided the overlap from the Management Certificate with the Marketing and Finance Degree was extremely close, lacking one course, BUAD 44 Human Relations. As such we decided it best to not create a new certificate to dovetail with the Marketing and Finance Degree and instead we should find a way to market to the Management Certificate completers that they can easily go into the Marketing and Finance Degree as well as the Management Degree. This will increase student success, completion, and employability skills.

The final challenge is meeting student demand for course offerings. The Business Department could offer more classes to meet student demand. We have not been able to hire enough faculty to offer all the classes that students want in the Business Department. We have reached maximum capacity with full-time faculty teaching the maximum overload limit and part-time faculty at maximum capacity for load. We have a BSOT Department that does not have any dedicated full-time faculty, as a result, we have full-time faculty teaching classes in the BSOT Department to ensure courses are offered which pulls full-time faculty away from teaching Business Department classes. We have needed more full-time faculty for many years and continue to request a full-time faculty for BSOT and continue to have the request ranked at the bottom. As long as this trend continues it will not be feasible for the Business Department to offer all the courses students want. This results in lost FTES, unhappy students when they are unable to add classes needed for graduation, lower completion rates, and an overall decrease in motivation as we see the needs of our area unfulfilled while other departments continue to hire full-time faculty to meet their needs.

3. List each [PLO](#) and write a brief narrative summary analysis discussing outcomes for each of them. If not assessing PLO's at the time of this report writing, list each PLO and attach your plan and timeline to complete assessments (Accreditation Standard 2.2, 2.9):

- *Assessment results should include overall success rate on assessment, and as appropriate, provide outcomes achievement data by mode of delivery by courses. Multiple years of data should be used when available.*

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To assess the success rate of students in the Business Department we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within a certificate or degree. If a student passes the course, then the student has met the PLO as described. A completer of a certificate or degree means the students have achieved success on all the PLOs within the certificate and/or degree; thus, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of certificates and degrees within our Business Department. We see the Business Department as

being extremely successful at meeting PLOs with considerably high-level total completers, the most at our institution. In total the trend shows success and completers increasing rapidly, in 2020-2021 (117 completers) to 2024-2025 (236 completers).

We discussed PLO completion with the SLO coordinator and as a department see the importance of assessing, discussing, and improving the PLOs that have been established for our certificates and degrees. Our curriculum maps (which have been provided) provide a clear and intentional alignment between individual course outcomes and the Program Learning Outcomes (PLOs). Each course in the Business Program has identified learning outcomes that directly support one or more PLOs. Through the mapping process, we are able to demonstrate where each PLO is introduced, reinforced, and mastered across the curriculum.

This structured alignment ensures that students progressively build knowledge and skills throughout the program. Introductory courses lay the foundation for key competencies, intermediate courses reinforce and deepen understanding, and advanced courses require students to demonstrate mastery of those competencies in applied and integrative contexts.

As a result, successful completion of an individual course indicates that a student has achieved the specific learning outcomes aligned with the corresponding PLOs at the appropriate level. Ultimately, successful completion of the Business Program demonstrates that the student has met all Program Learning Outcomes, having achieved the cumulative knowledge, skills, and competencies defined by the program.

The curriculum map therefore serves not only as a planning tool, but also as evidence of coherent program design, intentional scaffolding, and measurable student learning aligned with institutional and accreditation standards. We will continue to assess SLOs every semester, monitor our PLOs and update them as needed with industry input. We also commit to refining individual PLO assessment.

Business Administration University Studies For University Studies Degree: A A1492

Learning Outcomes, see page 30. UNIVERSITY STUDIES DEGREE LEARNING OUTCOMES:

After successful completion of a University Studies degree, the student should be able to meet the following learning outcomes:

1. **Critical Thinking:** Critical thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
2. **Information Competency:** Information competency is the ability to find, evaluate, use and communicate information in all its various formats.

3. **Effective Communication:** Effective communication is the ability to effectively use written, oral and nonverbal communication.
4. **Quantitative Reasoning:** Quantitative reasoning is the ability to use appropriate mathematical methods.
5. **Self-Efficacy:** Self-efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
6. **Workplace Skills:** Workplace skills provide the ability to perform effectively at work.
7. **Community and Global Awareness:** Community and global awareness include an understanding of community and global issues and cross-cultural awareness. Narrative summary analysis discussing outcomes and success rate:

To assess the success rate of students for this degree we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the degree. If a student passes the course, then the student has met the PLO as described here. A completer of this degree means the students have achieved success on all the PLOs in this degree, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the degree. We see a trend with the number of completers increasing steadily from 2020-2021 (9 completers) to 2024-2025 (36 completers). We see this as a successful degree and successful level of completers. We expect the trend to continue as we add course sections to accommodate increasing student demand for this degree.

Business Administration 2.0 Associate in Science for Transfer AS-T 2008:

PROGRAM LEARNING OUTCOMES: Upon successful completion of this degree, the student should be able to:

1. Express the accounting equation; identify and perform the processes of the accounting cycle; and prepare and interpret the basic financial statements for service and merchandising organizations in accordance with generally accepted accounting principles.
2. Identify and illustrate fundamental accounting concepts, classifications, cost systems, cost-volume-profit relationships, budgeting and profit planning to support planning, control and decision-making activities of management.
3. Prepare and process payroll records and payroll tax returns in compliance with applicable federal and state laws and regulations.
4. Apply the Internal Revenue Code and related Treasury Regulations as they relate to individual, partnership and corporation income taxes; prepare simple individual income tax returns.

5. Identify and apply business and finance concepts to advance into upper division coursework as business majors in the fields of accounting, finance, marketing, management and information technology and services. Narrative summary analysis discussing outcomes and success rate:

This assessment combines the Business Administration associate in science for Transfer & Business Administration 2.0 Associate in Science for Transfer degrees, they are the same degree. There was a name change in 2022-2023 in addition to course changes required to meet the updated degree as described at the State level. To assess the success rate of students for this degree we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the degree. If a student passes the course, then the student has met the PLO as described here. A completer of this degree means the students have achieved success on all the PLOs in this degree, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the degree. We see a trend with the number of completers staying steady for the last few years and a drop in the most recent year, 2020-2021 (59 completers) to 2024-2025 (13 + 26 = 39 completers). We see this as a successful degree and successful level of completers. We are concerned the number of completers has dropped and correlate this with the lack of full-time faculty to teach all the required courses to meet student demand. We will look for ways to regain the level of completers we had prior to 2024-2025.

Business Administration – Business Entrepreneurship CT 3055:

PROGRAM LEARNING OUTCOMES: Upon successful completion of this certificate, the student should be able to:

1. Design an Entrepreneurship Financial Plan using current technology that determines financing to start the business and necessary capital to operate the business for the first year.

2. Compose a Business Plan that incorporates the Marketing Plan and Financial Plan, and details the goals of the organization, including the mission statement.

3. Analyze industries and economic trends to determine profitability and viability of starting a business. Narrative summary analysis discussing outcomes and success rate: To assess the success rate of students for this certificate we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the certificate. If a student passes the course, then the student has met the PLO as described here. A completer of this certificate means the students have achieved success on all the PLOs in this certificate, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the certificate. We see a trend with the number of completers increasing steadily from 2020-2021 (3 completers) to 2024-2025 (18 completers). This is encouraging, this certificate had to be recreated after it was cut at

the end of 2009 due to impacts of the Great Recession. Since bringing it back with improvements it has grown in capacity and experiences full classes (30+ students) each semester in every section offered. We see this as a successful certificate and successful level of completers. We expect the trend to continue as we add course sections to accommodate increasing student demand for this certificate. We point out that this has been particularly challenging as there have been years where student demand has far exceeded capacity, and requests to add additional course sections has been denied. We hope to avoid this issue going forward.

Business – General Business General Studies AS 1497: – 18 Unit Emphasis:

PROGRAM LEARNING OUTCOMES: For General Studies Degree Learning Outcomes, see page 35 **GENERAL STUDIES DEGREE LEARNING OUTCOMES:**

After successful completion of a General Studies degree, the student should be able to meet the following learning outcomes:

- 1. Critical Thinking:** Critical thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
- 2. Information Competency:** Information competency is the ability to find, evaluate, use and communicate information in all its various formats.
- 3. Effective Communication:** Effective communication is the ability to effectively use written, oral and nonverbal communication.
- 4. Quantitative Reasoning:** Quantitative reasoning is the ability to use appropriate mathematical methods.
- 5. Self-Efficacy:** Self-efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
- 6. Workplace Skills:** Workplace skills provide the ability to perform effectively at work.
- 7. Community and Global Awareness:** Community and global awareness includes an understanding of community and global issues and cross-cultural awareness. Narrative summary analysis discussing outcomes and success rate:

To assess the success rate of students for this degree we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the degree. If a student passes the course, then the student has met the PLO as described here. A completer of this degree means the students have achieved success on all the PLOs in this degree, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the degree. We see a trend with the number of completers increasing steadily from 2020-2021 (30 completers) to 2024-2025 (79 completers). We see this as an extremely successful degree and very high level of successful completers. This is a large increase, a very popular degree for non-transfer

students. Students are achieving a high level of success. We expect the trend to continue as we add course sections to accommodate increasing student demand for this degree.

Business – Management Associate in Science: AS 1085

PROGRAM LEARNING OUTCOMES: Upon successful completion of this degree, the student should be able to:

1. Evaluate the forms of business organizations to select the optimal legal structure for operation.
2. Demonstrate the use of skills relevant for problem-solving, decision making, and resolving ethical dilemmas in the business environment including critical thinking, effective written and oral communication, working effectively in teams and the proficient use of computers for information search, retrieval, problem solving and communication.
3. Functions of Management: Compose a paper that defines the functions of Management and describes examples relating to existing businesses.
4. Express the accounting equation; identify and perform the processes of the accounting cycle; and prepare and interpret the basic financial statements for service and merchandising organizations in accordance with generally accepted accounting principles.
5. Compose clear and effective communication using the following modalities: Business Letters, Memos, and E-mails. Narrative summary analysis discussing outcomes and success rate:

To assess the success rate of students for this degree we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the degree. If a student passes the course, then the student has met the PLO as described here. A completer of this degree means the students have achieved success on all the PLOs in this degree, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the degree. We see a trend with the number of completers increasing steadily from 2020-2021 (12 completers) to 2024-2025 (16 completers). We see this as a successful degree and successful level of completers. We expect the trend to continue as we add course sections to accommodate increasing student demand for this degree.

Business Management Certificate CT 3352:

PROGRAM LEARNING OUTCOMES: Upon successful completion of this certificate, the student should be able to:

1. Express the accounting equation; identify and perform the processes of the accounting cycle; and prepare and interpret the basic financial statements for service

and merchandising organizations in accordance with generally accepted accounting principles.

2. Recognize, acknowledge and apply the functions and responsibilities of retail management.

3. Develop and apply a business retail strategy leading to a business plan. Narrative summary analysis discussing outcomes and success rate:

To assess the success rate of students for this certificate we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the certificate. If a student passes the course, then the student has met the PLO as described here. A completer of this certificate means the students have achieved success on all the PLOs in this certificate, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the certificate. We see a trend with the number of completers increasing steadily from 2020-2021 (2 completers) to 2024-2025 (13 completers). This certificate was revised to be stackable with the Management Degree, and we expect these numbers to continue to increase as we see completers in the Management Degree. We see this as a successful certificate and successful level of completers with room for improvement. We would like to point out that the Management degree which stacks with this certificate had 16 completers in 2024-2025 and that means there should have been at least the same number or more completers of this certificate for the same time period. We will do some research to see what happened to cause this discrepancy.

Business – Marketing and Finance Associate in Science: AS 1521

PROGRAM LEARNING OUTCOMES: Upon successful completion of this degree, the student should be able to:

1. Prepare an 8-Point Retail Filter Project: Describe how each of the eight filters apply, evaluate how competition handles the eight filters and describe the most significant concept(s) learned from this evaluation process, and to conclude, determine what you would revise in the retail establishment you evaluated.
2. Demonstrate the use of skills relevant for problem-solving, decision making, and resolving ethical dilemmas in the business environment including critical thinking, effective written and oral communication, working effectively in teams, and the proficient use of computers for information search, retrieval, problem solving and communication.
3. Compose a paper that defines the functions of management and describes examples relating to existing businesses.
4. Express the accounting equation; identify and perform the processes of the accounting cycle; and prepare and interpret the basic financial statements for service

and merchandising organizations in accordance with generally accepted accounting principles.

5. Compose clear and effective communication using the following modalities: business letters, memos, and e-mails. Narrative summary analysis discussing outcomes and success rate:

To assess the success rate of students for this degree we have used PLOs that measure student success in individual courses. Each PLO links back to the success and completion of one or more courses within the degree. If a student passes the course, then the student has met the PLO as described here. A completer of this degree means the students have achieved success on all the PLOs in this degree, students have achieved the standards set for each of the PLOs. Knowing this, we can measure the number of completers as a metric for success of the degree. We see a trend with the number of completers increasing steadily from 2020-2021 (2 completers) to 2024-2025 (12 completers). This degree is fairly new, and we are pleased to see the steadily increasing number of completers each year. This has become a successful degree achieved a successful level of completers. We see continued growth in this degree and expect to add a section of BUAD 44 Investments in spring semesters starting 2026 and expect that to increase the number of completers going forward.

Small Business/Entrepreneurship Start-up Noncredit Certificate: NCR 1003

PROGRAM LEARNING OUTCOMES: Upon successful completion of this certificate, the student should be able to:

1. Identify what is meant to be an entrepreneur, the risk and rewards involved and the potential for a lifelong career choice.

Narrative summary analysis discussing outcomes and success rate: To assess the success rate of students for this certificate we have used a PLO that measures student success in the individual courses. This PLO links back to the success and completion of all the courses within the certificate. If a student passes the course, then the student has met the PLO as described here. A completer of this certificate means the students have achieved success on the PLO in this certificate, students have achieved the standard set for the PLO. Knowing this, we can measure the number of completers as a metric for success of the certificate. We see a trend with the number of completers increasing steadily from 2023-2024 (9 completers) to 2024-2025 (23 completers). This is encouraging, it is a new certificate as of 2023-2024 and it is already achieving success at a high level. We expect the trend to continue as we add course sections to accommodate increasing student demand for this certificate.

2. INSTRUCTIONAL PRACTICES

1. *In this section, work on deliberative discussions with varied stakeholders and partners. Describe how your program promotes students' sense of belonging, connection, and engagement? (examples: outside learning experiences, project celebrations, and clubs) (Accreditation Standard 2.8)*

Within the Business Department, we have a student club that meets weekly throughout the semester. The club participates in a variety of social activities and campus events, such as the Agriculture Department's Christmas Fair, Culture Fest, and Welcome Back Day. Additionally, the Economic and Workforce Development Division hosts a professional mixer once each semester at the downtown campus, providing students with valuable networking opportunities. Many times, throughout the semester the club also welcomes guest speakers who share insights about their careers and professional experiences. In addition, the instructors in our department welcome guest speakers into the classroom to connect students with community businesses.

2. *Explain how collaboration between this program and academic support and student services takes place (Accreditation Standard 2.7, 2.8).*

In all of our classes we regularly let students know about support services on campus such as our tutoring center, embedded tutoring, NetTutor in Canvas, PACE, the HUB and other resources. Our department has great communication and relationships across campus to help and support students in all areas. Many of our programs share students and instructors work hard to connect those relationships and support the students in areas of need.

3. *Describe institutional partnerships with other schools, businesses, or organizations (Accreditation Standard 2.2).*

We collaborate with local high schools (Shasta-Tehama-Trinity), community organizations, and other colleges (Simpson/Chico/Oregon) to expand learning and networking opportunities for students. These partnerships often include joint events, outreach programs, and educational pathways that support student transitions into higher education and the workforce.

4. *Describe collaboration between full-time, part-time faculty, and dual enrollment partners that promote student achievement and learning within the program.*

Full-time and Part-time instructors meet regularly and discuss course load/outcomes/planning. Our dual enrollment instructors are kept in close communication. This year we piloted the ASCENT program for dual enrollment partners and promoting another pathway for students to achieve higher learning. In addition, our department does faculty observations of all dual enrollment partners and part-time faculty to gain a better understanding of their course and programs.

5. *When multiple sections of the same courses are taught in varied modalities (e.g., online, hybrid, f2f) and by different instructors, explain the processes and strategies used to establish and maintain academic standards and consistency.*

Our department has a good checks and balance system in place to ensure a class taught online or face-to-face will maintain the same standards by using the same materials and resources. We also provide Zoom office hour tutoring sessions for all our students. We encourage all faculty who are online to participate in regular and substantive contact with the students. When applicable, full-time faculty share course shells with part-time faculty to help standardize our course offerings. We also regularly share resources to support OER and connect our students online with the campus.

6. *Describe how faculty ensure online courses are accessible (ex., Accessibility Check, and universal design) and maintain regular and substantive interaction with students in their online classes to promote engagement and learning. (ACCJC Distance Education Policy, Standard 2.6)*

Our department is very involved in RSI training and accessibility training. All full-time faculty members in our department attended the Accessibility workshop on our flex day training. In addition, we communicate regularly about Canvas tools and accessibility checkers. In addition, RSI is a regular conversation for new methodologies and strengths around getting student engagement online. Our courses included discussions and rubrics geared towards creating substantive RSI. Our department uses online tools such as tidy-up and accessibility checkers to ensure we meet accessibility needs and RSI guidelines. As a department we work with part-time instructors on course shells and outlines as well as giving feedback during faculty observations on ways to improve/develop these areas. Teaching in a large online program like business, we are constantly discussing and improving our Canvas layouts and designs.

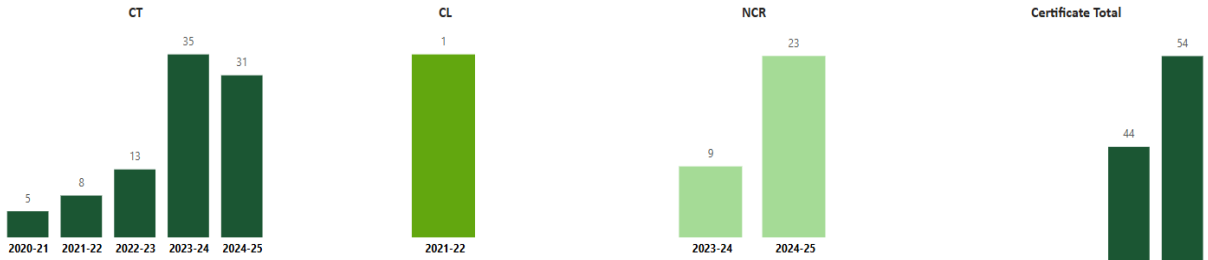
3. PROGRAM DATA ANALYSIS (Standard 1.3)

Relevant data is found on the [Institutional Research Intranet page](#) within the “Instructional Program Review” folder. Strong narrative responses will reflect a clear understanding of the data and identified trends. When discussing contributing factors, focus on those within the department’s sphere of influence—such as pedagogy, curriculum design, instructional modality, course location, short-term or late-start offerings, and alignment with general education requirements.

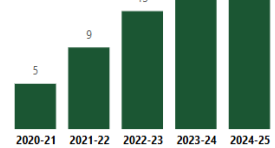
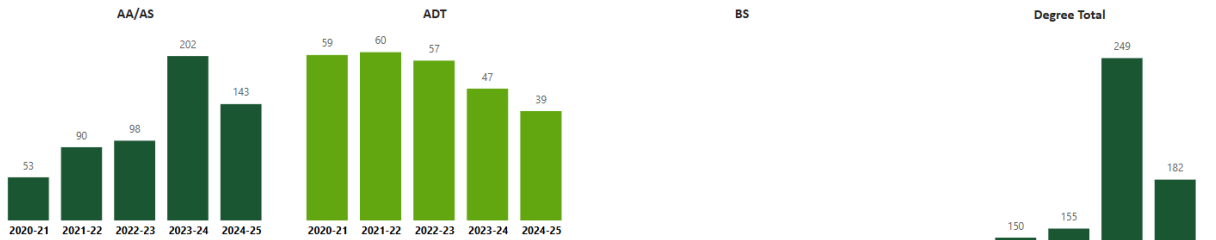
Proposed strategies and interventions should be data-informed, actionable at the department level, and accompanied by measurable outcomes. They should also include realistic short-term timelines and align with broader, aspirational goals. These goals should be clearly articulated in Section 5 (Summary and Future Plans).

Program Completion (*Dashboard Tabs: Awards, Award Demographics, Time to Degree*) (*Accreditation Standard 2.5*): Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should be reflected in Section 5.**

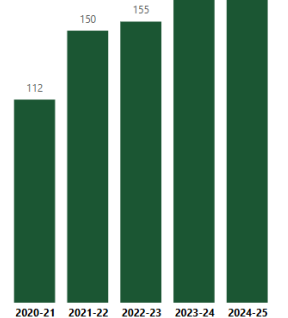
1. *Review the number of degrees and/or certificates awarded. If fewer than 10 were conferred for any award, identify possible factors contributing to the low number. Describe any planned actions the program will take to improve completion and increase the number of graduates. If an individual award has had fewer than 10 completers annually for each of the past five years, discuss the potential for program discontinuance with your area dean and summarize the outcome of that discussion in your response. (Accreditation Standard 1.3)*

Certificate Summary

Certificate Description Detail

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Count	%	Count	%	Count	%	Count	%	Count	%
CL										
CERT Business Administration - Business Entrepreneurship			1	0.1%						
Total			1	0.1%						
CT										
CERT Business Administration - Business Entrepreneurship	3	0.4%	6	0.8%	10	1.2%	19	1.3%	18	1.7%
Cert Business Management	2	0.2%	2	0.3%	3	0.4%	16	1.1%	13	1.2%
Total	5	0.6%	8	1.0%	13	1.5%	35	2.5%	31	2.9%
NCR										
CERT Small Business/Entrepreneurship Start-up							9	0.6%	23	2.1%
Total							9	0.6%	23	2.1%
Total	5	0.6%	9	1.1%	13	1.5%	44	3.1%	54	5.0%


Degree Summary

Degree Description Detail

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Count	%	Count	%	Count	%	Count	%	Count	%
AA/AS										
AA University Studies-Business Administration	9	0.8%	21	2.1%	23	2.0%	54	1.6%	36	2.3%
AS Business - Management	12	1.1%	19	1.9%	20	1.8%	14	0.4%	16	1.0%
AS Business - Marketing and Finance	2	0.2%	5	0.5%	6	0.5%	8	0.2%	12	0.8%
As General Studies-Business-General Business	30	2.7%	45	4.4%	49	4.3%	126	3.7%	79	5.1%
Total	53	4.8%	90	8.8%	98	8.6%	202	5.9%	143	9.3%
ADT										
AS-Transfer-Business Administration	59	5.4%	60	5.9%	52	4.6%	29	0.8%	13	0.8%
AS-Transfer-Business Administration 2.0					5	0.4%	18	0.5%	26	1.7%
Total	59	5.4%	60	5.9%	57	5.0%	47	1.4%	39	2.5%
Total	112	10.2%	150	14.7%	155	13.6%	249	7.2%	182	11.8%



All of our degrees and certificates have had more than 10 completers in at least one academic year, with most programs consistently exceeding that number across multiple years. While the Marketing and Finance degree currently has the fewest completers, it has demonstrated steady growth over the past five years. To enhance flexibility and student success, we recently updated our Management Certificate to make it stackable with either the Management Degree or the Marketing and Finance Degree.

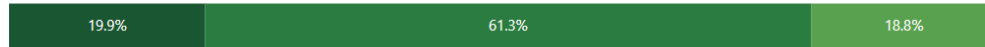
2. **Equity:** Does the program's award distribution reflect Shasta College's student population? Which groups are over or under-represented? What will the department do to improve the equity of the awards conferred? (Accreditation Standard 1.3)

Age Group Gender Race/Ethnicity

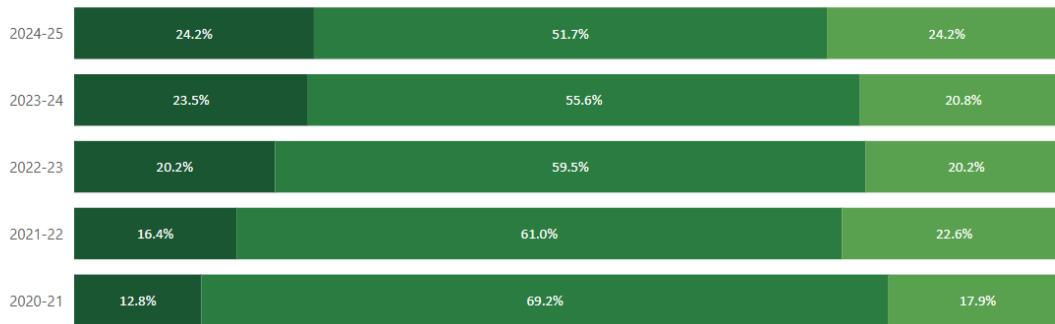
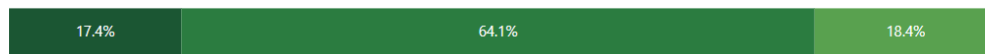
Award - Race/Ethnicity

● Hispanic ● White ● Other

College Demographic



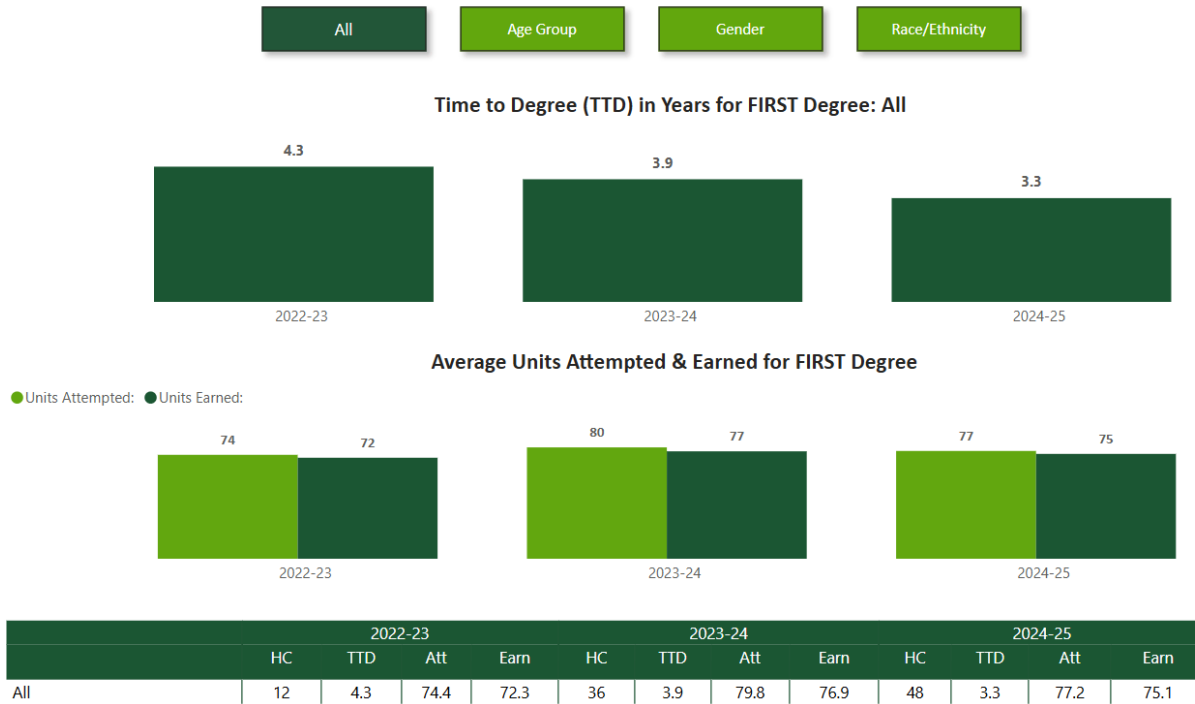
Award Demographic



	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/Alaska Native	3	4	3	9	10
Asian	2	6	5	22	11
Black or African American	2	2	3	3	3
Filipino	1		2	2	2
Hawaiian / Pacific Islander				1	2
Hispanic	15	26	34	69	57
Two or More Races	8	19	18	15	26
Unknown	5	5	3	9	3
White	81	97	100	163	122

Based on the data in the charts it doesn't entirely match the college demographic however it comes close. Hispanic student award share has steadily increased from 12.8% in 2020-21 to 24.2% in 2024-25, now exceeding their college wide representation. White students remain over-represented in awards compared to their enrollment, but their share is declining from 69.2% in 2020-21 to 51.7% in 2024-25. We will continue to expand outreach and support for Hispanic and other students by partnering with academic support services and promoting cultural groups on campus as well as outreach to community organizations. Specifically, we will reach out to the Latino Outreach of Tehama County as Tehama County has a significant Latino population. We will also continue to integrate culturally responsive teaching practices and ensure that curriculum reflects diverse perspectives.

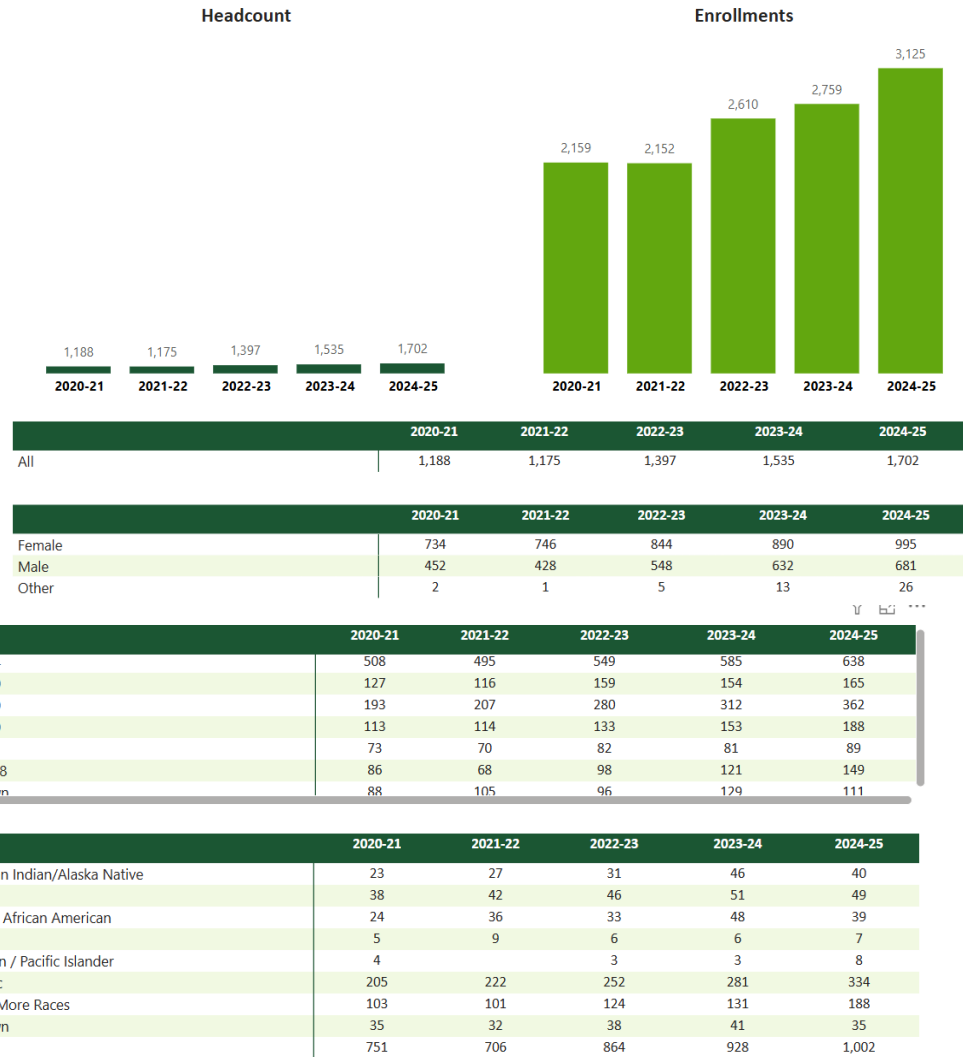
3. *Is the median time to a degree within a three-year window? If so, what do you contribute to timely completion? If not, what factors within the program’s control can help improve median time to completion (e.g., rotation schedule for required courses, identifying and reducing bottlenecks, limiting the number of excess units)?*
 (Accreditation Standard 2.5)



Yes, the median time to degree is within a three-year window, decreasing from 4.3 years in 2022-23 to 3.3 years in 2024-25. This improvement reflects the program’s efforts to streamline course sequencing, enhance academic advising, and ensure timely access to required courses. Additionally, a reduction in excess units attempted suggests students are progressing more efficiently through their degree pathways. This year we are also piloting the ASCENT program, which is a cohort model for our AST degree with Freshman that are newly graduated from high school. The students are mostly enrolled in the same courses during the same semester to ensure community, support, and accountability to help with timely progress and retention.

Enrollments (Dashboard Tab: Enrollments and Demographics)

4. *Discuss program enrollment growth and decline trends (reflect enrollment data at the course and section level). What interventions will be implemented to increase enrollment?*



Based on the enrollment and headcount data, headcount increased from 1,188 (2020-21) to 1702 (2024-25)- a 43% growth over five years. Enrollments rose even more sharply, from 2,159 to 3,125 showing consistent annual increases. Female students grew from 734 to 995 maintaining the majority of enrollment. Male students increased from 452 to 681, showing steady improvement. Students identifying as “Other” rose slightly, suggesting growing inclusivity in reporting. Growth is strongest among students 18-24 and 30-39, suggesting the program appeals both to traditional and returning adult learners. Enrollment of students under 18 nearly doubled, possibly due to dual-enrollment or early college partnerships. Hispanic and white students show the largest increases. Modest but steady growth is seen among Asian, Black/African American, and Filipino students. Overall, diversity in enrollment appears to be increasing. Overall, the program demonstrates consistent enrollment growth over the past five years, indicating strong demand and effective recruitment. The rise in both younger (under 18) and adult (30-39) students suggests the program is successfully attracting a broader demographic. The data reflects positive momentum in both gender balance and ethnic diversity. At the course level, enrollment has remained consistently strong, with many core courses filling to capacity and generating ongoing demand for additional sections each semester. Over the past five years, the most significant growth has occurred in Introduction to

Business, which has increased by approximately 30% since 2020–2021; Business Math, which has grown by 63%; Business Communications, which has increased by 50%; and Personal Finance. Other courses have also experienced growth, with additional sections added as needed depending on the term. At this time, no specific interventions are required.

CTE Programs Only

(For the following questions cite your sources for data. Examples of data sources can include Perkins Core IV, DataVista - Strong Workforce data. Also, any other review of relevant external databases. <https://www.shastacollege.edu/faculty-staff/institutional-effectiveness/research-reports/> Institution-set Standards under Outcomes Reporting. CTEOS data under Career Education)

- *Summarize current labor market trends and data that demonstrate demand for graduates in this field. If the labor market trends have consistently declined, and/or the number of individual awards conferred has been less than 10 annually for the past five years, discuss the option of program discontinuance with your area dean and summarize the discussion in the response.*

According to the *Centers of Excellence* report published in **August 2025**, several business-related occupations classified as *Middle Skill Occupations* are identified among the **Top 50 Priority Occupations** in the *2025 Priority Jobs and Programs in the Far North Report*. These positions demonstrate strong regional demand and competitive wages.

- **Administrative Services Managers** are projected to experience **5% growth** from 2024–2029, with **entry-level wages averaging \$33.21 per hour**.
- **Claims Adjusters, Examiners, and Investigators** show a projected **2% growth**, with **starting wages at \$31.50 per hour**.
- **Transportation, Storage, and Distribution Managers** are expected to grow by **4%**, with **entry-level wages of \$34.96 per hour**.
- **Facilities Managers** also show a **5% projected growth**, earning approximately **\$32.79 per hour** at entry level.
- **First-Line Supervisors of Entertainment and Recreation Workers (excluding gambling services)** are projected to grow by **4%**, with **starting wages of \$19.11 per hour**.
- **Logisticians** demonstrate the strongest growth among this group, with a **10% projected increase** and **entry-level wages of \$31.34 per hour**.

For occupations requiring a **bachelor’s degree**, several business-related positions are also identified as priority jobs with strong growth potential and competitive wages:

- **Accountants and Auditors – 3% growth, \$29.36/hour** entry wage
- **Management Analysts – 5% growth, \$29.48/hour** entry wage
- **Human Resources Specialists – 7% growth, \$27.93/hour** entry wage
- **Project Management Specialists – 8% growth, \$33.18/hour** entry wage
- **Market Research Analysts and Marketing Specialists – 6% growth, \$23.19/hour** entry wage
- **Social and Community Service Managers – 11% growth, \$28.46/hour** entry wage
- **Sales Representatives – 1% growth, \$23.67/hour** entry wage
- **Administrative Services Managers – 5% growth, \$33.21/hour** entry wage
- **Facilities Managers – 5% growth, \$32.79/hour** entry wage
- **Logisticians – 10% growth, \$31.34/hour** entry wage
- **Financial and Investment Analysts – 3% growth, \$32.67/hour** entry wage

Furthermore, the *Centers of Excellence Report for Shasta College* (May 2025) identifies **Business and Entrepreneurship** as one of the **Top 10 Priority Sectors** in the Far North region. Within this sector, **Business and Entrepreneurship ranks second** in annual job openings—totaling approximately **1,334 openings per year**—surpassed only by the Health sector.

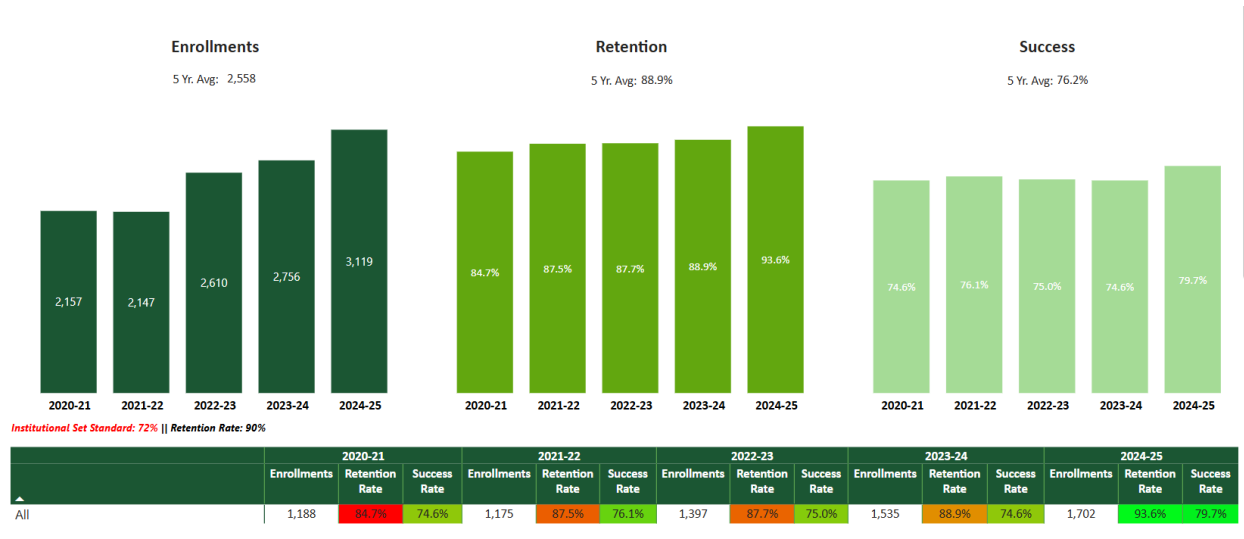
These data underscore the continued importance and relevance of the Business program in preparing students for high-demand, well-paying careers across multiple occupational levels.

- *Using current data metrics available, compare program outcomes to Institution-Set Standards for job placement and address hiring percentages.*

Looking at the Perkins V Program Performance Trend Report core-indicator four, the years available for data are 2019-20, 2020-21, and 2021-22. All three years show hiring employment rates for Business and Entrepreneurship students hire than the state percentage. For 2019-20 the employment rate was 76.03% versus the state and 69.15% for 2020-21 the employment rate was 75.33% versus the state at 73.73% and for 2021-22 the employment rate was 79.38% versus the state at 75.09%

Course Retention and Success Rates (*Dashboard Tabs: Success/Retention, Success/Retention by Course, DI Demographics*) Identify challenges and opportunities for the program. Proposed strategies/interventions should be informed by the data, within departmental control, have measurable outcomes, and include practical short-term timelines and aspirational goals. **These goals should also be reflected in Section 5.**

A note about Disproportional Impact (DI): Occurs when a subgroup of students is achieving an outcome at a rate/percentage substantially lower than those in the other subgroups.



	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
Female	734	84.5%	75.0%	746	86.5%	75.3%	844	87.0%	76.2%	890	88.5%	75.2%	995	94.0%	80.7%
Male	452	85.1%	73.9%	428	89.8%	77.7%	548	88.8%	72.8%	632	89.7%	74.0%	681	93.0%	78.3%
Other	2	100.0%	100.0%	1	0.0%	0.0%	5	100.0%	100.0%	13	82.4%	58.8%	26	94.3%	77.1%

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
Under 18	86	94.2%	86.5%	68	96.5%	84.7%	98	94.7%	89.5%	121	90.6%	86.8%	149	95.9%	83.0%
18 to 24	508	85.5%	74.0%	495	88.7%	74.8%	549	89.3%	75.8%	585	90.9%	76.2%	638	94.6%	79.7%
25 to 29	127	88.3%	79.7%	116	86.8%	79.5%	159	84.7%	71.6%	154	87.6%	72.2%	165	94.3%	74.9%
30 to 39	193	79.2%	69.7%	207	84.8%	76.6%	280	85.2%	72.1%	312	89.3%	74.0%	362	93.4%	82.2%
40 to 49	113	84.3%	77.8%	114	83.9%	74.8%	133	84.7%	74.9%	153	86.1%	73.0%	188	93.5%	81.8%
50 +	73	83.4%	70.7%	70	83.8%	68.5%	82	93.7%	78.2%	81	88.5%	74.4%	89	86.8%	70.4%
Unknown	88	84.7%	74.6%	105	92.1%	78.1%	96	87.1%	74.2%	129	83.4%	66.8%	111	93.1%	80.2%

	2020-21			2021-22			2022-23			2023-24			2024-25		
	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate	Enrollments	Retention Rate	Success Rate
American Indian/Alaska Native	23	82.5%	72.5%	27	69.2%	56.4%	31	78.9%	63.2%	46	83.0%	60.2%	40	94.7%	81.9%
Asian	38	67.2%	62.1%	42	90.6%	79.7%	46	92.4%	89.9%	51	94.3%	82.8%	49	91.8%	84.7%
Black or African American	24	77.3%	56.8%	36	85.7%	60.3%	33	79.7%	62.7%	48	85.0%	53.8%	39	91.4%	69.1%
Filipino	5	100.0%	100.0%	9	84.6%	84.6%	6	87.5%	75.0%	6	100.0%	90.0%	7	90.9%	90.9%
Hawaiian / Pacific Islander	4	100.0%	50.0%				3	80.0%	60.0%	3	100.0%	100.0%	8	89.5%	89.5%
Hispanic	205	82.3%	72.6%	222	86.3%	71.1%	252	87.9%	73.6%	281	89.3%	75.6%	334	94.7%	81.1%
Two or More Races	103	82.6%	71.1%	101	84.0%	74.1%	124	85.3%	72.1%	131	89.6%	74.7%	188	92.7%	80.3%
Unknown	35	71.9%	57.9%	32	89.2%	80.0%	38	86.4%	75.8%	41	88.5%	73.8%	35	90.7%	75.9%
White	751	87.2%	77.5%	706	89.0%	79.0%	864	88.5%	76.1%	928	88.8%	75.5%	1,002	93.7%	79.2%

5. Retention Rate:

- A. How does the program's retention rate compare to the college average?
Our program's five-year average retention rate (88.9%) is slightly below the college benchmark (90%) but shows strong improvement, surpassing the target in 2024-25 (93.6%) This year we are piloting the ASCENT program which is a cohort model for our AST degree. We anticipate that we will see continued improvement in retention with the built-in student support that comes from this model. We would love to expand this cohort model to all of our certificates and degrees. We have consistently asked for a designated counselor/program manager for the last 7 years in our annual plan. We believe in the effectiveness of this model.
- B. Discuss the program's 5-year retention rate growth or decline trends (reflect on data at the course and section level).
Retention has increased consistently from 84.7% in 2020-21 to 93.6% in 2024-25, reflecting an overall upward trend of nearly 9 percentage points. At the course level, the two courses that are still below are BUAD 120 with retention being at 73% while the college average is 77.8% and BUAD 39 success rate being at 87.6 compared to the college at 90.1 and retention at 68.5 with the college at 77.8% We will work with these instructors to see how we can support them.
- C. What interventions will be implemented to increase retention rates overall?
Faculty will commit to using the early alert system regularly. We will also commit to bringing more guest speaker events and networking events to the students to improve engagement and belonging.
- D. **Equity:** Do the Disproportionate Impact Indicators (DI indicators) show any groups having retention rates in program courses disproportionately below their peers? What

specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)

Retention gaps are visible for Black/African American 69%-85%, American Indian/Alaska Native (69%/83%) and some older (50+) students, who remain below program averages in several years. However the numbers look better in the most recent years of data. We will commit to looking through our curriculum to ensure we are using materials and examples that reflect their diverse backgrounds and can connect the content to the students lived experiences.

6. Success Rate:

A. How does the program's success rate compare to the college average and Institution-set Standard?

Our program's five-year average success rate (76.2%) exceeds the institutional standard (72%) and aligns with the college average. The 2024-25 success rate (79.7%) marks the program's highest performance.

B. Discuss the program's 5-year success rate growth or decline trends (reflect on data at the course and section level).

Success rates remained steady (74-76%) from 2020-24 and improved to 79.7% in 2024-25. Course-level data suggest positive effects from tutoring expansion, consistent instructor feedback. Several courses have also adopted open-source resources which help to remove a barrier to success for many students. Several courses that adopted OER or low-cost textbooks demonstrated notable improvements in both student success and retention. In BUAD 10: Introduction to Business, success rates increased from 82% to 93%, while retention rose from 67% to 79.4%. BUAD 15: Business and Society also showed strong gains, with success improving from 85.3% to 96% and retention increasing from 78% to 86.9%.

BUAD 45: Human Relations on the Job experienced an increase in success from 87% to 97%. In BUAD 56: Entrepreneurial Structures, success rates rose from 85.7% to 94%, and retention improved from 71% to 82%. BUAD 66: Business Communications saw success increase from 80% to 89%, while BUAD 77: Principles of Marketing reported growth in success from 85% to 92% and retention from 78% to 87%.

While these improvements cannot be attributed solely to the adoption of OER and low-cost materials, we believe their use has been a meaningful contributing factor to these positive outcomes.

C. What interventions will be implemented to increase success rates overall?

To increase overall student success rates, we will continue to identify and adopt open educational resources (OER) and low-cost instructional materials where appropriate. While we have expanded these offerings, textbook costs remain a barrier in several courses. Courses currently exploring the adoption of OER or low-cost texts include Business Management, Business Math, and Business Retailing. Reducing these costs can improve early course engagement and persistence. In addition, we will continue to actively promote the tutoring center

and expand the use of embedded tutors, particularly in accounting courses, where students often benefit from consistent, course-specific academic support. We will also rely more on the early alert tools to identify students who may be struggling and connect them with support service sooner. We will continue to have ongoing collaboration among faculty to share effective teaching strategies, align course expectations, and ensure consistency across sections. We will also work to strengthen coordination with counseling and advising to ensure students understand course sequencing and program expectations.

- D. *Equity: Do the Disproportionate Impact Indicators (DI indicators) show any groups having success rates in program courses disproportionately below their peers? What specific strategies/interventions will the program employ to move these groups out of DI? (Accreditation Standard 1.3)*

Disproportionate impact groups include Black/African American, American Indian/Alaska Native, and older students. We will also continue to structure our classes in such a way that student who are new to college are able to discern how to be successful in completing their assignments by continuing to have grading rubrics, clear instructions, and uniformity where possible in Canvas.

4. CURRICULUM

Although courses are reviewed as they come due, independent of associated inclusion in programs every 5 years, PRC recommends a review of all courses in a program as part of this Self-Study. Below are the minimum recommendations for this report.

1. Challenges to offering key courses

Briefly explain any challenges to offering key courses in order for students to complete their degree or certificate in a timely fashion. (Accreditation Standard 2.5)

The current challenge is that there is a high demand for courses in the various Business Degrees with most sections having waitlists of sometimes 10+ students. All full-time business faculty are already carrying overloads and all but one are at max capacity. Hiring additional faculty would allow Shasta College to offer additional sections of key business courses enabling students to complete their degree in a timely fashion. One potential problem in the future could arise with BUAD 6-Business Law. Business Law is only taught by part-time faculty as the full-time faculty do not have the experience to support the material taught in the course. Currently the department has multiple part-time faculty teaching BUAD 6, but it may be difficult to offer the course in the future if the department is unable to find qualified instructors to teach the course.

Program Design

2. *Are there any unnecessary or bottleneck courses that prevent students from completing the program? Could those courses be made optional? For example, there could be a required course with low interest (based on enrollment). This would prevent students from completing an award. Alternatively, legacy math and English requirements could no longer be appropriate.*

Currently, BUAD 44-Investments is only offered in the Fall semesters which is causing a bottleneck for students trying to complete the Business-Marketing and Finance AS Degree (AS 1521). The department has determined that adding a BUAD

44-Investments section in the Spring semesters would help ensure students have the availability and flexibility to complete the degree in a timely manner.

3. *How will the program be changed to allow for stacked certificates/awards without adding units? Reach out to Interest Area Counselor for suggestions and alternative approaches. Include timelines and action items.*

The current Business Management Certificate (CT 3352) is already designed to stack to both the Business-Management AS Degree (AS 1085) and the Business-Marketing and Finance AS Degree (AS 1521).

4. *Review the "Course Schedule" tab on the dataset and identify the courses in your program that have not successfully run in 2 or more years. Justify keeping the course active or note the course for deactivation. (ACCJC Eligibility Requirement: 20)*
The only course from the Business Administration Subject Area on the Course Schedule tab that has not run in the last two years is BUAD 30-Real Estate Principles; however, this course is not part of any of degrees within the Business Administration Program Area.

5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)*
Every course in our degrees and certificates are offered as an online option. While in-person schedules accommodate many students, they often fall short for non-traditional learners balancing work, family or other responsibilities. With this option available to students, we have seen tremendous growth. Additionally, online offering can mitigate issues related to course availability. For instance, low-enrollment courses that might not "make" in person can be offered to a broader audience across campuses. This reduces bottlenecks in course sequencing and improves the likelihood that students can access the courses they need, when they need them.

Credit for Prior Learning Opportunities (<https://www.shastacollege.edu/counseling/credit-for-prior-learning/>)

6. *Which courses within your program lend themselves to CPL opportunities? What is the plan to develop or expand the existing CPL opportunities?*
The Business Department worked closely with the Veterans Services Department to identify Military Coursework that aligns with courses in the Business Program. Through this collaboration, the Business Department identified 3 Military courses that align with Shasta College Business courses (the Military courses are equivalent to BUAD 91 Principles of Management, BUAD 66 Business Communications, and BUAD 41 Leadership and Supervision at Shasta College). A pre-approval process has been established with Veteran Services to provide credit to Veterans that have completed any courses identified above.

The Business Department has held multiple meetings to discuss the possibility of implementing CPL for other courses in the Business Program. The result of these collaborations has led to the implementation of several CPL opportunities for courses in the BSOT programs, but after lengthy discussion, currently, the department does not feel CPL is appropriate for any courses in the Business

Program.

7. *What support or resources would faculty in your program need to implement or expand CPL opportunities? Identify any challenges or concerns you anticipate in implementing CPL in your discipline (e.g., academic integrity, workload, transferability).*

As stated above, the department has had lengthy discussions regarding the feasibility and practical implementation of CPL for Business Program Courses. Not without effort, there are still many concerns of faculty that have not been satisfied. At this time, there is no support or resources that would satisfy these concerns.

Program Map (Accreditation Standard 2.2 and 2.5): Program maps represent one possible pathway to complete a program. Attach a copy of the program map to the final CIPR.

8. *Review your program map with your program's Interest Area counselors and explain how the program map supports timely course completion.*

The pathways lay out four semesters of about 15 units per semester. The courses are chosen in an order designed to build on knowledge learned from previous semesters. There are no additional or unnecessary courses added to the pathways. Even though the program maps place courses in specific semesters all courses except BUAD 44-Investments are offered in Fall and Spring semesters and many are offered in Summer enabling students to complete the courses in a timely manner regardless of when they begin the program. Additionally, every course in our degrees and certificates are offered online and some are offered in face-to-face and hybrid formats. Last, many courses are offered in an 8-week format in both A and B block, so students can complete their degrees even faster than the four-semester pathway plan.

- Please check this box once you have attached Curriculum Map(s) and Program Map(s). These documents will be updated throughout this review process.

5. Summary and Future Plans

This section serves as the foundation for your Annual Plans leading up to the next Comprehensive Instructional Program Review. All program improvement and resource (funding) requests (formerly called Initiatives) must be clearly linked to the goals outlined in this Self-Study.

For additional guidance and planning tools, refer to the Planning Support Canvas page.

Note: Using a six-year planning model ensures alignment with the College's Annual Planning process. Once completed, the final Self-Study will be posted on the Program Review Committee webpage, and Section 5 goals will be highlighted at College Council.

1. *Drawing on the analysis provided in Sections 1–4, identify both short-term and long-term goals for the program over the next six years. For each goal, outline strategies to achieve them, including a proposed timeline, estimated budgetary needs, and responsible individuals or roles. (Aligned with ACCJC Eligibility Requirement 19 and Accreditation Standards 1.2, 1.3, 1.4, 3.4, 3.5, 4.3)*

Short-Term Goals (1-3 years)

Goal	Strategies / Actions	Timeline	Estimated Budgetary Needs	Responsible Parties
1. Expand Enrollment Capacity and Retention Support	Request additional full-time faculty (especially for BSOT); increase use of early alert and embedded tutors; strengthen RSI (Regular & Substantive Interaction) in online classes.	2025–2027	\$120,000 annually (faculty salary & benefits); \$5,000 per year for tutoring expansion.	Dean of BACTE; Department Chair; Faculty Hiring Committee.
2. Enhance Equity and Student Belonging	Partner with Latino Outreach of Tehama County; integrate culturally responsive teaching; increase student engagement through mixers, speakers, and clubs.	2025–2026	\$3,000 annually for outreach and events.	Business Faculty Club Advisor; Dean of BACTE and EWD.
3. Reinforce Career and Transfer Readiness	Strengthen ASCENT partnership with Chico State; engage advisory boards; expand internships and applied learning opportunities.	2025–2027	\$2,500 annually for travel and partnership meetings.	ASCENT Faculty Leads; Advisory Board Liaison; BACTE Dean.

Long-Term Goals (3 – 6 Years)

Goal	Strategies / Actions	Timeline	Estimated Budgetary Needs	Responsible Parties
1. Sustain and Scale High-Impact Practices	Expand cohort-based models (ASCENT) to other degrees; update program maps annually; monitor equity and success data.	2026–2031	\$10,000 annually (faculty reassigned time and data support).	Department Chair; Institutional Research; Counseling Department.
2. Professional Development and Innovation	Secure funding for conferences and workforce trend training; develop interdisciplinary courses with other programs.	2026–2031	\$10,000 annually (conference & training funds).	Faculty Leads; BACTE Dean; Professional Development Committee.
3. Program Growth and Quality Assurance	Maintain success/retention rates above benchmarks; develop new courses and certificates aligned with local labor market trends; adjust course rotations for timely completion.	2026–2031	\$2,000 annually (curriculum development & marketing).	Curriculum Committee; Department Chair; Institutional Research.

2. *Any other information/reflections from the Self-Study the Gold Team would like to share:*

The Business Department continues to demonstrate strong alignment with the Shasta College Mission through exceptional student success, completion, and transfer outcomes. Programs across Business Administration, Management, Marketing and Finance, and Entrepreneurship have shown sustained growth in both enrollment and awards. Over the past five years, total completers have nearly doubled, supported by innovative instructional practices such as Zero Textbook Cost (ZTC) courses, embedded tutors, flexible scheduling, and expanded online offerings. The department’s partnerships with local employers, Chico State, and regional high schools have strengthened transfer pathways, workforce readiness, and community engagement. Collaboration among full-time, part-time, and dual-enrollment instructors ensures consistent quality and academic rigor across all modalities. While challenges persist in faculty capacity, professional development funding, and increasing course demand, the department remains innovative and responsive. Initiatives such as the ASCENT cohort model, stackable certificate-to-degree pathways, and expanded dual enrollment exemplify the department’s commitment to student achievement and equity.

3. *As a result of this Self-Study, please share what the program is most proud of:*

The Business Department is most proud of its consistent enrollment growth, strong completion rates, and commitment to student-centered innovation. The department’s leadership in Zero Textbook Cost (ZTC) adoption, faculty collaboration, and community partnerships reflects a deep commitment to the Shasta College mission. Through continuous improvement and strategic planning, the Business Area of Study remains one of the college’s strongest, most adaptable, and most impactful programs.

End of the CIPR. Thank you, Gold Team!

TO BE COMPLETED by PROGRAM REVIEW COMMITTEE

See Instructional Program Review Bylaws for additional information.

Green Team Summary: *Please give an overall summary of the program highlights and CIPR strengths.*

The program collaborates well with its Advisory Committee. All courses are offered in an online option to aid student throughput. The program has seen increased success rates, enrollments and completions. Very strong student engagement with club participation, ASCENT programming, and Dual Enrollment.

Recommendation for program disposition: If disposition is “with qualification” please add rationale and any recommendations for improvement. If disposition is “discontinuance,” please provide explanation.

- Without qualification
- With qualification
- Discontinuance