

COMPREHENSIVE PROGRAM REVIEW REPORT

Business

Program Context

1. Mission

Share how your program contributes to the college, fits into the college's mission, vision, and values, and contributes to the college's Education Master Plan. If your program has a mission statement, you may include it here.

What other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Student Equity and Achievement Program, Technology, Strategic Enrollment, etc.)?

Business Program Overview & Mission Alignment

Our Business Program, which includes Management, provides students with a rigorous, relevant foundation for university transfer and professional success. Faculty continually monitor curriculum relevance, ensuring students master written, oral, and collaborative business communication alongside fundamental business law.

Beyond academic theory, we focus on practical career readiness. We empower students to build a professional toolkit for both immediate employment and higher education transfers. Key career-building experiences include peer- and professor-reviewed resumes and cover letters, LinkedIn networking, formal business presentation skills, and team-based problem solving.

Engagement with Academic Programs, Student Services & Community Partners

- **Academic Partnerships:** We collaborate across divisions, such as working closely with the **MATH Department** to offer convenient online Business Calculus sections for Associate Degree for Transfer (AD-T) completion.
- **Student & Academic Services:** We actively connect students with campus resource teams, including **Library Research teams**, **SparkPoint**, and the **International Students Program**.
- **Community & School District Partnerships:** We maintain robust partnerships with local economic engines, including the **Redwood City Chamber of Commerce**, Mid-Peninsula local employers, San Mateo County employers, and the **Sequoia Union High School District (SUHSD)** for dual enrollment initiatives. To ensure curriculum relevance and prevent internal bias, the department hosts an annual Fall Advisory Meeting featuring external industry leaders. Additionally, we actively support transfer and articulation workshops, high school outreach events, dual enrollment pathways, and career fairs to enrich our diverse local community.

Alignment with Educational Master Plan (EMP) Strategic Priorities

- **Student Access, Success, and Completion:** To maximize scheduling flexibility, our Business and Management courses are offered asynchronously online as well as in traditional formats. Courses such as Business Calculus—previously restricted to evening

sessions—are now available online, removing barriers for students completing Associate Degrees for Transfer (AD-T).

- **Equity-Minded and Antiracist College Culture:** Faculty actively engage in discussions to integrate equity-minded practices into our curriculum. We cultivate student awareness around workplace dynamics, inclusive communication, and corporate expectations, equipping learners to navigate diverse professional environments with empathy, respect, and social awareness.
- **Targeted Outreach:** In alignment with expanding access into underrepresented communities, our department designs and launches targeted programs and courses for initial deployment on our main campus before expanding to satellite locations.
- **Working Student Support:** We prioritize the distinct needs of non-traditional learners, including working professionals, high school students enrolled via dual pathways, and students managing non-academic commitments. By offering online coursework, evening options, and specialized resources, we ensure equitable support regardless of student schedules.
- **Accessible Infrastructure and Innovation:** We continuously modernize our physical and digital learning environments. The dedicated Business Hub and classroom in Building 13 features state-of-the-art technology to support innovative multi-modal instruction, allowing students flexible options for how and where they attend classes and interact with faculty.

Business Department Mission Statement

The Business Department aligns with Cañada College's mission by delivering exceptional Career Education (CE) and transfer programs. We empower our community through gainful employment opportunities and lifelong learning pathways in Business Administration, Entrepreneurship, Management, Marketing, and Small Business Management.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The Business Department is actively monitoring and adapting to significant curriculum and degree requirement changes at both four-year transfer institutions and high school partners:

- **Four-Year Transfer & GE Articulation (Cal-GETC Standards): BUS 113 (Personal Finance)** has experienced consistent section and enrollment growth over the past five years. While it previously satisfied Area B4 (Math Concepts and Quantitative Reasoning) under the legacy CSU GE Breadth pattern, it was not approved under the unified California General Education Transfer Curriculum (Cal-GETC). However, the course continues to satisfy local Associate Degree GE requirements under AA/AS Area 2 (Language and Rationality / Communication and Analytical Thinking).
- **Statewide Common Course Numbering (AB 1111):** Business (BUS) courses are currently categorized under Phase III of the statewide Common Course Numbering (CCN) rollout.

The department is preparing for systemwide course alignment and re-numbering as final timelines and descriptor updates are issued by the state.

- **High School Personal Finance Mandate (AB 2927):** Under AB 2927 (2024), California high schools are mandated to offer a personal finance course starting with the graduating class of 2030–31. The department is evaluating how this high school requirement may alter incoming student preparation and future institutional demand for college-level introductory personal finance offerings.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes." CTE programs: identify the dates of your most recent advisory group meeting, its membership, and describe your advisory group's recommendations for your program.

As changes continue to reshape higher education and industry standards, the Business Department proactively adapts its curriculum, instructional delivery, and CTE alignment. Three primary drivers significantly impact our program:

- **Accelerated Technological Transformation (AI & Digital Platforms):** The rapid evolution and integration of emerging educational technologies, including Generative AI tools and modern digital workspace platforms, are fundamentally altering how students engage with content and complete coursework. To maintain academic rigor and workforce relevance, our program continually evaluates and integrates innovative learning tools to support flexible, modern pedagogy.
- **Evolving Regional Labor Market Demands:** Dynamic shifts across San Mateo County and broader Bay Area employment sectors are redefining workforce readiness. Employer feedback underscores an urgent need for graduates with strong core business communication, practical digital literacy, and fundamental management competencies. In response, we continually refine core course learning outcomes to keep transfer and career-bound students competitive.
- **Institutional Support for Student Internships:** To bridge academic learning with regional industry needs, the department requires expanded institutional support from the college to identify, recruit, and place students into high-quality local business and accounting internships.

CTE Advisory Board Alignment of May-2026

- **Meeting Date:** May 2026
- **Membership & Documentation:** Represented by local industry partners, regional employers, and departmental faculty. Complete meeting agendas, attendee rosters, and formal minutes are archived in the **Supporting Information** section of this document.
- **Key Advisory Recommendations:**

1. Maintain strong emphasis on fundamental business skills, accounting principles, and practical digital communication over overly narrow niche certifications.
2. Support the planned deactivation ("banking") of legacy/niche certificates (Digital Marketing and BIW) to focus resources on high-demand core transfer and career pathways.
3. Expand experiential learning and community internship connections for business students.

Looking Back

4. Curricular changes

4A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

The following is a summary of recommendations received during the 2022–23 Instructional Planning Committee (IPC) feedback cycle and the specific actions taken to address them.
(Note: Recommendation section numbers refer to the November 2022 IPC Feedback document, which differs in structure from the current 2026–27 template).

- **Recommendation (8A) Access & Completion Statement:**
  - *Requested:* Student completion data, success rates, and description of course offerings.
  - *Action:* **Completed.** Provided updated course offering structures, success metrics, and completion analysis in **Sections 5A & 6**, as well as in the attached Support Materials.
- **Recommendation (8B) Student Equity:**
  - *Requested:* Identification of gaps in program outcomes and potential implementation strategies to improve equity.
  - *Action:* **Completed.** Addressed outcome gaps and equity-minded curriculum adjustments in **Section 5A** and Support Materials.
- **Recommendation (8C) Completion - Success Online:**
  - *Requested:* Gaps in success rates between online/hybrid vs. face-to-face courses, along with targeted remediation strategies.
  - *Action:* **Completed.** Evaluated online success trends and modal retention strategies in **Sections 6 & 7B**.
- **Recommendation (9A) SLO Assessment - Compliance:**
  - *Requested:* Further description of SLO assessment consistency across course sections and timeframes.

- *Action:* **Completed.** Documented section-level assessment dialogue and tracking methods in **Sections 5A & 6**.

- **Recommendation (9B) SLO Assessment - Impact:**
  - *Requested:* Summary of departmental dialogue strategies and actionable steps implemented following SLO data reviews.
  - *Action:* **Completed.** Summarized ongoing faculty discussions and pedagogical updates in **Sections 5A & 6**.

- **Recommendation (10) PLO Assessment:**
  - *Requested:* Overview of the 3-Year Program Learning Outcome assessment plan, major findings, and curricular improvements.
  - *Action:* **Completed.** Detailed the 3-year PLO cycle, key findings, and program updates in **Section 5A**.

4B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review. Include any challenges that have prevented or limited your pursuit of the program goals.

Overview of Prior Program Goals Progress & Challenges

Overall progress on the goals established in the 2022–23 Program Review was heavily constrained by resource availability. Unfunded or partially funded resource requests across personnel, professional development, and project allocations significantly limited our capacity to advance several planned initiatives. The status and outcomes of each goal are summarized below:

- **Pilot the Google Certificate in Project Management: [Discontinued]** After evaluation, the department decided not to move forward. The Google certificate is less recognized across the industry than certifications from the Project Management Institute, which align better with our district course offerings and broad transfer pathways.
- **Pilot the Google Certificate in Digital Marketing with Apprenticeships: [Discontinued]** Similar to the project management certificate, this credential was determined to be too narrow and tailored specifically to Google's proprietary tools rather than broad academic and industry fundamentals.
- **Faculty Professional Development (PD): [In Progress]** Faculty continue to engage in professional development, particularly around equity-minded instruction, modern digital platforms, and AI integration in business education. *(Add a specific example or conference/workshop if applicable)*.
- **Expand Dual Enrollment Partnership: [Completed / Ongoing with Challenges]** Dual enrollment experienced strong initial success over the first two years. However, ongoing expansion faces challenges, including finding faculty willing and able to travel off-site, as well as aligning high school grading and behavioral expectations with rigorous college-level standards.

- **Technology Support for Students (Grammarly Licenses): [Suspended]** While a limited pilot was conducted, ongoing institutional funding for student licenses was withdrawn.
- **Industry Expert Program: [In Progress / Paused]** *(Add 1–2 sentences explaining what was done or why progress stalled, e.g., "Guest speakers were integrated into specific courses, but a formal program was not established due to limited administrative support.")*
- **Business Online Academy (BOA) Development: [Not Completed]** The project was unable to move forward due to a lack of institutional funding and technical development resources.
- **OER & ZTC Project in Accounting:** *N/A (Accounting Program)*
- **Student Assistants in Accounting:** *N/A (Accounting Program)*

Current State of the Program

As stated in the 2022-2027 EMP: "Can~ada College continuously assesses processes and removes barriers to student access, success, and completion." The program review is an essential part of that process.

5A. Program Changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. Please describe if any changes impacted specific programs of study within your discipline. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your program offerings?

1. External Policy & GE Alignment Shifts

- **Common Course Numbering (AB 1111):** Business (BUS) courses are categorized under Phase III of the statewide Common Course Numbering rollout. The department is preparing for systemwide alignment as final timelines and descriptors are issued by the state.
- **Cal-GETC & BUS 113 (Personal Finance):** BUS 113 has experienced consistent section and enrollment growth over the last five years. While previously satisfying Area B4 under legacy CSU GE Breadth, it was not approved under the unified Cal-GETC transfer pattern. However, it continues to satisfy local Associate Degree general education requirements (AA/AS Area 2).
- **High School Personal Finance Mandate (AB 2927):** Under AB 2927 (2024), California high schools must offer personal finance starting with the graduating class of 2030–31. The department is actively monitoring how this high school mandate will impact incoming student preparation and future institutional demand for college-level personal finance.

2. Curricular Deactivations & Resource Constraints

In Fall 2025, the department launched four targeted certificates: Digital Marketing (Achievement & Specialization), Entrepreneurship for Spanish Speakers, and a stackable Business Information Worker (BIW) Specialization for the Menlo Park location. However, due

to structural funding shifts and FTEF limits, the department will deactivate ("bank") these offerings **effective Fall 2027**:

- **Digital Marketing (BUS 193 & BUS 233):** Originating from a grant-funded apprenticeship initiative, these courses face scheduling and resourcing restrictions following the conclusion of grant funding, requiring course and certificate deactivation.
- **Entrepreneurship for Spanish Speakers:** Developed in partnership with Sequoia Union High School District (SUHSD), limited capacity to regularly offer the required BUS 161 (Creativity and Innovation) necessitates banking both the course and certificate.
- **Business Information Worker (BIW):** In alignment with CTE Advisory Board recommendations from May 2026, the department is submitting proposals to bank the BIW certificates to eliminate low-margin offerings and avoid duplicating regional programs.

3. Scheduling & Mode of Delivery Innovations
- **Asynchronous & Multi-Modal Delivery:** To serve working adults and non-traditional learners, the department expanded asynchronous online sections and utilized state-of-the-art multi-modal technology in the Building 13 Business Hub.
- **Removing Completion Bottlenecks:** Key degree requirements that previously posed scheduling barriers—such as Business Calculus, which was historically restricted to evening sessions—are now offered online, streamlining pathways for transfer-bound students.

4. Direct Impact on Programs of Study
- **Core Degree Protection:** Primary transfer and degree pathways—specifically the **Business Administration Associate Degree for Transfer (AD-T)** and standard **Management Certificates**—remain fully active, completable, and robustly supported across flexible modalities.
- **Strategic Resource Reallocation:** Banking specialized, low-enrollment certificates allows faculty to reallocate limited FTEF toward core AD-T and career-transfer courses, maximizing student retention, success, and timely degree completion.

5B. Program of Study Completability

Look at your course offerings, in the last program review cycle: was it possible for a student to complete your certificate(s) or degree(s) while only completing courses at Cañada College? If not, was your certificate(s) or degree(s) completable within the District?

The Business department has taken great pains over the years to make sure that they could complete their degree or certificate at Cañada College, in almost all cases.

1. Core Completability Overview

Yes. During the last program review cycle ($2024–25$ to $2025–26$), students were able to complete core Business degrees and certificates entirely at Cañada College.

To maximize student access and pathway flexibility, the department intentionally schedules required courses across multiple delivery modes—including face-to-face, hybrid (utilizing the

Building 13 Business Hub), and asynchronous online sections. For instance, foundational gateway courses like ***BUS 100 (Introduction to Business)*** are offered in various formats every term to eliminate scheduling bottlenecks and support timely completion.

2. Program of Study Completability Data ($2024–25$ to $2025–26$)

Data Source: Cañada College PRIE Program Completability Dashboard

		Courses	Offered				
Business Administration 2.0 (AS-T)	Complete Core Courses, 27-29 units	11	10	122	27	126	33
Business Administration (AS)	Complete Core Courses, 20 units	6	6	57	25	85	19
	Selective - Complete 6 units from the following courses:	8	7	15	5	37	6
	Selective - Complete a minimum of 3 units from the following courses:	3	2	43	2	27	14
Business Administration (Cert)	Complete Core Courses, 13 units	4	4	27	18	71	13
	Selectives Courses, choose 6 units from the following:	5	4	14	4	22	6
Business Assistant (AS)	Complete Core Courses, 27- 28 units	10	10	23	31	75	18
	Selective Courses, choose a minimum of 3 units from the following:	8	8	8	6	14	17
Business Assistant (Cert)	Complete Core Courses, 15 units:	5	5	16	12	54	9
	Selective Courses, choose 3 - 4 units from the following:	2	2	5	11	7	5
Business Information Worker (Cert)	Complete Core Courses, 7.5 units	5	5	7	7	12	17
	Complete Core Courses, 16.5 units	7	7	8	7	28	14
	Selective Courses, choose 1.5 units from the following:	2	2		2	4	5
Business Management (AS)	Complete Core Courses, 29 units	10	10	56	29	112	25

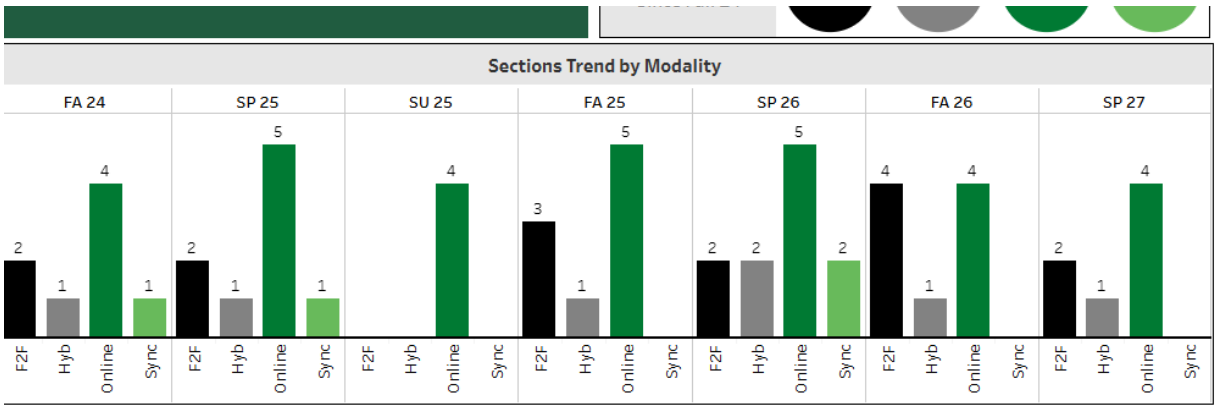
Course Delivery Modality Breakdown by Pathway

Pathway / Award	Total Sections Offered	In-Person (F2F)	Hybrid / Multi-Modal	Online (Asynchronous)
Business Administration 2.0 (AD-T)	318	69% (219)	16% (52)	15% (50)
Business Administration (AS & Cert.)	203	51% (104)	26% (52)	23% (46)
Business Assistant (AS & Cert.)	240	67% (162)	10% (25)	23% (53)

3. Key Data Takeaways & Scheduling Strategy

- **High Degree Completability:** Across every primary degree and certificate pathway offered in the department, 100% of selective options and 100% of core requirements (or 10/11 for Business Admin 2.0 AD-T) were offered directly at Cañada College, ensuring students do not need to cross-enroll across the district to finish their awards.
- **Balanced Delivery Modalities:** The department maintains a healthy blend of instructional formats across all course requirements, giving full-time, working adult, and dual-enrollment students flexible options through on-campus sections (F2F), multi-modal/hybrid sections, and fully online sections.

4. Course-Level Modality Exemplar: BUS 100 (Introduction to Business)
To illustrate how department-wide scheduling strategy is applied at the course level, the PRIE Dashboard below tracks section offerings by term and modality for gateway courses like ***BUS 100 (Introduction to Business)***:



- **Balanced Rotations:** Since Fall 2024, BUS 100 has provided continuous multi-modal access with **15 face-to-face sections**, **7 hybrid sections** (utilizing the Building 13 Business Hub), and **33 asynchronous online sections** (55 total sections).
- **Removing Entry Bottlenecks:** Distributing foundational courses heavily across all three modalities ensures that working adults, transfer-track students, and dual-enrollment high schoolers can enter the pathway smoothly during any term without encountering schedule conflicts.

5C. Program of Study Maps

Review your discipline's currently listed program(s) of study maps. Are any updates needed? If so, please list the needed changes. (These changes will be forwarded to the PRIE office after the Program Review process is completed, or you may submit changes using the PRIE Data request form.)

Here is the complete, comprehensive list of all active programs of study from the Cañada College Business Department Index Page, formatted so that Section 2 clearly flags every certificate scheduled for deactivation in Fall 2027:

1. Active Programs of Study

The Business Department maintains active program maps across all offered degree and certificate pathways:

- **Associate Degree for Transfer (AD-T):**
  - Business Administration 2.0 (AS-T)
- **Associate in Science Degrees (AS):**
  - Business Administration
  - Business Assistant
  - Business Management
  - Entrepreneurship and Small Business Management
  - Marketing
- **Certificates of Achievement:**
  - Business Administration
  - Business Assistant
  - Business Information Worker *(Pending Deactivation)*
  - Business Management
  - Digital Marketing *(Pending Deactivation)*
  - Entrepreneurship and Small Business Management
  - Human Relations in the Workplace
  - Marketing
- **Certificates of Specialization:**
  - Business Information Worker *(Pending Deactivation)*
  - Digital Marketing *(Pending Deactivation)*
  - Entrepreneurship for Spanish Speakers *(Pending Deactivation)*

2. Map Status & Planned Deactivations (Effective Fall 2027)

All primary transfer and degree maps—most notably the **Business Administration 2.0 AD-T**, **Business Administration AS**, and **Business Management AS**—remain accurate, fully active, and completable entirely at Cañada College.

However, updates to our catalog listing and PRIE map entries will be required due to planned program deactivations **effective Fall 2027**. Due to the conclusion of grant funding, high

school partnership constraints, and alignment with CTE Advisory Board recommendations from May 2026, the department is submitting formal proposals to bank/deactivate the following specialized certificates:

- **Digital Marketing** (Certificate of Achievement & Certificate of Specialization)
- **Entrepreneurship for Spanish Speakers** (Certificate of Specialization)
- **Business Information Worker (BIW)** (Certificate of Achievement & Certificate of Specialization)

3. PRIE Data Request & Implementation
Once these program deactivations clear the curriculum committee approval process, the department will submit a formal data request to the PRIE Office to remove these specialized maps from the college website. This ensures that students, counselors, and community members have clear, unambiguous guidance focused on our primary, fully supported degree and certificate pathways.

6: Enrollment Trends and Changes
Use the data provided by PRIE to examine your enrollments by discipline and courses. Analyze each of the following: •Trends, significant changes, and any disproportionate enrollment impacts in course offerings, •Any disproportionate enrollments of student subpopulations indicated in PRIE data, •Trends in headcount, FTES, and load.
Based on your analysis of the data, discuss what you believe is noteworthy. If applicable, describe any other enrollment data that is relevant to your program, such as courses that are part of learning communities. You are welcome to include additional graphs or charts if they help your analysis. For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment. Please note: If additional sources of data are used, please upload these documents or provide links.de links.
Enrollment Trends and Changes
The Business Department regularly evaluates enrollment patterns, productivity metrics (FTES and Load), and demographic trends using data from the PRIE Data Dashboards to optimize scheduling and align course offerings with student demand in **Business (BUS)** and **Management (MGMT)**.

1. Headcount & Longitudinal Trends

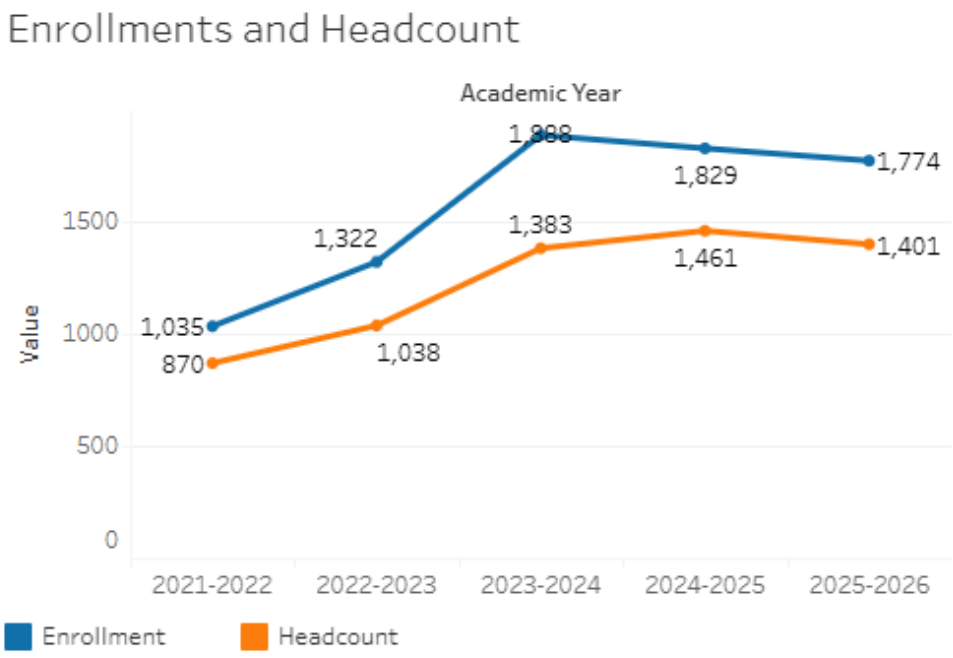
- **Longitudinal Headcount Dynamics:** Overall annual enrollment across Business and Management courses historically fluctuated between **1,482 and 1,810 students per year**.
- **Data Dashboard Limitations:** A notable constraint of the current PRIE dashboard is its 5-year data horizon limit. To fully demonstrate the department's sustained multi-year growth and accurately project student demand—particularly ahead of anticipated economic recessions when returning adult students seek management and business credentials—the department recommends expanding PRIE default reporting to a **10-year longitudinal view**.

- **Detailed Course Data Access:** Due to dashboard export limitations for multi-page spreadsheets, full course-level enrollment data across terms is archived via the PRIE Course Enrollment Export.

2. Summer Outcomes & Expansion Strategy
A decade ago, the Business Department offered no summer courses. Through deliberate planning, faculty established a robust, highly efficient summer schedule across BUS and MGMT offerings to accelerate student completion toward degrees and certificates.

Academic Year	Total FTEF	Total FTES	Section Count
2021 – 2022	2.6	24.1	13
2022 – 2023	1.8	24.7	9
2023 – 2024	1.8	35.5	9
2024 – 2025	2.0	55.2	10
2025 – 2026	2.20	28.1	11

Trends in headcount, FTES, and load



- **Enrollment Management Agility:** These events underscore the urgent need for flexible, dynamic scheduling processes. To fully align with the Educational Master Plan (EMP)

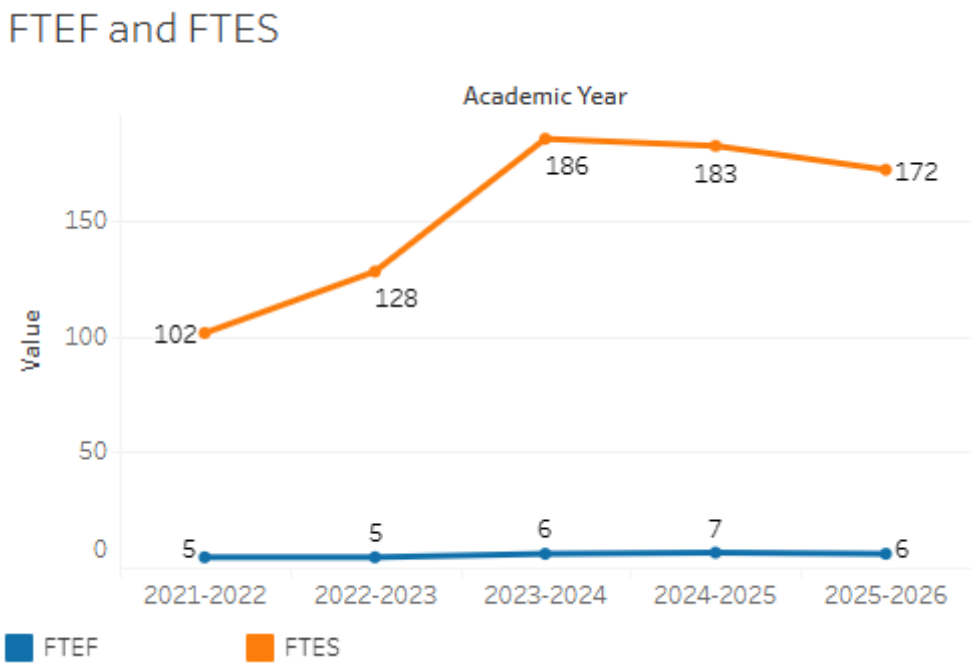
goal of a *student-first schedule*, college leadership must support the department with timely section additions when student demand surges in high-demand business fields.

3. Course Delivery Modalities & Strategic Certificate Adjustments
   - **Flexible Rotations:** Offering core courses—such as ***BUS 100 (Introduction to Business)*** and ***BUS 113 (Personal Finance)***—across face-to-face, hybrid (Building 13 Business Hub), and asynchronous online formats has provided essential access for working non-traditional learners.
   - **Strategic Course Deactivations:** Shifting funding structures and strict FTEF limits led to high cancellation risks for niche, low-margin certificates (*Digital Marketing*, *BIW*, and *Entrepreneurship for Spanish Speakers*). To safeguard core transfer pathways (like the Business Administration 2.0 AD-T and Management certificates) and avoid scheduling bottlenecks, the department is submitting formal proposals to bank these specialized certificates effective **Fall 2027**.

4. Demographic & Subpopulation Equity Insights
   - **Targeted Community Pathways:** Department outreach—including dual-enrollment partnerships with the Sequoia Union High School District (SUHSD) and localized Business Information Worker courses in Menlo Park—directly serves underrepresented student populations in San Mateo County.
   - **External Legislative Drivers:**
     - **AB 2927 (High School Personal Finance Mandate):** As California high schools implement mandatory personal finance by 2030–31, the department is preparing for shifts in incoming student preparation for ***BUS 113***.
     - **AB 1111 (Common Course Numbering):** As Phase III rollout approaches for BUS and MGMT discipline lines, course crosswalks are being monitored to prevent enrollment friction during registration.

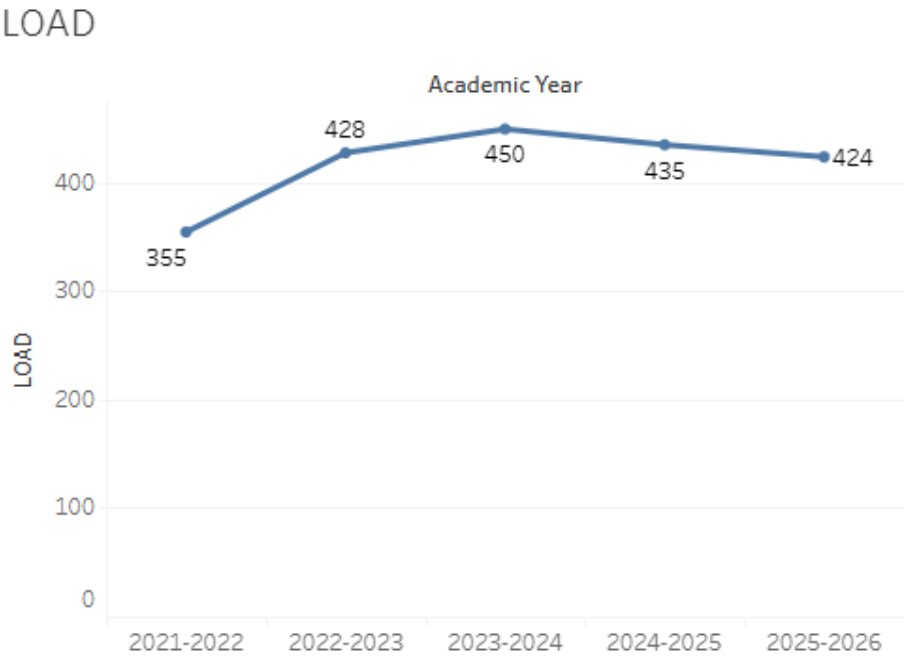
Additional Background and analysis:

Both enrollments and headcount grew sharply from 2021–2022 before declining slightly. Enrollment peaked early at 1,888 in 2023–2024, while Headcount peaked a year later at 1,461 in 2024–2025.



FTEF remained relatively flat. Meanwhile, FTES climbed sharply from an initial 102 to peak at 186 in 2023–2024 before steadily declining to 172 by 2025–2026. Although enrollmenthas steadily increased and FTES has grown by about 70% from 102 to 172, including when it peaked at 186 (at over 80%), FTEF has been very flat.

This has been pointed out on multiple occasions, and the resource requests for Business present a very strong case, just based on these facts.



The LOAD climbed sharply from 355 to reach a peak of 450 in 2023–2024, after which it experienced a slight decline down to 424 by 2025–2026.

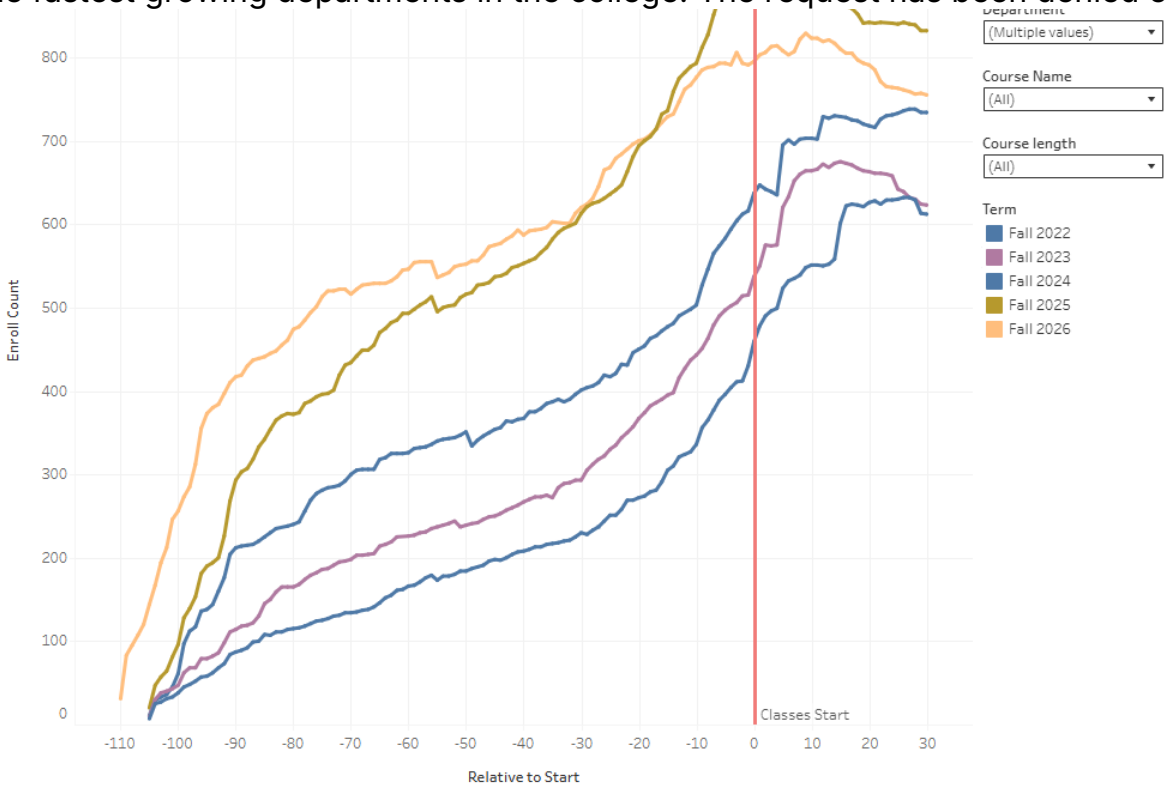
The following table provides information about any student sub-populations experiencing disproportionately negative access to your program's courses between 2021-2026:

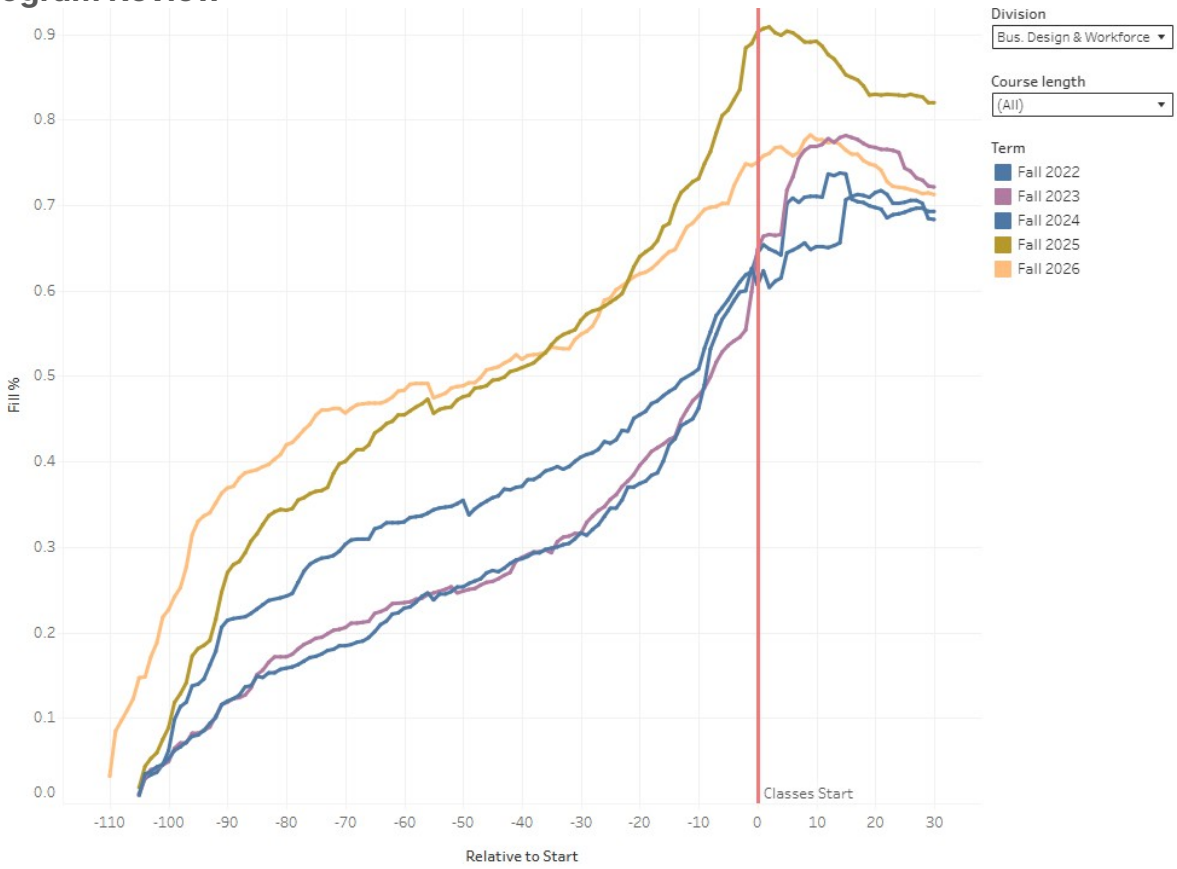
Student Sub-Population	Overall Course Enrollment Equity Gaps	Year of Gap
Female	-4.7%	2021-22
	-4.4%	2022-23
	-3.8%	2023-24
	-3.8%	2024-25
	-3.7%	2025-26
Less than Part-Time	-4.9%	2021-22
	-4.5%	2022-23

-3.7%	2023-24
-3.5%	2024-25
-4.0%	2025-26

Enrollment (access) equity gaps exist and persist year over year among certain groups—most notably Female identifying and Less than Part-Time students. These gaps have narrowed since 2021 for Female students, but persist for Less-than-Part-Time students.

Additional and relevant data showing the steady, year-after rise in enrollments and headcounts tells the story of how faculty need more support in carrying out what is the most important aspect of helping our learners. For the past 2 years, our department has requested an additional full-time faculty member to support the growth of what may at least be one of the fastest growing departments in the college. The request has been denied each time.

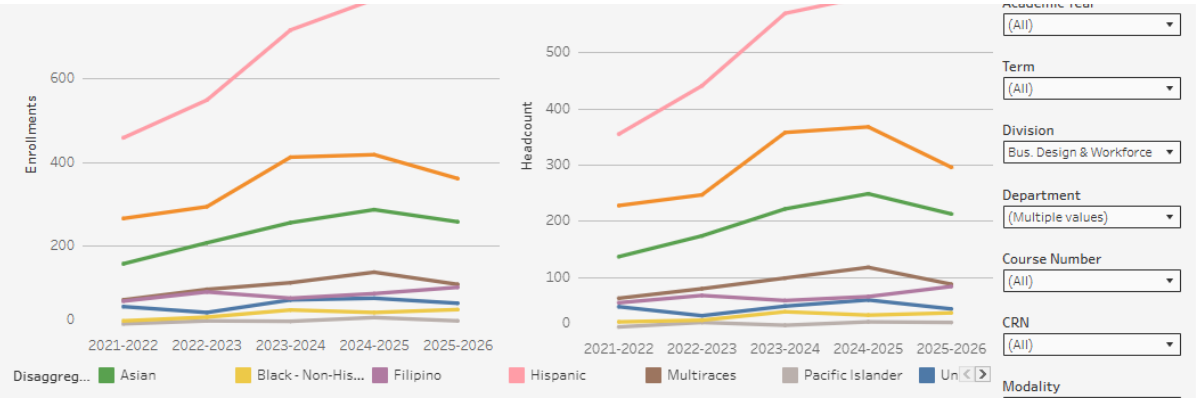




Current Graphs and relevant data as of this Program Review submission:

Student Enrollment & Demographics

Program Review



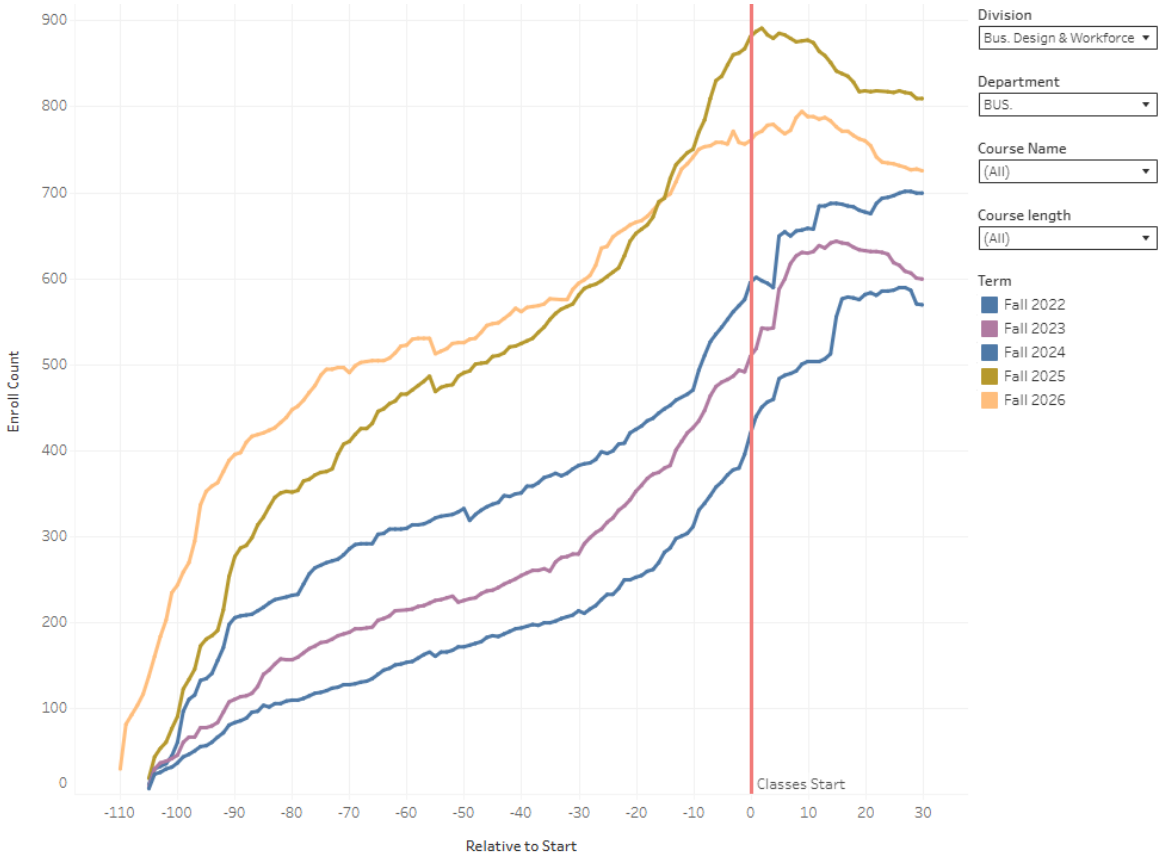
Academic Year (All)
Term (All)
Division Bus. Design & Workforce
Department (Multiple values)
Course Number (All)
CRN (All)
Modality (All)
Time of Day (All)
Unit Load (All)
Disaggregation Race/Ethnicity
Disaggregation2 None
Age Group (All)
Gender (All)
Race/Ethnicity (All)

Enrollment

Disaggregation	Second Disaggregation	Academic Year 2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Asian	Overall	157	207	255	286	257
Black - Non-Hispanic	Overall	21	30	47	41	48
Filipino	Overall	68	90	75	86	101
Hispanic	Overall	457	547	714	787	884
Multiraces	Overall	71	96	112	137	108

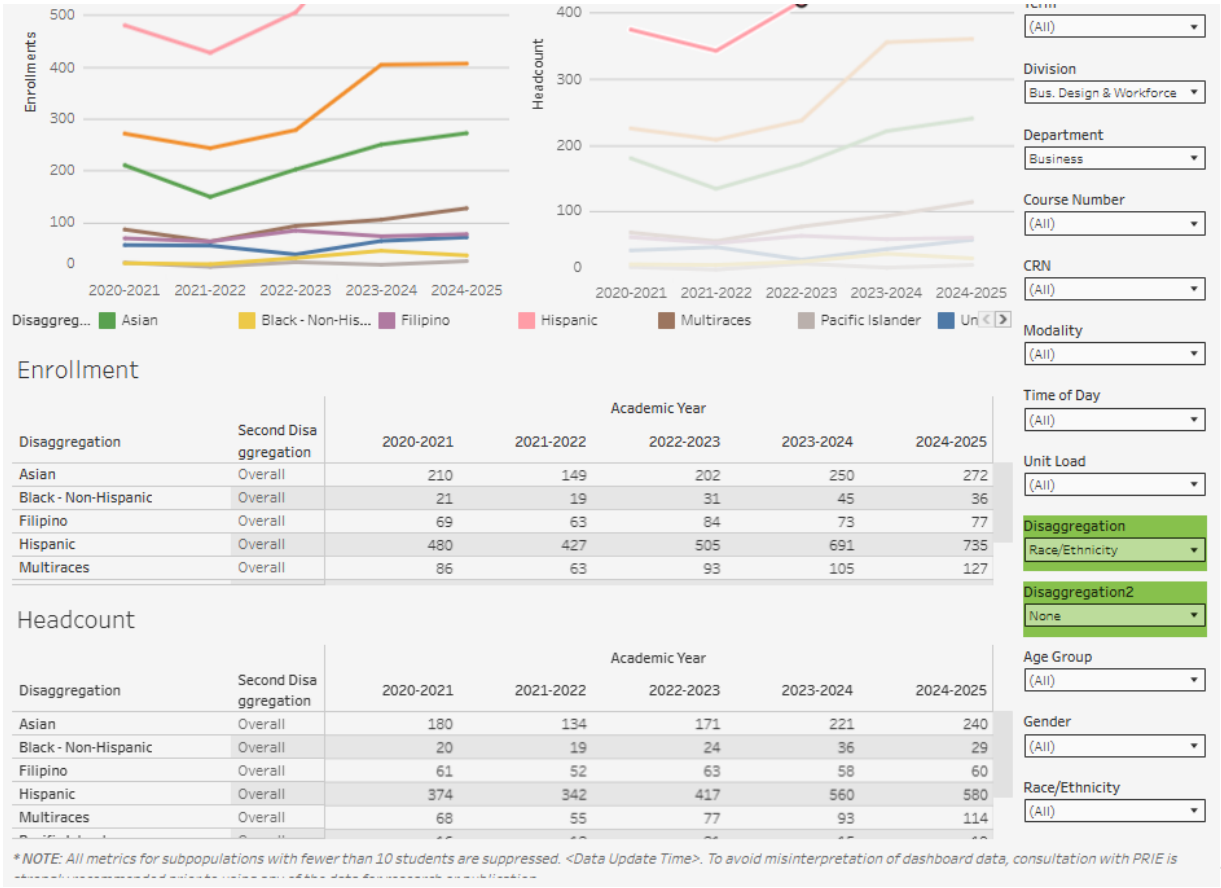
Headcount

Disaggregation	Second Disaggregation	Academic Year 2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Asian	Overall	136	173	221	248	212
Black - Non-Hispanic	Overall	20	23	38	32	36
Filipino	Overall	54	67	58	65	83
Hispanic	Overall	354	440	569	600	666
Multiraces	Overall	62	79	98	117	87



https://public.tableau.com/app/profile/canada.prie/viz/ProgramCompleteability_17750644517500/Courses

Enrollment Chart & Headcount Chart



Enrollment

Disaggregation	Second Disaggregation	Academic Year 2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	Overall	210	149	202	250	272
Black - Non-Hispanic	Overall	21	19	31	45	36
Filipino	Overall	69	63	84	73	77
Hispanic	Overall	480	427	505	691	735
Multiraces	Overall	86	63	93	105	127

Headcount

Disaggregation	Second Disaggregation	Academic Year 2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	Overall	180	134	171	221	240
Black - Non-Hispanic	Overall	20	19	24	36	29
Filipino	Overall	61	52	63	58	60
Hispanic	Overall	374	342	417	560	580
Multiraces	Overall	68	55	77	93	114

*NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. <Data Update Time>. To avoid misinterpretation of dashboard data, consultation with PRIE is

???????

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7: Retention and Success

• Please Note: Retention rate counts enrollments who have earned a passing grade, a failing grade, or an incomplete grade. • Please Note: Success rate counts enrollments who have earned a passing grade.

7A. Current Retention and Success Data

Describe the retention and student success rates in your courses and any disproportionate enrollment impacts using the data provided by PRIE.

Course Completion, Retention, and Success Rates

The Business Department regularly evaluates student completion, retention, and success rates across all **Business (BUS)** and **Management (MGMT)** courses to identify high-performing learning pathways, support student progress, and address course-level performance gaps.

1. Core Success Benchmarks & Course Data

Based on data from the PRIE Course Outcomes Dashboard and PRIE Program Completability Dashboard, the overall average success rate across core Business courses is **78.4%**,

significantly outpacing both the California Community College systemwide baseline average (70%–72%) and standard campus benchmarks.
Course Success Rate Comparison (Department Average: 78.4%)

Course Code	Course Name	Success Rate	Variance vs. Dept Avg	Performance Category
BUS 230	International Marketing	**85.0%**	+6.6%	Above Department Benchmark
BUS 401	Business Communications	**84.0%**	+5.6%	Above Department Benchmark
BUS 125	International Business	**83.0%**	+4.6%	Above Department Benchmark
BUS 180	Operations Management	**83.0%**	+4.6%	Above Department Benchmark
BUS 103	Introduction to Business Information Systems	**82.0%**	+3.6%	Above Department Benchmark
BUS 113	Personal Finance	**75.0%**	-3.4%	Near Department Benchmark
BUS 201	Business Law	**74.0%**	-4.4%	Near Department Benchmark
BUS 100	Introduction to Business	**71.0%**	-7.4%	Focused Support Target
BUS 150	Small Business Management	**68.0%**	-10.4%	Targeted Intervention Required

2. Key Findings & Course-Level Performance Analysis

- **High-Performing Advanced Courses:** Upper-division and specialized courses (such as ***BUS 230*** at **85.0%**, ***BUS 401*** at **84.0%**, and ***BUS 180*** at **83.0%**) consistently demonstrate strong student completion. Students enrolled in these sections typically exhibit higher program momentum and clearer degree/certificate goals.
- **Gateway Course Dynamics (BUS 100 & BUS 201):** Introductory gateway courses—specifically ***BUS 100 (71.0%)*** and ***BUS 201 (74.0%)***—serve as primary entry points for

non-majors, first-time college students, and dual-enrollment high schoolers. Lower initial success rates reflect the transition into college-level business rigor and non-traditional student enrollment dynamics.

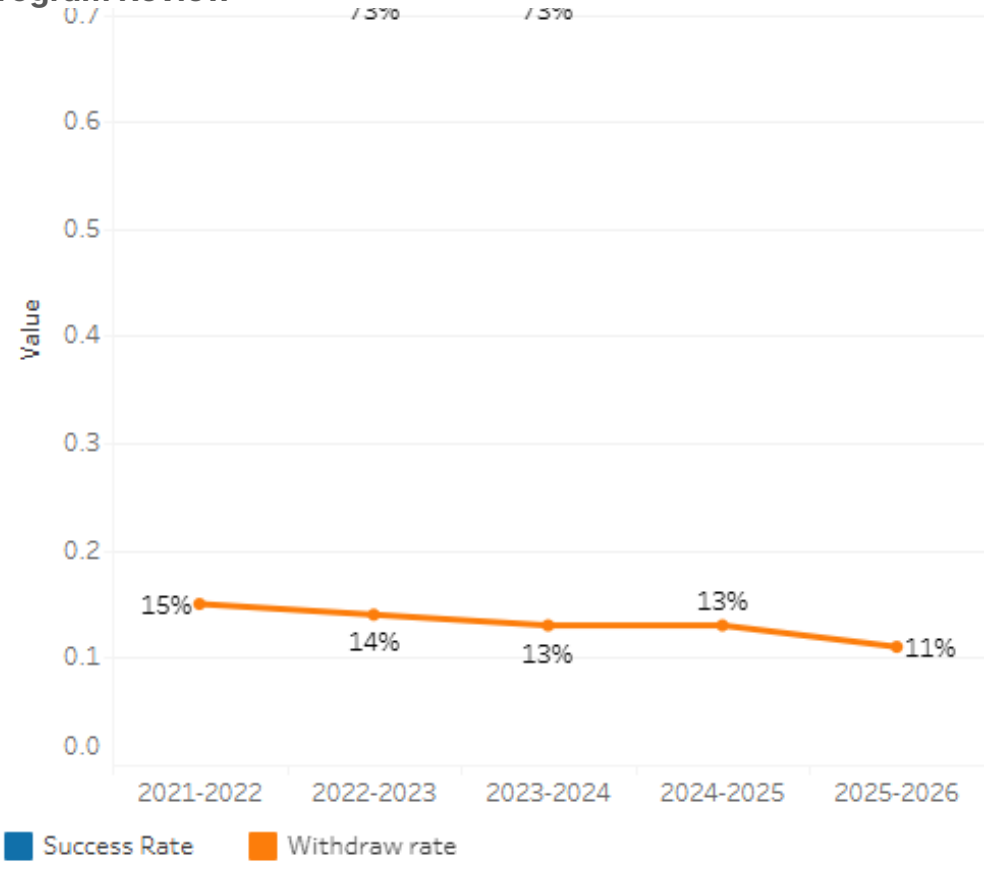
- **Intervention Focus Area (BUS 150):** ***BUS 150 (Small Business Management)*** records the lowest completion rate at **68.0%**, coinciding with an elevated **22% withdrawal rate**. This drop-off is closely linked to self-regulated asynchronous online learning demands and heavy project-based workloads.

3. Action Plan & Strategic Interventions

To narrow completion gaps and boost retention in gateway and lower-performing sections, the department is deploying the following equity-minded strategies:

1. **Curriculum Alignment & Pre-Registration Checkpoints:** Reviewing course rigor, assignment scoping, and orientation modules for ***BUS 150*** and ***BUS 100*** to ensure expectations are clear during week 1.
2. **Early-Alert Outreach & Embedded Tutoring:** Partnering with the Learning Center and SparkPoint to embed peer tutoring, zero-textbook-cost (ZTC) digital resources, and proactive faculty check-ins for students showing early signs of withdrawal risk.
3. **Flexible Modality Offerings:** Expanding multi-modal and hybrid support options through the **Building 13 Business Hub** to give working students structured in-person collaboration alongside online flexibility.

Additional background data:



The trends are good: success rates steadily rose and withdraw rates decreased.

Course Success Rates: Equity Gaps

Student Sub-Population	Overall Course Success Rates Equity Gaps	Year of Gap
Black-non-Hispanic	-22.5%	2021-22
	-17.9%	2022-23
	-16.3%	2024-25
Hispanic	-4.4%	2022-23
	-3.7%	2023-24
	-3.6%	2024-25
Black-Non-Hispanic-Female	-25.3%	2022-23

Black-Non-Hispanic-Male	-25.3%	2022-23
	-20.9%	2024-25
Hispanic-Male	-7.2%	2021-22
	-6.9%	2022-23
	-5.6%	2023-24
	-5.2%	2024-25
	-5.1%	2025-26
Pacific Islander-Female	-26.2%	2025-26
Age Group 29-39	-6.7%	2021-22
Age Group 60+	-18.5%	2024-25
First Generation	-4.3%	2021-22
	-4.1%	2022-23
	-3.5%	2023-24
	-3.0%	2024-25
	-3.0%	2025-26
Veteran	-15.1%	2021-22
	-13.0%	2023-24
Foster Youth	-27.2%	2023-24
Low Income	-6.0%	2021-22
	-5.4%	2022-23
	-5.0%	2023-24
	-5.2%	2024-25
Less than Part-Time	-3.8%	2025-26
Part-time	-4.1%	2023-24

Hispanic-Male and First Generation student populations all experience persistent disproportionately negative outcomes in Business classes at Cañada.

Black-non-Hispanic and Low Income student populations also showed negative disparities until last year.

Course Withdraw Rates: Equity Gaps

Student Sub-Population	Overall Course Withdraw Rate Equity Gaps	Year of Gap
Black-non-Hispanic	-22.5%	2021-22

	-17.9%	2022-23
	-14.6%	2023-24
Hispanic	-3.6%	2024-25
Pacific Islander	-20.0%	2024-25
Black-non-Hispanic-Female	-25.3%	2022-23
	-21.4%	2023-24
Black-non-Hispanic-Male	-31.0%	2021-22
	-25.3%	2022-23
Hispanic-Male	-7.2%	2021-22
	-5.2%	2024-25
LGBTQ+	-18.9%	2024-25
Age Group 40-49	-10.6%	2022-23
Age Group 60+	-18.5	2024-25
Frist Generation	-3.5%	2023-24
	-3.0%	2024-25
Veteran	-15.1%	2021-22
Low Income	-5.4%	2022-23
Less than Part Time	-3.8%	2025-26

Note: Withdraw rates are the inverse of retention rates.

The trends are good: course withdraw rate equity gaps shrank over time across almost all multi-year demographics, with the most notable reductions seen among Black-non-Hispanic and Hispanic-Male students.

Equity & Disproportionate Impact
https://public.tableau.com/shared/XF3HNC7DH?:display_count=y&:origin=viz_share_link&:embed=y

Hispanic - Female	2025-2026	137.0	30.8%	25.9%	4.9%	8.4%
Hispanic - Male	2025-2026	121.0	27.2%	16.2%	11.0%	8.9%
Multiraces - Female	2025-2026	11.0	2.5%	3.2%	-0.8%	29.5%
Unknown - Female	2025-2026	11.0	2.5%	1.7%	0.8%	29.5%
White Non-Hispanic - Female	2025-2026	40.0	9.0%	12.3%	-3.3%	15.5%
White Non-Hispanic - Male	2025-2026	49.0	11.0%	9.2%	1.8%	14.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian - Female	2025-2026	18.0	72.2%	79.9%	-7.7%	23.1%
Asian - Male	2025-2026	23.0	82.6%	79.9%	2.7%	20.4%
Hispanic - Female	2025-2026	216.0	83.3%	79.9%	3.4%	6.7%
Hispanic - Male	2025-2026	177.0	74.6%	79.9%	-5.3%	7.4%
Multiraces - Female	2025-2026	23.0	82.6%	79.9%	2.7%	20.4%
Unknown - Female	2025-2026	19.0	89.5%	79.9%	9.6%	22.5%
White Non-Hispanic - Female	2025-2026	56.0	80.4%	79.9%	0.4%	13.1%
White Non-Hispanic - Male	2025-2026	69.0	79.7%	79.9%	-0.2%	11.8%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Asian - Female	2025-2026	18.0	11.1%	9.7%	1.4%	23.1%
Asian - Male	2025-2026	23.0	13.0%	9.7%	3.3%	20.4%
Hispanic - Female	2025-2026	216.0	9.3%	9.7%	-0.5%	6.7%
Hispanic - Male	2025-2026	177.0	9.6%	9.7%	-0.1%	7.4%
Multiraces - Female	2025-2026	23.0	4.3%	9.7%	-5.4%	20.4%
Unknown - Female	2025-2026	19.0	10.5%	9.7%	0.8%	22.5%
White Non-Hispanic - Female	2025-2026	56.0	14.3%	9.7%	4.5%	13.1%
White Non-Hispanic - Male	2025-2026	69.0	8.7%	9.7%	-1.1%	11.8%

to 25-26

Disaggregation: Race/Eth and Gender

Academic Year: 2025-2026

Term: (All)

Interest area: Business

Division: Bus. Design & Workforce

Department: (Multiple values)

Course Number: (All)

CRN: (All)

Unit Load: (All)

Modality: (All)

Time of Day: (All)

Success Rate in Business

Course	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	SU25	FA25	SP26	Rate	Rate
BUS.-100	82%	63%	58%	78%	56%	69%	78%	61%	75%	73%	60%	80%	87%	71%	71%	71%	17%
BUS.-101	94%	64%	76%	82%		85%	100%		64%	80%		76%	66%	90%	86%	79%	11%
BUS.-103	82%	80%	83%	78%	77%	80%		91%	78%		86%	78%			90%	82%	8%
BUS.-113		65%	88%		76%	67%		78%	66%		82%	81%		73%	81%	75%	16%
BUS.-125	83%	88%		82%	87%			72%			80%			86%		83%	11%
BUS.-150	31%	62%	63%	77%	73%	61%		47%	79%		76%	65%		96%		68%	22%
BUS.-180	83%	33%	95%	64%	82%	90%	86%	85%	76%	83%	90%	75%	91%	84%	90%	83%	8%
BUS.-201	61%	65%	44%	80%	58%	79%	82%	71%	75%	80%	69%	78%	72%	85%	80%	74%	17%
BUS.-230					100%			81%			85%			82%		85%	11%
BUS.-401		86%	82%		70%	72%	73%	73%	89%	90%	81%	89%	85%	97%	92%	84%	11%

Course	SU21	FA21	SP22	SU22	FA22	SP23	SU23	FA23	SP24	SU24	FA24	SP25	SU25	FA25	SP26	Rate	Rate
BUS.-100	82%	63%	58%	78%	56%	69%	78%	61%	75%	73%	60%	80%	87%	71%	71%	71%	17%
BUS.-101	94%	64%	76%	82%		85%	100%		64%	80%		76%	66%	90%	86%	79%	11%
BUS.-103	82%	80%	83%	78%	77%	80%		91%	78%		86%	78%			90%	82%	8%
BUS.-113		65%	88%		76%	67%		78%	66%		82%	81%		73%	81%	75%	16%
BUS.-125	83%	88%		82%	87%			72%			80%			86%		83%	11%
BUS.-150	31%	62%	63%	77%	73%	61%		47%	79%		76%	65%		96%		68%	22%
BUS.-180	83%	33%	95%	64%	82%	90%	86%	85%	76%	83%	90%	75%	91%	84%	90%	83%	8%
BUS.-201	61%	65%	44%	80%	58%	79%	82%	71%	75%	80%	69%	78%	72%	85%	80%	74%	17%
BUS.-230					100%			81%			85%			82%		85%	11%
BUS.-401		86%	82%		70%	72%	73%	73%	89%	90%	81%	89%	85%	97%	92%	84%	11%

Based on the "Total Success Rate" column highlighted in yellow, the overall average success rate across all ten business courses is 78.4%, which is above the statewide average. Comparing the historical success rate of each individual BUS course to that institutional average:
The BUS courses that have a success rate that is higher than the average success rate include:

- **BUS 230: 85%** (This is 6.6% above the average and has the highest success rate of all BUS courses.)
- **BUS 401: 84%** (This is 5.6% above the average success rate, which is still high, but is lower than BUS 230.)
- **BUS 125: 83%** (This is a 4.6% above the average success rate, which is still higher than the average.)
- **BUS 180: 83%** (This is also 4.6% above the average success rate and higher than the average.)
- **BUS 103: 82%** (This is 3.6% above the success rate and higher than the average)
- **BUS 101: 79%** (While only 0.6% above the average success rate, it is still higher than the average.)

BUS Courses Below the Average Success Rate

- **BUS 113: 75%** (-3.4% below average)
- **BUS 201: 74%** (-4.4% below average)
- **BUS 100: 71%** (-7.4% below average)
- **BUS 150: 68%** (-10.4% below average) – Lowest success rate overall

What the Data Tells Us

The Withdrawal Correlation: Success rates and withdrawal rates are strongly inversely related.

For example, BUS 150 has the lowest success rate (68%) and simultaneously holds the highest Total Withdrawal Rate (22%).

This may be because _____

However, BUS 103 and BUS 180 have outstanding retention rates and a consistently low withdrawal rate of about 8%.

For reference, the California Community Colleges Chancellor's Office shows that the system-wide community college baseline average success rate for standard credit courses is generally between 70% and 72%.

For BUS courses, the average success rate trends slightly higher, generally hovering around 72% to 75%, depending on whether the course is taught in person or online.

Comparing the California standard success rate for community colleges overall, the data in the chart highlights several key takeaways:

- **Above Statewide Average:** The campus featured in your chart is actually performing very well overall. Its collective business program average of 78.4% safely beats the typical statewide benchmark.
- **Exceptional Outliers**: High-performing courses like BUS.-230 (85%) and BUS.-401 (84%) are operating roughly 10 percentage points above standard state averages.

The Online/Traditional Gap: In statewide data, traditional in-person community college courses typically enjoy a ~70.6% success rate, whereas fully online variations historically lag about ten points lower at ~60.4%.

This state trend perfectly explains why a difficult course like BUS.-150 (68%) in your dataset dips below the average line, as specific business segments often struggle more with remote or asynchronous retention.

7B. Online Success

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between different course modalities: asynchronous, synchronous, hybrid, and face-to-face courses? Analyze any disproportionate online course retention and success rates by modality. If your program does not offer online courses, please write "not applicable."

To support Cañada College's institutional goal of improving online learning outcomes, the Business Department evaluates student retention and success rates across instructional modalities (asynchronous online, hybrid, multi-modal, and face-to-face).

1. Core Success Benchmarks & Course Data

Based on data from the PRIE Course Outcomes Dashboard and PRIE Program Completability Dashboard, the overall average success rate across core Business courses is **78.4%**, surpassing both the California Community College systemwide baseline average (70%–72%) and standard online benchmarks.

- **High-Performing Online/Hybrid Sections:** Gateway and upper-division business courses maintain strong retention and success metrics that outpace state trends:
  - **BUS 230: 85%** success rate (+6.6% above department average)
  - **BUS 401: 84%** success rate (+5.6% above department average)

- **BUS 125: 83%** success rate (+4.6% above department average)
- **BUS 180: 83%** success rate (+4.6% above department average)
- **BUS 103: 82%** success rate (+3.6% above department average)

- **Courses Requiring Targeted Modality Support:**
  - **BUS 113 (Personal Finance): 75%** success rate (-3.4% below department average)
  - **BUS 201: 74%** success rate (-4.4% below department average)
  - **BUS 100 (Introduction to Business): 71%** success rate (-7.4% below department average)
  - **BUS 150: 68%** success rate (-10.4% below department average, coinciding with a **22% withdrawal rate**)

2. Modality Performance & Retention Dynamics

- **Withdrawal & Retention Linkages:** In courses like *BUS 150*, lower success rates correlate directly with higher drop/withdrawal rates in asynchronous sections. Conversely, courses with structured online orientation and frequent weekly checkpoints (like *BUS 103* and *BUS 180*) maintain exceptionally low withdrawal rates (~8%).
- **Hybrid & Business Hub Innovation:** To bridge the gap between asynchronous independence and live instruction, multi-modal sections utilizing the **Building 13 Business Hub** combine digital flexibility with on-campus peer collaboration.
- **Balanced Scheduling Across Modalities:** As shown in the Program Completability Data, gateway courses like *BUS 100* are deliberately scheduled across **33 online sections, 15 face-to-face sections, and 7 hybrid sections** to allow students to choose the modality best suited to their learning style and schedule.

3. Subpopulation Equity Analysis

Disaggregating online outcomes via the PRIE Equity & Disproportionate Impact Dashboard highlights key areas for targeted intervention:

- **Digital Access & Working Students:** Asynchronous online courses serve a large population of working adults and dual-enrollment high schoolers. Equity gaps in online completion often stem from time management challenges, home study environments, and digital literacy.
- **Equity-Minded Interventions:** Faculty are actively addressing these modality gaps through early-alert outreach, embedded zero-textbook-cost (ZTC) digital resources, expanded online tutoring via the Learning Center, and regular substantive interaction (RSI) in Canvas shell design.

8: Resource Changes

8A. Impact of Prior Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both approved and non-approved resource request. What impact have these resources or lack of resources had on your program and measures of student success? Do you notice any disproportionate impact on any student populations? What have you been unable to accomplish due to resource requests that were not approved? ?

Impact of Previously Requested New Resources

Request Title	Type	Status	Primary Impact Area
Request #1: Additional FTEF Allocation	Faculty / Personnel	**Halted**	Constrained gateway course capacity, certificate banking, and restricted dual-enrollment expansion.

1. Impact on Program Operations & Course Offerings
   - **Capacity Caps on Gateway & High-Demand Sections:** The halting of additional FTEF allocation directly restricts the department's ability to add high-demand sections for foundational gateway courses, such as ***BUS 100 (Introduction to Business)*** and ***BUS 113 (Personal Finance)***. As student demand surges—particularly ahead of economic downturns when returning adult learners seek business credentials—lack of growth FTEF creates immediate enrollment bottlenecks.
   - **Certificate Deactivations & Pathway Bottlenecks:** Restrictive FTEF limits forced the department to make strategic trade-offs, leading to the planned banking of specialized, niche certificates (*Digital Marketing*, *BIW*, and *Entrepreneurship for Spanish Speakers*) effective **Fall 2027**. This sacrifice was required to preserve FTEF capacity for core degree pathways, such as the Business Administration 2.0 AD-T and Business Management certificates.
   - **Constraints on Summer Session Expansion:** Although faculty successfully established an efficient summer rotation across BUS and MGMT offerings, frozen FTEF allocation limits further summer section expansion, capping student completion momentum toward degree and transfer goals.

2. Impact on Student Success Metrics & Disproportionate Impacts
   - **Disproportionate Impact on Working & Non-Traditional Learners:** The inability to expand section capacity disproportionately affects working adult learners, evening students, and first-generation college students who rely on flexible course timing (hybrid, evening, and asynchronous online). When high-demand sections fill rapidly, non-traditional students with rigid schedules are often forced to delay critical core requirements.

- **Equity Gaps in High-Enrollment Gateway Sections:** Capped FTEF leads to higher class fill rates in introductory sections. Without additional FTEF to create smaller, highly supported section cohorts, faculty have limited capacity to deliver targeted, individualized outreach for students exhibiting early signs of academic struggle in complex gateway subjects like ***BUS 150*** and ***BUS 201***.

3. Unaccomplished Goals Due to Non-Approval

- **Expansion of Dual-Enrollment Pathways:** The department has been unable to fully scale dual-enrollment business pathways with local high school partners (such as Sequoia Union High School District) to meet rising interest driven by statewide mandates like **AB 2927 (Personal Finance)**.
- **Proactive Response to State Initiatives:** The lack of growth FTEF limits the department's agility in creating localized short-term skill certificates ahead of **AB 1111 (Common Course Numbering)** implementation.

8B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff), in particular how those changes impact student success. Do you notice any disproportionate impact on any student populations? If no changes have occurred please write "not applicable."

Staffing, Workload, and Departmental Structure

Business remains one of the most popular majors on campus, and enrollment data demonstrates a consistent, growing demand for core courses in the department. Over the past three years, we have successfully expanded our adjunct faculty pool to help meet this rising student need. However, several structural and operational challenges continue to impact our programs:

- **Faculty Workload & Capacity:** Full-time faculty are operating at full capacity. Coupled with active contributions to college participatory governance, department-level coordination, Dual Enrollment, and Study Abroad programs, faculty are heavily overloaded. Consequently, they have little to no capacity for strategic planning, long-term development, and curriculum expansion.
- **Adjunct Attrition & Scheduling Constraints:** Due to attrition in the pool and varying course preferences, the adjunct faculty group requires constant recruitment and onboarding. Furthermore, adjunct faculty are currently teaching at their maximum allowable load, and increasing summer demand requires additional adjunct support to provide baseline relief for full-time faculty.
- **Dual Enrollment Growth:** We have experienced significant expansion in new and existing dual enrollment partnerships, which heavily relies on our faculty to staff and sustain those sections.

Departmental Alignment and Future Staffing

To better align with our institutional goals and maximize operational efficiency, we recommend consolidating the Economics discipline into the Business Department. Currently, Economics is split across two divisions—Business, Design, and Workforce (BDW), and Humanities and Social Sciences (HSS)—which creates administrative silos and student confusion. While Economics is a social science, it is most frequently housed within business departments across community colleges. Bringing these disciplines together will streamline collaborative efforts and better serve our students within the business interest area.
To support all of this structural growth, ongoing curriculum development, and sustained student demand, we anticipate requesting an additional full-time faculty member in Business in the near future. This addition, combined with a continued strategic expansion of our adjunct pool, will ensure the long-term strength and capacity of our department.

1. Description of Staffing Changes During the Review Cycle
Over the recent program review cycle, the Business Department experienced key full-time faculty transitions (including retirements and reassignment of load) without a full-time replacement addition. To maintain course availability and core degree pathways, the department increased its reliance on part-time (adjunct) faculty to cover foundational sections in **Business (BUS)** and **Management (MGMT)**.
2. Impact on Program Operations & Student Success

- **Curriculum & Advising Overload on Core Faculty:** Heavy reliance on adjunct coverage shifts administrative responsibilities, course evaluations, learning outcomes (SLO) assessment coordination, and student program advising onto a smaller core of full-time faculty.
- **Certificate Banking & Program Consolidation:** Capped full-time faculty coordination bandwidth contributed directly to the strategic decision to bank specialized, low-enrollment certificates (*Digital Marketing*, *BIW*, and *Entrepreneurship for Spanish Speakers*) effective **Fall 2027**. This consolidation allowed faculty to preserve institutional focus on core transfer pathways, such as the **Business Administration 2.0 AD-T** and **Business Management AS** degrees.
- **Course Consistency across Sections:** Adjunct instructors bring vital current industry expertise to the classroom. However, high adjunct turnover across core introductory sections requires continuous onboarding to ensure standard Canvas shell navigation, regular substantive interaction (RSI), and consistent SLO rubric scoring. Sections maintained under steady full-time oversight continue to demonstrate higher retention rates.

3. Disproportionate Impact on Student Populations

- **Working Adult & Non-Traditional Learners:** Staffing caps limit the department's ability to offer parallel evening, weekend, or accelerated late-start sections for key gateway courses like ***BUS 100*** and ***BUS 113***. Working adult learners, dual-enrollment students, and parents with fixed schedules face greater friction when high-demand time slots fill up, delaying their overall time-to-degree or transfer.

- **First-Generation & Entry-Level College Students:** Entry-level students entering introductory gateway courses benefit significantly from sustained office hours, proactive mentorship, and early-alert retention outreach. When full-time faculty bandwidth is stretched across departmental administration, individualized outreach for struggling entry-level students becomes harder to maintain.

9. SLOs and PLOs

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

SLO Assessment - Compliance

Yes, all active Business (BUS) and Management (MGMT) courses are systematically assessed over Cañada College's established 3-year assessment cycle.

1. Systemic Assessment Cycle & Coordination

- **3-Year Rotation Plan:** In alignment with the Cañada College 3-Year Assessment Plan, the Business Department maintains a staggered rotation schedule ensuring that every active course offering across **BUS** and **MGMT** discipline lines undergoes Student Learning Outcome (SLO) evaluation at least once within the 3-year cycle.
- **Cross-Sectional Participation:** Assessment data is collected across both full-time and adjunct faculty-led sections across all delivery modalities (face-to-face, hybrid, and asynchronous online).
- **System of Record:** All SLO assessment rubrics, student performance data, and course outcome scores are systematically recorded and archived in **Nuventive / TracDat**.

2. Scope of Active Courses Assessed

- **Core Gateway & Degree Courses:** Active courses—including ***BUS 100***, ***BUS 113***, ***BUS 150***, ***BUS 180***, ***BUS 201***, ***BUS 401***, and ***MGMT 100***—are active within the current rotation.
- **Exclusions & Inactive Courses:** Courses currently scheduled for banking (such as specialized certificate courses in *Digital Marketing*, *BIW*, and *Entrepreneurship for Spanish Speakers*) or inactive/canceled sections are excluded from active evaluation cycles per college policy.
- **Curriculum Alignment:** Course learning outcomes are reviewed against Course Outlines of Record (COR) in **CurricUNET** to guarantee that active SLOs in Canvas alignment rubrics match officially approved college standards.

Fall Semester	BUS 100 BUS 180	BUS 103	BUS 101 BUS 113
Spring Semester	BUS 125 BUS 230	BUS 150	MGMT 100
Notes			
PLOs Assessed *(Identify at least 1 PLO; identify the year & semester that the PLO will be assessed)*	PLO #1	PLO #2	PLO #3
ILOs Assessed *(ILOs are listed here as a guidance tool to help you choose courses for assessment)*	■ Critical Thinking ☐ Community ■ Communication ☐ Quantitative Reasoning ☐ Creativity	■ Critical Thinking ■ Community ■ Communication ☐ Quantitative Reasoning ☐ Creativity	■ Critical Thinking ☐ Community ☐ Communication ■ Quantitative Reasoning ☐ Creativity

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, based upon the results of your SLO assessment?

We have had breaks in the sequence, especially when courses are canceled and are unable to conduct the SLO assessment.
We will continue to evaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

1. Assessment Results & Operational Challenges

- **Faculty Feedback on Assessment ROI:** Across business, faculty report that the current standardized SLO assessment requirement yields a low return on investment (ROI) relative to the significant administrative load required. The department recommends that the college explore alternative, more meaningful assessment strategies—such as authentic project-based assessments or program-level portfolio reviews—that better capture student learning without imposing repetitive administrative burdens.
- **Impact of Course Cancellations on the Assessment Sequence:** Unpredictable course cancellations and low-enrollment section cuts create gaps in the 3-year assessment sequence. When sections are canceled, scheduled SLO evaluations cannot occur, disrupting multi-year data tracking and baseline comparisons.

2. Closing the Loop & Future Assessment Strategy

- **Focus on Actionable Outcomes:** Despite structural challenges in the assessment framework, faculty remain committed to pedagogical improvement.
- **Refining the 3-Year Assessment Rotation:** The department will continue to review and update its 3-Year Assessment Plan to align more dynamically with actual course scheduling patterns. Staggering assessments across high-volume gateway sections ensures that data collection remains consistent even when niche or specialized sections are canceled.

9C. PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan. Summarize the major findings of your PLO assessments. What are some improvements that have been implemented as a result of PLO assessment?

Program Learning Outcomes (PLO) Assessment Plan & Major Findings

1. Description of the PLO Assessment Plan

- **3-Year Assessment Framework:** In alignment with the Cañada College 3-Year Assessment Plan, the Business Department maps course-level learning outcomes (CLOs/SLOs) directly to overarching Program Learning Outcomes across all **Business (BUS)** and **Management (MGMT)** degree and certificate pathways (including the **Business Administration 2.0 AD-T** and **Business Management AS**).
- **Curricular Mapping & Integration:** Key PLOs—such as effective business communication, financial analysis, ethical reasoning, and creative technology problem-solving—are systematically assessed in core capstone and gateway courses (e.g., ***BUS 100***, ***BUS 150***, ***BUS 180***, and ***BUS 201***).
- **Data System of Record:** Assessment scoring rubrics and performance data are compiled across full-time and adjunct-led sections and archived in **Nuventive** to evaluate mastery levels over time.

2. Summary of Major PLO Assessment Findings

- **Fair level of Competency in Technical & Financial Literacy:** PLO evaluations indicate fair levels of student mastery in foundational concepts, data interpretation, and core technology application across introductory modules.
- **Assessment Gaps in Multi-Step Case Analysis:** Assessment findings revealed that students face greater friction when synthesizing multi-step business case studies and long-form written business communications, particularly in asynchronous online formats.
- **Impact of Modality on Completion Rates:** PLO data highlighted performance gaps between in-person/hybrid sections and fully asynchronous sections, pointing to a need for increased instructional scaffolding in online environments.

3. Improvements Implemented Based on PLO Assessments

- **Scaffolded Major Projects:** Course assignments in capstone and core sections have been restructured into iterative, milestone-based submissions with early rubric feedback to build written and analytical skills prior to final grading.
- **Expansion of Zero-Textbook-Cost (ZTC) & OER Materials:** To ensure equal access to required analytical resources on Day 1, faculty expanded ZTC textbooks and open resources across high-enrollment PLO-mapped courses.
- **Canvas Shell Standardization:** Standardized module design, clear weekly deadlines, and enhanced Regular Substantive Interaction (RSI) guidelines were deployed across Canvas course shells to support online self-regulated learners.
- **Embedded Academic Support:** Strengthened collaboration with the Learning Center to integrate peer tutoring into foundational gateway sections to address early skill gaps in quantitative and business writing tasks.

Looking Ahead: Program Planning and Goals

In this portion of program review, you will develop action plans based on your enrollment, retention, and success data (questions #6 and 7) for the most disproportionately impacted students. • Please note: your action plans will reflect the program's assessment of which equity issues need to or can be addressed. • Please note: action plans are measurable so that we can examine their success or failure, not because they are guaranteed to be successful. As part of our culture of continuous improvement, we encourage programs to pursue action plans that might or might not be successful. Successes and failures can both provide valuable information for programs.

10A. Improving Enrollment

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections),curriculum, marketing, and articulation of pathways to improve enrollment, particularly for disproportionately impacted student groups identified in Question 6? If applicable, include plans for faculty recruitment and faculty training.

Improving Enrollment: Action Plan & Strategic Initiatives
To expand access and boost enrollment—particularly among disproportionately impacted working adult learners, high school students, and underrepresented minority populations—the Business Department proposes targeted initiatives across course scheduling, pathway articulation, dual enrollment, and marketing.
1. Strategic Action Plan for Enrollment Growth

Initiative / Action Plan	Delivery Mode & Scheduling Strategy	Target Student Population	Measurable Goal / Metric
Expansion of High School Dual Enrollment Pathways	Partner with local secondary districts (e.g., Sequoia Union High School District) to offer parallel high school sections for ***BUS 113 (Personal Finance)*** and	High school students, prospective first-generation college students.	Increase dual-enrollment headcount in Business courses by **15%** over the next two years.

	introductory courses.		
Multi-Modal & Flexible Evening/Weekend Scheduling	Expand hybrid-simultaneous and late-start 8-week sections utilizing room technology in the Building 13 Business Hub.	Working adult learners, parent-students, and evening cohorts.	Fill rate of **85% or higher** across flexible multi-modal and late-start sections.
Zero-Textbook-Cost (ZTC) Program Marketing	Clearly designate ZTC / OER courses in WebSchedule and market cost-free textbook pathways across gateway sections (***BUS 100***, ***BUS 113***, ***BUS 201***).	Economically disadvantaged and first-generation students.	Transition **at least a major part (80%)** of core gateway degree requirements to ZTC options by Fall 2028.
Targeted Pathway Articulation & Common Course Alignment	Streamline course identifiers ahead of statewide **AB 1111 (Common Course Numbering)** and build short-term skill certificates aligned with industry demand.	Career-technical education (CTE) and transfer-bound students.	Increase major declaration in the **Business Administration 2.0 AD-T** by **10%**.

2. Key Strategies for Execution

A. Course Scheduling & Delivery Innovation

- **Optimizing the Business Hub:** Utilizing state-of-the-art classroom tech in Building 13 to offer hybrid-simultaneous sections allows students to attend either in-person or remotely, removing transportation and childcare barriers for non-traditional working students.
- **Flexible Course Durations:** Introducing accelerated 8-week modules and late-start sessions during Fall and Spring terms to capture students who miss traditional semester start dates.

B. Dual Enrollment & High School Articulation (Addressing AB 2927)

- In response to **AB 2927** (California's mandatory high school personal finance requirement), the department will actively partner with district high schools to articulate ***BUS 113 (Personal Finance)***, building a direct pipeline from secondary education into Cañada's business degree pathways.

C. Marketing & Outreach Collaboration

- **Promoting ZTC Pathways:** Collaborating with college marketing and outreach teams to highlight Zero-Textbook-Cost pathways, demonstrating to prospective students that they can complete core business requirements without textbook expenses.
- **Informed Student Advising:** Partnering with the Counseling Center to ensure counselors promote flexible business certificates and transfer options during high school outreach visits and student onboarding.

D. Adjunct Recruitment & Equity-Minded Training

- **Diversifying Faculty Recruitment:** Actively recruiting adjunct faculty with diverse industry backgrounds and bilingual skills (e.g., to support Spanish-speaking entrepreneurship pathways).
- **Equity-Minded Professional Development:** Participating in college-sponsored equity workshops focused on culturally responsive outreach, inclusive syllabus design, and strategies for welcoming first-time college students into online and hybrid environments.

10B. Improving Retention and Success Rates

What changes does your program propose to make to improve student course retention and success, particularly for disproportionately impacted students identified in Question 7? How can the college help you improve student retention and success? Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

10B. Improving Retention and Success Rates

Consider course offerings, curricular and/or pedagogical changes. You are encouraged to collaborate with the Director of Equity and/or Faculty Equity Coordinator to develop strategies for addressing equity gaps and to include those here. Examples of possible strategies include trials of new equitable grading strategies, use of OER/ZTC textbooks, surveys to capture student voices and needs in the classroom, new or improved partnerships with student services, and/or plans for faculty recruitment and faculty training.

Strategies to Improve Course Retention, Success, and Equity

1. Proposed Departmental Changes & Interventions

To close performance and completion gaps for disproportionately impacted student populations—specifically working adult learners, first-generation students, and evening/online cohorts—the Business Department is implementing targeted curricular, pedagogical, and scheduling strategies:

- **Adoption of Zero-Textbook-Cost (ZTC) and OER Materials:** To eliminate cost barriers on Day 1, faculty are expanding Open Educational Resources (OER) and ZTC digital textbooks across high-enrollment gateway sections, including ***BUS 100 (Introduction to Business)***, ***BUS 113 (Personal Finance)***, and ***BUS 201 (Business Law)***. Ensuring immediate, cost-free access to required learning resources prevents early-term

registration drop-offs. While we understand that not all OER/ZTC materials are of the quality and have the frequent updates that publishers can bring to the table, the intent is to provide timely, inexpensive, and easy access for all our learners.

- **Student Voice & Classroom Feedback Surveys:** Implementing mid-semester surveys across Canvas course shells to gather direct student feedback regarding workload pace, digital tool accessibility, and scheduling constraints, enabling timely course adjustments before drop deadlines.
- **Standardized Online Canvas Shells:** Aligning Canvas module navigation, clear weekly deadline pacing, and early syllabus access across all asynchronous and hybrid offerings to support self-regulated online learners. All of this, while keeping RSI (Regular and Substantive INteractions) and Accessibility issues in mind.

2. Institutional Collaboration & How the College Can Help
To scale these equity interventions effectively, the department seeks structural support, resources, and partnership from college leadership and student service divisions:

- **Embedded Peer Tutoring & Learning Center Integration:** Partnering with the Learning Center to place dedicated peer tutors directly inside gateway Canvas sections for proactive outreach to students showing early signs of academic difficulty or non-engagement.
- **Growth FTEF Allocation for Multi-Modal Scheduling:** Allocating growth FTEF to enable parallel, flexible course offerings—including hybrid-simultaneous sections in the Building 13 Business Hub, late-start modules, and evening options—ensuring working and parent students are not shut out of required core pathways.
- **Equity-Minded Professional Development:** In collaboration with the Director of Equity and Faculty Equity Coordinator, securing professional development opportunities for full-time and adjunct faculty focused on culturally responsive teaching, ungrading/equitable grading models, and regular substantive interaction (RSI) in online environments.
- **Integrated Counseling & Career Touchpoints:** Co-designing embedded counseling workshops with the Counseling Center and Career Center to conduct classroom visits early in the semester, ensuring students establish educational plans and career goals early in their academic journey.

10C. Improvements Based on SLOs and PLOs

What specific strategies do you plan to implement, based upon the results of your SLO and PLO assessment, and how do you anticipate those changes will contribute to more equitable outcomes?

Improvements Based on SLOs and PLOs
1. Targeted Action Plans Derived from Outcome Assessments
Based on data gathered through recent Course Student Learning Outcome (SLO) and Program Learning Outcome (PLO) evaluations, the Business Department has identified key areas for pedagogical and structural refinement:

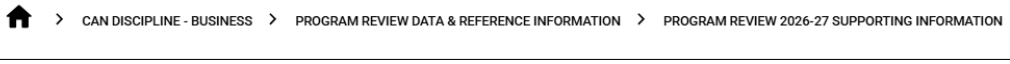
- **Scaffolded Assignments for Multi-Step Case Analysis:** Assessment findings indicated that students—particularly in asynchronous online sections—experience friction when completing multi-step, integrated business case studies (such as financial analysis and business strategy projects in ***BUS 150*** and capstone courses). To address this, faculty are breaking down major assignments into iterative, milestone-based submissions with early rubric feedback.
- **Expansion of Zero-Textbook-Cost (ZTC) and OER Materials:** Outcome tracking showed that delayed access to expensive course materials negatively impacts student performance on early-term SLO checkpoints. Faculty are actively converting core gateway sections (e.g., ***BUS 100***, ***BUS 113***, and ***BUS 201***) to Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) options to ensure full course access from Day 1.
- **Standardization of Online Canvas Shells:** Assessment data highlighted a success gap between face-to-face and asynchronous online modalities. In response, the department is deploying standardized Canvas module navigation, clear weekly deadline pacing, and enhanced Regular Substantive Interaction (RSI) protocols to support self-regulated online learners.
- **Embedded Academic Support:** Recognizing specific skill gaps in quantitative analysis and formal business writing, the department is deepening its partnership with the Learning Center to integrate dedicated peer tutors directly into foundational gateway Canvas shells.

2. Contribution to Equitable Outcomes
These SLO/PLO-driven interventions directly target and support disproportionately impacted student populations—specifically working adult learners, first-generation college students, and asynchronous online cohorts:

- **Eliminating Financial Barriers:** Transitioning to ZTC/OER materials removes cost barriers on the first day of class, directly benefiting economically disadvantaged students and preventing early drop-offs.
- **Reducing High-Stakes Anxiety:** Scaffolding complex projects into low-stakes formative checks provides actionable feedback before final grading, allowing first-generation students and those developing academic confidence to master rigorous concepts incrementally.
- **Proactive Retention Outreach:** Embedded peer tutoring inside Canvas course shells enables early-alert outreach to students showing signs of struggle before withdrawal deadlines, narrowing completion gaps between demographic groups.
- **Predictable Learning Environments:** Standardizing Canvas shells reduces cognitive overload and navigation barriers, creating a more equitable online learning environment for students balancing full-time employment, childcare, or limited digital literacy.

Supporting Information

Tables & Graphs
Please see documents that are referenced in context, in the sections above.
The files have been added under **Program Review 2026-27 Supporting Information**)



- accounting-business-ipc-feedback-f22.pdf
- Advisory Board Meeting - Agenda - 2026_0508.pdf
- Advisory Board Meeting - Business Dept - Minutes - 2025-2026.pdf

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
Business Program Advisory Board Meeting

Item Description
These funds will be used to pay for lunch for the Business Advisory Board meeting to be held on campus on April 23, 2027

Program Goals this Request Supports
This supports the requirement that all CTE programs hold at least one Advisory Board meeting every year in order to receive funding.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
The Business Advisory Board meeting is mandatory every year. The Business Advisory Board meeting connects classroom learning with industry experts who support the Business program and emphasize real-world business requirements. The Advisory Board meeting will support student engagement by building cultural competence and creating internship and employment opportunities. The proposed activities align with Cañada College’s Educational Master Plan goals related to student success, equity-minded learning experiences, and career education opportunities.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
The Advisory Board's support and assistance in fostering cultural diversity in the business environment will support LatinX, AANHPI, and Black and African American students by providing resources and opportunities for high-paying jobs.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College’s Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Manage resources effectively
Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
$1,485.00 for Registration for Teaching With AI Program to be held on 1/14/2027 for three faculty members

Item Description
This seminar is designed to help instructors successfully bring generative AI tools and topics into the classroom—and to help their students explore the tools' power and limits. Attendees will learn practical ways to bring AI into their classroom through exercises and other teaching modalities. The seminar will also explore how AI can be thoughtfully integrated into student assessments and how educators can use AI agents to support teaching and learning.

Program Goals this Request Supports
Teaching current technology.

Status
New Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
1,485

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Faculty participation in Harvard Business Impact's Teaching with AI program supports the SEAP Plan by promoting equitable access to AI education and technology skills. Faculty will apply the training to improve student engagement, support academic success, and prepare LatinX, AANHPI, and Black and African American students for career opportunities in an increasingly AI-driven workplace.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?

AI training will help faculty integrate AI skills into their courses, prepare students for workplace demands, and teach responsible AI use. This supports LatinX, AANHPI, and Black and African American students by expanding access to emerging technology skills and helping reduce equity gaps.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
National Buisness Education Association institutional membership and two professional memberships

Item Description
The $959 amount covers an Institutional Membership and two professional memberships for the National Business Education Association. To access the NBEA resources, the College must have an institutional membership, which includes one professional membership. In order to access the NBEA resources, each faculty member must also have a professional membership, which is $149 per year. The additional two professional memberships are for the remaining full-time business faculty members. The NBEA is the leading professional organization devoted exclusively to those who teach, lead, research, and champion business education. The NBEA also connects the classroom to the workplace, providing a vital link between the public and private sectors so business educators stay ahead of the skills required by today's business world. Through NBEA's partnerships with corporations, small businesses, and education leaders, NBEA members gain insight into where industry is headed and how to prepare students for it.

Resource Requests

Program Goals this Request Supports
Funding for an institutional membership and two professional memberships in the National Business Education Association (NBEA) will support the Business Program's goals by giving faculty access to current business education resources, teaching strategies, curriculum development tools, and professional development opportunities. These resources will keep courses aligned with current business practices, strengthen instruction, and better prepare students for transfer, employment, and entrepreneurship.

Status
New Request - Active

Type of Resource
Instructional Expenses (under $5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost
959

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Membership in the National Business Education Association (NBEA) supports the SMCCD Student Equity and Achievement Program (SEAP) Plan by helping business faculty access current teaching strategies, professional development, and resources that improve student engagement and success. These resources can help faculty develop inclusive, relevant instruction, strengthen support for students from underserved groups, and prepare students for employment and career advancement. Applying these practices in business courses can help reduce achievement gaps, improve course completion, and expand equitable access to educational and career opportunities.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
NBEA membership provides access to teaching resources and strategies that help faculty use culturally responsive examples, highlight diverse business leaders and entrepreneurs, and develop inclusive learning activities. These approaches help Latinx, AANHPI, and Black and African American students see their experiences reflected in coursework, strengthen their connection to the subject, and access practical skills and career resources.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Help meet the basic needs of Cañada students and other community members
Strengthen K-16 pathways and transfer
Provide adequate access to technology
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
Department Promotional Products and Branded Merchandise

Item Description
Outreach materials are essential for increasing the visibility and engagement of the Business Program during industry advisory board meetings, department retreats, and student recruitment events. Branded items such as pens, notebooks, and tote bags featuring the department logo help strengthen our identity and foster pride among faculty, staff, and advisory board members.

These materials serve as lasting reminders of the Business Program's commitment to excellence in business education and community partnership. At recruitment events, distributing promotional items (stickers, keychains, and informational brochures, etc.) helps attract prospective students and spark interest in our programs. Providing students with useful, branded items also extends our department's reach, reinforcing visibility and engagement across campus and within the broader community.

Program Goals this Request Supports
This request enables the Business Program to reach underserved communities and supports its goal of strengthening its sense of community, connection, and recognition.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
4,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Business Program promotional items will help close equity gaps in current SEAP outreach and recruitment efforts by raising awareness of Business Program courses and career opportunities, encouraging students to explore the Business Program, and strengthening connections to the College, especially for underrepresented and impacted populations. This request improves equitable access for students, increases student engagement, and reduces barriers to participation in the Business Program.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Funding for Business Program promotional items will support outreach to LatinX, AANHPI, and Black and African American students by increasing awareness of the Business Program's courses and career

pathways. The promotional items will increase program visibility, encourage participation among LatinX, AANHPI, and Black and African American students, and connect students with Business Program, College resources, and education opportunities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Make registration easier
Improve the financial stability of students
Better share what Cañada offers
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Support innovative teaching that creates more equitable and antiracist learning environments
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Manage resources effectively
Provide adequate access to technology

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
Funding for the printing of Business Program marketing materials

Item Description
Funding is requested for printing marketing materials to promote the Business Program, including its courses, certificates, degree options, and career pathways. The printed materials will support student outreach, recruitment events, campus activities, and community engagement. These materials will increase program visibility, help students make informed decisions about their educational options, and support enrollment and participation in Business Program courses.

Program Goals this Request Supports
Funding for the printing of marketing materials supports the Business Program's goals of increasing program awareness, especially in underserved communities, promoting business courses and certificates, and attracting new students. Printing marketing materials will help students understand available

educational and career pathways, support the College's recruitment and enrollment efforts, and strengthen connections with the Business Program, the College, and the greater San Mateo County community.

Status
Continued Request - Active

Type of Resource
Non-Instructional Expenses (under $5,000) e.g., printing services, printing, supplies, etc.

Cost
6,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Funding for the printing of marketing materials for the Business Program will help close equity gaps in current SEAP outreach and recruitment efforts by raising awareness of Business Program courses and career opportunities, encouraging students to explore the Business Program, and strengthening connections to the College, especially for underrepresented and impacted populations. This request improves equitable access for students, increases student engagement, and reduces barriers to participation in the Business Program.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Funding for the printing of marketing materials will support outreach to LatinX, AANHPI, and Black and African American students by increasing awareness of the Business Program's courses and career pathways. The promotional items will increase program visibility, encourage participation among LatinX, AANHPI, and Black and African American students, and connect students with Business Program, College resources, and education opportunities.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Make registration easier
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
Faculty Mileage Reimbursement for Off-Site Instruction

Item Description
Funding is requested to reimburse faculty, including adjunct faculty, for mileage when teaching or coordinating classes at off-campus locations. These include dual enrollment high schools such as Pescadero High School in Pescadero, CA, CalWORKs in Belmont, and the Menlo Park instructional site.

Finding faculty willing to teach at off-campus locations can be difficult, especially when travel adds time and expense. Faculty should not have to pay out of pocket for fuel and vehicle expenses required to teach Business Program classes held at off-campus locations. Mileage reimbursement would help address this barrier and make it easier to staff courses at off-campus locations. Mileage costs are higher for locations that require longer travel distances or more frequent class meetings. For example, the Pescadero High School dual enrollment partnership requires approximately 67 miles of round-trip travel each day, with some classes meeting three or more days per week.

Mileage reimbursement will help the Business Program and other participating programs continue offering classes at off-campus locations, maintain dual enrollment partnerships, and give students access to courses closer to their schools and communities.

Program Goals this Request Supports
This request enables the Business Program to reach underserved communities, and supports our goal to enhance the sense of community, connection, and recognition of the Business in our community and at the high school's participating in the College's dual enrollment program.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (over $5,000) e.g., equipment

Cost
10,000

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Faculty mileage reimbursement will help support continued Business course offerings at off-campus locations. These Business classes taught off campus provide students with greater access to college courses closer to where they live or attend school, reducing barriers to participation. This is especially true for the Business courses offerd at Pescadero High School. Reimbursing faculty for travel expenses will support the Business Program's staffing of the Business courses offered at these locations and maintain access to educational opportunities for students who may otherwise face challenges attending classes on campus This supports SEAP goals of improving equitable access and student success.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?

Reimbursing faculty for mileage reimbursement helps maintain Business course offerings at off-campus locations, including high schools and other sites that serve LatinX, AANHPI, and Black and African American students. It is easier to staff offsite Business courses if faculty are not required to take a financial hit for the cost of gas and wear and tear on their vehicles. Doing this allows the College to provide students with more opportunities to take college courses close to their schools and communities. This supports equitable access to Business Program courses and helps reduce transportation and other barriers that can negativly affect enrollment and student access and participation.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members
Ensure the physical campus is accessible
Manage resources effectively

Non-Personnel Item (2026 - 2027)

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Business

Item Requested
Funds to pay for supplemental professional development (separate from AFT professional development funds) for full-time Business Program faculty.

Item Description
Supplemental funding is requested for full-time Business Program faculty members to participate in professional development, including conferences, workshops, and training in business education, industry trends, instructional strategies, and technology. This amount does not include the funding request for the January 2027 Teaching with AI program; that item is a separate request

Resource Requests

Program Goals this Request Supports
Funds for supplemental professional development support the Business Program's goals of maintaining a current, relevant curriculum, improving teaching practices, and incorporating new business technologies and industry trends into coursework. These activities help faculty better prepare students for transfer, employment, and entrepreneurship while improving the quality of instruction. Supplemental funding for professional development enables full-time Business faculty members to attend industry conferences and stay current in their field. Full-time Business faculty members could apply for up to $2,500 annually, separate from AFT professional development funds, allowing them to participate in valuable learning opportunities, network with industry professionals, and gain insights into emerging trends and best practices. This investment in Career Technical Education (CTE) Business faculty development will enhance the quality of our curriculum and teaching methodologies, ultimately benefiting our students and the broader community.

Status
Continued Request - Active

Type of Resource
Instructional Expenses (over $5,000) e.g., equipment

Cost
7,500

One-Time or Recurring Cost?
Recurring Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
Additional professional development funding will help full-time Business faculty improve their teaching methods and develop course materials that address the needs of a diverse student population. Training in effective instructional strategies and new technologies can help faculty better support students who face barriers to academic success. This supports SEAP goals of improving student achievement and reducing equity gaps in course completion and success.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
Additional professional development funding will help full-time Business faculty strengthen their teaching practices and develop course materials that reflect the needs of LatinX, AANHPI, and Black and African American students. Training in inclusive teaching strategies and student engagement can help faculty better support these students, improve their learning experiences, and promote equitable opportunities for academic success.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Equity-Minded and Antiracist College Culture
Community Connections
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
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Strengthen the college culture of continuous assessment and improvement in order to ensure all programs

effectively serve students and close equity gaps
Better share what Cañada offers
Be the best college choice for local high school students
Help meet the basic needs of Cañada students and other community members
Manage resources effectively

Personnel - Instructional Faculty (2026 - 2027)

Personnel Requested
Tenure-Track Business Professor

Requesting Unit
Business Department

Position Description
Our department urgently requires a new full-time, tenure-track business faculty member to meet growing instructional demands and sustain the quality of our academic programs. Over the past several years, student enrollment in business courses has steadily increased, outpacing our current faculty capacity and placing additional strain on existing instructors. Furthermore, expanding initiatives such as our Personal Finance course, the new Entrepreneurship for Spanish Speakers program, and the Digital Marketing Apprenticeship Program have created a need for specialized expertise that aligns with the evolving workforce and industry expectations. A new tenure-track position for the 2026–2027 academic year will ensure that we continue to deliver high-quality instruction, effectively support division and college-wide service commitments, and advance our department's contributions to the college's mission and strategic goals.

Status
New Request – Active

Duration of Position Requested
Permanent

Full-time Status
Full Time

Provide # of months
10

Program Goals this Request Supports
This request directly supports the Business Department's goals of increasing student access, improving course success and completion rates, expanding pathways that lead to transfer and employment, and ensuring program relevance in a rapidly changing business environment. A new full-time faculty member will enhance curriculum development and assessment, strengthen equity-minded teaching and student support practices, and provide consistent leadership for key initiatives such as the Personal Finance and Entrepreneurship for Spanish Speakers programs.

This position also advances college-wide strategic goals by fostering workforce readiness, promoting innovation, and expanding community and industry partnerships that prepare students for success in local and regional economies.

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
As a Hispanic-Serving Institution (HSI) and an Asian American Native American Pacific Islander-Serving Institution (AANAPISI), our college is deeply committed to advancing equitable outcomes for all students. Adding a new full-time, tenure-track Business faculty member will provide the stability, consistency, and

presence needed to cultivate meaningful relationships with students—an essential factor in improving retention and completion among disproportionately impacted groups.

This position will also expand our department's capacity to offer culturally responsive instruction, mentorship, and academic support, particularly within programs such as Entrepreneurship for Spanish Speakers. By increasing faculty availability and representation, this role directly supports the college's equity goals and strengthens our ability to close opportunity and achievement gaps across diverse student populations.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
This request for a full-time, tenure-track Business faculty position directly supports Latinx and AANAPISI students by expanding access to consistent faculty mentorship, culturally relevant curriculum, and responsive academic support. These student groups often face systemic barriers to persistence and completion, including limited access to role models in higher education and a need for culturally informed academic and career guidance. A dedicated full-time faculty member will help bridge these gaps by providing stability, sustained availability, and proactive engagement that adjunct faculty are often unable to maintain due to part-time constraints.

Additionally, this position will allow for the intentional development of inclusive teaching practices and curriculum that reflect the lived experiences and strengths of Latinx and AANAPISI students—fostering belonging, increasing retention, and improving overall student success within the Business program.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?
This proposed position directly advances the Board of Trustees' goal to expand dual enrollment opportunities and aligns with Cañada College's Educational Master Plan (EMP) priorities. Specifically, it supports EMP Priority 1.7 by increasing access to degree and certificate programs in Menlo Park and East Palo Alto, and EMP Priority 3.11 by enhancing career exploration and work-based learning experiences for students. In addition, this role furthers EMP Initiative 3.2 by strengthening outreach to new community members in North Fair Oaks, Belle Haven, and East Palo Alto—particularly those from BIPOC populations—helping ensure that our programs remain accessible, inclusive, and responsive to community needs.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).
The proposed full-time, tenure-track Business faculty position directly supports the department's goals by expanding instructional capacity, strengthening partnerships, and advancing equitable student access. A dedicated faculty member, with committed reassigned time, could lead and sustain the Digital Marketing Apprenticeship Program, ensuring continued growth, employer alignment, and integration with college career pathways.

The position will also expand dual enrollment partnerships with local high schools, provide leadership for the Business OER/ZTC Pathway to reduce student costs, and support development of the online synchronous and off-site Menlo Park evening pathways. Together, these initiatives advance the department's program review goals to increase access, innovation, and student success while maintaining excellence in business education.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.
2.6

2. What is the Full Time/Part Time ratio?
This ratio is calculated as the number of full-time faculty divided by the Total FTEF. As of the Fall 2024 term, this ratio for the Department (BUS/MGMT courses, excluding dual enrollment classes taught by a high school teacher) is: 2.6/4.8 = 54.17%

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?
*Note:- This is data from our previous year's submission, but historical data is current

A.) No, our current FTEF does not meet the 75% annual goal.

B.) In a bespoke PRIE data report, the business department FTEF is the following:
Fall 2021 - 3.4
Spring 2022 - 2.8
Fall 2022 - 3.2
Spring 2023 - 3.6
Fall 2023* - 2.6
Spring 2024 - 6.0 (5.4 FTEF excluding HS instructor for dual enrollment in SP 24)

* HS instructor taught 2 sections in Fall 2023 but no FTEF was assigned in the data
**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF.

C.) In the same bespoke PRIE data report, the business department average FTEF per year for the last 3 years was:
2021-2022 - 8.6
2022-2023 - 8.4
2023-2024 - 11.4 (10.8 excluding HS instructor in SP24)
3-year average - 9.5 (9.2 excluding HS instructor data)

**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF. If summer data was included, 2023- 2024 FTEF data (11.4 FTEF) would have increased by 2.0 FTEF for a grand total of 13.4 FTEF for 2023-2024. Taking the revised full-time faculty number of 2.6 and dividing it by 2023-2024 revised FTEF data (13.4 FTEF), the new full time/part time ratio would be: 2.6/13.4 = 19.4%.

However, according to the Cañada College Course Outcomes data dashboard (https://canadacollege.edu/prie/dashboards/productivity-effectiveness.php), our annual FTEF (for BUS and

MGMT) was the following:
2019-2020 - 8.8
2020-2021 - 8.6
2021-2022 - 9.2
2022-2023 - 9.0

2023-2024 - 11.8 (data does not include summer 2024 data)

With discrepancies from three different data sources, it must be assumed that 2023-2024 FTEF data was at least 11.4 or as high as 13.4 FTEF.

While the data analysis may be nuanced, what is evidently clear is that the students in the business department deserve at least one new faculty member, if not two.

4. Average number of sections offered per year.
50

5. Average departmental Fill Rate per year.
65

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.
Quantitative data for our department requires careful interpretation due to several factors. Since launching dual enrollment in spring 2022, our instructional model has included a range of delivery formats—courses taught solely by Cañada faculty, co-taught courses with high school instructors who do not meet minimum qualifications, and courses taught independently by high school instructors who have been approved as qualified. In addition, our large summer course offerings are not reflected in the annual FTEF data provided by the PRIE office. As a result, current datasets may not fully capture the true instructional workload and demand placed on Business faculty.

Qualitatively, student demand for Business courses remains strong across all delivery modes—dual enrollment, on-campus, and online. The proposed new faculty position will help meet this demand by teaching dual enrollment courses at partner high schools or through synchronous online instruction, depending on district needs and partnership growth.

The new faculty member will also help address increasing course demand on our main campus, offering flexibility across day, evening, synchronous, and asynchronous formats to better serve our diverse student population.

Finally, the Business Department continues to experience unprecedented demand from both internal and external partners. While we are eager to expand these collaborations, current staffing levels limit our ability to respond. A full-time faculty member is essential to sustaining and scaling these high-impact partnerships.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?
Yes. The current shortage of full-time faculty in the Business Department has significantly limited our ability to offer key courses consistently across the fall, spring, and summer terms. High-demand foundational courses such as BUS 100 Introduction to Business, BUS 113 Personal Finance, and BUS 201 Business Law are offered less frequently than student interest and program requirements demand. The expansion of dual enrollment partnerships, the Digital Marketing Apprenticeship Program, and strategic online learning pathways has also been constrained by insufficient full-time faculty capacity.

Our department workload is predicted to increase with the launch of our Digital Marketing Apprenticeship Program and our new Entrepreneurship for Spanish Speakers program in partnership with the Sequoia Union High School District (SUHSD).

Business courses are among the most widely required across the college curriculum. For example, BUS 100 serves as a core course in 14 programs and a selective in 4 others (total exposure: 18 programs), while BUS 401 Business Communications is a core requirement in 12 programs and a selective in 8 (total exposure: 20 programs). Only MATH 200 has broader curricular reach. This extensive integration underscores the

essential role of Business faculty in supporting degree and certificate completion across disciplines.

The shortage of full-time faculty directly affects student completion timelines, as limited course availability delays progress toward certificates, degrees, and transfer. These delays can negatively impact retention and overall student success. Additionally, one of our most vulnerable partnerships—our dual enrollment program—is at risk without expanded faculty capacity to sustain instruction and coordination.

Moreover, inadequate full-time staffing has created growing tension between teaching obligations and campus leadership commitments. Tenured Business faculty currently serve in numerous governance and leadership roles, including Academic Senate President, Curriculum Committee Chair, AFT Negotiator, and CTE Liaison, among others. Without at least one additional full-time faculty member, the department's ability to participate meaningfully in shared governance and college leadership will be compromised.

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?
If this position does not move forward, we will be unable to meet the growing demand for dual enrollment courses from key partners such as Sequoia Union High School District (SUHSD) and Pescadero High School in the La Honda–Pescadero Unified School District. These partnerships are essential to providing high school students with early access to college-level business courses and directly support our district's commitment to expanding dual enrollment. Without a dedicated full-time faculty member to manage this additional instructional load, course offerings will remain limited, placing these partnerships at risk—including our Golden Gate Pathways Program Grant with SUHSD to build a dual enrollment pathway in Entrepreneurship for Spanish Speakers. This would mean lost opportunities for high school students to earn college credit and engage in culturally responsive career exploration.

Our ability to meet the increasing demand for core business courses—as well as new offerings like Digital Marketing (BUS 193), Social Media Marketing (BUS 233), and Creativity and Innovation in Entrepreneurship (BUS 161)—will remain constrained without this position. These courses were developed in partnership with the Digital Marketing Apprenticeship Program and SUHSD and have led to the creation of three new business programs effective fall 2025: Digital Marketing Certificate of Completion (18 units), Digital Marketing Certificate of Specialization (12 units), Entrepreneurship for Spanish Speakers (13 units), and a stackable Business Information Worker (BIW) Certificate of Specialization (7.5 units) supporting our Menlo Park site.

Chronic understaffing of full-time faculty continues to jeopardize course availability, student completion timelines, and overall program growth. At least one additional full-time faculty member is essential to sustaining these initiatives, ensuring consistent access to business education, and capturing additional enrollment that might otherwise shift to neighboring colleges. This investment will provide the stability and capacity necessary to maintain and expand high-impact pathways for our diverse student population.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.
For several years, full-time faculty in the Business Department have consistently taken on overload assignments to compensate for ongoing staffing shortages. Despite successfully hiring eight new adjunct faculty members last year, course demand continues to exceed our capacity to staff classes effectively. This has led to reduced course sections and limited availability of high-demand offerings that students need to progress in their programs. Even with the recent influx of adjunct instructors, full-time faculty remain overextended, and many adjuncts have already reached their maximum allowable teaching load.

The rapid growth of Cañada College's Business Department over the past decade has elevated the program to unprecedented levels of enrollment and innovation. This expansion has increased the complexity of curriculum development, student support, and community partnerships—needs that require consistent

leadership and coordination. A new full-time faculty member would provide the stability and continuity necessary to sustain program growth, enhance interdisciplinary collaboration, and ensure that our students receive the guidance and mentorship essential to their success.

While the department continues to meet both local and district-wide instructional needs, the shortage of full-time faculty limits our ability to offer a consistent, comprehensive curriculum. Addressing this shortage with the addition of a full-time faculty member is critical to maintaining instructional quality, supporting student success, and ensuring that Cañada College continues to deliver on its mission of educational excellence and equity.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?
Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?
Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer