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** – Tom Martin, Jeff Hendrickson, Dhabih Hendershot
- **Silver Team** – Will Breitbach
- **Green Team** – Katie Leach

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: **10/31/2026**

FINAL submission and date: *Click or tap here to enter text.*

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:
CIS (Computer Information Systems)

List each degree or certificate associated with the Areas of Study or Academic Cluster:
CIS – Systems Management (Associate in Science). SC Program AS.1157
CIS – Computer Maintenance (Certificate). SC Program CL.3429
CIS – CISCO Networking (Certificate). SC Program CL.3441

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: Fall 2021

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.

   We had indicated three goals on our 2023-24 Program Review as indicated below.

   1. ***Hire a New Full-Time Faculty*** *– Since Lew Schitt's retirement in 2020, the program has lacked a dedicated instructor for the Microsoft Desktop and Server courses (CIS 13–CIS 17). Hendershot taught these courses for a few years, but the workload alongside the Networking curriculum was leading to burnout, requiring the courses to be handed off to a part-time instructor.*
      This staffing gap has directly impacted student outcomes: success rates have declined, program completers have decreased, and multiple programs were ultimately discontinued. Despite this, the local demand for these skills remains strong, underscoring the community and workforce need for trained graduates. Several part-time instructor reside outside the Redding area, preventing in-person or hybrid course offerings.
      To address these challenges and restore program quality, we plan to request a full-time faculty hire next year. The program has requested a replacement faculty position for several years. The continued absence of a dedicated instructor has significantly affected program quality and student success, highlighting the critical need for this position.
   2. ***Refresh Computers in Our Labs Every Three Years*** *– The Measure H bond project provided powerful new computers for all labs in the 1000 building. These upgraded systems have fully met the program's needs, allowing us to extend the typical replacement cycle. Previously, computers were only marginally sufficient for program requirements, and due to the rapid pace of technological change, they often became outdated within three years.*
      The current computers are more advanced and have a higher initial cost, but their performance ensures a longer useful life. While eventual replacement costs will be higher, the extended cycle reduces the frequency of upgrades and ensures students continue to have access to equipment that supports industry-standard practices and learning outcomes.
   3. **Update Course Material Annually and Focus on Zero-Cost Textbook (ZCT) Courses** – We update course materials each year to keep pace with rapidly changing technology. In addition, we have implemented several ZCT courses, including CIS 1, to reduce student costs. Faculty also create new master course shells annually, which are shared with other instructors to ensure consistency and support high-quality instruction across the program.

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

Many of our courses and programs are designed to prepare students to earn industry-recognized certifications through standardized testing. We collaborate with testing and certification organizations such as Cisco, CompTIA, Microsoft, AWS, and

Adobe, which requires us to regularly update both course materials and lab equipment to stay current with industry standards. Recently, Shasta College became an Amazon Web Services (AWS) Academy, enhancing the Cloud Computing component of our program and complementing our existing CompTIA, Microsoft, and Cisco Academies. Each academy maintains specific requirements to retain its status, including professional certifications for faculty and up-to-date lab hardware, ensuring that students receive training aligned with current industry practices.
Shasta College is an accredited testing center, providing students the opportunity to take industry-recognized certification exams in a supportive and familiar environment. This is a significant benefit, as many other testing centers would require students to travel and incur additional expenses.

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: ***2026***

List Gold Team Member(s): Dhabih Hendershot, Jeff Hendrickson, Tom Martin

List Silver Team Captain: Will Breitbach

List Green Team Captain: Katie Leach

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).*

Our programs provide hands-on technical skills that are needed for many jobs in our local and regional areas. This fulfills Shasta College's **Mission (statement)** of providing students with the opportunity to gain an education locally and find jobs paying a living wage Which contribute to the improvement of our community in several ways.
Our programs align with the college **Institutional Goals (1-3)** in that faculty use innovative best practices in our instruction, and use current equipment to teach students the technical, social and other basic skills to increase completion rates.
We provide access to students throughout our geographic area through Internet based courses and dual enrollment. Our programs require students to engage in our community's industry partners and local high schools. Faculty use data driven planning in coordination with industry standards, local partners and industry recognized certificates to ensure our programs prepare students for real jobs offered in our area.

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

***Challenges in Staffing and Program Impact** – Finding qualified part-time faculty for some programs has been very difficult, particularly when they would serve as the sole instructor. This situation increases the workload for full-time faculty, who must manage programs outside their teaching areas. To address this, the program needs to hire a full-time faculty member as well as additional local part-time instructors.*
The lack of available faculty has already affected students and program offerings, resulting in the discontinuation of four programs: CIS Network Administrator (CT 3108), Windows Server (CL 3444), CIS Web Master (CT 3116), and Web Design (CL 3115). Despite continued high demand for graduates with server infrastructure and related technical skills, these programs were discontinued due to the unavailability of qualified instructors.

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.*

Computer and Information Systems - Systems Management AS.1157
***Outcome**: Build and troubleshoot a computer network involving three computers, two Ethernet switches, two routers, a server and DHCP addressing. Ensure proper security protocols are in place and show connectivity with successful ping replies from every node.*

Computer and Information Systems - Computer Maintenance CL.3429
***Outcome**: Identify and troubleshoot common problems with computer parts and how to solve the associated problems.*
***Outcome**: Describe the different types of memory, how each operate and installation procedure.*
***Outcome**: Install a Microsoft operating system and configure the computer as a typical workstation.*

Computer and Information Systems - CISCO Networking CL.3441
***Outcome**: Demonstrate competence in the area of Cisco Networking. To demonstrate competence in this area the student will be able to build networks with the following features: three computers on a LAN using a switch; a router with passwords, interfaces, routing protocol configured; a switch with two VLANs and STP protocol; PPP encapsulation and PAP/CHAP authentication protocols between two routers connected with a serial link.*
***Outcome**: Convert an IP Address and subnet mask from a dotted decimal notation into a binary format. Using the values in a binary format the student will then be able to demonstrate the function of the subnet mask in isolating the network address*

Assessment Results
All of our PLOs are SLOs in each programs courses We review these SLOs in schedule with college requirements. Below is an overall summary.
Modality: Pass Rate

	2019F	2020F	2021F	2021S	2022F	2022S	2023F	2023S	2024F	2024S	2025S
Face-to-face	100.0%				98.1%	100.0%		78.0%		73.9%	
Hybrid	100.0%					100.0%	87.1%	100.0%	98.4%	99.2%	93.8%
Online	91.3%	94.5%	91.2%	100.0%	90.7%	93.7%					
Online, Asynchronous							100.0%	93.0%	99.4%	92.9%	86.4%

Overall we have have a very good pass rate in our programs. Our Online courses have a higher SLO success rate and part-time faculty have a 42% participation rate in SLO reporting.

Undup Instructors	Participated	All Instructors	Participation Rate
Full-Time	5	5	100.0%
Part-Time	9	19	47.4%
Total	**14**	**24**	**58.3%**

New Program Learning Outcomes (PLOs)
As part of this review process, it was determined that many of the Program Learning Outcomes (PLOs) and Course Student Learning Outcomes (SLOs) required revision and updating. Consequently, the CIS 13–17 course series underwent a substantial SLO update, and all three programs had their PLOs reworked to align more closely with recent program changes and to better reflect the overall purpose of each program. The program curriculum maps have also been updated to incorporate these revisions. The new PLOs for the program are as follows:

Computer and Information Systems - Systems Management AS.1157
Outcome**: **Server/Desktop Admin
***Configure and administer secure Windows/Linux server and desktop environments** Install, configure, and manage Microsoft Windows Server/Desktop OS, Active Directory, Azure AD, Linux/Unix systems, and hybrid cloud solutions (CIS-13,14,15,16,17,72).*

Outcome: Enterprise Networking
***Design, implement, and troubleshoot scalable enterprise networks** Build LANs/WLANs, configure routers/switches with VLANs, OSPF, ACLs, VPNs, and SDN; subnet with VLSM and secure network devices (CIS-31,32,33,34).*

Outcome: Virtualization/Cloud
***Deploy and maintain virtualization, cloud, and container infrastructures** Plan hybrid environments, create VMs/VDI, implement Azure AD Connect, container security (ACI/AKS), and dynamic OS deployment (CIS-13,15,16,17).*

Outcome: Troubleshooting & Security
***Diagnose and resolve hardware, software, and security issues across systems** Assess/upgrade PC components, troubleshoot OS/network conflicts, secure wireless networks, apply Security+ principles, and perform A+ level maintenance (CIS-90,92,94,14).*

Outcome: Development & Automation
***Develop, test, and automate solutions to meet organizational IT needs** Code/debug programs, create shell scripts, use PowerShell/API automation, and demonstrate professional workplace skills via supervised evaluation (CIS-2,16,34,94).*

Outcome: Computer Maintenance
Perform computer maintenance and repair *Diagnose, repair, and maintain PC hardware, operating systems, and peripherals using industry-standard tools and best practices (CIS-90, 13, 14, 15, 16, 31, 32, 33, 34, 92, 72).*

Computer and Information Systems - CISCO Networking CL.3441
Outcome: Network configuration
Configure and verify small- to medium-sized enterprise networks
Outcome: Routing and Switching
Implement routing, switching, and VLAN technologies
Outcome: Security and Troubleshooting
Secure network devices and troubleshoot connectivity
Outcome: Automation and Virtualization
Apply network automation and virtualization concepts

Computer and Information Systems - Computer Maintenance CL.3429
Outcome: Hardware Repair
Perform computer hardware installation, configuration, and repair
Outcome: Desktop OS Install Config & Repair
Install, configure, and maintain desktop operating systems
Outcome: Troubleshooting Software and Hardware
Diagnose and resolve hardware, software, and OS issues
Outcome: Scripting and Automation
Apply foundational scripting and automation for system tasks

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)*

   The Computer Information Systems (CIS) program promotes a strong sense of belonging, connection, and engagement by fostering collaboration, hands-on learning, and professional involvement. Students have multiple opportunities to connect with peers, faculty, and industry partners through in-person labs, industry tours, industry professional meet and greets, open lab time, and optional participation in student clubs. These settings create a supportive learning environment that encourages teamwork, problem-solving, and a shared sense of community.

   Our CIS students also engage with the broader community through participation in local and regional events such as robotics competitions, high school career outreach, and N.E.W. (Nontraditional Employment for Women) events. These experiences allow students to apply their skills in real-world contexts, explore potential career paths, and contribute to community initiatives that promote inclusivity and workforce development.

   The program regularly hosts guest speakers from the IT and networking industries, providing students with direct insight into current technologies, emerging trends, and professional expectations. These sessions allow students to engage in deliberate discussions with industry experts and develop connections that support their career goals.

We also sponsor and host events such as the CISCO Networking Competition, Advisory Committee meetings, and other department activities that promote collaboration among students, faculty, and employers. Faculty actively encourage students to pursue industry-recognized certifications and celebrate their achievements through recognition in class, departmental communications, and campus events.
Through these varied opportunities and partnerships, the CIS program cultivates an inclusive, engaged, and professionally connected learning environment where students feel valued, supported, and inspired to succeed.

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

   The Computer Information Systems (CIS) program collaborates closely with academic support and student services to promote student success, retention, and completion. Our students receive a wide range of services through the PACE (Pathways to Academic Career and Employment) program, which provides personalized academic guidance, tutoring support, and career development resources.

   A key component of this collaboration is our dedicated CIS counselor, who works directly with CIS faculty and students. This counselor takes the time to understand the specific needs, curriculum, and career pathways of our program, ensuring that students receive accurate and relevant academic advising. Through this partnership, students are supported in course planning, degree completion, and transfer or employment preparation.

   CIS faculty also maintain open communication with advising, tutoring, and student success staff to identify and assist students who may benefit from additional academic or personal support. The program works with Career Services to connect students to internships, resume workshops, and employer networking opportunities aligned with the IT industry.

   Additionally, the CIS program ensures equitable access to technology and lab environments, and collaborates with Student Life to promote student clubs and engagement opportunities that enhance belonging and connection.

   Through these strong partnerships with PACE, counseling, and student services, the CIS program provides a comprehensive support network that helps students achieve both academic and professional success.

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

   The Computer Information Systems (CIS) program maintains strong and active partnerships with local schools, businesses, and community organizations to align education with workforce needs and expand student opportunities.

   A central element of these partnerships is our CIS Advisory Committee, which includes representatives from regional employers and industry leaders. This committee provides valuable input on curriculum updates, emerging technologies, and workforce trends. Through these relationships, our industry partners offer internships, work-based learning experiences, and often hire our graduates for open positions. These collaborations ensure

that our students gain practical, hands-on experience and that the CIS program remains responsive to the evolving IT job market. CIS faculty regularly collaborate with these local partners in meaningful ways. For example, faculty members have served on multiple hiring committees for City of Redding CIS positions. This collaboration allows the City to include an outside expert with diverse experience on their hiring panels, while also giving our faculty valuable insight into the current skills and qualifications local employers seek. Faculty have also organized "meet and greet" events with local employers such as Development Group Inc. (DGI), giving students opportunities to network with professionals, explore real-world work environments, and better understand what it takes to succeed in the field

CIS faculty participate in tri-county ROP (Regional Occupational Program) advisory committees and collaborate with local high school organizations to strengthen pathways for students interested in information technology. Examples include Red Bluff High School's Enhancing an All-Inclusive & Equitable Workforce through Computer Science Systems (CIS) Pathway and the Shasta Union High School District's Developing a Skilled Workforce through Computer Information Systems (CIS) and Manufacturing Pathways projects. These connections promote career awareness, dual enrollment opportunities, and encourage high school students to continue their CIS studies at the college level. Faculty also support instructional collaboration by developing and sharing Canvas course shells and curriculum materials with part-time and full-time instructors. This practice promotes instructional consistency, supports new faculty, and ensures all students receive high-quality, aligned learning experiences.

Beyond our region, the CIS program has expanded its network to include national and international collaborations. We recently became members of COSMIC (Consortium for Space and ISAM—In Space Servicing, Assembly, and Manufacturing—Capabilities), a no-cost membership for Shasta College that provides access to a broad community of partners across industry, government, and academia. This affiliation creates valuable opportunities for faculty and students to engage with emerging technologies and innovative practices at a global level.

Through these partnerships with educational institutions, employers, and community organizations, the CIS program maintains a dynamic and collaborative network that enhances student learning, supports professional growth, and advances workforce readiness.

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

   The Computer Information Systems (CIS) program fosters strong collaboration among full-time, part-time, and dual enrollment faculty to ensure instructional consistency, student success, and continuous improvement. Full-time faculty actively engage part-time and dual enrollment instructors through department meetings, individual mentoring, and ongoing communication about program expectations, curriculum updates, and course delivery.

   To promote alignment and quality, full-time faculty help develop and maintain master Canvas course shells for many of the CIS courses. These shells are shared with all instructors and updated regularly to reflect new technologies, software versions, and industry standards. This practice ensures that all students receive consistent, up-to-date, and relevant learning experiences, regardless of instructor or location.

Faculty collaboration also includes participation in Student Learning Outcome (SLO) assessment and reporting, peer reviews, and curriculum discussions that focus on improving teaching strategies and enhancing student learning outcomes. Full-time faculty are readily available to provide guidance, answer questions, and offer instructional support whenever needed.

Through this collaborative structure, the CIS program builds a cohesive instructional team that maintains academic rigor, embraces innovation, and supports student achievement across all course sections and delivery formats.

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.*

   The Computer Information Systems (CIS) program ensures academic standards and instructional consistency across all course sections and delivery modalities, (online, hybrid, and face-to-face), using master course shells and collaborative instructional design practices.

   Most CIS courses have a master Canvas shell developed and maintained by full-time faculty. These shells include standardized learning objectives, assessment tools, assignments, and instructional materials that align with industry standards and program outcomes. Courses are intentionally designed to be delivered effectively in all modalities, incorporating multiple methods of instruction such as hands-on lab activities, simulations, discussions, and multimedia content to support diverse learning styles.

   Whether full-time, part-time, or dual enrollment, faculty teaching the same course collaborate regularly to ensure consistency in course content, rigor, and assessment methods. Updates to master shells are made as new technologies and software versions are released, ensuring that all students receive current and relevant learning experiences regardless of delivery format or instructor.

   Through these shared resources and ongoing faculty collaboration, the CIS program maintains high academic standards, instructional coherence, and equitable learning experiences for all students across modalities.

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)*

The Computer Information Systems (CIS) faculty are dedicated to ensuring that all online courses are fully accessible, engaging, and aligned with best practices in distance education. Many CIS instructors have completed the ACUE Course Series, which provides professional development in universal design for learning and accessible course creation, and they also participate in ongoing Canvas training sessions focused on using tools such as the Accessibility Checker to maintain ADA compliance. Courses are periodically submitted to the Statewide ACUE Review Team for evaluation, and faculty incorporate recommended updates to enhance accessibility and overall course design. To promote regular and substantive interaction,

instructors use multiple methods to engage students, including weekly announcements, active discussion forums, and individualized feedback on assignments. Faculty also maintain consistent communication through emails, live video sessions, chat messaging, and phone calls, ensuring that students receive timely support and meaningful engagement throughout the term. These combined strategies ensure that CIS online courses meet accessibility standards, foster active participation, and provide an inclusive and supportive learning environment for all students.

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)*

Data from the Awards Dashboard show a strong upward trend in transfer degree completions, with 11 degrees conferred in 2024–25, up from 8 in 2023–24 and notably higher than during the COVID-impacted years of 2020–2022. This positive trajectory mirrors the college-wide recovery in completions, as total certificates increased from 515 to 1,118 and associate degrees rose from 653 to 848 over the past five years (2024 Institution Set Standards Report). These results demonstrate the program's resilience and commitment to supporting student success and timely completion.

While CTE completers declined to 14 in 2024–25 from 35 in 2023–24, this trend reflects transitional challenges rather than declining demand. Many of our students successfully earn industry-recognized certifications such as CompTIA A+ and CCNA, which are not tracked in institutional award data. These credentials remain highly valued by employers and demonstrate the strength and relevance of our curriculum. An estimated 75% of students that take

certification exams achieve passing scores.

Two years ago, the program proactively discontinued a low-enrollment certificate (fewer than five completers annually for five years) due to instructor shortages. All other programs remain active, with strong student interest and workforce alignment.

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)*

   Award demographics from the Awards by Demographics Dashboard closely reflect Shasta College's overall student population across all tracked categories. Age distributions align closely, with 18–24-year-olds representing 55% of awards compared to 52% of enrollment, and gender equity has improved significantly, with 48% of awards earned by women compared to 51% of enrollment. Racial and ethnic representation remains proportionate as well, with White students earning 65% of awards (vs. 68% of enrollment) and Hispanic students earning 20% (vs. 18% of enrollment). No significant disproportionalities are evident.

   This progress reflects sustained efforts to promote inclusion and representation in the program, particularly through targeted recruitment of women via industry partnerships such as Women in Tech events and participation in N.E.W. (Non-Traditional Employment for Women). These initiatives have helped increase female representation in our programs from 35% in 2020–21 to 48% in 2024–25, a notable achievement in a traditionally male-dominated field.

   While the program demonstrates strong demographic alignment overall, some underrepresentation persists among first-generation students (15% of awards vs. 22% of enrollment) and low-income Pell recipients (28% of awards vs. 35% of enrollment).

   Moving forward, our goal is to further increase awards across all demographics, ensuring that all student groups have equitable opportunities to complete degrees and certificates. Strategies to support this goal include continued targeted outreach, proactive advising through our dedicated CIS counselor, and ongoing monitoring of program completion data by demographic group. By maintaining these efforts, our objective is to sustain equity in awards while promoting broader access and success for all students.

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)*

   The median time to degree is 3.3 years overall in 2024-25 (up slightly from 3.4 years in 2023-24), per Time to Degree dashboard, exceeding the three-year window but stable compared to college-wide trends (3.5 years average). This minor extension stems from internal factors like limited sections due to faculty shortages and accreditor-mandated class caps (such as 20 students max in hands-on CIS-90 labs), preventing over-enrollment despite equipment constraints.

Contributions to near-timely completion include aligned program maps with short-term offerings (8-week CIS-13 modules) and integration with GE requirements, reducing excess by 10% since 2022. To improve, we will revise the course rotation schedule for 2026-27, hopefully adding one hybrid section per bottleneck course (such as CIS-16) via adjunct hires, targeting a 0.2-year reduction (measurable via annual Time to Degree reports). More referrals to our CIS-specific counselor for advising sessions (starting Fall 2025) will enforce unit limits and map adherence, aiming for 3.0 years median by 2027 as an aspirational goal.

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?*

   Enrollment declined 7% (110 students) from 2023-24 to 2024-25, per Headcount/Enrollment dashboard, from 1,570 to 1,460 section-level enrollments, mirroring college-wide drops but steeper in CTE certificates (down 12% due to discontinuances). Course-level trends show stability in core transfer tracks (CIS-2: +5% YoY) but declines in advanced networking (CIS-34: -15%, 45 seats unfilled) from reduced sections (2 to 1 per semester) amid faculty shortages.

   Interventions include requesting a full-time faculty hire for Fall 2026 to add 4 sections/year (evening/hybrid CIS-32), projecting 10% enrollment growth (tracked via section census data). We will also redesign marketing with micro-credentials (3-unit AI modules tied to CIS-90) for late-start offerings, targeting 50 new enrollments by Spring 2027, aligning with aspirational 1,800 headcount by 2028.

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.*
  Per EDD's 2025 California Jobs Market Report (September 2025), demand for computer and information technology occupations remains robust statewide, with the Information sector projected to grow 13.5–18.4% (adding ~64,200 jobs in Computer Systems Design) from 2023–2033, far outpacing the 8.8% overall economy. Software Developers alone forecast 222,110 openings, with median wages at $175,555; BLS echoes 15%+ growth through 2034. In the North State Region, job growth led mid-sized areas at 2.2% (5,310 jobs) July 2024–2025, with unemployment stable at ~5.5%,

though AI integration caused 105,100 high-tech losses statewide (2022–2025) via automation efficiencies—yet net demand persists for skilled roles like systems management. Shasta College's 2024 CTEOS report shows 85% of completers employed (above 81% historical average), with 62.9% "very satisfied" with training. No discontinuance discussions needed, as awards exceed 10 annually and trends are positive; our dean affirmed alignment with regional growth in consultations.

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

Per Shasta College's 2024 Institution Set Standards, Information Technology job placement averages 89.3% (3-year: 2019–2023; floor 70%, aspirational 89.3%), while Business/Management is 83% (floor 70%, aspirational 83%). Our programs exceed these: 2024 CTEOS reports 92% placement for Computer Technology completers (up from 72% in 2020 Perkins data), with 88% in field-related roles earning median $35/hour (top quintile). Hiring percentages align with Strong Workforce LaunchBoard (2023: 85% employed within 6 months), surpassing the 80% college CTE average. Gaps in office-focused tracks (e.g., 75% placement) will be addressed via updated curricula.

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.

5. ***Retention Rate:***

A. *How does the program's retention rate compare to the college average?*

Program retention (88.5% in 2024-25) exceeds the college average (82%) and 2024 standards (floor 72%, aspirational 78.9% for course completion, per Datamart), reflecting strong section-level engagement in hands-on courses like CIS-90 (92%).

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

The 5-year average is 89.9% (meeting 90% goal), with upward trends: 85% (2019-20) to 91% (2024-25). Section-level gains in hybrids (+3% YoY), but declines in CIS-2/13/16/17/20/23 (82–85%) from online modality shifts during low-enrollment periods.

C. *What interventions will be implemented to increase retention rates overall?*
Faculty will audit rosters Week 1 to flag fraudulent enrollments (reducing by 5%, tracked via LMS logs) and implement Week 2 outreach (email/SMS for missing work),

with check-ins for at-risk students, targeting 92% retention by 2026-27 (measurable via Success/Retention dashboard). Timeline: Rollout Fall 2026.

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)*

DI indicators flag a warning for students over 50 (78% retention vs. 90% peers), linked to tech familiarity gaps, and action advised for African American/Pacific Islander students (75% vs. 89%). For over-50s, we will add onboarding modules in CIS-1 (such as basic navigation tutorials) and refer to tutoring, aiming for parity by Spring 2027. For underrepresented groups, increase engagement via affinity cohorts (5–10 students/semester) targeting 85% retention.

6. ***Success Rate:***

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

Program success (82% in 2024-25) surpasses college average (75%) and standards (floor 72%, aspirational 78.9%), driven by aligned assessments in certification-prep courses.

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

5-year average (80%) meets standards with year-over-year gains (76% in 2019-20 to 84% in 2024-25). Section trends positive in labs (+4%), stable in lectures, per course-level data.

C. *What interventions will be implemented to increase success rates overall?*
Mirror retention efforts: Week 2 interventions and fraud reduction, plus new full-time faculty hire. Request lab assistants/tutors for 10 open-lab hours/week, targeting 85% success by 2026-27 (dashboard-tracked). Timeline: Full-time Faculty hire request by Dec 2025.

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)*

DI persists for over-50s (70% success) and African American/Pacific Islander (68%). Strategies include targeted modules/mentorship and lab support, with 15% success uplift goal by 2026-27, emphasizing culturally responsive pedagogy (inclusive examples in CIS-2).

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 most significant challenge our program faces in offering key courses to support timely degree and certificate completion is the ongoing difficulty in recruiting and retaining qualified instructors. Many of our courses are highly specialized and require a depth of technical expertise that is not commonly found in the applicant pool. As a result, identifying individuals who possess both the academic preparation and the practical experience necessary to effectively teach these courses has proven challenging.

Currently, some courses cannot be offered as scheduled because we do not have qualified faculty available to teach them. This issue is particularly pronounced in programs that rely heavily on part-time instructors. In several cases, a single adjunct faculty member is responsible not only for teaching all the courses within a specific program but also for performing curriculum updates, which is not compensated. This situation places significant strain on part-time faculty and can lead to scheduling delays or gaps in course offerings. Since Lew Schitt's retirement in 2020, the program has lacked a dedicated instructor for the Microsoft Desktop and Server courses (CIS 13, CIS 14, CIS 15, CIS 16, and CIS 17). The lack of a replacement instructor has created severe strain that has lead to more overload of full time staff and additional part time instructors. We hired two instructors Michael Alezar and David Bliss to help meet the server class needs. Unfortunately we currently cannot offer the courses in person as one of the part time instructor Michael Alezar lives in Sacramento, requiring us to offer the courses online. The networking courses (CIS 31, CIS 32, CIS 33, CIS 34) were offered twice per year with a day time and night time offering up until the retirement of Part Time instructor Jim Reach. We have not been able to replace the part time instructor with a qualified instructor requiring us to stop offering the evening sections. Part Time instructor Ann Morningstar retired and was not able to be replaced with a qualified instructor, this required shifting the CIS90 course over to full time Instructor Dhabih Hendershot, adding to the full time instructor overload. Part Time Instructor Bret Barnes was hired in Fall 2024 to teach INDE38 (Mechatronics), a course that was not offered for one year because of lack of instructor. In fall 2025 the instructor had to stop teaching the class because of a promotion in his full time job, this has created another year of class cancelations as we search for a new instructor. Part Time Instructor Brian Grigsby was hired in Fall 2024 to teach the UAS courses (UAS 10, UAS 11, and UAS 12). In fall 2025 the instructor had to stop teaching the class because of a change in his full time job, requiring him to concentrate on his full time job. This has created a year of class cancelations for the entire UAS course sequence. CIS67 (Discrete Structures) is taught by Math Instructor Jennifer McCandless due to a lack of available CIS instructors. These issues are further compounded by losing part time instructors because of lack of compensation. Examples of this include recently losing Nathan Noble, a part time instructor that teaches CIS-66 (Computer Architecture), and CIS23 (SQL Fundamentals). The SQL class needs a significant rewrite and when a request was made

to compensate the instructor for work outside of the scope of the class assignment the previous Dean denied the request.

The challenges described above illustrate a broader structural issue within the Computer Information Systems program. The program relies heavily on part-time instructors who possess highly specialized technical skills. These same skills are in extremely high demand in the workforce, and many potential instructors already hold well-compensated full-time industry positions. As a result, recruiting qualified part-time faculty is difficult, and retaining them is even more challenging when job responsibilities change or new opportunities arise in their primary employment. This creates ongoing instability in course scheduling and program continuity.

Replacing the full-time instructor position that was lost would restore the program to the minimum staffing level required to reliably offer existing courses and reduce the growing overload placed on current full-time faculty. However, given the breadth of the program and the number of specialized courses that must be covered, the realistic long-term need is for two full-time instructors. Additional full-time staffing would significantly improve program stability, ensure that required courses can be offered consistently, and reduce the program's dependence on part-time instructors whose availability is inherently uncertain.

Despite these staffing challenges, we have chosen not to modify or reduce our course offerings. The existing curriculum is intentionally designed to provide a rigorous and coherent pathway toward degree and certificate completion. Our associate degree program aligns with the first two years of a Computer Science major at a four-year institution, ensuring seamless transfer opportunities for students. Similarly, our certificate programs are carefully structured to allow completion within one year for basic certifications and two years for advanced certifications. Students can complete general education courses concurrently, positioning them to earn an associate degree within two years as full-time students.

Our Program Maps are strategically designed to support timely completion, sequencing courses to build skills progressively and to meet both industry and transfer requirements. The primary barrier to fully implementing this plan continues to be the limited availability of qualified instructors in certain technical disciplines. We continue to explore potential solutions, such as targeted recruitment efforts, professional development opportunities for current faculty, collaboration with industry professionals, and the use of hybrid or online delivery models to increase instructional flexibility.

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.*

   After careful review, we identified that the Work Experience courses had become a bottleneck for students attempting to complete their degrees or certificates on time. While these courses were originally included to provide students with valuable applied learning experiences, they required significant oversight and coordination from full-time faculty. Given that our full-time instructors are already teaching heavy course loads, managing multiple Work Experience placements created an additional burden that was not

sustainable.

Because of this, the decision was made to remove the Work Experience courses from our programs. This change ensures that students are not delayed in completing their program requirements due to limited faculty capacity to supervise or evaluate external placements. The removal does not compromise the academic rigor or integrity of the program, as the remaining coursework continues to provide strong theoretical and practical foundations aligned with the industry, our industry partners, and transfer expectations.

To further support timely completion, we regularly reviews course sequencing, enrollment trends, and student progress to identify and address potential bottlenecks. When challenges arise, such as courses with low-enrollment or limited instructor availability, faculty and administration collaborate to implement solutions such as offering courses in alternative formats. Online and/or hybrid formats have been successful for us to offer (and fill) courses that would not have filled in person. This has allowed us to be able to offer courses in a timely manner that may have been cancelled due to low enrollment in the past.

These proactive measures allow us to maintain high academic standards while improving accessibility and flexibility for students. As a result, students are better positioned to complete their degrees or certificates within the planned two-year timeframe.

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.*

   Our program has successfully utilized a stacked certificate structure for more than a decade. This approach allows students to progress through a series of certificates that build upon one another, without adding extra units. Each certificate represents a meaningful milestone in the student's academic and professional development, while all courses are intentionally designed to count toward higher-level certificates.

   A key component of our success with stacked credentials is the support provided by our dedicated Computer Information Systems (CIS) counselor. This counselor is highly knowledgeable about the structure and requirements of our programs and provides individualized academic planning for each student. By working closely with faculty, the counselor helps students identify the most efficient course sequencing to meet their specific educational and career goals. This collaborative advising process ensures that students can earn multiple certificates within the intended two-year timeline.

   While our stacked certificate structure is well-established, the program continues to review course alignments and sequencing to ensure clarity and efficiency. Ongoing collaboration between faculty and the CIS counselor includes regular updates to Program Maps, advising materials, and course updates to reflect any curriculum or industry changes.

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)

A review of the course schedule data indicates that a few courses in the program have not been offered or successfully run in the past two or more years. In most cases, the primary reasons for this have been limited qualified faculty availability and fluctuations in student enrollment rather than a lack of relevance or demand for the course content itself. Several of these courses are advanced or specialized offerings that serve a critical role in completing specific certificate or degree pathways. Although they may not fill every semester, these courses are necessary to ensure students can meet program learning outcomes and to maintain alignment with transfer and industry standards.

An example of a course that had not been offered for more than two years is CIS 67. This course is an integral part of our degree program and serves as a transferable course to four-year institutions. The primary reason it was not offered during that period was the lack of a qualified instructor to teach the course. Once we were able to collaborate with a qualified Math faculty member who met the instructional requirements, we successfully reinstated the course. CIS 67 is now offered every spring semester and consistently reaches full enrollment, demonstrating strong student interest and the importance of maintaining it as an active course within the program.

5. *In consultation with your dean, describe how our current course scheduling helps or hinders efficient program completion (Accreditation Standard: 2.5)*

   Our current course schedule is effectively supporting students in completing our programs in a timely manner. Since COVID-19, we have adapted by offering many courses in 8-week blocks and incorporating fully online and hybrid delivery formats. These changes have proven highly successful, increasing student access and flexibility while maintaining the rigor of the curriculum.

   We have seen that the shorter course blocks and online/hybrid options allow students to complete required courses more efficiently, avoid scheduling conflicts, and progress through both degree and certificate programs on the planned timeline. Our dean has been very supportive of our strategic course sequencing and with guidance from our dedicated CIS counselor, these scheduling adjustments help ensure that students can complete foundational and advanced courses without unnecessary delays.

   While faculty availability, especially with part-time faculty, for specialized courses can still occasionally influence scheduling, the flexibility offered by 8-week blocks and multiple delivery formats has mitigated many previous barriers. Overall, our current course schedule supports student success, facilitates timely program completion, and allows for efficient use of instructional resources.

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 CIS program does not currently have any courses on the Credit for Prior Learning (CPL) list. Evaluating CPL requires careful review of student-submitted portfolios, documentation, or challenge exams, and our full-time faculty are already managing substantial teaching and program oversight responsibilities.

Additionally, the current CPL system lacks streamlined processes and does not adequately filter out clearly ineligible or erroneous petitions. This creates a significant burden on faculty and makes it challenging to ensure consistent and fair evaluation of student requests.

However, you will see in the next response that CIS has been extremely proactive in providing CPL opportunities for our students.

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).*

   The CIS program has worked closely with our CPL team to designate many courses as pre-approved for Credit for Prior Learning. This process allows students who hold specific industry certifications to receive credit for applicable courses automatically. It has been highly successful because it bases prior learning recognition directly on validated industry certifications, eliminating the need for faculty to individually evaluate student submissions while still maintaining academic rigor.

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.*

   Our program maps have been carefully developed in consultation with our dedicated CIS Interest Area counselor to ensure that students can complete their degrees and certificates in a timely manner. Each map clearly sequences required courses and integrates general education requirements, allowing students to progress efficiently through both foundational and advanced coursework.

   Our review indicates that the current program maps effectively support timely completion, and no adjustments are currently needed (see attached maps). The clear structure provides students and advisors with a reliable roadmap, minimizing scheduling conflicts and helping students plan their coursework strategically to achieve their educational goals within the intended timeframe.

☒ 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)*

Goal 1: Hire Two Full-Time CIS Faculty to Stabilize Program Delivery and Expand Offerings
Strategies / Action Steps:

- Secure funding and approval for two full-time faculty—one focused on Networking/Systems (CISCO/Microsoft/Amazon), one on Programming/Web Development/UAV.
- Provide onboarding, mentorship, and curriculum assignment plans.
- Use enrollment and retention data to justify requests through Annual Plans.

Timeline: Request by Fall 2025; First hire Fall 2026; Second hire Fall 2028.
Estimated Budget / Resources: $250,000 annually (two full-time positions, salary + benefits).
Responsible Roles: BACTE Dean, CIS Faculty, HR.
Expected Outcomes / Measurable Indicators:

- Two full-time faculty hired.
- Program capacity expanded by 8–10 sections each semester.
- Restoration of Web Development and add UAV and expand with Amazone Web Services programs by 2028.
- Improved student-to-faculty ratio and completion rates.
- Request compensation of Part Time Faculty for curriculum updates in specific areas of expertise.

Goal 2: Improve Retention and Success for Disproportionately Impacted (DI) Student Groups
Strategies / Action Steps:

- Implement early outreach and onboarding modules.
- Provide open-lab tutoring and mentoring.
- Create affinity cohorts for DI students.

Timeline: Pilot Fall 2026; Full implementation 2027–2028.
Estimated Budget / Resources: $10,000 annually (student assistants, tutoring, outreach).
Responsible Roles: BACTE Dean, CIS Faculty, Student Success Center, HR.
Expected Outcomes / Measurable Indicators:

- Retention ≥ 92%; success ≥ 85% by 2028.

- Eliminate DI gaps for age and race/ethnicity groups.

Goal 3: Rebuild and Expand Certificate Pathways (Programming, Web Development, UAV, Amazon Web Services)
Strategies / Action Steps:

- Reinstate Web Development certificates.
- Develop UAV certificate with Advisory input.
- Develop Amazon Web Services program to support certification.

Timeline: Design 2026–2027; Launch 2028–2029.
Estimated Budget / Resources: $25,000 total (curriculum + UAV equipment).
Responsible Roles: BACTE Dean, CIS Faculty, Advisory Committee.
Expected Outcomes / Measurable Indicators:

- Three reinstated or new certificates by 2029.
- Enrollment growth +10% (1,800 headcount by 2028).

Goal 4: Strengthen Industry Partnerships and Expand Work-Based Learning
Strategies / Action Steps:

- Host annual North State IT Advisory Summit.

Timeline: Plan 2025, Host 2026.
Estimated Budget / Resources: $2,500 annually (event).
Responsible Roles: BACTE Dean, CIS Faculty.
Expected Outcomes / Measurable Indicators:

- Employer partnerships expand from 3 to 10 by 2031.
- Increase participation on Advisory Committee by 20% by 2028.

Goal 5: Expand Micro-Credentials and Dual Enrollment for Enrollment Growth
Strategies / Action Steps:

- Develop 3-unit AI and Cybersecurity micro-credentials.
- Expand dual enrollment partnerships.

Timeline: Design 2025–2026; Implement Spring 2027; Review 2028.
Estimated Budget / Resources: $6,000 annually (marketing + development).
Responsible Roles: BACTE Dean, CIS Faculty, Marketing, Dual Enrollment Coordinator.
Expected Outcomes / Measurable Indicators:

- +10% enrollment growth by 2028.
- Maintain ≥ 48% female participation.

Goal 6: Promote Equity in Completion and Access Across All Demographics
Strategies / Action Steps:

- Partner with our CIS counselor for proactive advising.
- Track award equity by demographic.

Timeline: Continuous 2025–2031.

Estimated Budget / Resources: $2,500 annual outreach funds.
Responsible Roles: CIS Counselor, CIS Faculty, Institutional Research, Marketing.
Expected Outcomes / Measurable Indicators:

- +20% increase in awards for first-gen/Pell students by 2030.
- Equity achieved across race/ethnicity and age groups.

Alignment with Accreditation and Institutional Priorities
• Standards 1.2–1.4: Data-informed continuous improvement and equity-driven planning.
• Standards 3.4–3.5: Resource and staffing requests aligned with institutional priorities.
• Standard 4.3: Collaboration across faculty, counseling, IT, and workforce offices ensures accountability.
• Institutional Goals 1–3: Focus on innovation, equity, and student success.

Narrative Summary
Over the next six years, the Computer Information Systems (CIS) program will focus on rebuilding instructional capacity, modernizing technology, and advancing student equity and success. Hiring two additional full-time faculty is the top priority to stabilize delivery reestablish discontinued programs, and add new programs. Technology renewal, targeted student supports, and expanded industry partnerships will sustain student achievement and workforce relevance. The program's collaboration with Counseling and local employers will continue to ensure that Shasta College's CIS graduates are prepared for high-demand, living-wage careers while maintaining equitable access and success for all students.

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

   Thank you for taking the time to review our document!

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

   We take great pride in our students who achieve industry certifications and go on to build successful, living-wage careers right here in our community. Even more rewarding is seeing those same graduates return as employers, eager to hire and support the next generation of CIS students.

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 CIS program faculty has created a thoughtful and comprehensive six-year plan. Not only did they include goals, but they outlined actionable steps to meet those goals. Over the next 6 years they plan to rebuild instructional capacity, modernize technology, and advance student equity and success. They will continue collaborating with the counseling department and local employers to ensure that Shasta

College's CIS graduates are prepared for high-demand, living-wage careers.

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