



Executive Memorandum 22-006

February 3, 2022

From: Gayle E. Hutchinson, President

A handwritten signature in black ink that reads "Gayle E. Hutchinson".

Subject: Approval of the BS in Business Administration Online Degree Completion Program

Upon the recommendation of the Academic Senate, with the concurrence of the Provost, and with approval of the Chancellor's Office, I approve the self-support, online, degree completion program of the BS in Business Administration within the College of Business. The program will require 57 units, will use CSU code 05011 with a related CIP code of 52.0201, and will be effective fall 2022.

Policy Title:	EM 22-006 BS in Business Administration Online Degree Completion Program
Contact:	College of Business
Supersedes:	
Revision:	
Enabling Legislation or Executive Order:	

Academic Programs, Innovations and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, Long Beach, CA 90802

www.calstate.edu

Brent M. Foster, Ph.D.

Assistant Vice Chancellor and State University Dean
Phone 562-951-4149
bfoster@calstate.edu

January 20, 2022

Dr. Debra Larson
Provost and Vice President for Academic Affairs
California State University, Chico
400 West First Street
Chico, California 95929

Dear Debra,

Effective fall 2022 Chico State is authorized to offer a self-support online degree completion program of the existing state-support Bachelor of Science degree program in Business Administration. The campus should ensure that potential students understand that the cost structure is different from the state-support program.

Any additional change in site or delivery format would require Chancellor's Office review and approval. Please continue to use the CSU degree program code 05011 and associated CIP code 52.0201. The campus is responsible for adding this self-support degree program to the CSU Degrees Database.

If you have questions, please contact me at bfoster@calstate.edu.

Sincerely,



Brent M. Foster, Ph.D.
Assistant Vice Chancellor & State University Dean of Academic Programs

CSU Campuses

Bakersfield
Channel Islands
Chico
Dominguez Hills
East Bay

Fresno
Fullerton
Humboldt
Long Beach
Los Angeles
Maritime Academy

Monterey Bay
Northridge
Pomona
Sacramento
San Bernardino
San Diego

San Francisco
San José
San Luis Obispo
San Marcos
Sonoma
Stanislaus

c: Dr. Sylvia A. Alva, Executive Vice Chancellor for Academic and Student Affairs
Dr. Daniel Grassian, Vice Provost for Academic Affairs
Dr. Kate McCarthy, Dean of Undergraduate Education

New Online Degree Completion Program

Program Name: BS in Business Administration - Online

Program named above will be (complete only if applicable):

Option within

(degree program name)

Will this be a subject matter preparation or credential program? Yes No

- If yes, then program will be submitted to AURTEC for review.

Department Contact(s):

Professor Michael Rehg

Required Signatures

**The Department of Management
has reviewed and approved this program**

	<u>25 OCT 2021</u>
Chair, Department Curriculum Committee	Date
Kim Hinrichs	Digitally signed by Kim Hinrichs Date: 2021.10.26 13:29:38 -07'00'
Department Chair	Date

**The College of Business
has reviewed and approved this program**

	<u>25 OCT 2021</u>
Chair, College Curriculum Committee	Date
Terence Lau	Digitally signed by Terence Lau Date: 2021.10.26 13:35:45 -07'00'
College Dean	Date

Send signature page with proposal attached to Curriculum Services: SSC 464B, zip 128, or ypaacurriculum@csuchico.edu

Note: The department will be notified of the dates for EPPC, Academic Senate, and Chancellor's Office (if applicable) review.



California State University, Chico
Chico, California 95929-0081

College of Business
Office of the Dean
530-898-6272

Date: October 22, 2021

To: EPPC and Academic Senate

Re: Proposed Online Degree Completion Program



Dear Members of EPPC and Academic Senate:

I write to express my support for the proposed Online Degree Completion Program in the College of Business, previously approved by the faculty-led College of Business Undergraduate Curriculum Committee in October 2021. This program would expand the reach of the College to underserved communities in the North State and throughout California, where a bachelor's degree is out-of-reach due to distance.

The addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs. Furthermore, adequate resources will be provided for the program.

Very sincerely,

Terence Lau
Dean

Proposal for a New Online Degree Completion Program
See [Interim EM 20-020](#)

- Please answer all questions with as much detail as possible
 - Do not delete questions, use “N/A” if necessary

I. [Proposed title of new program](#)

Online BS in Business Administration

II. [Academic year of intended implementation.](#)

2022-2023

III. [Program will be:](#) State-support Self-support

- A. [If this will be a self-support version of an existing state-support program, please complete these additional questions for the Chancellor’s Office.](#)

Attached, page 31

IV. [Name of the department and college submitting the proposal.](#)

Department of Management, College of Business

V. [Statements on questions of need and demand.](#)

- A. [Relation of the program to the University Strategic Plan \(if applicable\).](#)

In a December 2019 article, Edsource.org noted, “As enrollment in California’s public 4-year universities surges, one demographic group is notably under-represented on the state’s public college campuses: Students who come from the vast, lightly populated rural communities stretching across the deserts, mountains and valleys from Oregon to the Mexico border.” In California, about 1 in 10 students - more than half a million - live in rural areas. Referring to bringing higher education to rural students, Phil Halperin, executive director of the nonprofit California Education Partners, commented: “If California holds itself up as a progressive, forward-thinking state, a leader in the 21st century economy, it’s absolutely critical we do this. We have the economic imperative, the societal imperative, the moral imperative to work on this.”

According to the same article, career and technical education is a common pathway in rural high schools. Shasta Union High School, for example, offers eleven career training programs including construction, medical technology, agriculture, law enforcement, and firefighting. Nearly half of that district’s students are enrolled in a career technical education program. Community colleges have also done well in this region, with about 45% of high school graduates in Shasta, Tehama, Trinity, Modoc, and Siskiyou counties going to community college. However, the majority of these community college students do not transfer to a college or university. Only 20% of Shasta College students, for example, go on to complete bachelor’s degrees.

Other research conducted by the Hechinger Report (Aug 5, 2021) stated, “For adults returning to college ‘free’ tuition isn’t enough...many programs are not structured to serve them. College is traditionally not designed for working adults, with daytime classes, shifting schedules every semester and support offices not open after 5pm.” This article also referenced the ACE program at Shasta Community College which is an “adult-friendly” program serving nearly 200 students that offers 2 courses every 8 weeks. Over 83% of students in the program are over age 24, and the program has an 82% course

completion rate. (Source: <https://hechingerreport.org/for-adults-returning-to-college-free-tuition-isnt-enough/>)

One potential hurdle for the Online BSBA program is making it affordable for lower-income rural students, considering that students in self-support programs are not eligible for state scholarships. However, they could be eligible for federal funding through standard programs like Pell Grants. We will work to ensure students are aware of the federal programs that they may qualify for, and encourage them to fill out the FAFSA when applying to the program. We also plan to offer scholarships to those who have verified financial needs. (It should be noted that when comparing total cost with an on-campus state-supported degree program, adding the cost of room and board to the cost of tuition puts the total cost of the two types of programs much closer. Nevertheless, we recognize that the cost of education is a known barrier for lower-income families.)

In addition to providing a pathway to a Bachelor's degree for rural community college completers, we believe this online program will be attractive to adult learners throughout California. This is a large potential market, as discussed below.

The online degree completion program is consistent with the central mission of the CSU system, to "provide access to an excellent education to all who are prepared for and wish to participate in collegiate study, the University Mission, and the Mission of the College of Business." In particular, this program is aimed to support the promise of the CSU to seek out "individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach."

The proposed program is also consistent with Chico State's Strategic Priority on Equity, Diversity, and Inclusion. In particular, the proposed program is targeted towards "historically underserved students [who] have not had equal access or opportunity for educational success." As such, this program will enable the College of Business to "maximize the recruitment, retention, support, and graduation of diverse students" in California, and "eliminate achievement gaps [in degree completion] by providing excellence in education and support to all students." In sum, this program will enhance programs that "support an inclusive, accessible, and equitable" learning environment.

The proposed program also supports the following Commitments in the University Strategic Plan:

In the area of Academic Distinction, this program helps to "Deliver interdisciplinary experiences that prepare students for success in the global economy and develop the collaborative and critical thinking skills to solve the challenges of the future"; it also supports the commitment to "Assess, restructure, and develop academic programs that are especially innovative..."; and finally, the program will help us "Invest in faculty and staff growth to develop renowned programming that elevates our academic reputation" by providing funding that would otherwise not be available to invest back into faculty and staff growth.

In the Commitment to a Culture of Excellence and Accountability, the program will help to "Ensure that academic priorities and student success guide our plans, policies, and processes; Implement strategic enrollment management practices that prioritize and balance institutional goals; and Continuously improve institutional effectiveness and student outcomes through process improvement and data driven assessment of programs, systems, and initiatives that are innovative and transformative.

In summary, the program will help Chico State bring a high-quality educational opportunity to people who need it.

B. Relation of the program to the proposing college's Strategic Plan (if applicable).

The College of Business at Chico State strives to be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century and supports early career success for our graduates. The proposed online degree completion program supports that goal by improving access to a 4-year degree program, supporting the educational and career goals of under-served residents of the rural North State as well as other parts of California.

Specifically, as part of the College's Five-Year Strategic Plan (approved by faculty by vote in 2020), the College has a goal of embracing state-of-the-art online teaching methodologies and practices, as well as establishing alternative revenue streams that allow the College to operate sustainably. This degree completion program is therefore a core part of, and is completely consistent with, our strategic plan.

C. Need for the proposed program.

1. What are the program's objectives and/or learning outcomes?

Goals of the proposed program are as follows:

1. Provide access to a bachelor's degree in Business Administration for students who are unable to attend our on-campus program or whose daily commitments make an online program their best choice
2. Offer a program that promotes inclusivity, including working professionals who want to complete their degree
3. Design engaging high-quality online curriculum to uphold the high standards expected from an AACSB-accredited business program that enhances our reputation.
4. Ensure students are supported in the online environment to help them overcome any difficulties with the academics, and faculty receive the support they need to deliver high-quality courses.
5. Support student exploration of local internship opportunities to enhance experiential learning and improve their future employment prospects
6. Provide additional sources of revenue for the College of Business

Business Administration Competencies:

1. Competence in working collaboratively (Career Readiness)
 - Interpersonal Skills Related to:
 - Leadership:
The ability to:
 - resolve ethical dilemmas in a socially conscious manner;
 - demonstrate self-awareness and empathy towards others;
 - motivate and inspire others to achieve common objectives'
 - Teamwork
 - The ability to collaborate in tasks with diverse individuals in a team setting
 - Communication Skills
 - Ability to communicate effectively using verbal skills, business writing and digital tools
 - Experiential Learning
 - Ability to:
 - apply experiential learning to a business environment;
 - transfer experiential learning from one business environment to another;
 - recognize the underlying principles common to all business environments;
 - work with other business units in an interdisciplinary fashion
 2. Competence in thinking critically
 - Problem solving skills
 - Ability to:
 - evaluate information and draw inferences from data;
 - define problems in a business environment;
 - use data analytic tools (e.g., Excel, Tableau, SAP Predictive Analytic tools);
 - use data to find solutions and justify decision making;
 - use data as a basis for making recommendations
 - Strategic thinking
 - Ability to:
 - analyze marketplace opportunities (i.e., entrepreneurial thinking);
 - analyze business problems strategically;
 - think creatively;
 - innovatively problem solve
2. Identify other CSU campuses with the proposed program.
- CSU East Bay (BSBA with 6 different options – 16-week classes FA/SP semesters)
 - CSU Channel Islands (BS in Business)

- CSU Fullerton (BSBA – Professional Business; GPA of 3.0 required to enter accelerated 1.5 yr prgm, otherwise program is 3 yrs.)
- CSU San Diego (BSBA- General Business; GPA of 2.75 to enter)CSU San Diego
- CSU Sacramento will launch a similar (online degree completion in Business) program in Fall 2023, and CSU San Bernardino will launch an online program in Spring 2022. The program at San Diego State, with more than 520 students is the largest and most mature.

3. Identify and explain the differences, if any, between these programs and the proposed program.

Business as an Academic Discipline. In the Business Administration Major at Chico State, all students take the same 7 lower-division business courses (21 units), or their equivalents if transferring in credits, and the same 9 upper-division business core courses (27 units), which provides them with a basic foundation in business disciplines. Where business students diverge is in the specialized option they choose once they reach the upper division. In some schools the disciplines *are* the major, but in other schools the major is Business Administration, and the disciplines are called Concentrations, but Chico State calls them Options under the major, and they include Accounting, Marketing, Finance, Management, etc. Conversely, the online BSBA students will not complete a specialized Option, but instead will obtain a General Business degree by taking courses across multiple business disciplines as described below.

Description of the degree. The online BSBA in General Business is being created for potential students already in the workforce who have not yet completed their undergraduate education in business and cannot attend on-campus classes. Rather than providing one of the more narrowly focused options in business, which require 8 or 9 classes solely in one discipline, this program provides a wider set of skills which students would not get with a focused option. Thus, this program is catering to students who prefer more general business knowledge, not a specialized program like our on-campus options. Since the target demographic will already have experience in a specialized field in which they work, this set of courses will complement that practical experience with more broadly-based skills across several fields.

As in most other business schools, and mentioned above, the online BSBA students will be required to take our upper-division business core courses that provide business foundational knowledge. Some of these are prerequisites to the 400-level courses in finance, management, marketing, and supply chain management. Others help students develop critical thinking skills, business writing and presentation skills, or foundational

knowledge in other business disciplines like human resources and information systems.

By allowing students to take courses from a wider range of disciplines, students in the online General Business program will gain expertise from a mix of elective courses including Financial Investments, e-Marketing or Sales Management, Leadership, Organizational Change, Sustainability Management, Business Dynamics, Supply Chain Management, Database Design, managerial applications of ERP/SAP Knowledge, Networking, Consumer Behavior and Corporate Social Responsibility. This set of disciplines should be more attractive to working adults, who may be employed in a variety of business functional areas, and these courses will provide them with a more well-rounded business education. As enrollments grow we hope to expand the set of electives so students may choose certain skills over others, which may help to set our curriculum apart.

Other than CSU East Bay, which offers all of their business options in their online degree completion program, most CSUs take a more general approach. This program does share some courses found in programs at San Diego State, CSU Fullerton and CSU Channel Islands, and we suspect programs at CSU Sacramento and CSU San Bernardino could be somewhat similar to ours, but we have not seen those yet.

Degree Structure. Students must qualify as transfer students with at least 60 units of lower-division credit, and completed their lower division GE and American Ideals/Institutions requirements as well as the 21 units of lower division business pre-requisites. All lower division general education and Business pre-requisites (or their equivalents) can be taken at any California community college (or as approved transfer credit from another four-year university). Students will need to transfer in 3 additional credits or take an additional course while at Chico State, because the upper-division units for the major are 57, instead of 60. So the full set of courses would be:

39 Lower Division GE units (Transfer Credits)
21 Lower Division Business Pre-requisite units (Transfer Credits)

27 Upper-Division Business Core units (in this program)
6 Upper-Division GE Pathway units (one business core course double-counts for GE)
24 Upper-Division Business units (General Business)
<u>3</u> Elective or additional transfer units
120 Total Units

Specifications. The faculty in the College of Business have identified these courses to provide students with a General Business degree:

College of Business Upper-Division Courses (51 units)

The 27 units of Upper Division Business Core courses, including the Business Capstone course:

BCOM 300W Communication in Business
MINS 301 Corporate Technology Integration
MGMT 303 Survey of Management
MGMT 304 Human Resources Management
MKTG 305 Survey of Marketing
OSCM 306 Operations Management
FINA 307 Survey of Finance
BSIS 308 Decisions Analysis for Business
BADM 495 Applied Strategic Decision-Making (business capstone)

The 24 units of credit from across business disciplines to create a General Business program:

Take both of the following courses: (6 units)

MGMT 440 Global Corp. Social Responsibility (3 units)
MKTG 371 Consumer Behavior (3 units)

Take 1 FINA course from the following (3 units):

FINA 351 Investments (3 units)
FINA 355 Financial Mgmt: Intermediate Theory (3 units)

Take 2 MGMT courses (6 units) from the following 4:

MGMT 443 Organizational Design and Change (3 units)
MGMT 447 Leadership and Motivation (3 units)
MGMT 460 Managing for Sustainability (3 units)
MGMT 470 Business Dynamics (3 units)

Take 1 MKTG course (3 units) selected from:

MKTG 465 E-Marketing (3 units)
MKTG 470 Sales Management (3 units)

Take 6 units selected from the following:

BSIS 503 ERP/SAP Knowledge & Applications for Managers (1.5 units)
MINS 311 Foundation of Database Design (1.5 units)
MINS 312 Foundations of Networking (1.5 units)
OSCM 440 Supply Chain Management (3 units)

Note: BADM 389 may be substituted for 3 units of any elective section above

Upper Division General Education Courses (6 units)

Take 6 units:

Students will take two specific General Education courses within the pathway, satisfying the United States Diversity (USD), Global Cultures (GC), and the Upper-Division Writing (UDW) requirements. (BSIS 308 Decision Analysis for Business – from above, counts in GE for the UD-B area, to complete the required 9 units of GE Pathway courses).

PHIL 323W Moral Issues in Parenting

OR

PHIL 341W Justice and Global Issues (GC, UDW)

PSYC 391 (USD) Psychology of Prejudice, Hate, and Violence

Market research firm EAB has completed an analysis of the feasibility of this program, in a report titled Feasibility of an Online B.S. in Business Administration Adult Completion Program, Program Feasibility Study Completed for California State University – Chico, January 2021. This report is attached to this program proposal. Some data from the report, identifying the differences between existing programs, is included below.

Profiled Program Characteristics

Business Administration Adult Degree Completion Programs in California

	California State University-East Bay	California State University-Fullerton	William Jessup University	San Diego State University	California State University-Channel Islands
Title	B.S. in Business Administration	B.A. in Business Administration	B.S. in Business	B.S. in Business Administration	B.S. in Business
Modality	Online (asynchronous)	Online (does not specify synchronous or asynchronous)	Online (most likely asynchronous)	Online (asynchronous)	Online (asynchronous)
Credits	At most 75 credits (post transfer)	54 credits (post transfer)	38-128 credits, depending on transfer credits	At most 55 credits	At most 50 credits
Advertised Tuition¹	\$393 per unit	\$500 per unit	\$500 per credit	\$550 per credit	\$550 per unit
Estimated Total Program Tuition (60 credits)²	\$23,580	\$27,000	\$19,900-\$64,000	\$30,250	\$27,500
Time to completion	Two years (estimated)	Three years (cohort model)	Three to four years (estimated)	Two years (estimated)	16 months (estimated)

California State University-East Bay

- Minimum 60 transfer credits with at least 2.0 GPA
- Grade "C" or better in each postsecondary course
- "Golden Four" course prerequisites
- **Students may complete profiled program's lower division requirements while enrolled concurrently at a community college.**

California State University-Fullerton

- Minimum 66 transfer credits with at least 2.5 GPA by completing one of the following:
 - California community college associate's degree
 - 30 credits in CSU-approved general education course plus 21 units of lower-division business courses
- "Golden Four" course prerequisites

William Jessup University

- **No minimum transfer credit amount**
- Minimum 2.0 postsecondary GPA if applicable
- Students lacking college transfer credits must submit high school transcripts and SAT/ACT scores.
- **Students can transfer up to 90 credits from previous institution(s).**

San Diego State University

- Minimum 60 transfer credits, including all general education requirements and [General Business Major Preparation Requirements](#) with grade "C" or above
- Minimum 2.90 college GPA
- "Golden Four" course prerequisites
- **Students may transfer credits toward program's upper-division requirements.**

California State University-Channel Islands

- Minimum 70 transfer credits
- **Students may complete "Business Law" prerequisite course post-enrollment.**
- Minimum 2.0 college GPA
- Grade "C-" or better in business prerequisites and "Golden Four" course prerequisites

National Field Leaders: Southern New Hampshire University and Purdue Global

- **Southern New Hampshire University requires 12 minimum transfer credits and Purdue Global requires zero transfer credits.**
- **Students may earn transfer credit toward degree with prior work experience, certifications, and other non-academic experience.**
- **Students can transfer up to 90 credits from previous institution(s).**

Profiled Program Sample Curricula

Business Administration Adult Degree Completion Programs in California

California State University-East Bay

- Multinational Business
 - Communications in Team Building
 - Financial Management
 - Business and Professional Ethics
 - Organizational Behavior
 - Operations Management
 - Marketing Principles
- Concentrations:
- Accounting
 - Finance
 - General Management
 - Human Resources Management and Organizational Behavior
 - Information Technology Management
 - Operations and Supply Chain Management

[See full course list here.](#)

William Jessup University

- Macroeconomics
 - Business Statistics
 - Organizational Communication
 - Management and Organizational Behavior
 - Managerial Accounting
 - Financial Management
- Concentrations:
- International Business
 - Marketing
 - Strategic Management
 - Accounting
 - Entrepreneurship
 - Management

[See full course list here.](#)

California State University-Channel Islands

- Applied Managerial Accounting
 - Business Operations
 - Intermediate Macroeconomics
 - Professional Ethics
 - Management Info Systems
 - Principles of Marketing
- Electives:
- Business Finance
 - Nonprofit Management
 - Business in China: Heritage and Change
 - Drug Discovery and Development
 - Globalization and Development

[See full course list here.](#)

California State University-Fullerton

- Advanced Business Communication
 - Business Analytics
 - Traditional Cultures of the World
 - Managing Operations
 - Organizational Behavior
 - Intermediate Accounting
 - Principles of Marketing
- Concentrations:
- Financial Management
 - Intermediate Business Microeconomics
 - Principles of Information Systems
 - Marketing Research Methods
 - Economics Development: Analysis and Case Studies

[See full course list here.](#)

San Diego State University

- Intermediate Managerial and Tax Accounting
 - Ethical Decision Making in Business
 - Fundamentals of Finance
 - Management and Organizational Behavior
 - Introduction to Operations and Supply Chain Management
- Concentrations:
- International Business Strategy and Integration
 - Marketing
 - Human Resource Management
 - Leadership in Organizations
 - Business Negotiation
 - Information Systems Analysis
 - Cross-Cultural Perspectives on Tourism

[See full course list here.](#)



Our Chico State program will be similar to the existing programs. We believe that we will be competitive on price, as well as geographic reach, as online programs tend to draw students largely from a 50-100 mile radius of the university offering the program.

- D. Identify other closely related curricula currently offered by the campus. The closest related program currently offered is the degree completion program in Redding, which offers a BS in BADM with an option in Management. This online program as described above is a general business degree, is being offered 100% online, and will only share three of the eight Management Option courses required in our Redding program. Due to the structure of the BS in Business Administration, any new option will always share the lower and upper-division business core courses with existing options.

1. Explain the impact (if any) the proposed program will have on these existing programs (e.g., enrollment, opportunities for collaboration, use of existing courses).

We expect to see minimal negative impacts on the existing state-support program, but it may be difficult to measure the true impact. Our expectation of a minimal negative impact is based on our belief that the proposed program is aimed at an entirely different market segment (working adults), specifically set up as 100% online to give working adults more flexibility, while being able to complete their degree in less than 2 years. Although traditional transfer students may enroll in the program, there are reasons that our traditional transfers from Redding (or elsewhere) will not likely want to enroll:

First, the tuition cost is going to be higher for this program than our state-supported Redding program. Most students in the Redding program do not even take courses in our Winter or Summer sessions, due to the increased cost and more intensive schedule that they operate on. Most of them are receiving financial aid to be able to afford our state-supported program.

Second, students transfer in to pursue a specific option in business, like Marketing, Finance, Entrepreneurship, etc. How many of these will be interested in a general business program is an unknown, but our belief is that most students prefer to specialize in a specific area of business when they arrive.

Third, many students come to Chico for the experience of being on our campus and being able to take advantage of all the activities we have to offer here, including student clubs, social activities, and the parks and recreation opportunities. Students in the new online program won't likely be in the local area, and as working adults will have less time and be less interested in the activities available for on-campus students. Students who want to come to campus will not enroll in a non-state-supported program in which they don't pay fees to allow them to use many of the campus facilities that state-supported students pay for and use.

In addition, we plan to market all business transfer opportunities under one umbrella - to include all aspects of transferring to Chico State – traditional on-campus transfers, transfer through the Redding business program, or through this 100% online self-support program. By taking this approach we are anticipating that this will increase awareness and market interest in the existing state-supported transfer options. Thus, we anticipate that the new self-support online degree completion program will potentially result in a positive increase in enrollment in our existing programs, something we observed happening to our campus MBA program after the launch of the Online MBA program. It will be

somewhat difficult to measure the effect, as we cannot know for sure whether a student who would have transferred to our traditional or Redding program, instead chooses the new online program, other than by looking at the location where they access the program. But even then, our online program may pull students who intended to enroll in a different university's online program, and that could be true for someone from Redding as well as from anywhere else.

2. Explain how current programs do not meet the proposed program's objectives.

Current programs are geared towards traditional, residential undergraduate students, either on the Chico campus or in Redding. This proposed program is intended for students in rural and other areas of Northern California who have completed their AA degree but were not able to relocate or attend classes in Chico as campus-based transfer students. These students are likely working, raising families, and constrained by their geography and financial circumstances in their ability to relocate to Chico to finish their degree.

A second target market for this program is the "Some College No Degree" student, throughout California and the nation. Our research indicates this is a large market, currently occupied by for-profit or non-accredited institutions. We believe a high-access, high-quality, and affordable, Chico State program will stand up favorably to this competition.

E. Student demand for the program.

1. Give evidence of serious student interest in the proposed program.

Market and independent research indicates a significant demand for this program, as indicated by the following attachments:

- Attachment C, page 43: California Competes: Higher Education for a Strong Economy, May 2021 report. This organization conducts "...rigorous higher education and workforce policy research... [to] guide decision makers in developing and implementing policies that bolster equity so every Californian can engage, contribute, and succeed." This is a 16-page document that shows the shortfall in degrees in California, the percent of California adults who plan to enroll in higher education in the next two years, broken down into various demographic groups, and survey results regarding choice of institution and online education preferences.
- Attachment D, page 59: Everspring California Market. This attachment shows a snapshot of the total population of individuals in California who have some college, no degree and the number who would be likely to complete a degree in business as of 2019.
- Attachment E, page 60: EAB Feasibility of an Online Bachelor-Level Degree Completion Program (2020). This attachment contains the results of our request to Everspring for the following analyses:
 - Confirm market demand for an online, bachelor's level business degree completion program

- Identify in-demand job titles and skills (labor market analysis)
- Evaluate peer programs (competitor analysis of online business programs in CA)
- Provide curricular guidance
- Attachment F, page 78: Everspring, Inc. Portfolio Strategic Planning for Chico State Feb 25, 2021. This report presents Everspring's recommendations for expanding online graduate and undergraduate programs at the California State University – Chico. Everspring's recommendations are based on the performance of Chico's current portfolio, analysis of the labor and education markets, their evaluation of Chico's academic strengths, and the strength of the Chico brand in the digital marketplace.

2. If this is an online self-support version of an existing state-support program, discuss whether the creation of the self-support program will affect enrollment in the state-support program. If the new program may negatively affect enrollment in the state-support program, explain how the college and department will address this.

We do not expect a negative impact on enrollments in our current state-support programs as a result of implementing this online BS Business Administration. We hold this belief due to the nature of the online BSBA – it does not entice students to move to Chico for the campus experience and is targeted at a different demographic – working adults – who likely will not be living in the local area. It is also a general program, not providing an emphasis in any particular area of business, which is not as attractive to students who prefer to specialize in one of our options.

3. Estimated number of students seeking the program:
- a. in the year of initiation 40-60
 - b. after three years 110-140
 - c. after five years 180-200
 - d. Describe methodology for developing these estimates.

We base these numbers on market research estimating the size of the market, and a plan to grow the program slowly. Since most faculty will voluntarily teach these courses above and beyond their stateside teaching responsibilities, we are interested in maintaining a controlled and manageable enrollment, rather than allowing uncontrolled growth. In addition, students will not progress at the same speed and not all students will attend full-time.

4. Estimate the number of degrees awarded:
- a. in the year of initiation 0
 - b. after three years 60 - 80
 - c. after five years 100 - 150
 - d. Describe methodology for developing these estimates.

The quickest completion time is 19 months which means students starting in Fall of the first year will finish in the middle of their second year of classes. Not all students will follow the same timeline. We assume that students may be either full-time or part-time students, which will impact time to completion. In addition, while students in the program are motivated to complete their degrees, we believe that they will face competing pressures on their time and may experience a higher-than-normal pause rate, which means a longer time to completion.

VI. Resources

A. List the faculty members for the required and elective courses in the program

Name April Howell
Rank Lecturer
Highest degree earned MA

Name Parand Mansouri-Rad
Rank T/TT
Highest degree earned PhD

Name Sue Maligie
Rank Lecturer
Highest degree earned MA

Name Ghadir Ishqaidef
Rank T/TT
Highest degree earned PhD

Name Katie Mercurio
Rank T/TT
Highest degree earned PhD

Name Fariba Aminalroayae
Rank Lecturer
Highest degree earned MA

Name Qingzhong Ma
Rank T/TT
Highest degree earned PhD

Name Athena Zhang
Rank T/TT
Highest degree earned PhD

Name William Dantona
Rank Lecturer

Highest degree earned MA

Name Maria Mendez

Rank T/TT

Highest degree earned PhD

Name June Covington

Rank Lecturer

Highest degree earned PhD

Name Anthony Graybosch

Rank Lecturer

Highest degree earned MA

Name Hyunjung Kim

Rank T/TT

Highest degree earned PhD

Name Mitch Casselman

Rank T/TT

Highest degree earned PhD

Name Kristin Minetti

Rank Lecturer

Highest degree earned MBA

Name Bonnie Persons

Rank T/TT

Highest degree earned JD

Name Robert Madrigal

Rank T/TT

Highest degree earned PhD

Name Tim Heinze

Rank T/TT

Highest degree earned PhD

Name Damon Aiken

Rank T/TT

Highest degree earned PhD

Name Matt Meuter

Rank T/TT

Highest degree earned PhD

Name Courtney Richter
Rank Lecturer
Highest degree earned MA

Name David Rahn
Rank Lecturer
Highest degree earned MA

Name Katheryn Oseau
Rank Lecturer
Highest degree earned MA

Name Patricia Savage
Rank Lecturer
Highest degree earned JD

Name Alexander Wong
Rank Assistant Professor
Highest degree earned PhD

Name Ted Geier
Rank Lecturer
Highest degree earned PhD

Name Randy Larsen
Rank Lecturer
Highest degree earned PhD

Name Troy Jollimore
Rank T/TT
Highest degree earned PhD

Name Curtis Peldo
Rank Lecturer
Highest degree earned MA

Name Olav Smith
Rank Lecturer
Highest degree earned PhD

- B. Discuss the resources needed to sustain the program per year for the first five years, including cost and funding source:
1. Faculty: list additional faculty needed to teach this program, beyond the ones listed in question VI.A above
Additional faculty will need to be hired as the program's enrollments grow and our current faculty numbers are no longer

sufficient to cover the sections needed. We will follow the same procedures for hiring new faculty that we normally follow in the College of Business. Funding for new hires will come from the fees generated by student enrollments.

2. **Staff**

Some advisor support will be needed, TLP support for faculty and students, and RCE staff support. Funding is self-supported by student fee revenue.

3. **Facilities**

The online program will not rely on physical campus facilities.

4. **Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.**

See the Sept 23rd. email from the Business Librarian (page 37), who responded for the dean, and stated that the library is ready to support the program.

5. **Equipment**

No additional major equipment is needed for this program. Some faculty may need webcams, light rings and microphones/headsets.

6. **Specialized material**

No specialized material is needed.

C. **Additional support resources required, including source of support.**

RCE programming support

D. **Provide evidence of consultation with Regional and Continuing Education indicating their ability to support the program.**

See letter page 36. Regional and Continuing Education is very supportive of this program and the dean has been actively involved in the planning stages for this online program, just as she was for the Online MBA program that was put in place last year. Meetings have been held with Dean Clare Van Ness on August 11 (Initial meeting), August 19th (including representatives from Everspring), and follow-up meetings on September 3 & 17th and on later dates.

VII. **Curriculum**

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

A. **Are there any departments or programs that may overlap with this program or duplicate existing course content? If so, please explain how this has been or will be addressed and please provide documentation of consultation with them (if available).**

Due to the existence of the Redding Program's BADM Management Option, the closest option to this self-support program, all the faculty in the management department were briefed on this proposed program at

the beginning of the Fall 2021 semester. Since that time multiple meetings have taken place with members of the department curriculum committee and the department chair to provide them with details behind the program, obtain their inputs and answer any questions about the program, and to obtain their approval of the program.

- B. Total number of units required for program. 57
- C. Explain differences in curriculum from any existing, similar degree program at Chico State (if any).

The business program in Redding is focused on the business core and the management option classes. All business administration students take the same set of core classes, so those are always going to overlap for multiple options. As far as the BSBA option classes, only 3 management courses will be offered at any one time in this program, whereas the management option in Redding contains 8 management courses. This self-support BSBA does not specialize in any option, it provides a general business degree. Another major difference is that the Redding program is not delivered 100% online asynchronously.

- D. Special criteria for admission and/or continuation (if applicable).
Students qualify as transfer students if they have at least 60 semester or 90 quarter transferable units by the time they enter Chico State. All lower division general education and Business pre-requisites can be taken at any California community college.
- E. Explanation of any special program characteristics (e.g., terminology, units required, types of coursework, etc.).
NA
- F. List all new courses for the proposed program (copy and paste fields if necessary to add more courses). No new courses needed
- G. List all required courses for the program along with a specific rationale for why each course should be required (copy and paste fields to add more courses).

The following GE courses are proposed to be part of this program. These courses would ensure students meet the W, USD, and GC requirements, as well as the required upper division W course. These courses are also routinely offered in online format. Only 2 upper division GE courses are required because one of the business core courses (BSIS 308) counts as an upper-division GE course. We have listed more than two courses as potential elective offerings, but as electives, we would not offer all of them in any given year.

Course number and title PHIL 323W Moral Issues in Parenting or PHIL 341W Justice and Global Issues (GC, UDW)

Units of credit 3

Prerequisites Students must qualify as transfer students with 60 unit AA degree.

Rationale Meets requirement of a GE course within the pathway, satisfying the GC & UDW requirements.

Course number and title PSYC 391 (USD) Psychology of Prejudice, Hate, and Violence

Units of credit 3

Prerequisites Students must qualify as transfer students with 60 unit AA degree.

Rationale Meets requirement of a GE course within the pathway, satisfying the USD requirements.

Required Business Upper-Division Core:

Course number and title BCOM 300W Communication in Business (W)

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites

Rationale Required course in the Upper Division Core for the BADM major

Course number and title MINS 301 Corporate Technology Integration

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites

Rationale Required course in the Upper Division Core for the BADM major

Course number and title MGMT 303 Survey of Management

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites

Rationale Required course in the Upper Division Core for the BADM major

Course number and title MGMT 304 Human Resources Management

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites

Rationale Required course in the Upper Division Core for the BADM major

Course number and title MKTG 305 Survey of Marketing

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites

Rationale Required course in the Upper Division Core for the BADM major

Course number and title OSCM 306 Operations Management

Units of credit 3

Prerequisites 21 units of lower-division pre-requisites
Rationale Required course in the Upper Division Core for the BADM major

Course number and title FINA 307 Survey of Finance
Units of credit 3
Prerequisites 21 units of lower-division pre-requisites
Rationale Required course in the Upper Division Core for the BADM major

Course number and title BSIS 308 Decisions Analysis for Business
Units of credit 3
Prerequisites 21 units of lower-division pre-requisites
Rationale Required course in the Upper Division Core for the BADM major

Course number and title BADM 495 Applied Strategic Decision Making
Units of credit 3
Prerequisites 21 units of lower-division pre-requisites
Rationale Required course in the Upper Division Core for the BADM major

Required Program Courses

Course number and title MKTG 371 Consumer Behavior
Units of credit 3
Prerequisites MKTG 305
Rationale This is a required prerequisite course for other Marketing courses in the program. It also counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MGMT 440 Global Corporate Social Responsibility
Units of credit 3
Prerequisites MGMT 303
Rationale This course teaches students about the ethical and social responsibilities of managers in the business organization, and thus it is required in this program because it reinforces the approach towards social justice which is one of the program's goals. It also helps to fulfill the required 24 units of upper division credit in the BADM degree.

- H. List all elective courses for the program along with a general rationale for why these courses should be electives. (copy and paste fields to add more courses).

Course number and title BADM 389 Internship in Business Administration

Units of credit 3

Prerequisites None

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title BSIS 503 ERP/SAP Knowledge for Mgrs

Units of credit 1.5

Prerequisites None

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MINS 311 Foundation of Database Design

Units of credit 1.5

Prerequisites None

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MINS 312 Foundation of Networking

Units of credit 1.5

Prerequisites None

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MGMT 443 Organizational Design and Change

Units of credit 3

Prerequisites MGMT 303

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MGMT 447 Leadership and Motivation

Units of credit 3

Prerequisites MGMT 303

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MGMT 460 Managing for Sustainability

Units of credit 3

Prerequisites MGMT 303

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MGMT 470 Business Dynamics

Units of credit 3

Prerequisites Junior status, completion of lower division core
Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MKTG 465 E-Marketing

Units of credit 3

Prerequisites MKTG 371

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title MKTG 470 Sales Management

Units of credit 3

Prerequisites MKTG 371

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title FINA 351 Investments

Units of credit 3

Prerequisites FINA 307

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title FINA 355 Fin Mgmt Intermediate Theory

Units of credit 3

Prerequisites FINA 307

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

Course number and title OSCM 440 Supply Chain Management

Units of credit 3

Prerequisites OSCM 306

Rationale Counts towards the required 24 units of upper division electives in the BADM degree.

I. **Writing Requirement**

1. List the number and title of the Graduation Writing Assessment (GWAR) course for the program.

BCOM 300W Communication in Business (W) 3.0

J. Include a Major Academic Plan (MAP) with the proposal. If you have questions or need help, contact Academic Advising Programs.

Attach the New Degree Completion Program Signature form to the front of the proposal and submit to Curriculum Services after all department and college reviews are complete.

Required
Elective

Fall Start			Spring Start		
YEAR 1					
First Fall	Block 1.1	BCOM 300W MKTG 305			
	Block 1.2	MGMT 303 FINA 307			
First Winter	Winter 1	MINS 301			
YEAR 1					
First Spring	Block 1.3	PHIL 341W OSCM 306	First Spring	Block 2.1	BCOM 300W MKTG 305
	Block 1.4	MKTG 371 MGMT 304		Block 2.2	MGMT 303 FINA 307
First Summer	Summer 1.1	FINA 351	First Summer	Summer 1	MINS 301
	Summer 1.2	MGMT 447		Summer 2	PHIL 341W
	Summer 1.3	BSIS 308		Summer 3	OSCM 306
YEAR 2					
Second Fall	Block 1.5	MINS 311 + BSIS 503 MGMT 440	First Fall	Block 2.3	MKTG 371 MGMT 304
	Block 1.6	MKTG 465 MGMT 443		Block 2.4	FINA 351 MGMT 447
Second Winter	Winter 2	PSYC 391W	First Winter	Winter 2	BSIS 308
YEAR 2					
Second Spring	Block 1.7	BADM 495 OSCM 440	Second Spring	Block 2.5	MINS 311 + BSIS 503 MGMT 440
				Block 2.6	MKTG 465 MGMT 443
			Second Summer	Summer 1	PSYC 391W
				Summer 2	BADM 495
				Summer 3	OSCM 440

The Bachelor of Science in Business Administration Online

This online, self-support degree completion program is designed for the student who has at least 60 units of lower-division credit completed and is looking to finish their college requirements and bachelor's degree. Transfer students who have completed their lower division GE and American Ideals/Institutions requirements as well as the 21 units of lower division business pre-requisites will be able to complete their degree in 60 units.

The Business Administration (BADM) major requires completion of a lower-division core prior to taking most upper-division core courses. Successful completion of the lower-division core allows students to advance to the upper-division core that continues their general background in Business.

Students must receive a verified grade of C or higher in each lower-division core course in order to advance into most of the upper-division core and option courses. If a student receives a grade of C- or lower in one of the lower-division core courses, that course must be repeated until a grade of C or higher is attained. The set of lower-division and upper-division core courses are listed under Course Requirements for the Major.

For more information about College of Business programs and helpful advising information for transfer students, please contact:

Business Student Advising
Glenn Hall 321
530-898-4480
Email: BusinessAdvisor@csuchico.edu

Total Course Requirements for the Bachelor's Degree: 120 units

See [Bachelor's Degree Requirements](#) in the *University Catalog* for complete details on general degree requirements. A minimum of 39 units, including those required for the major, must be upper division.

Courses in this program may complete more than one graduation requirement.

General Education Pathway Requirements: 48 units

Transfer students accepted into this degree completion program generally will have completed all lower-division General Education Requirements.

See [General Education](#) in the *University Catalog* and the [Class Schedule](#) for the most current information on General Education Pathway Requirements and course offerings.

This major has approved GE modification(s). See below for information on how to apply these modification(s).

- BSIS 308 is an approved major course substitution for Upper-Division Scientific Inquiry and Quantitative Reasoning (Area UD-B).

Diversity Course Requirements: 6 units

Transfer students may have completed their Diversity Requirements prior to transfer, but this degree completion program includes courses that satisfy this requirement. See [Diversity Requirements](#) in the *University Catalog*. Most courses taken to satisfy these requirements may also apply to [General Education](#).

Upper-Division Writing Requirement:

Writing Across the Curriculum ([Executive Memorandum 17-009](#)) is a graduation requirement and may be demonstrated through satisfactory completion of four Writing (W) courses, two of which are designated by the major department. See [Mathematics/Quantitative Reasoning and Writing Requirements](#) in the *University Catalog* for more details on the four courses. The first of the major designated Writing (W) courses is listed below.

- Any upper-division Writing (W) course.

The second major-designated Writing course is the Graduation Writing Assessment Requirement (GW) ([Executive Order 665](#)). Students must earn a C- or higher to receive GW credit. The GE Written Communication (A2) requirement must be completed before a student is permitted to register for a GW course.

Grading Requirement:

All courses taken to fulfill major course requirements must be taken for a letter grade except those courses specified by the department as Credit/No Credit grading only.

Advising Requirement:

Advising is mandatory for all Business Administration majors. Consult Business Student Advising (GLNN 321, 530-898-4480, or BusinessAdvisor@csuchico.edu) for information about your program and for a course plan that will enable you to complete your degree in two years.

Completion of the following courses, or their approved transfer equivalents, is required of all candidates for this degree.

Lower-Division Pre-requisites: 21 units

Students must have completed each of the following seven lower-division core courses, or the transfer equivalent, with a C or higher. All the lower-division pre-requisites must be completed prior to taking upper-division courses, with the exception of BCOM 300W and MINS 301. Students are advised to take MATH 107, but Math 109 (Survey of Calculus) or MATH 120 (Analytic Geometry and Calculus) will be accepted as substitutes. All lower division General Education and Business pre-requisites can be taken at any California community college.

ACCT 201	Introduction to Financial Accounting	3.0	FS
ACCT 202	Introduction to Managerial Accounting	3.0	FS
Prerequisites: ACCT 201.			
BLAW 203	Introduction to Business Law	3.0	FS
Prerequisite: At least sophomore standing.			
ECON 102	Principles of Macroeconomic Analysis	3.0	FS GE
ECON 103	Principles of Microeconomic Analysis	3.0	FS GE
MATH 107	Finite Mathematics for Business	3.0	FS GE
Prerequisite: GE Mathematics/Quantitative Reasoning Ready.			
MATH 108	Statistics of Business and Economics	3.0	FS GE
Prerequisite: GE Mathematics/Quantitative Reasoning Ready.			

Course Requirements for the Major: 57 units

Students must complete the lower-division core pre-requisites prior to taking upper-division courses, except for BCOM 300W and MINS 301.

12 courses required:

BCOM 300W	Communication in Business (W)	3.0	FS	GW	W
Prerequisites: GE Written Communication (A2) requirement, sophomore standing.					
BSIS 308	Decision Analysis for Business	3.0	FS		
FINA 307	Survey of Finance	3.0	FS		
Prerequisites: ACCT 201, ECON 103.					
MGMT 303	Survey of Management	3.0	FS		
MGMT 304	Human Resource Management	3.0	FS		
MGMT 440	Global Corporate Social Responsibility	3.0	FS		
Prerequisite: MGMT 303					
MINS 301	Corporate Technology Integration	3.0	FS		
Prerequisite: Junior Standing					

MKTG 305	Survey of Marketing	3.0	FS	
MKTG 371	Consumer Behavior	3.0	FS	
Prerequisite: MKTG 305				
OSCM 306	Operations Management	3.0	FS	
Prerequisites: Business Administration or Business Information Systems status required for business majors. Completion of GE Pathway Foundation Quantitative Reasoning required for all majors.				
PHIL 323W	Moral Issues in Parenting (W)	3.0	FS	GE GC W
OR (the following course may be substituted for the above)				
PHIL 341W	Justice and Global Issues	3.0	FS	GE GC W
PSYC 391	Psychology of Prejudice, Hate, and Violence	3.0	FS	GE USD

Capstone Course

BADM 495	Applied Strategic Decision Making	3.0	SMF	
Prerequisites: Graduating senior standing. Completion of all courses in upper-division core.				

1 course selected from:

FINA 351 Investments	3.0	FS	
Prerequisite: FINA 307			
FINA 355 Financial Management: Intermediate Theory	3.0	FS	
Prerequisite: FINA 307			

2 courses selected from:

MGMT 443 Organizational Design and Change	3.0	FS	
Prerequisite: MGMT 303			
MGMT 447 Leadership and Motivation	3.0	FS	
Prerequisite: MGMT 303			
MGMT 460 Managing for Sustainability	3.0	FS	
Prerequisite: MGMT 303			
MGMT 470 Business Dynamics	3.0	FS	

1 course selected from:

MKTG 465 E-Marketing	3.0	FA	
Prerequisite: MKTG 371			
MKTG 470 Sales Management	3.0	FS	
Prerequisite: MKTG 371			

6 units selected from:

BSIS 503	ERP/SAP Knowledge & Applications for Managers	1.5 FS
MINS 311	Foundation of Database Design	1.5 FA
MINS 312	Foundations of Networking	1.5 SP
OSCM 440	Supply Chain Management	3.0 SP
Prerequisites: OSCM 306		

Note: BADM 389 may be substituted for 3 units of any elective section

Electives Requirement:

To complete the total units required for the bachelor's degree, select additional elective courses from the total University offerings. You should consult with an advisor regarding the selection of courses which will provide breadth to your University experience and possibly apply to a supportive second major or minor.

Advising Requirement:

Advising is mandatory for all majors in this degree program. Consult your undergraduate advisor for specific information.

Consult Business Advising & Services (GLNN 321, 530-898-4480, or Business Advisor@csuchico.edu) for more information.

Add Self-Support Counterpart of Degree Program

Attach additional pages as needed to answer the following questions:

1. Explain how the existing state-support offering is not being supplanted:

A California State Auditor Report 2012-113, December 2013 stated that "...state law and Chancellor's Office policy do not define the word supplant, and the term can be interpreted in more than one way. To supplant technically means "to replace"; however, that raises the question of how many courses need to be replaced for it to be considered supplanting." (pg. 2). The CSU approach in a 2010 lawsuit was to define supplanting to occur when a campus completely replaces a state-supported course offering that was necessary to complete a CSU degree with a self-supported course, thus requiring a student to take the self-supported course in order to graduate. But the law did not specify how many offerings of a course needed to be replaced for supplanting to have occurred. Since the definition wasn't clear the audit report could not conclude that supplanting had occurred.

In September 2015, AB 716 Section 252 amended Section 89708 of the Education Code, relating to the California State University, to clarify the definition of supplanting as follows:

(c) "Supplanting," as used in this section, means reducing the number of state-supported course offerings while increasing the number of self-supporting versions of that course.

(d) To the extent possible, each campus shall ensure that any course required as a condition of undergraduate degree completion for a state-supported matriculated student shall be offered as a state-supported course. A campus shall not require a state-supported matriculated student to enroll in a special session course in order to fulfill a graduation requirement for a state-supported degree program.

Source: [Bill Text - AB-716 California State University: special sessions.](#)

The College of Business has no plans to decrease the number of state-supported course offerings due to this online option being implemented. It will certainly be true that as a result of launching this online self-support program the number of self-supporting versions of the courses that are a part of the program will increase.

In addition, this program meets the needs of an entirely different market than our traditional BADM degree, as described in the proposal. Further, we expect transfer enrollments in our traditional state-supported options to increase as a result of marketing efforts for the online option. Finally, RCE staff monitors and reports on a yearly basis to the Chancellor's Office the number of self-support and state-support

Add Self-Support Counterpart of Degree Program

sections being offered. This allows us to take action if it appears that supplanting is occurring.

The College of Business already follows the policy of offering all courses through state-support prior to offering them as self-support sections, and this new online option will not result in state-supported matriculated students being required to take self-support courses to graduate.

2. Specify the program’s qualifications to operate as a self-support special session ([per EO 1099](#)):

This program proposes to implement a self-supporting, online version of the BADM degree, targeted for specialized audiences and local communities across the state, consistent with EO-1099. The target audience is students in Northern California and beyond who have completed the required lower-division courses for a transfer degree but were not able to relocate or attend classes in Chico as campus-based transfer students. These students are likely working, raising families, and constrained by their geography and financial circumstances in their ability to relocate to Chico to finish their degree.

3. Provide a detailed rationale for the new support mode:

The online degree completion program in Business Administration is consistent with the central mission of the CSU system, to “provide access to an excellent education to all who are prepared for and wish to participate in collegiate study, the University Mission, and the Mission of the College of Business.” In particular, this program is aimed to support the promise of the CSU to seek out “individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.”

The proposed program is also consistent with Chico State’s Strategic Priority on Equity, Diversity, and Inclusion. In particular, the proposed program is targeted towards “historically underserved students [who] have not had equal access or opportunity for educational success.” As such, this program will enable the College of Business to “maximize the recruitment, retention, support, and graduation of diverse students” in the North State, and “eliminate achievement gaps [in degree completion] by providing excellence in education and support to all students.” In sum, this program will enhance programs that “support an inclusive, accessible, and equitable” learning environment.

Furthermore, market research indicates a significant demand for this program, as indicated by the following market analyses:

- Attachment C: Everspring; California Competes: Higher Education for a Strong Economy
- Attachment D: Everspring; California Market
- Attachment E: Feasibility of an Online Bachelor-Level Degree Completion Program.

Add Self-Support Counterpart of Degree Program

- 4. Attach a detailed cost-recovery budget specifying student fees per unit and total student cost to complete the program ([template available](#))**

Please see Attachment B: Cost Recovery Budget.

- 5. Provide evidence of consultation with faculty, administrators, students, and related stakeholders in the collaborative preparation of the plan, assessment, and timeline. Evidence may include but is not limited to dates, times, minutes, and vote counts from meetings, lists of attendees, correspondence, etc.**

July 13 – meeting with COB Dean Terence Lau, COB Associate Dean Suzanne Zivnuska
July 19 - Meeting with Kim Hinrichs, Management dept chair
July 26 - Meeting with Arash Negabahn, BSIS dept chair
July 28 – Meeting with College of Business Administrative Council (dean and chairs)
August 5th: Meeting with Damon Aiken, Finance/Marketing dept chair
August 11 – Initial meeting with Clare Van Ness, Dean of Regional and Continuing Education
August 19 - Meeting with Clare Van Ness and representatives from Everspring
August 19 Presentation to Department of Management faculty
August 19 Presentation to College of Business – Fall Welcome Back meeting
Sep 3rd - Meeting with Department of Management faculty
Sep 24 – Presentation at BSIS department monthly meeting
Sep 30 – Meeting with Daniel Grassian, VP/Academic Affairs and Kathy Fernandez, TLP
Oct 6 – Presentation for Dept of Management Curriculum Committee
Oct 8 – Presentation to College of Business - Business Advisory Board
Oct 13 – Presentation to College of Business Undergraduate Curriculum Committee

Emails with chairs of Philosophy department and Psychology department to coordinate courses and faculty for the program in October 2021. Initial contacts made by Dean Lau and Associate Dean Zivnuska in Spring 2021.

- 6. Provide compelling evidence of student interest and anticipated enrollment in the proposed program. Types of evidence vary and may include (for example), national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs.**

Please see the following market analyses:

- Attachment C: Everspring; California Competes: Higher Education for a Strong Economy
- Attachment D: Everspring; California Market
- Attachment E: Feasibility of an Online Bachelor-Level Degree Completion Program.

- 7. Include a statement from the appropriate campus administrative authority (college Dean) that the addition of this program supports the campus mission and will not**

Add Self-Support Counterpart of Degree Program

impede the successful operation and growth of existing academic programs and that adequate resources will be provided for the program.

Statement from the Dean attached.

8. Explain the anticipated impact on the existing state-support program:

We expect to see minimal, if any, impacts on the existing state-support program. The proposed program is aimed at an entirely different market segment. Much like the impact that that the new self-support OMBA had on increasing awareness and market interest in the existing campus MBA program, we anticipate that any impact of the new self-support online degree completion program would, if anything, result in a positive increase in awareness and market interest in our existing programs.

Attachment B Cost Recovery Budget
PROJECTIONS as of Oct 5, 2021 - Online BSBA - 57 units

Note: Revenue is based on students taking an average of 75% of units offered except Winter session

Per Unit Fee	\$ 500	YR 1 FY 22/23		YR 2 FY 23/24		YR 3 FY 24/25		YR 4 FY 25/26	
		Enrollment	Fees	Enrollment	Fees	Enrollment	Fees	Enrollment	Fees
		40	\$ 180,000	114	\$ 498,000	155	\$ 636,000	175	\$ 657,000
		40	\$ 60,000	114	\$ 171,000	150	\$ 225,000	156	\$ 234,000
		80	\$ 360,000	150	\$ 594,000	186	\$ 690,000	152	\$ 708,000
		77	\$ 258,000	127	\$ 453,000	153	\$ 492,000	188	\$ 534,000
Revenue			\$ 858,000		\$ 1,716,000		\$ 2,043,000		\$ 2,133,000
Program Expenses									
Direct Expenses									
	T/TT In Load Equiv		\$ 44,000		\$ 44,000		\$ 44,000		\$ 44,000
	T/TT In Load Benefits		\$ 24,200		\$ 24,200		\$ 24,200		\$ 24,200
	Additional Employment Salaries		\$ 97,850		\$ 233,700		\$ 285,475		\$ 299,725
	Additional Employment Benefits		\$ 7,486		\$ 17,878		\$ 21,839		\$ 22,929
	TLP Salary Transfer		\$ 31,000		\$ 31,930		\$ 32,888		\$ 33,875
	TLP Benefits		\$ 17,050		\$ 17,562		\$ 18,088		\$ 18,631
	Staff SSP II Salary Transfer		\$ 26,000		\$ 26,780		\$ 27,583		\$ 28,411
	Staff SSP II Benefits Transfer		\$ 14,300		\$ 14,729		\$ 15,171		\$ 15,626
	Marketing Services		\$ 150,000		\$ 175,000		\$ 175,000		\$ 175,000
	Direct Media Spend		\$ 100,000		\$ 300,000		\$ 350,000		\$ 400,000
Admin & Cost Recovery									
	College of Business		\$ 102,960	12.0%	\$ 205,920		\$ 286,020		\$ 341,280
	Academic Affairs		\$ 22,737	2.7%	\$ 45,474		\$ 54,140		\$ 56,525
	Student Affairs		\$ 36,465	4.3%	\$ 72,930		\$ 86,828		\$ 90,653
	Business & Finance		\$ 34,320	4.0%	\$ 68,640		\$ 81,720		\$ 85,320
	Information Technology		\$ 14,586	1.7%	\$ 29,172		\$ 34,731		\$ 36,261
	RCE		\$ 85,800	10.0%	\$ 171,600		\$ 245,160		\$ 298,620
	Campus & Chancellor's Office		\$ 25,740	3.0%	\$ 51,480		\$ 61,290		\$ 63,990
	Campus Mission		\$ 4,290	1.0%	\$ 17,160		\$ 20,430		\$ 21,330
	Program Assessment		\$ 1,200	0.1%	\$ 1,200		\$ 1,200		\$ 1,200
Total Program Expenses			\$ 839,984		\$ 1,549,355		\$ 1,865,763		\$ 2,057,576
Onetime Expenses									
	Pre-launch Marketing Investment Repay		\$ 18,016		\$ 166,645		\$ 177,237		
Total Expenses			\$ 858,000		\$ 1,716,000		\$ 2,043,000		\$ 2,057,576
Net Gain/Loss			\$ -		\$ -		\$ -		\$ 75,424



Regional & Continuing Education

Date: November 9, 2021

To: EPPC and Academic Senate

Re: Online BS in Business Administration Degree Completion Proposal

Dear Members of EPPC and Academic Senate:

Regional & Continuing Education supports the new BSBA online degree completion program proposed by the College of Business.



The COB's accredited and versatile BS in Business Administration degree will serve adult learners in the region and statewide who have earned more than 60 units of college but have not yet earned a degree. The online and accelerated format will meet the needs of working adults for whom relocating to Chico to pursue an on-campus program is not possible.

The CSU established Professional and Continuing Education and self-support programs as a way to supplement what the state-supported campuses are able to deliver to meet the educational needs of Californians beyond what state funding makes possible. This program will not supplant the existing and successful College of Business on-campus state-support programs and will expand the options available to residents of the Redding area beyond the courses offered at Shasta College.

As part of our Strategic Plan and in support of the University's focus on diversity and expanding access to a Chico State degree, RCE is able to provide the initial investment of marketing and recruitment costs to successfully launch the program in Fall 2022 once it's approved.

We are excited about the opportunity to grow Chico State's impact on the North State with this highly desirable degree program. We are also committed to cost recovery and partner revenue share that will enable the College of Business and Academic Affairs achieve their strategic goals that benefit all Chico State students.

Respectfully,

Clare Van Ness
Interim Dean

FW: Ability of Library to support a new self-support online business degree

You replied on Thu 9/23/2021 10:47 AM



Sarah Blakeslee

Thu 9/23/2021 10:46 AM

To: Michael T Rehg

Hi Mike,

I am the librarian for Business so Jodi forwarded me your email. I do not foresee that the library will have any trouble supporting your online program as all of our business databases and journals are online. Additionally we have many ebooks on topics related to business. I am available through email and zoom to answer any questions students might have and there is a 24/7 chat available during hours I am not working so students will always be able to find support for their research. Let me know if there is anything more specific you need, but we are ready!

Sarah

Sarah Blakeslee

Meriam Library

California State University, Chico 95929-0295

530 898-4244

sblakeslee@csuchico.edu

From: Michael T Rehg <mrehg@csuchico.edu>

Date: Wednesday, September 22, 2021 at 8:30 PM

To: Jodi R Shepherd <jrshepherd@csuchico.edu>

Subject: Ability of Library to support a new self-support online business degree

Hi Jodi,

I'm putting together a proposal for a new online (asynchronous) self-support degree completion program in business. These students would not be coming to campus, so use of the library would be exclusively through online means. The focus of the program is on transfer students, especially those who are working adults who have not finished their degrees yet and cannot come to campus or take classes at specific times through zoom. These would be 100% online students. The courses are being planned as 8-weeks long, with offerings in Fall and Spring semesters as well as in Winter and Summer sessions.

Is this something that the library has the resources to support? Please let me know if the library is ok with it, or if you have any concerns about being able to support the program. I can provide more information if you have any questions about the program. I would be glad to answer them.

Thanks,

From: [Arash Negahban](#)
To: [Michael T Rehg](#)
Subject: RE: Request approval for BSIS department courses in online degree completion program in general business
Date: Thursday, October 14, 2021 10:22:31 AM

Hi Mike,

I approve.

Thanks,
Arash

From: Michael T Rehg <mrehg@csuchico.edu>
Sent: Wednesday, October 13, 2021 7:03 PM
To: Arash Negahban <anegahban@csuchico.edu>
Subject: Request approval for BSIS department courses in online degree completion program in general business

Hi Arash,

The following courses from BSIS are planned to be included in the self-support online degree completion program in business - a BS in Business Administration with a General Business option, which we have discussed previously.

BCOM 300W Business Communications
BSIS 308 Decision Analysis for Business
MINS 301 Survey of Information Systems
OSCM 306 Survey of Operations and Supply Chain Management

OSCM 440 Supply Chain Management
BSIS 503 ERP/SAP Knowledge for Managers
MINS 311 Foundation of Database Design
MINS 312 Foundations of Networking

Please respond to this email and let me know if you approve of this.

Thanks!

Mike

RE: Request approval for courses from Finance/Marketing to be included in online degree completion program - general business

Kirk Damon Aiken <kaiken@csuchico.edu>

Thu 10/14/2021 9:14 AM

To: Michael T Rehg <mrehg@csuchico.edu>

Hi Mike,

Looks good. I approve.

Damon

K. Damon Aiken, PhD

Thomas Family Fellow in Business

Professor/Chair, Accounting (interim), Finance & Marketing Dept.

California State University, Chico

[College of Business](#)

COMPANY WORTH KEEPING



From: Michael T Rehg

Sent: Wednesday, October 13, 2021 7:09 PM

To: Kirk Damon Aiken <kaiken@csuchico.edu>

Subject: Request approval for courses from Finance/Marketing to be included in online degree completion program - general business

Hi Damon,

The following courses from the Finance/Marketing department are planned to be included in the self-support online degree completion program in business - a BS in Business Administration with a General Business option, which we have discussed previously.

MKTG 305 Survey of Marketing

FINA 307 Survey of Finance

MKTG 371 Consumer Behavior

MKTG 465 E-Marketing

MKTG 470 Sales Management

FINA 351 Investments

FINA 355 Financial Management Intermediate Theory

Please respond to this email and let me know if you approve of this.

Thanks!

Mike

Online Business Administration Program

Linda Kline <LKline@csuchico.edu>

Wed 2/10/2021 1:21 PM

To: Terence Lau <tjlau@csuchico.edu>; Suzanne L Zivnuska <szivnuska@csuchico.edu>

Dear Terence and Suzanne,

Thank you for meeting with me this morning and explaining the self-support online business administration program, management option. The Department of Psychology is pleased to support this program by developing and staffing PSYC 391 (Psychology of Prejudice, Hate, and Violence).

Best regards,
Linda Kline

Re: COB Degree Completion Program and PHIL 341W

Zanja Yudell <zyudell@csuchico.edu>

Wed 2/10/2021 1:03 PM

To: Terence Lau <tjlau@csuchico.edu>; Suzanne L Zivnuska <szivnuska@csuchico.edu>

Cc: Tracy R Butts <TButts@csuchico.edu>

Dear Terence,

Thanks for the conversation this afternoon about COB's proposed online degree completion program. As we discussed, I think the Department of Philosophy would be quite interested in offering PHIL 341W (or another course, if that makes the most sense) through RCE as part of the program. I look forward to future conversations with you on the subject.

Zanja Yudell, Ph.D.
Professor and Chair, Department of Philosophy
California State University, Chico
530-898-6300

From: Terence Lau <tjlau@csuchico.edu>
Date: Monday, February 8, 2021 at 9:39 AM
To: Zanja Yudell <zyudell@csuchico.edu>
Subject: Re: COB Degree Completion Program and PHIL 341W

[Thanks Zanja, I sent you a meeting invitation for Wednesday.](#)

From: Zanja Yudell <zyudell@csuchico.edu>
Sent: Monday, February 8, 2021 9:27 AM
To: Terence Lau <tjlau@csuchico.edu>
Cc: Tracy R Butts <TButts@csuchico.edu>
Subject: Re: COB Degree Completion Program and PHIL 341W

Hi Terence,

I'd be happy to speak with you this week to talk about the COB plans for a new program and how PHIL 341W might fit into it. My Outlook calendar is up-to-date, so please feel free to use that to schedule the meeting. I look forward to meeting you "in person"!

Zanja

From: Terence Lau <tjlau@csuchico.edu>
Date: Monday, February 8, 2021 at 9:09 AM
To: Zanja Yudell <zyudell@csuchico.edu>
Cc: Tracy R Butts <TButts@csuchico.edu>
Subject: COB Degree Completion Program and PHIL 341W

[Hi Zanya,](#)

[By way of introduction, my name is Terence Lau, and I am the Dean of the College of Business. Tracy gave me your contact information, I hope you don't mind me reaching out directly to you.](#)

The COB is planning on launching an online degree completion program in 2022, with an option in management. Students would come into the program with 60 units, and earn last 60 minutes from Chico State online, leading to a B.S. in Business Administration (Management), and with an extra 3 units they could also earn a minor in Project Management.

Although the majority of the 60 units will be offered by COB, we are planning on offering 9 units of GE credit, so that students coming in can earn their W, USD, and GC requirements, as well as upper-level W. That's where PHIL 341W comes in - we're hoping that you would agree to allow us to list PHIL 341W as part of the curriculum for this program.

The program is being offered through self-support. Our model is to split course development (developing the syllabus, assessments, assignments, and Blackboard shell), and teaching. Course developers get paid \$5000 to develop the course and the right of first preference to teach it, and teaching faculty get paid according to Schedule 2322 (same as winter session, even though winter session includes development work in addition to teaching). We plan to offer courses in 6-week "mini" semesters.

I'm attaching the Senate form for new program proposal so that you can have more background information if you are interested. Would it be all right if I scheduled a 30 minute meeting with you to discuss this with me and Associate Dean Suzanne Zivnuska some time this week?

Thank you and I look forward to hearing from you soon.

Terence

Terence Lau
Dean, College of Business
California State University Chico
530-898-4033

Get Ready

*Introducing the Millions of Adults
Planning to Enroll in College*



10th
ANNIVERSARY

CALIFORNIA COMPETES
HIGHER EDUCATION FOR A STRONG ECONOMY

May 2021



Mission

California Competes: Higher Education for a Strong Economy aims to solve the state's thorny social and economic problems by conducting rigorous higher education and workforce policy research. Through our research, we guide decision makers in developing and implementing policies that bolster equity so every Californian can engage, contribute, and succeed.

Vision

We envision a California where our state and regional economies and communities thrive, fueled by equitable and racially just postsecondary and workforce outcomes.

Leadership Council

California Competes benefits from a Leadership Council that provides statewide reach and a breadth and depth of expertise and leadership. Our Council is made up of local elected officials and former legislators as well as business and community leaders who are committed to policy reform that will deliver a critical mass of well-educated, diverse Californians whose talents match the demands of the 21st century.

(Chair) Elizabeth Hill, former Legislative Analyst for the State of California

Aída Álvarez, chair, Latino Community Foundation; and former administrator, US Small Business Administration

Bill Bogaard, former mayor, City of Pasadena

Carl A. Cohn, professor emeritus, Claremont Graduate University; and former member, State Board of Education

Steven Koblik, former president, Huntington Library; and former president, Reed College

Carol Liu, former state senator (D)

Julia Lopez, former president and CEO, College Futures Foundation

Lenny Mendonca, former chief economic and business advisor for the State of California

Roger Niello, co owner, The Niello Company; and former state assemblymember (R)

Kristin Olsen, partner, California Strategies; chair, Stanislaus County Board of Supervisors; and former assembly minority leader (R)

Libby Schaaf, mayor, City of Oakland

Jack Scott, former chancellor, California Community Colleges; former state senator and assemblymember (D); and former president, Pasadena City College

Peter Weber, founder of Fresno Bridge Academy; and former Fortune 500 executive



Table of Contents

Summary	2
California’s credential deficit	3
Online higher education: Not whether, but who, where, and how	4
Who intends to enroll in higher education?	5
Where are prospective adult college students interested in enrolling?	7
Which groups of prospective adult students are interested in online instruction?	8
What do these findings mean for addressing California’s credential gap?	9
Policy recommendations for employers, institutions, and policymakers	10
Methods: Estimating adult interest in higher education	12
Notes	13
Acknowledgments	14

Summary

California faces a shortfall of over two million degrees and certificates to meet employers' needs and promote economic mobility for its residents. At the same time, 5.1 million Californians ages 25 and older, representing nearly a fifth of the adult population, intend to enroll in higher education in the next two years. These adults have the potential to substantially narrow this credential gap—if the conditions are right for them to enroll and succeed. This report examines which groups of California adults intend to enroll in higher education or training; which types of institutions they are interested in; whether they are interested in enrolling online; and how employers, policymakers, and institutions can better support them.

Overall, 19 percent of California adults (5.1 million) intend to enroll in higher education within the next two years.

There is, however, considerable variation across groups in intent to enroll, interest in specific institution types, and interest in exclusively online instruction.

- A higher percentage of women intend to pursue higher education (22%) than do men (16%).
- One-third of Latinx adults intend to enroll in higher education, a substantially higher proportion than their white, Black, and Asian counterparts (6%, 11%, and 15%, respectively).
- Adults ages 25–34 have the greatest levels of intent to enroll (37%), followed by those ages 35–44 (22%), with far fewer adults ages 45 and older expressing intent to enroll (11% to 12%).
- Sixty percent of California adults with household incomes of \$35,000–\$49,999 and 45 percent of those with incomes of \$50,000–\$74,999 intend to enroll in higher education, compared with 19 to 33 percent of those in lower income ranges. Very few—1 percent to 5 percent—of those with incomes of at least \$75,000 intend to pursue higher education.
- Adults in Imperial County have the highest levels of intent to enroll in higher education among twelve regions of the state, though regional differences seem to be driven by the shares of Latinx residents.
- With a few exceptions, there are only minor differences in which type of institutions prospective students are interested in attending (public university, vocational or technical college, or community college).
- Fifteen percent of California adults (3.9 million) intend to enroll in higher education and are interested in exclusively online instruction. Men and Californians ages 55 and older who plan to pursue higher education are proportionally less interested in online instruction than other groups.

Policymakers, employers, and institutions should leverage this detailed analysis of adult demand for higher education to implement programs and policies that make higher education a feasible and attractive option for these California adults. Given adults' large demand for higher education and the demographics of who intends to enroll, **we recommend:**

- Encouraging employer-led programs aimed at working adults, such as offering employee tuition remission, building and maintaining relationships with local postsecondary institutions, and offering meaningful work-based learning opportunities like paid internships and apprenticeships.
- Tailoring institutional policies to welcome adult learners and help them succeed, such as awarding credit for prior learning and offering programs with shorter terms and more frequent start dates.
- Sustaining efforts to increase the quality and accessibility of online instruction for Californians who cannot attend in person and to sidestep capacity constraints, building on the advances in teaching and technology use developed over recent decades.
- Improving other aspects of the online education experience by better approximating the benefits of attending in person, including expanding access to services and amenities such as libraries, health care, student organizations, and academic advising and support services.
- Expanding broadband access to reach a broader swath of the population, particularly Californians earning less than \$20,000 per year.
- Continuing efforts toward launching the state's Cradle-to-Career Data System, which (among other things) has the potential to streamline applications for higher education and social supportive programs and to facilitate transfer of credit across institutions.
- Reestablishing a higher education coordinating entity to help ensure that higher education offerings meet current and future needs.

Higher education can narrow California's credential gap while enhancing economic opportunity and security for millions of adults and their families, but only to the extent these adult students can succeed. Making the right reforms to promote and strengthen in-person and online higher education will help adult Californians earn the credentials they need to get ahead.



California's credential deficit

Can adult enrollment in higher education help ameliorate California's shortage of college graduates? If California is to meet anticipated workforce needs and remain competitive with other states in terms of credential attainment, it must find ways to assist over two million more residents to earn degrees and certificates by 2025.¹ Efforts to boost college attendance among recent high school graduates will not be sufficient to close this gap. A successful approach must include measures aimed at the population of adults ages 25 years and older. This group of potential adult college students is the focus of this report.

The benefits of higher education to the state and its residents are increasingly clear. Each additional graduate brings the state thousands of dollars in additional tax revenues and saves thousands more in spending on prisons and antipoverty

programs.² Higher education also brings individual benefits in terms of higher wages, lower unemployment, better health, and reduced incidence of poverty, as well as societal benefits such as greater participation in voting and other civic activities.³

At the same time, California's public universities face capacity constraints that limit their ability to educate enough students in person to meet this workforce demand.⁴ Add to this situation the difficulty of college access for residents (particularly in rural areas) who live far from public colleges and universities,⁵ and the growing number of students struggling with family and work responsibilities,⁶ it is little wonder that students and policymakers are looking for solutions that provide college education affordably and at scale.

Each additional graduate brings the state thousands of dollars in additional tax revenues and saves thousands more in spending on prisons and antipoverty programs. Higher education also brings individual benefits in terms of higher wages, lower unemployment, better health, and reduced incidence of poverty.

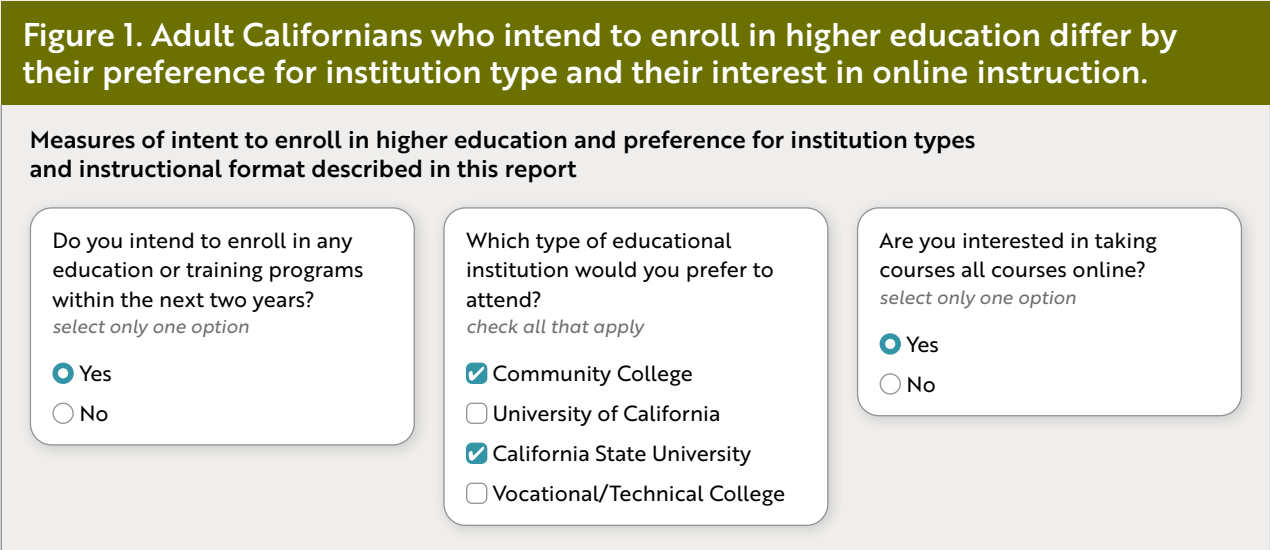
Online higher education: Not whether, but who, where, and how

Among the multiple approaches California must take to ameliorate its credential deficit, online education will play a central role. Even before the COVID-19 pandemic, online education constituted a growing proportion of the state’s college enrollment, albeit still only a fraction of in-person enrollment.⁷ The abrupt switch to remote learning in the spring of 2020 in response to the COVID-19 pandemic understandably led many students at both residential and commuter colleges to protest about being shortchanged and even sparked demands for tuition refunds.⁸ But regardless of global and local events, it seems inevitable that online higher education will expand to meet rising demand for higher education. A growing body of research is demonstrating that online instruction can be as effective pedagogically as traditional in-person education, possibly at a lower cost.⁹

The financial pressures and advances in practice and technology have shifted the conversation from *whether* online higher education is a viable approach to *how* best to implement it, *who* is already willing to learn online, and *which* groups are best positioned to participate after additional outreach.

This report uses a new and unique dataset to catalog adults’ intent to enroll in higher education (for details, see “Estimating adult interest in higher education” at the end of this report). It identifies those groups of adults, defined as Californians ages 25 and older, who are already open to enrolling in online higher education as well as other groups who might need additional outreach to learn more about aspects such as quality, value, and program offerings.

The five measures of adult interest in higher education in this report are based on three survey questions, which are reproduced in figure 1. These measures identify specific groups of California adults ages 25 and older. The broadest measure is intent to enroll in a higher education or postsecondary training program in the next two years. Those who expressed intent to enroll were also asked their preference for enrolling in a community college, a public university (defined as selecting the University of California, the California State University, or both), or a vocational or technical college, with the ability to select more than one option. Respondents who expressed intent to enroll were also asked their interest in taking all courses online.

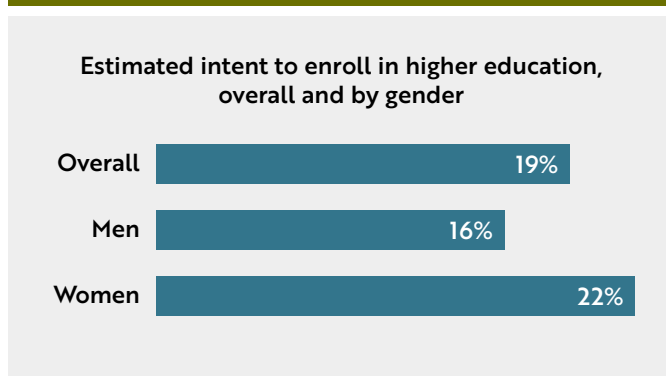


Source: CollegeAPP, October 2020.

Who intends to enroll in higher education?

Overall, an estimated 19 percent of adult Californians intend to enroll in higher education in the next two years (see figure 2). Adults' intent to enroll varies by gender, race and ethnicity, age, household income, and region.

Figure 2. Nearly one in five adult Californians intend to pursue higher education in the next two years.

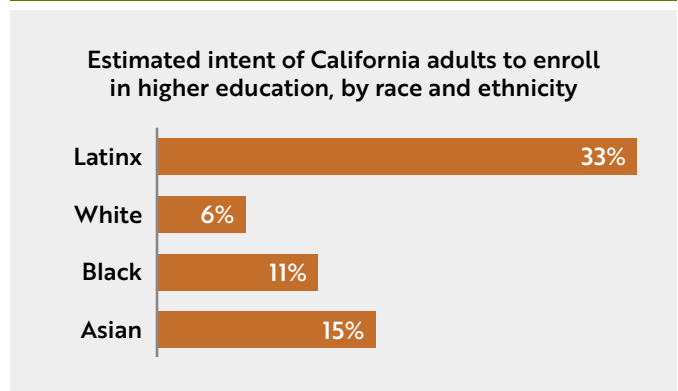


Source: CollegeAPP estimates, October 2020.

Gender. A larger proportion of women, 22 percent, intend to enroll in some form of higher education, compared with 16 percent of men (see figure 2). Women already have higher postsecondary achievement than men in California. More women than men attend college within one year of graduating from public high schools, and female college students earn bachelor's degrees at a higher rate than their male classmates. Thirty-eight percent of women ages 25–54 have earned a bachelor's degree or higher, and 8 percent earned an associate's degree as their highest level of educational attainment, compared with 33 percent and 7 percent, respectively, of men.¹⁰

Race and ethnicity. Among those ages 25 and older, Latinx Californians are far more interested in pursuing higher education than other Californians. As portrayed in figure 3, one-third of Latinx Californians (33%) intend to enroll in higher education, compared with 6 percent of white Californians, 11 percent of Black Californians, and 15 percent of Asian Californians.

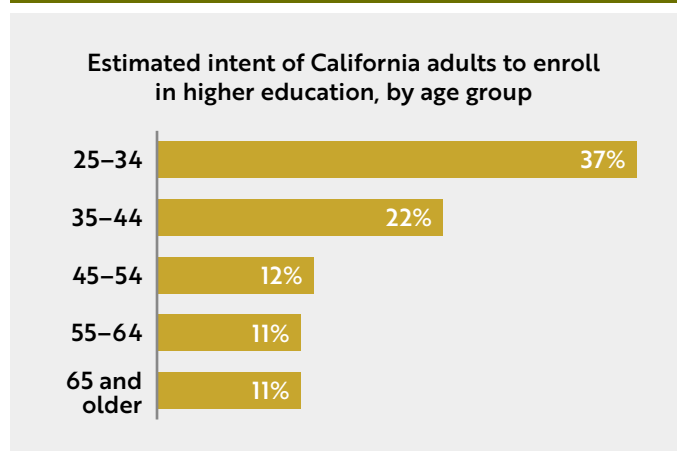
Figure 3. One-third of Latinx adults intend to enroll in higher education, a higher proportion than white, Black, and Asian adults.



Source: CollegeAPP estimates, October 2020.

Age. Intent to pursue higher education of all types is highest among Californians ages 25–34 and 35–44, and it drops off substantially among those 45 and older (see figure 4). Specifically, 37 percent of Californians ages 25–34 and 22 percent of those ages 35–44 intend to enroll in higher education, compared with only 11 to 12 percent of older Californians.

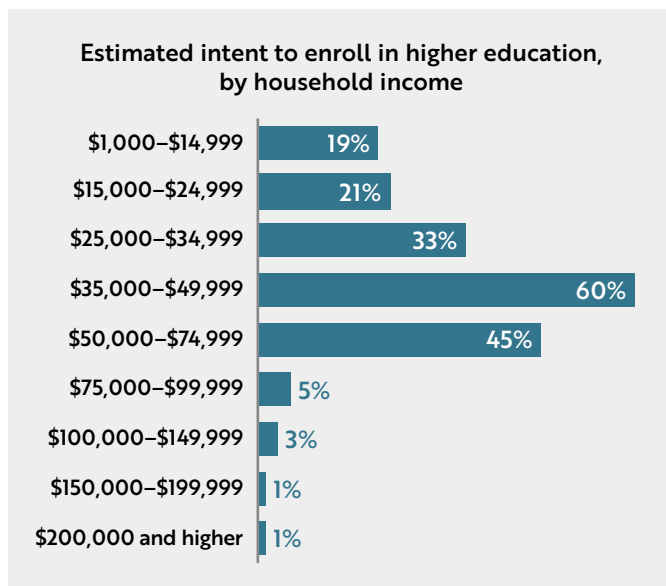
Figure 4. California adults ages 25–34 have the highest level of intent to enroll in higher education, followed by those ages 35–44.



Source: CollegeAPP estimates, October 2020.

Household income. Intent to enroll in higher education is strongest among adult Californians in the bottom half of the income distribution, particularly those with incomes right below the median, while few in the top half of the distribution intend to pursue higher education. The state’s median household income was \$80,440 in 2019, the most recent year for which statistics are available.¹¹ As figure 5 shows, 60 percent of Californians with household incomes of \$35,000–\$49,999 expressed an intent to enroll in higher education, followed by 45 percent of those with incomes of \$50,000–\$74,999 and 33 percent of those with incomes of \$25,000–\$39,999. Only 19 to 21 percent of Californians with incomes under \$25,000 intend to enroll in higher education, and far fewer (1% to 5%) of those with incomes of \$75,000 intend to do so.

Figure 5. Adult Californians in the bottom half of the income distribution are most likely to intend to pursue higher education.

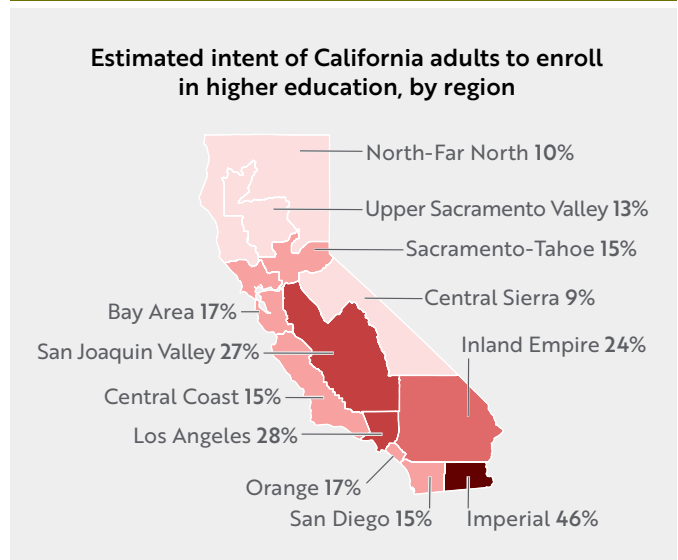


Source: CollegeAPP estimates, October 2020.

Region. The percentage of adult Californians seeking higher education differs widely across regions. Figure 6 shows the percentage of Californians who intend to enroll in higher education in each of the 12 regions with a relatively homogeneous grouping in terms of urbanicity, major industries, and (to a lesser extent) demographics.¹² The values range from 9 percent in Central Sierra (Alpine, Amador, Calaveras, Inyo, Mariposa, Mono, and Tuolumne Counties) to 46 percent in Imperial County.

Sources: US Census Bureau, American Community Survey five-year estimates (2014–2018); CollegeAPP estimates, October 2020.

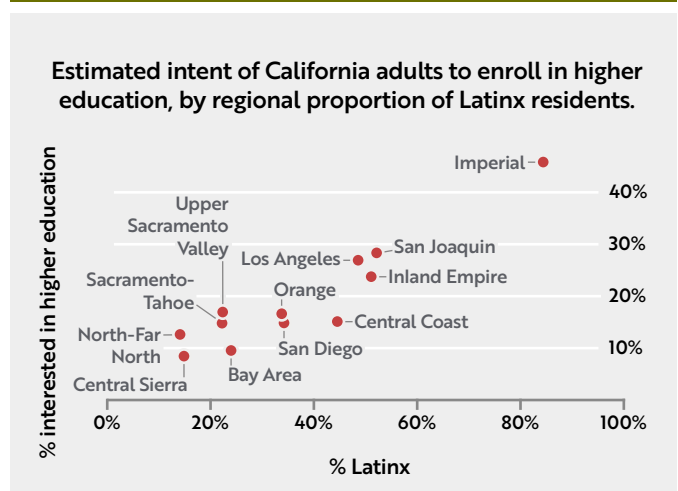
Figure 6. Adults’ intent to enroll in higher education varies widely by region and is highest in Imperial County.



Source: CollegeAPP estimates, October 2020.

Most of the variation in intent to pursue higher education appears to be driven by the share of the population that is Latinx. The Latinx population is the largest racial or ethnic group in California and, as shown in figure 3, also has the largest proportion of members who plan to pursue higher education. As figure 7 demonstrates, the percentage of adult residents in each region interested in higher education is strongly positively correlated with the percentage of Latinx residents in the region. (The coefficient of determination is $R^2 = 0.87$.) In other words, nearly all of the regional variation in adult interest in higher education (87%) can be explained by differences in the percentage of Latinx residents in each region.¹³

Figure 7. Adult intent to pursue higher education closely tracks each region’s Latinx population share.



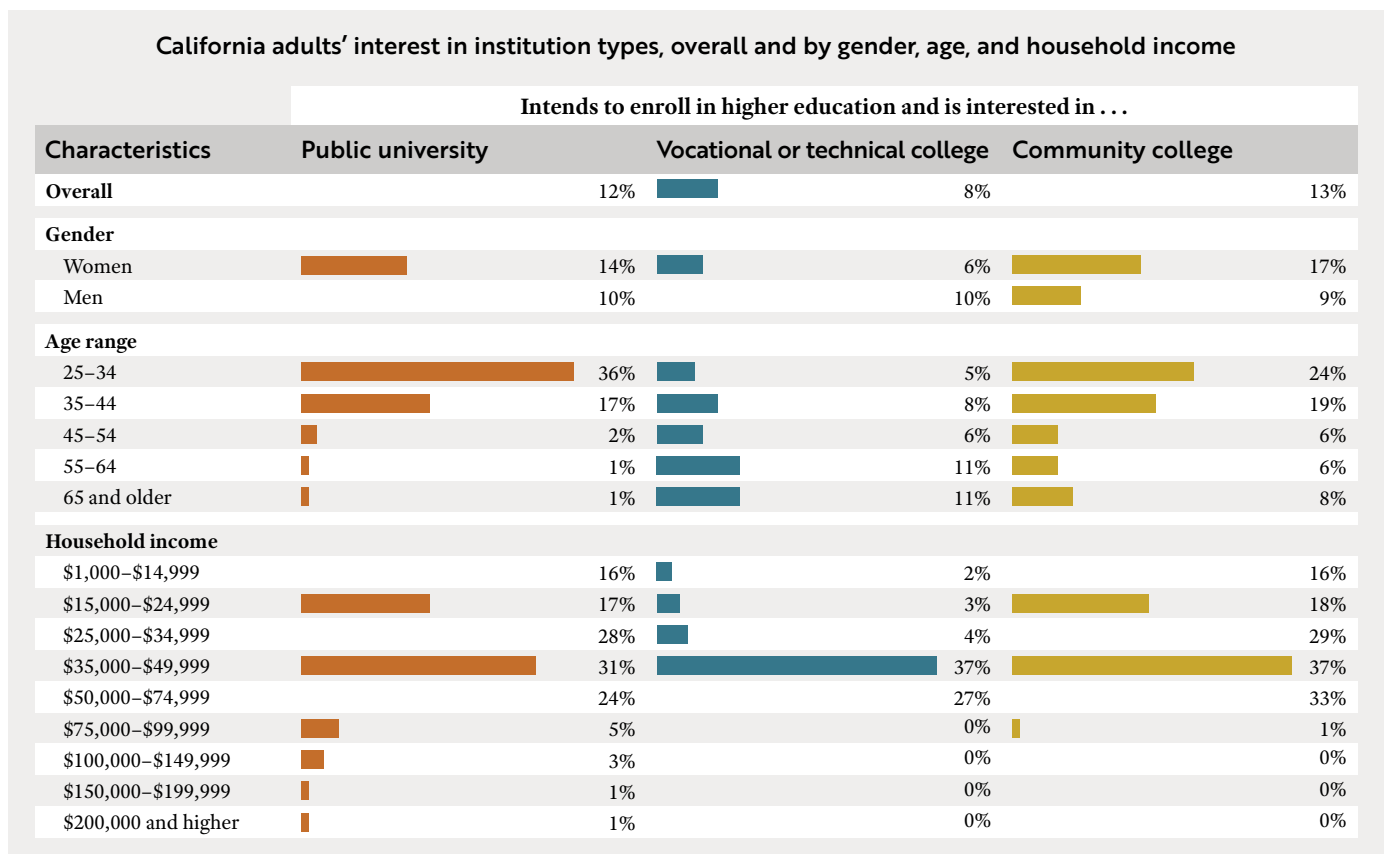
Where are prospective adult college students interested in enrolling?

Respondents who intend to enroll in higher education were asked their interest in attending a public university, a community college, or a vocational or technical college and could select more than one option. The percentages interested in each institution type are reported for selected groups in figure 8.

By and large, the patterns of California adults' interest in institution types mirror the earlier findings about their intent to enroll in higher education, but there are a few notable differences. First, men are more likely than women to be interested in enrolling in a vocational or technical college (10% vs. 6%, respectively), whereas proportionally more women are interested in attending a public university or community college. Second, while 11 to 12 percent of Californians 45 and older intend to enroll in higher education, only 1 to 2 percent are interested in attending a public university, a much lower percentage than the 36 percent of

adults ages 25–34 and 17 percent of adults ages 35–44 who are interested in attending a public university. This difference may reflect the fact that universities are the only type of institution among the three options provided that typically offer bachelor's degrees. Californians ages 55 and older who intend to enroll in higher education are somewhat more likely to be interested in attending a vocational or technical college (11%) than their younger counterparts (5% to 8%), perhaps because these institutions tend to offer shorter nondegree programs. Third, while 19 to 33 percent of California adults with household incomes under \$35,000 intend to enroll in higher education (figure 5), only 2 to 4 percent are interested in vocational or technical colleges (figure 8). In contrast, 37 percent of adults with incomes of \$35,000–\$49,999 and 27 percent of adults with incomes of \$50,000–\$74,999 are interested in vocational or technical colleges, substantially larger proportions of the 60 percent and 45 percent of the respective groups who intend to enroll in higher education.

Figure 8. Vocational and technical colleges are especially appealing to men, older adults, and middle-income Californians

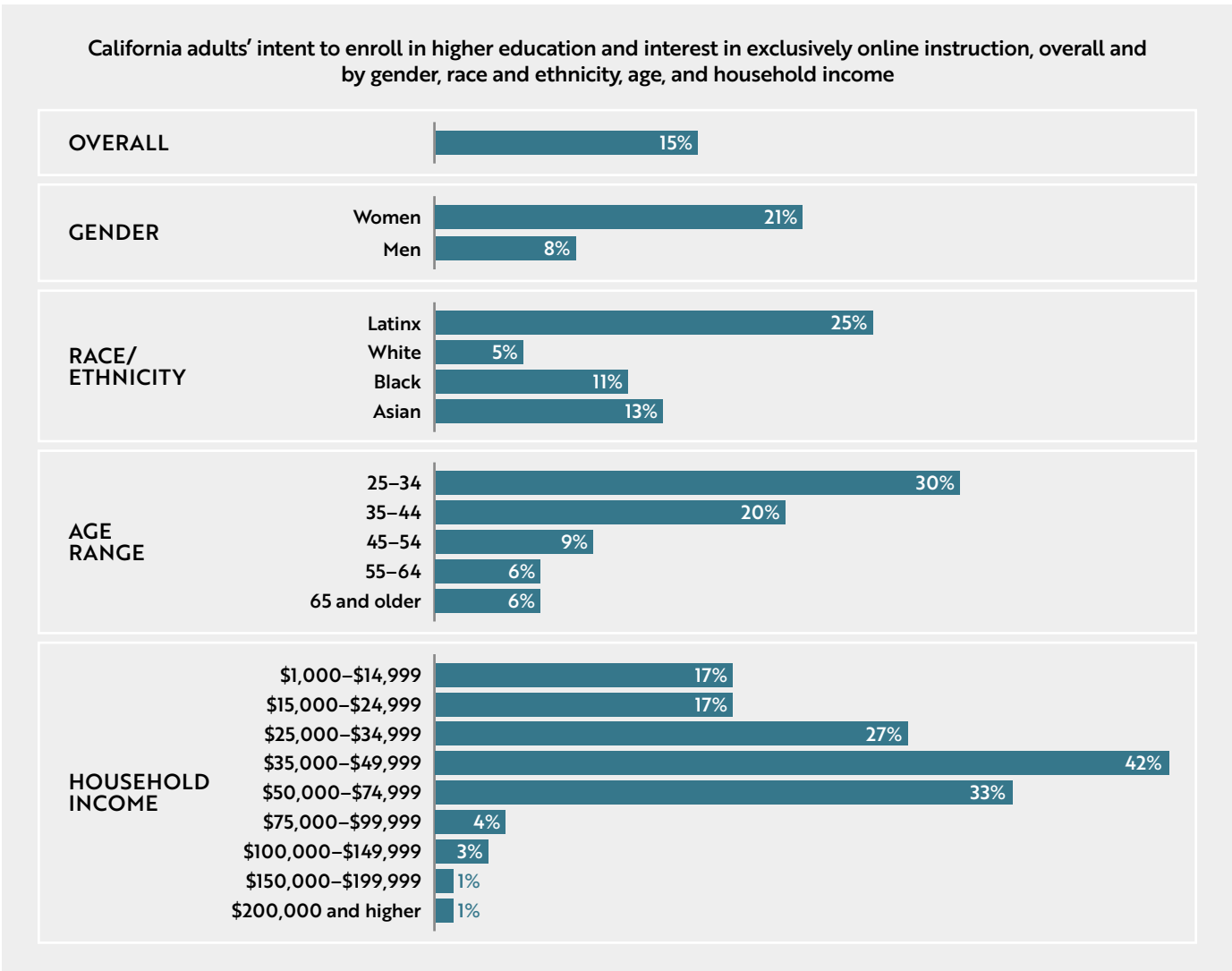


Which groups of prospective adult students are interested in online instruction?

Finally, most of the adult Californians who intend to enroll in higher education are also interested in exclusively online instruction, overall and across most groups. Specifically, 15 percent of adults ages 25 and older plan to pursue higher education and are interested in taking all courses online, which totals 3.9 million adults of the 5.1 million adults who intend to enroll in any format (figure 9). One exception to this

pattern is men, among whom only 8 percent intend to enroll and are interested in online instruction, roughly half of the 16 percent of men who intend to pursue any type of higher education (figure 2). The other exception is Californians ages 55 and older. While 11 percent of this group plans to enroll in higher education (figure 4), only 6 percent (approximately half) is also interested in online instruction.

Figure 9. Intent to enroll in online higher education mirrors intent to enroll in any type of higher education, with highest interest among women, Latinx Californians, individuals under 45 years old, and those with household incomes under \$75,000.





What do these findings mean for addressing California's credential gap?

Nearly one in five California adults intend to pursue higher education in the next two years, including 15 percent who are also interested in online instruction. This level of interest, while encouraging news for efforts to increase the number of Californians with postsecondary credentials, will do little toward closing the state's credential gap if would-be students do not or cannot follow through on their intentions to enroll.

To illustrate the potential impact of adult enrollment, suppose that half of the 5.1 million California adults who intend to pursue higher education actually enrolled and that one-third of those who enrolled completed a degree or vocational certificate. (In a nationally representative study of students who first entered college in the 2011–12 academic year, 38 percent of those who started at ages 25 and older completed an award within six years.¹⁴) If most of these adults are first-time completers, the resulting 858,000 awards would nearly halve the state's two million-credential gap. Improvements to completion rates or higher rates of enrollment would further close the credential gap.

On the other hand, there are mounting concerns about whether the state's public universities are able to accommodate even a moderate bump in enrollment, in terms of both physical space and sufficient staffing. In recent years, for example, 19 out of 23 California State University campuses have limited enrollment in specific undergraduate programs, including seven campuses that have limited enrollment in *all* programs, and the proportion of qualified applicants rejected because of capacity constraints is on the rise.¹⁵ Only two campuses have adequate physical space for additional in-person instruction.¹⁶

Given the dim prospects of expanding the state's public university campuses, as well as the limited existing options for residents of the state's rural regions who are not able to relocate, online instruction could play a vital role in meeting the anticipated demand for higher education. Over time, online instruction may also prove to be less costly to provide.

Policy recommendations for institutions, employers, and policymakers

Regardless of where and how adults choose to enroll, employers, institutions, and policymakers must take action to attract and retain adult students and to narrow the credential gap. If even a fraction of the 5.1 million adult Californians who intend to enroll in higher education follow through, institutions would see an increase of hundreds of thousands of students. This surge in enrollment threatens to overwhelm the already limited capacity of many institutions. Helping these students through to completion poses another challenge. Ensuring that adult students will succeed in meeting their educational goals requires redoubled efforts from all corners. The following proposals would benefit adult Californians and younger Californians alike by helping them enroll in and succeed in higher education.

Grow and strengthen higher education-employer compacts. Adult interest in higher education is already highest among Californians ages 25–44 (figure 4), which is also the age range that is most likely to be employed in the coming years.¹⁷ Connecting higher education and employers to build stronger linkages will improve postsecondary alignment with workforce needs, while also leveraging employers as key stakeholders in workers' college success. Employers should, for instance, promote and expand employee tuition remission programs to partially defray the cost of attendance. They should also build and maintain relationships with local postsecondary institutions. These mutually beneficial exchanges will help employers recruit qualified candidates and help institutions develop and refine programs to teach the skills that are most in demand. Employers can also offer meaningful work-based learning opportunities like paid internships and apprenticeships, which give students practical experience and give employers an inside track to hiring workers with demonstrated capabilities. Many postsecondary-employer partnerships already exist because of compliance for various state and federal grants, but few colleges and universities engage employers actively enough to develop and sustain the reforms needed to improve adult access and success.

Institutions should tailor policies to welcome adult learners and help them succeed. Institutions, for their part, can develop and strengthen policies aimed at adult learners. For example, awarding credit for prior learning formally recognizes the college-level knowledge that adult students acquired through employment, military service, and other experiences outside the classroom.¹⁸ Likewise, offering programs with shorter terms and more frequent start dates gives time-strapped adults more opportunities each year to start or resume a postsecondary program, reduces the chances they will be interrupted midterm when outside obligations arise, and grants them greater flexibility in adjusting their course loads to fit their current circumstances.¹⁹

Institutions should continue to improve online instruction. Remote learning is an increasingly attractive option for Californians who live too far from an institution that meets their educational needs or who have other commitments that prevent them from attending classes in person. It is also a promising solution to the physical capacity limits faced by many institutions. Distance education has evolved dramatically as older modes like broadcast television and videotapes have given way over the decades to online instruction, but there is still considerable room for improvement in remote learning, even setting aside the effects of the COVID-19 pandemic. At the California Community Colleges (CCC), for instance, completion rates with passing grades for online courses are catching up to those of in-person courses, perhaps because of factors such as systematic technological upgrades, targeted faculty professional development, and adoption of policies and best practices specific to supporting remote learning.²⁰ Also worrisome is that Black and Latinx students at CCC complete online and other distance education courses at much lower rates than their white and Asian classmates (53% and 63% vs. 73% and 77%, respectively). Black students at CCC also have the largest difference in completion rates between distance education courses and in-person courses, 53 percent vs. 63 percent, compared with Latinx students (63% vs. 68%), white students (73% vs. 79%), and Asian students (77% vs. 79%).²¹

Institutions need to improve other aspects of online education. Students depend on their institutions to be much more than a venue for delivering lectures and taking exams, as demonstrated during the massive interruption of higher education in the spring of 2020. Millions of US students were suddenly cut off from services and amenities ranging from doing research in libraries and laboratories to receiving counseling and other health care to participating in student organizations and social activities. Moreover, undergraduates who identified as coming from poor, low-income, and working-class backgrounds were more likely than their classmates from higher-income backgrounds to report difficulty using formerly in-person services such as academic advising and support services.²² To the extent that institutions can improve online services that approximate these noninstructional aspects of being physically present on campus, they will enhance the experience of remote learners and broaden the appeal to prospective students wary of missing out on these supports and experiences.

Institutions should better market their existing offerings that already meet prospective students' demands. When institutions already provide the education options sought by prospective students, the answer may be as simple as getting the word out. Take, for instance, the finding that among men who intend to enroll in higher education, a slightly higher proportion is interested in vocational or technical college (10%) compared with community college (9%) (figure 8). The CCC already offer thousands of courses and programs similar to those offered at vocational and technical colleges, including hundreds created under a recently concluded grant program.²³ Marketing efforts need not take the form of expensive advertising campaigns but can build on existing formal and informal relationships with employers, community-based organizations, and other local education and training providers.

California should sustain its efforts toward building a comprehensive state longitudinal data system. The state's emerging Cradle-to-Career Data System promises to provide extensive and accurate information on residents' educational experiences that can aid institutions, state and local government agencies, and nonprofits in efficiently targeting outreach activities. For instance, applicants for unemployment benefits and CalWORKS public assistance could be automatically informed about higher education programs related to their work experience, their estimated financial aid eligibility, and their opportunity to get a head start through credit for prior learning or transferred credits from previous postsecondary enrollments. Moreover,

current data on college access focus on the postsecondary pathways of high school seniors, and we know little about the pathways for those a year or more out of high school.

California should reestablish a higher education coordinating entity. A central authority responsible for higher education coordination could set credential and degree attainment goals for the state, identify each segment's role in meeting credential attainment goals, and analyze policies to enable segments to meet those goals. For example, such an entity could help the segments develop pathways for adult Californians and ensure that online education offerings complement, rather than duplicate or compete with, existing programs within the state's three public higher education segments. It could also research, guide, and evaluate cross-segment initiatives such as a single streamlined application process and common course numbering. Since the California Postsecondary Education Commission was defunded in 2011, no single entity has had the responsibility and authority to collect and analyze data to guide public higher education institutions toward meeting projected needs.²⁴

Policymakers should expand broadband internet access. To open up online education to underserved populations and improve the educational experience of all students, federal and state policymakers should expand the reach, reliability, capacity, and affordability of residential broadband internet service. Currently, 89 percent of California households have broadband internet (including cellular phone data plans), but access is lower among households whose members stand to benefit the most from online education, including households earning less than \$20,000 per year, where just 68 percent have access.²⁵ Even students attending in person would no doubt benefit from broadband connectivity at home to better communicate with instructors and classmates and to complete assignments remotely.

Boosting the share of California adults with college degrees and certificates is a critical step to both shore up the state's economic vitality and to provide economic opportunity and security for individuals and their families. This report has answered who intends to enroll in higher education, which institution types they are interested in, and whether they are interested in online instruction. The final question is directed to employers, institutions, and policymakers: Will you take the steps necessary to enable these prospective adult learners to succeed?

METHODS:

Estimating adult interest in higher education

The findings in this report are based on person-level modeling and scoring of individual California adults' intent to enroll, interest in various institution types, and interest in online instruction. Scores and analysis were provided to California Competes by CollegeAPP, a Los Angeles-based education data company that applies proven modeling techniques from political campaigns to identify adults who are interested in further education and training. CollegeAPP surveyed 9,559 Californians ages 18 years and older from August 12, 2020, through September 10, 2020. (This report focuses on adults 25 and older.) The survey asked respondents whether they planned to pursue higher education or training in the next two years, and if so, whether they are interested in taking all courses online and whether they are interested in enrolling in a public university, community college, or vocational or technical college (see figure 1). (The survey did not ask about private colleges or other institution types.)

CollegeAPP staff combined the survey results with hundreds of demographic, economic, educational, and other variables in the underlying consumer database, and used machine learning to predict the likelihood that each adult in California intends to seek further education, where they are interested in attending, and whether they are interested in taking some or all courses online. Machine learning is a technique used with large datasets that iteratively creates, tests, and refines predictive models. CollegeAPP models were extensively tested to maximize internal reliability. These models generated, for each member of the consumer database, an intent score that estimates the probability of stating intent to enroll in higher education and preference scores for taking some or all courses online. In other words, each of the 19 million adults in the California consumer database was assigned estimated values between 0 percent and 100 percent of expressing intent to pursue higher education, interest in online instruction, and interest in specific institution types.

The consumer database excludes adults who opted out of data sharing under the terms of the California Consumer Privacy Act. To compensate for missing records and improve the validity of the total estimated demand for higher education, CollegeAPP staff applied the intent and preference models to score each adult in the California voter file. (The voter file consists of data on registered voters, including those who have opted out of sharing consumer data for marketing. Voter file records may be used for nonprofit policy analysis, but not for marketing.)

For this report, CollegeAPP staff separately summarized total demand and interest from the registered voters in the voter file and the unregistered voters in the consumer file, weighted the results to match state totals, and combined the weighted counts. Totals from the voter file were weighted by age to match registered vote totals reported by the Secretary of State as of September 2020. Total counts of unregistered voters from the consumer file were weighted by age to match the US Census Bureau's American Community Survey's five-year estimates for 2020 California population by age, minus the actual September 2020 voter registration counts by age.

In this report, intent to enroll in higher education is defined as having at least a 60 percent probability of answering "yes" to the question "Do you plan to enroll in an education or training program in the next two years?" This threshold, which yields a 19 percent rate of interest in pursuing higher education overall, is in line with other 2020 survey results showing 21 to 24 percent of Americans 18 and older planning to enroll or currently enrolled in higher education.²⁶ Likewise, interest in online instruction is defined as at least a 50 percent probability of answering "yes" to the question "Are you interested in taking *all* courses online?" Respondents who expressed intent to enroll in higher education were asked whether they were interested in attending community college, a public university, or a vocational or technical college. Respondents were permitted to select more than one option, and interest in each institution type is defined as at least a 50 percent probability of selecting it.

There are two important limitations to interpreting these data. First, the thresholds represent a maximum prediction for each individual. Take, for example, the finding that 15 percent of Californians have at least a 50 percent probability of interest in online instruction. If it were possible to survey the entire adult population, it would be expected that between 7.5 percent and 15 percent would be interested in online instruction. Second, there is often a significant gap between intention and action. Just as many people fall short of their resolutions to adopt more healthy lifestyles (eating better, exercising more, smoking and drinking less), the intentions expressed in these data probably exaggerate the extent to which respondents will actually follow through on their intentions to pursue higher education. Prospective students still must contend with tuition and other educational expenses, the opportunity cost of forgoing employment, and investing a significant amount of time in order to succeed in higher education.

Notes

1. California Competes. (2018). *Mind the gap: Delivering on California's promise for higher education*. <https://californiacompetes.org/degree-gap>; California Competes. (2015). *Credential crunch*. <https://californiacompetes.org/publications/credential-crunch>
2. Brady, H., Hout, M., & Stiles, J. (2005). *Return on investment: Educational choices and demographic change in California's future*. Survey Research Center, University of California, Berkeley. <https://paa2006.princeton.edu/papers/61682>
3. Hout, M. (2012). Social and economic returns to college education in the United States. *Annual Review of Sociology*, 38, 379–400. <https://doi.org/10.1146/annurev.soc.012809.102503>; Ma, J., Pender, M., & Welch, M. (2019). *Education pays 2019: The benefits of higher education for individuals and society*. The College Board. <https://research.collegeboard.org/pdf/education-pays-2019-full-report.pdf>
4. Jackson, J., Bohn, S., Johnson, H., & Rodriguez, O. (2019). *Expanding college access*. Public Policy Institute of California. <https://www.ppic.org/wp-content/uploads/higher-education-in-california-expanding-college-access-october-2019.pdf>
5. Hillman, N., & Wetchman, T. (2016). *Education deserts: The continued significance of "place" in the twenty-first century*. American Council on Education. <https://www.acenet.edu/Documents/Education-Deserts-The-Continued-Significance-of-Place-in-the-Twenty-First-Century.pdf>
6. Goldrick-Rab, S. (2016). *Paying the price: College costs, financial aid, and the betrayal of the American dream*. University of Chicago Press.
7. For example, Cook, K. (2018). *Five factors for successful online learning*. Public Policy Institute of California. <https://www.ppic.org/blog/five-factors-successful-online-learning>
8. Anderson, N. (2020, April 16). College students are rebelling against full tuition after classes move online. *Washington Post*. <https://www.washingtonpost.com/education/2020/04/16/college-students-are-rebelling-against-full-tuition-after-classes-move-online>
9. For example, Bowen, W. G., Lack, K. A., Chingos, M., & Nygren, T. I. (2012, May 22). *Interactive learning online at public universities: Evidence from randomized trials*. Ithaca S+R. <https://doi.org/10.18665/sr.22464>; Deming, D. J., Goldin, C., Katz, L. F., & Yuchtman, N. (2015). Can online learning bend the higher education cost curve? *American Economic Review*, 105(5), 496–501. <http://dx.doi.org/10.1257/aer.p20151024>
10. California Competes. (2020). *California Postsecondary to Prosperity Dashboard*. <https://californiacompetes.org/p2p>
11. Guzman, G. G. (2020). *Household income: 2019* (Report Number ACSBR/20-03). US Census Bureau. <https://www.census.gov/content/dam/Census/library/publications/2020/acs/acsbr20-03.pdf>
12. For the formal definitions and additional information about these regions, see California Competes' [Postsecondary to Prosperity Dashboard](#). Note that estimates of intent to enroll in higher education presented in the Dashboard are based on survey responses prior to the start of the COVID-19 pandemic and include individuals ages 18–24, so they are not comparable to the estimates in this report.
13. Regional interest in higher education is also (negatively) correlated with regional factors such as median household income and percentages of residents with an associate's degree, a bachelor's degree, or any degree. However, the associations are much weaker, with coefficient of determination values ranging from $R^2 = 0.22$ to $R^2 = 0.37$.
14. US Department of Education, National Center for Education Statistics. *2012/17 Beginning Postsecondary Students Longitudinal Study*. Calculated using DataLab. https://nces.ed.gov/datalab/index.aspx?ps_x=bhccbne5
15. California State University. (n.d.). *Impacted undergraduate majors and campuses, 2021–22*. <https://www2.calstate.edu/attend/degrees-certificates-credentials/Pages/impacted-degrees.aspx>
16. Cook, K., & Mehlotra, R. (2020). *Expanding enrollment capacity at California State University*. Public Policy Institute of California. <https://www.ppic.org/wp-content/uploads/expanding-enrollment-capacity-at-california-state-university.pdf>
17. Bureau of Labor Statistics, U.S. Census Bureau. (2019). *Labor force participation rate (LFPR) projections 2019–28 (in percent)*. <https://www.bls.gov/emp/labor-force/civilian-labor-force.xlsx>
18. California Competes. (2020). *Credit for prior learning: Leveraging past learning to close present-day equity gaps*. https://californiacompetes.org/assets/general-files/CACompetes_CPL-Brief_Final_8_11.pdf
19. California Competes. (2020). *From practice to policy: How institutions accelerate adult completion and fuel prosperity*. https://californiacompetes.org/assets/general-files/CACompetes_Adults-Brief_Final.pdf; California Competes. (2018). *Back to college part two: A policy prescription to support adults returning to college*. https://californiacompetes.org/assets/general-files/CACompetes_Back-to-College-Part-Two.pdf
20. Johnson, H., Cuellar Mejia, M., & Cook, K. (2020, March 30). *COVID-19 shutdown forces colleges to ramp up online learning*. Public Policy Institute of California. <https://www.ppic.org/blog/covid-19-shutdown-forces-colleges-to-ramp-up-online-learning>; Johnson, H., Cuellar Mejia, M., & Cook, K. (2015). *Successful online courses in California's community colleges*. Public Policy Institute of California. https://www.ppic.org/content/pubs/report/R_615HJR.pdf
21. Johnson, Cuellar Mejia, & Cook (2020).
22. Soria, K. M., & Horgos, B. (2020). *Social class differences in students' experiences during the COVID-19 pandemic*. Center for Studies in Higher Education, University of California, Berkeley. <https://escholarship.org/uc/item/3hw2m00g>
23. California Community Colleges, California Virtual Campus. *Improving Online CTE Pathways Grant Program*. <https://cvc.edu/pathwaysgrant>
24. California Competes. (2019). *The case for a statewide higher education coordinating entity*. https://californiacompetes.org/assets/general-files/Improve-Coordination_Final.pdf
25. Jez, S. J. G., & Taylor, P. (2020, November 5). *Ensure equitable broadband access to secure California's future*. *EdSource*. <https://edsources.org/2020/ensure-equitable-broadband-access-to-secure-californias-future/642781>
26. Strada Center for Education Consumer Insights. (2020). *Strada public viewpoint: COVID-19 work and education survey*. https://web.archive.org/web/20210118233059if_/https://www.stradaeducation.org/wp-content/uploads/2020/12/Topline-Findings-December-09-2020.pdf

Acknowledgments

This report was made possible through support from the Bill & Melinda Gates Foundation, the College Futures Foundation, and the VMware Foundation. We are grateful, first and foremost, to Seth Reichlin of CollegeAPP for generously providing results over several iterations and for his encouragement, patience, and thoughtful feedback. We also thank Marty Alvarado of the California Community College Chancellor's Office, Jory Hasdell of the California Virtual Campus – Online Education Initiative for the California Community Colleges, and Steven Koblak for their many helpful suggestions on earlier drafts of this report. All errors are our own.

Staff

Su Jin Jez, PhD
Executive Director

David Radwin
Senior Researcher

Gail Yen
Senior Policy and Research Analyst

Joanna Rosenthal
Communications Director

Kim Bernet
Operations Director



 californiacompetes.org
 (510) 629-0352
 info@californiacompetes.org
 facebook.com/californiacompetes
 @CalCompetes

California State Profile

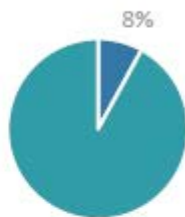
Some College, No Degree Today

5,737,962

SCND last enrolled in CA
(Dec 2018)



Potential Completers

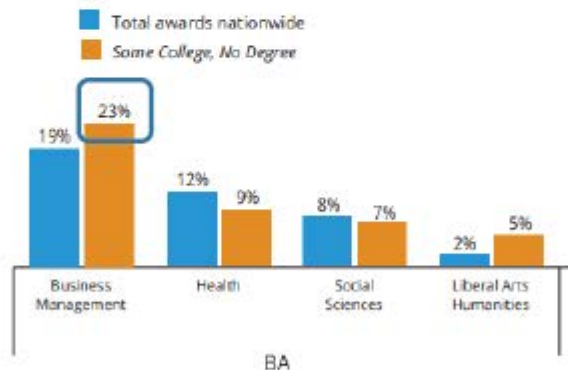


459,037

Potential Completers in CA
(2020 estimate)

459,037

Potential Completers in CA
(2020 estimate)



~106,000+ Potential Completers in California Who Would Likely Pursue Their Degree in Business



Market Insights Brief

Feasibility of an Online Bachelor's-Level **Business** **Degree Completion Program**

Completed for California State University-Chico
January 2020

Program Feasibility Study

- Peer Program Evaluation
- State Labor Market Intelligence
- State Competitive Intelligence

Professional & Adult Education Forum

Jill Rosenfeld
Market Insights Associate

Kirsten Hinck
Market Insights Manager

LEGAL CAVEAT

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to partners. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, partners should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given partner's situation. Partners are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of partner and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Partners are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its partners. Each partner acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each partner agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a partner. Each partner is authorized to use this Report only to the extent expressly authorized herein.
2. Each partner shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each partner shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each partner may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or partnership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each partner shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each partner may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each partner shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each partner is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a partner is unwilling to abide by any of the foregoing obligations, then such partner shall promptly return this Report and all copies thereof to EAB.

Table of Contents

I. Recommendations and Considerations	4
II. Credential Design and Curriculum Analysis	5
Knowledge and Skills Heatmap	6
Profiled Program Review	7
Appendix A: Market Pulsecheck	9
Labor Market Intelligence	10
Competitive Intelligence	13
Appendix B: Research Parameters and Sources	15

I. Recommendations and Considerations

Research Challenge

The partner institution requested a program feasibility study to:

- Confirm market demand for an online, bachelor's-level business degree completion program
- Identify in-demand job titles and skills
- Evaluate peer programs
- Provide curricular guidance

A full list of research questions appears in the appendix.

Recommended Next Steps

- *Request a market opportunity scan* for help identifying new program subjects after potential business degree completion launch.

Research Offers Strong Evidence for Market Feasibility

Executive Overview

Based on analysis of comparable programs and quantitative data analytics, an online bachelor's-level business degree completion program offers a favorable outlook in California.

Labor market data suggests employer need for bachelor's-level business professionals in California. California employers demonstrate high demand for bachelor's-level business professionals, posting 163,530 relevant jobs between November 2018 and October 2019. The average monthly growth in California employer demand for bachelor's-level business professionals outpaced growth in California employer demand for all bachelor's-level professionals between November 2016 and October 2019 (i.e., an average 1.81 percent growth per month compared to 1.63 percent growth).

Completions data suggests an increase in California student demand for bachelor's-level business programs in the last five years. Reported bachelor's-level business degree completions in California increased an average of three percent per year between the 2013-2014 and 2017-2018 academic years. The number of in-state competitors decreased slightly from 104 to 103 in this time.

Administrators should consider including coursework in information systems in the proposed program curriculum. All five profiled institutions require students enrolled in bachelor's-level business degree completion programs to complete coursework in management information systems. California employers also demonstrate growing demand for bachelor's-level business professionals with technical skills such as "SQL" and "Software as a Service" (a cloud computing skill). Job postings for bachelor's-level business professionals frequently seek professionals who can apply technical skills such as SQL to business analysis.

Research Limitations

Administrators at California State University-Chico approached the Forum to evaluate market demand for an online, bachelor's-level business degree completion program. Neither Emsi Analyst nor completions data differentiate between bachelor's-level degree completion programs and traditional bachelor's-level programs. Thus, the provided job postings and completions analysis examine employer demand and completions at the bachelor's-level in general. Provided degree completions offer a sense of student demand within bachelor's-level business programs but cannot capture completions for institutions that report bachelor's-level business completions under other CIP Codes (e.g., 52.0801, Finance, General). In addition, institutions self-report whether a program may be completed in a distance-learning format. Therefore, provided trends may not capture the entire online competitive landscape and may offer limited insight for the proposed program.

II. Credential Design and Curriculum Analysis

Analysis Includes:

- Knowledge and Skills Heatmap
- Profiled Program Review

Offer a bachelor's-level business degree completion program fully online in an asynchronous format to accommodate working professionals and students with other obligations (e.g., family commitments). Include coursework in management and information systems to align the proposed program at California State University-Chico with in-state competitors and emerging employer demand for professionals with technology skills.

Credential Design

Profiled degree completion programs require students to possess between 60 and 70 credits prior to admission. Pepperdine University also requires applicants to possess at least two years of work experience. All five profiled institutions offer fully online programs. Profiled programs advertise program flexibility and suitability for working professionals (e.g., asynchronous courses, short semesters).

Curriculum

Confer fundamental business skills such as "product management," "accounting," and "process improvements" to prepare students for employment. In addition, include coursework in emerging skills such as "Software as a Service" (a cloud computing skill), "SQL (programming language)," and "agile software development" to meet growing industry need for bachelor's-level business professionals with technical skills. For example, students in the bachelor's-level business degree completion programs at Pepperdine University and California State University-East Bay take courses in "Information Systems for Business and Management" and "Information Technology Management," respectively, that confer technical skills relevant to business and management. All five profiled programs include coursework in information systems management. Profiled programs do not advertise required experiential components (e.g., internships).

Program Accreditation

All profiled institutions except California State University-Channel Islands advertise accreditation from the Association to Advance Colleges and Schools of Business (AACSB). California State University-Channel Islands reports accreditation from the Accreditation Council for Business Schools and Programs (ACBSP).

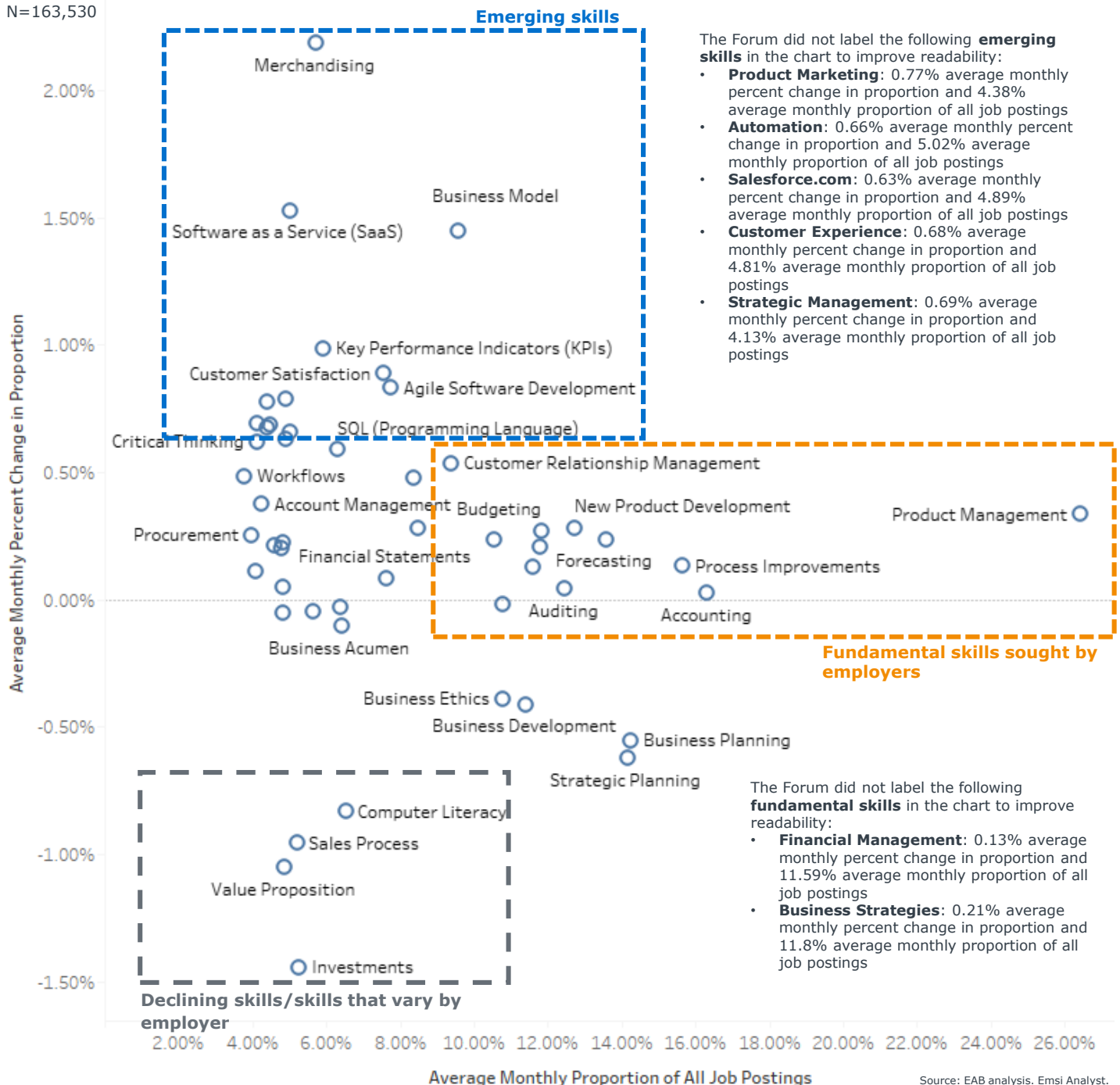
Analysis of Job Postings' Skill Requirements for Bachelor's-Level Business Professionals in California

Across November 2016 to October 2019, employers demonstrate sustained demand for skills such as "product management," "new product development," "accounting," "auditing," "process improvements," and "forecasting." Emerging skills include "merchandising," "Software as a Service (SaaS)," "agile software development," and "SQL (programming language);" developing these skills will prepare graduates to meet today's employer needs.

Knowledge and Skills Heatmap for Bachelor's-Level Business Professionals

November 2016-October 2019, California Data

N=163,530



Analysis of Profiled Program Design

Profiled online, bachelor’s-level business degree completion programs require students to possess 60 to 70 credits for admission. The profiled program at Pepperdine University also requires students to possess two years of work experience. Students complete all profiled programs in a fully online modality. Most profiled programs cost approximately \$500 per credit. The profiled program at Pepperdine University, the only private university among profiled institutions, costs significantly more than profiled programs at public universities (i.e., \$1,265 per credit).

Profiled Program Characteristics

Partner-Selected Institutions and Comparable Programs in California

	California State University-Channel Islands	California State University-East Bay	California State University-Fullerton	Pepperdine University	San Diego State University
<i>Title</i>	Bachelor of Science in Business	Bachelor of Science in Business Administration	Bachelor of Arts in Business Administration	Bachelor of Science in Management Degree Completion ²	Bachelor of Science in Business Administration
<i>Modality</i>	Online	Online	Online	Online	Online
<i>Admissions Requirements</i>	70 credits	60 credits	66 credits	<ul style="list-style-type: none"> • 60 credits • 2 years of work experience 	66 credits
<i>Advertised Tuition¹</i>	\$550 per credit	\$393 per credit	\$500 per credit	\$1,265 per credit	\$510 per credit

Program-Specific Accreditation

AACSB Accreditation Signals High Quality within Field

Association to Advance Colleges and Schools of Business (AACSB)

- All profiled institutions except California State University-Channel Islands report [AACSB](#) accreditation.
- California State University-Chico already possesses AACSB accreditation.
- California State University-Channel Islands reports accreditation from the Accreditation Council for Business Schools and Programs ([ACBSP](#)).

1) Advertised tuition indicates the tuition cost as presented on the program website. Program fees are not included given the significant variance in institutional fees.

2) The Forum profiled the Bachelor of Science in Management Degree Completion program at Pepperdine University due to the curriculum’s similarity to profiled business degree completion programs.

Profiled Program Curricula

Partner-Selected Comparators and Comparable Programs in California

California State University-Channel Islands

- Applied Managerial Accounting
- Business Discourse for the 21st Century Professional
- Business Operations
- Business Finance
- Management of Organizations
- Professional Ethics
- [Management Information Systems](#)
- Principles of Marketing
- Capstone
- Intermediate Economics

California State University-East Bay

- Organizational Behavior
- Business & Professional Ethics
- Marketing Principles
- Financial Management
- Communications in Team Building
- [Information Technology Management](#)
- Decision Science
- Operations Management
- Business, Government, & Society
- Managerial Economics & Business Strategy
- Multinational Business
- Seminar
- A concentration in Finance, General Management, [Information Technology Management](#), or Operations and Supply Chain Management

California State University-Fullerton

- Advanced Business Communication
- Business Analytics I + II
- Managing Operations
- Organizational Behavior
- Intermediate Accounting
- Principles of Marketing
- Financial Management I + II
- Intermediate Business Microeconomics
- Economics Development: Analysis and Case Studies
- [Business Modeling Using Spreadsheets](#)
- Human Resource Management
- [Principles of Information Systems](#)
- Seminar in Strategic Management
- Marketing Research Methods
- Economic Research Methods

Pepperdine University

- Organizational Behavior
- Statistical Methods for Business
- Critical Thinking and Managerial Problem Solving
- Managerial Economics
- Accounting
- Business Ethics
- Managerial Finance
- Legal Environment of Business
- Managing Diversity in Organizations
- Marketing Management
- National Economic Markets
- Managing Organizations
- [Information Systems for Business and Management](#)
- Production and Operations Management
- Contemporary Business Issues
- International Business
- Business Strategy

San Diego State University

- Intermediate Tax and Managerial Accounting
- Ethical Decision Making in Business
- Foundations of Business in a Global Environment
- Fundamentals of Finance
- Management and Organizational Behavior
- Operations and Supply Chain Management
- Marketing
- Exploration of Business Career Development
- International Business Strategy and Integration
- Investments
- Human Resource Management
- Leadership in Organizations
- Business Negotiation
- [Information Systems Analysis](#)
- Consumer and Buyer Behavior

■ Information technology-related courses



Analysis Includes:

- Job Posting Trends
- Top Titles
- Top Skills
- Degree Completion Trends

Analysis Suggests Favorable Program Potential

Preliminary Program Outlook

Based on analysis of job postings and reported degree completions, an online bachelor's-level business degree completion program may offer a low-risk growth opportunity for California State University-Chico.

California demand for bachelor's-level business professionals grew at a slightly faster pace than demand for all bachelor's-level professionals between November 2016 and October 2019 (i.e., an average of 1.81 and 1.63 percent per month, respectively). California demand for bachelor's-level business professionals remains high with 163,530 relevant job postings listed from November 2018 to October 2019. Emsi Analyst predicts California employment in four of the five most common occupations in job postings for bachelor's-level business professionals to increase faster than or equal to the average of all occupations.

The number of reported relevant degree completions in California increased 11 percent between the 2013-2014 academic year and the 2017-2018 academic year. California competitors report a mean of 275 completions and a median of 72 completions in the 2017-2018 academic year, an increase from 245 mean completions and 55.5 median completions in the 2013-2014 academic year. California State University-Chico reported an above-average number of related completions in the 2017-2018 academic year (i.e., 679). The increase in student demand (i.e., the increase in relevant completions) between the 2013-2014 academic year and the 2017-2018 academic year may indicate potential for program growth at California State University-Chico. However, competition remains high, with 103 California institutions reporting relevant completions in 2018, 30 of which report completions with a distance-learning option.

Research Limitations

Administrators at California State University-Chico approached the Forum to evaluate market demand for an online, bachelor's-level business degree completion program. Neither Emsi Analyst nor completions data differentiate between bachelor's-level degree completion programs and traditional bachelor's-level programs. Thus, the provided job postings and completions analysis examine employer demand and completions at the bachelor's-level. Provided degree completions offer a sense of student demand within bachelor's-level business programs but cannot capture completions for institutions that report bachelor's-level business completions under other CIP Codes (e.g., 52.0801, Finance, General). In addition, institutions self-report whether a program may be completed in a distance-learning format. Therefore, provided trends may not capture the entire online competitive landscape and may offer limited insight for the proposed program.

Analysis of Job Postings for Bachelor’s-Level Business Professionals in California

State employer demand trends suggest need for bachelor’s-level business program graduates. Relevant employer demand grew an average of 1.81 percent per month from November 2016 to October 2019, slightly faster than employer demand overall (i.e., 1.63 percent per month, on average). Demand for bachelor’s-level business graduates has remained important in California, composing eight percent of overall employer demand from November 2016 to October 2017 and November 2018 to October 2019. Demand for bachelor’s-level business professionals remains high as employers posted 163,530 relevant postings between November 2018 and October 2019.

+1.81%

Average Monthly Demand Growth

November 2016-October 2019, California Data

- During this period, demand for bachelor’s-level business professionals grew 441 postings per month, on average.
- During this period, demand across all occupations grew 1.63 percent per month, on average.

29,617 job postings

Average Monthly Demand

November 2016-October 2019, California Data

- Employers posted 163,530 relevant job postings from November 2018 to October 2019.

+0%

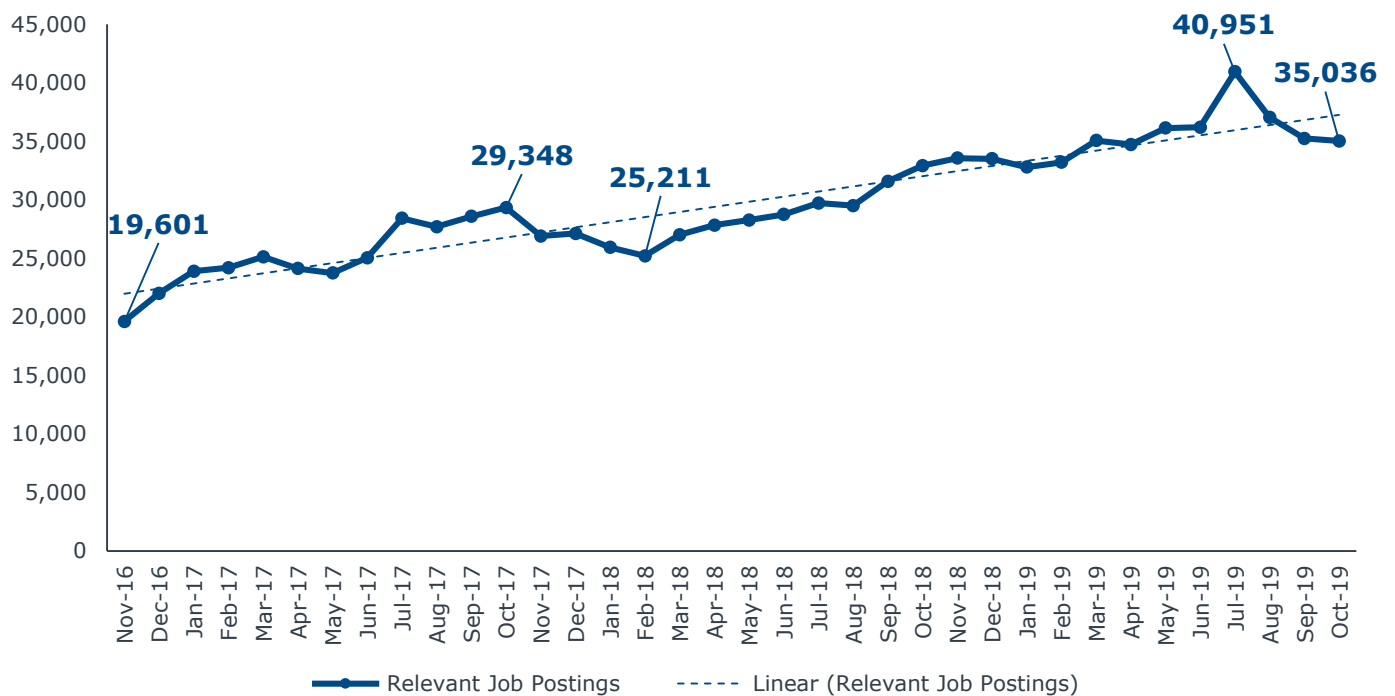
Market Share Increased

November 2016-October 2019, California Data

- Relevant jobs composed eight percent of overall California demand for bachelor’s-level professionals from November 2016 to October 2017.
- Relevant jobs composed eight percent of overall California demand for bachelor’s-level professionals from November 2018 to October 2019.

Job Postings over Time

November 2016-October 2019, California Data



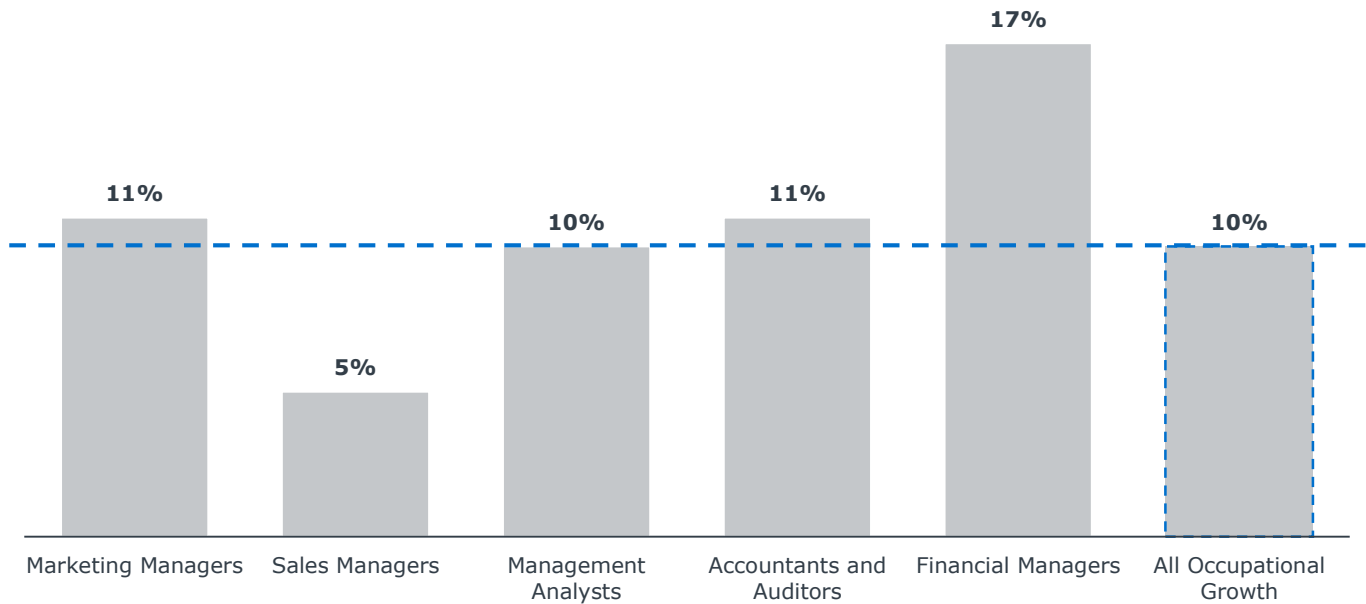
Source: EAB analysis. Emsi Analyst.

Analysis of Employment Data for Bachelor’s-Level Business Professionals in California

California employment in four of the five most common occupations in job postings for bachelor’s-level business professionals is projected to increase faster than or equal to the average projected growth for all occupations. While these occupations are the most common occupations appearing in job postings for bachelor’s-level business professionals, bachelor’s-level business professionals may qualify to fill positions in a wide range of occupations (e.g., general and operations managers, market research analysts and marketing specialists).

Projected Employment in Top Occupations¹

2018-2028, California Data

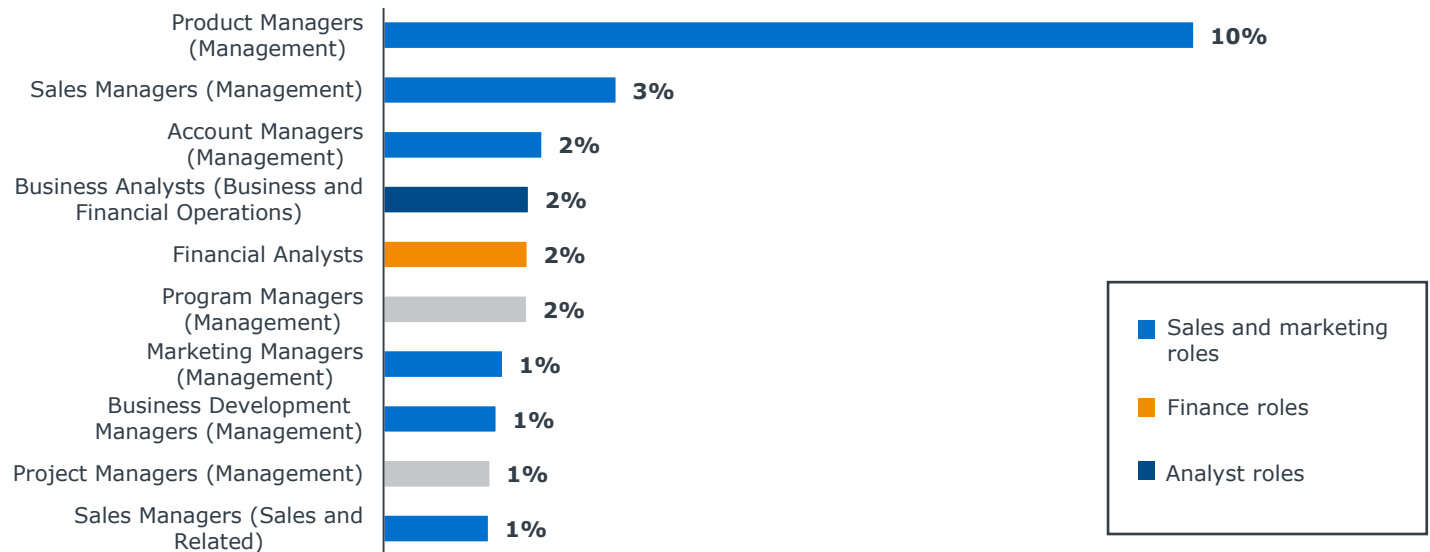


1) Top occupations refer to the occupations in which employers most often seek relevant professionals.

Top Titles in Job Postings for Bachelor's-Level Business Applicants

November 2018-October 2019, California Data

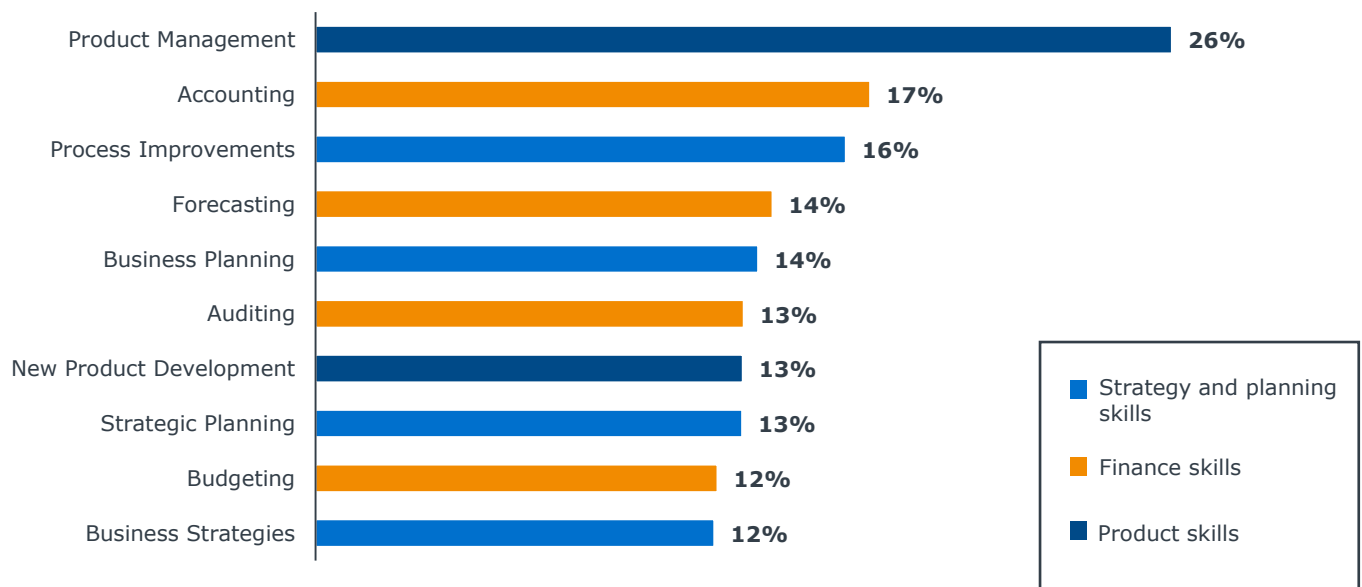
N=163,530



Top Skills in Job Postings for Bachelor's-Level Business Applicants

November 2018-October 2019, California Data

N=163,530

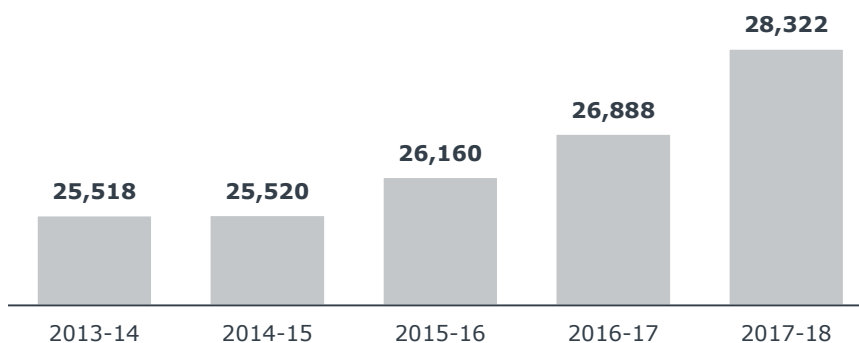


Analysis of CIP Code 52.0101 (Business/Commerce, General) and CIP Code 52.0201 (Business Administration and Management, General) in California

Since the 2013-2014 academic year, reported California bachelor's-level business completions increased 11 percent. California State University-Chico reported 21 percent growth in relevant completions during this period (i.e., completions increased from 563 to 679), above the California average rate of growth. At the same time, the number of state institutions reporting completions decreased from 104 to 103 (i.e., one percent). The mean and median number of reported completions per relevant California institution grew between the 2013-2014 and 2017-2018 academic years (i.e., from 245 to 275 mean completions and from 55.5 to 72 median completions). Growing student demand for bachelor's-level business programming may indicate opportunity for California State University-Chico to develop further bachelor's-level business programming.

Completions Reported over Time

2013-2014 to 2017-2018 Academic Years, California Data



+3%

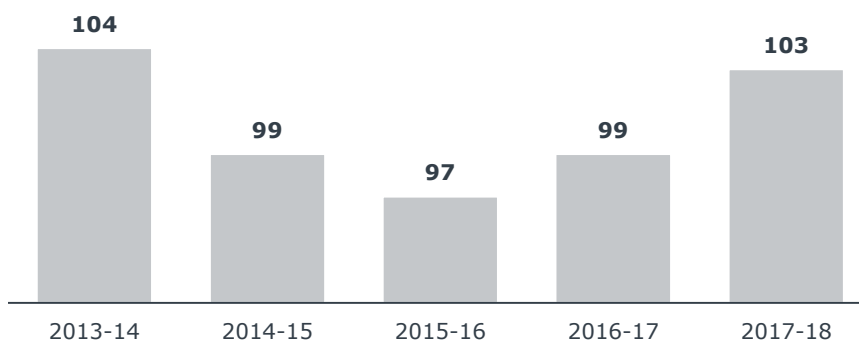
Average Annual Completions Growth

2013-2014 to 2017-2018 Academic Years, California Data

- In this period, the number of institutions reporting relevant completions declined two percent per year, on average.

Institutions Reporting Completions over Time

2013-2014 to 2017-2018 Academic Years, California Data



32%

Institutions Reporting Completions with a 100 Percent Distance-Delivery Option

2017-2018 Academic Year, California Data

275

Mean Completions per Institution Reporting

2017-2018 Academic Year, California Data

- In the 2013-2014 academic year, institutions reported 245 mean completions.

72

Median Completions per Institution Reporting

2017-2018 Academic Year, California Data

- In the 2013-2014 academic year, institutions reported 55.5 median completions.

Analysis of CIP Code 52.0101 (Business/Commerce, General) and CIP Code 52.0201 (Business Administration and Management, General) in California

California State University-Fullerton represents the largest bachelor's-level business program in California. Bachelor's-level business completions reported by California State University-Fullerton increased 24 percent from the 2013-2014 academic year to the 2017-2018 academic year. The market share represented by California State University-Fullerton only increased from seven to eight percent in this time. Growth in reported bachelor's-level business completions suggests high competition. However, only two of the ten schools listed below (i.e., California State University-Fullerton, San Diego State University) report completions in a distance-learning format, which may indicate potential for California State University-Chico to capture online market share.

Institutions with Most Reported Completions

2013-2014 and 2017-2018 Academic Year, California Data

Institution	Reported Completions, 2013-2014 Academic Year	Market Share, 2013-2014 Academic Year	Reported Completions, 2017-2018 Academic Year	Market Share, 2017-2018 Academic Year
California State University-Fullerton	1,858	7%	2,306*	8%
San Francisco State University	1,344	5%	1,646	6%
San Jose State University	1,232	5%	1,645	6%
San Diego State University	1,106	4%	1,521*	5%
California State Polytechnic University-Pomona	1,000	4%	1,469	5%
California State University-Long Beach	1,048	4%	1,437	5%
University of Phoenix-California	2,092	8%	1,058	4%
California State University-Los Angeles	700	3%	1,039	4%
California State University-Sacramento	866	3%	1,020	4%
California State University-San Bernardino	764	3%	1,010	4%

*This institution reports distance-learning completions.

Appendix B: Research Parameters and Sources

Research Methodology

EAB's market insights research guides strategic programmatic decisions at partner institutions. The Market Insights Service combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

Unless stated otherwise, this report includes data from online job postings from November 1, 2018 to October 31, 2019. To best estimate employer demand for bachelor's-level business professionals, the Forum analyzed job postings for bachelor's-level professionals with relevant skills (e.g., 'business strategies,' 'business structures,' 'systems management').

Definitions

"State" refers to the state of California.

Research Questions

The requesting partner asked:

- How has demand for graduates of my proposed program evolved over time?
- What skills should the proposed program teach to prepare students to meet employer demand?
- In what positions do employers demonstrate the greatest need for potential graduates?
- How are similar programs structured?
- How are similar programs delivered?
- What are the attributes of comparable online bachelor's-level business degree completion programs with respect to:
 - Modality/format (i.e., part-time, face-to-face),
 - Accreditation,
 - Advertised tuition, and
 - Curricular components (e.g., number of required major-specific credits)?

Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries
- Emsi Analyst, described below
- U.S. Bureau of Labor Statistics
- U.S. National Center for Education Statistics (NCES)
- Profiled program webpages
 - California State University-Channel Islands, Bachelor of Science in Business Online, accessed December 2019: <https://ext.csuci.edu/programs/undergraduate/bs-business-online/index.htm>
 - California State University-East Bay, Bachelor of Science in Business Administration, accessed December 2019: <https://www.ce.csueastbay.edu/ce/programs/business-administration/>
 - California State University-Fullerton, Bachelor of Arts in Business Administration, accessed December 2019: https://baba.fullerton.edu/?_ga=2.259400396.736263769.1575298390-1272636222.1575298390
 - Pepperdine University, Bachelor of Science in Management Degree Completion Program, accessed December 2019: <https://bschool.pepperdine.edu/undergraduate-programs/business-management/>
 - San Diego State University, Online Bachelor’s in Business, accessed December 2019: <https://business.sdsu.edu/online>

Labor Market Intelligence Partner: Emsi

This report includes data made available through EAB’s partnership with Emsi (formerly Economic Modeling Specialists International), a labor market analytics firm serving higher education, economic development, and industry leaders in the U.S., Canada and the United Kingdom.

Emsi curates and maintains the most comprehensive labor market data sets available for academic program planning, providing real-time job posting data, workforce and alumni outcomes data, and traditional government sources of data. Under this partnership, EAB may use Emsi’s proprietary Analyst™ and Alumni Insight™ tools to answer partner questions about employer demand, the competitive landscape, in-demand skills, postings versus actual hires, and skills gaps between job postings and professionals in the workforce. The Emsi tools also provide EAB with in-depth access to unsuppressed, zip-code-level government data for occupations, industries, programs, and demographics. For more complete descriptions of the Emsi tools, visit:

- <http://www.economicmodeling.com/analyst/>
- <https://www.economicmodeling.com/alumni-insight/>

To learn more about Emsi and its software and services, please contact Bob Hieronymus, Vice President of Business Development at bob.hieronymus@economicmodeling.com or (208) 883-3500.

Profiled Institutions

The Forum profiled programs via secondary research at the following institutions. The Forum profiled online, bachelor's-level business degree completion programs at San Diego State University, institutions in the California State University system, and other institutions in California, as identified by partners at California State University-Chico.

A Guide to Institutions Profiled in this Brief

Partner-Selected Comparators and Comparable Programs in California

Institution	Location	Approximate Institutional Enrollment (Undergraduate / Total)	Carnegie Classification
California State University-Channel Islands	Pacific West	7,000 / 7,500	Master's Colleges and Universities: Medium Programs
California State University-East Bay	Pacific West	13,000 / 16,000	Master's Colleges and Universities: Larger Programs
California State University-Fullerton	Pacific West	35,000 / 40,500	Master's Colleges and Universities: Larger Programs
Pepperdine University	Pacific West	3,500 / 8,000	Doctoral/Professional Universities
San Diego State University	Pacific West	30,500 / 35,500	Doctoral Universities: High Research Activity



Washington DC | Richmond | Birmingham | Minneapolis

202-747-1000 | eab.com



Table of Contents

Executive Summary	2
Purpose and Preview of Findings.....	2
Overview of Portfolio Analysis Methodology	2
National Education Markets: Graduate Level	4
Methodology	4
Completions and Growth in Programs Nationally and at Chico State	7
National Labor Markets: Graduate Level	17
Methodology	17
Labor Market’s Influence on Education Demand	17
Key Takeaways from Education and Labor Market Demand	27
National Education Markets: Undergraduate Level	28
Methodology	28
Completions and Growth in Programs Nationally and at Chico State	28
National Labor Markets: Undergraduate Level	35
Methodology	35
Key Takeaways from Education and Labor Market Demand: Undergraduate Level.....	38
Some College, No Degree Population in California	40
University Fit Analysis	44
Digital Brand Analysis.....	44
Opportunity for Portfolio Expansion	47
Methodology	47
Quantifying the Opportunity: Graduate Level.....	48
The Chico State Roadmap.....	52
Smart Program Design Is Critical to Enabling Success.....	53
Conclusion	54
Appendix	55
Comparable Pricing Analysis.....	55

Executive Summary

Purpose and Preview of Findings

This report presents an expansion strategy for online graduate and undergraduate programs at the California State University – Chico. Everspring’s recommendations are based on the performance of Chico’s current portfolio, analysis of the labor and education markets, our evaluation of Chico’s academic strengths, and the strength of the Chico brand in the digital marketplace.

Through this multidimensional approach, we arrive at a strategic plan for growing Chico’s program portfolio and increasing the University’s enrollments. Our analysis concludes that Chico has an opportunity to draw students looking for degrees in the biggest and fastest-growing disciplines, those in emerging fields like Computer Science, Speech-Language Pathology, and Social Work. Opportunities for expansion emerge when identifying additional programs for Chico to consider that are not currently offered, such as Data Science/Analytics, Nurse Practitioner, Public Health, or Digital Marketing. We recommend that Chico leverage its existing offerings and excellent reputation in certain fields to expand effectively into the larger markets for Technology, Analytics, and Healthcare-related degrees.

Overview of Portfolio Analysis Methodology

Everspring conducted a Market Pulse Program Prioritization Framework analysis with three market forces in mind: education demand, employer demand, and program fit. The evaluation balances employer and education demand with the University’s reputation, strengths, and anticipated ability to succeed in program expansion.¹

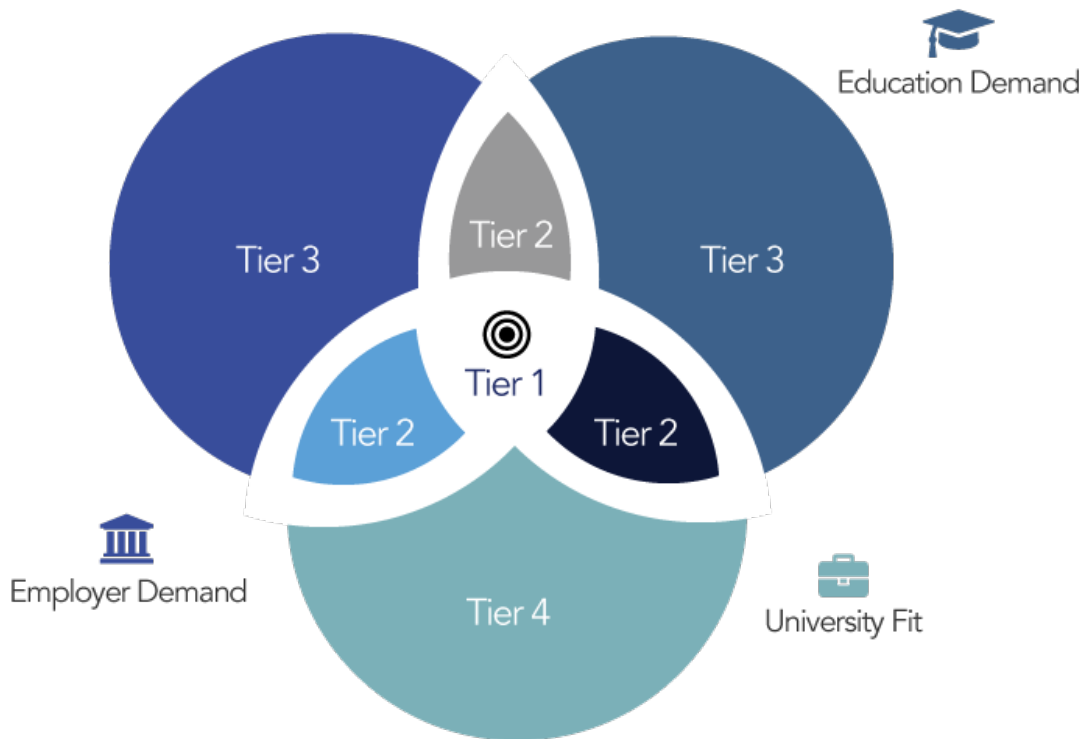
Education demand is captured through completions from the US Department of Education’s Integrated Postsecondary Education Data Systems (IPEDS).

Employer demand is captured through job postings from Burning Glass, considering both degrees and skills. As some degrees do not map clearly to labor market roles, we also capture education demand via Google search trends; award completions at public and non-profit four-year institutions; and additional secondary research where available. An evaluation of the University’s digital presence informed the program market opportunities and our expectation of Chico’s ability to differentiate programs and achieve scale in market.

This analysis centers around Chico State University’s Master degree portfolio, Bachelor degree portfolio, and potential degree completion programs. Certificates and smaller credentials or coursework, particularly when paired with related degree programs, can provide complementary growth opportunities and entry pathways to Master’s degrees. The evaluation framework was designed to identify optimal expansion programs by looking at the aforementioned dimensions of employer demand, education demand, and program fit. The resulting grouping divides existing Chico State programs into four tiers: target, expansion, incremental, and fringe.

¹ This type of analysis skews highly toward labor-market-driven recommendations to drive large-scale, high-volume enrollments. There may be value in more niche programs that do not demonstrate the clear labor market demand prioritized by this analysis. Other considerations should be evaluated in addition to or separately from this analysis.

Figure 1 Market Pulse Program Prioritization Framework Methodology Venn Diagram



Tier 1: Target

Programs within this tier demonstrate substantial and growing market demand in emerging fields from both students and employers. Furthermore, selected programs represent a strong fit for the Chico brand and will contribute to the University's national recognition.

Tier 2: Expansion

Programs within this tier are in traditional fields (e.g., Psychology, Education) that historically have performed well at Chico State. These programs are expected to have steady market demand and offer an opportunity to leverage the Chico brand.

Tier 3: Incremental

Programs within this tier have lower market demand but strong alignment with the Chico brand. Additional enrollments and completions will likely be incremental.

Tier 4: Fringe

Programs within this tier are niche: while there may be employer or student demand, additional enrollments will likely be inconsistent.

National Education Markets: Graduate Level

Methodology

Per the most recent federal enrollment estimates, roughly 19.7 million students enrolled in colleges and universities in Fall 2020. The majority of these, approximately 17 million, were undergraduate students and another three million were graduate students. The most granular program-level data captures completions—that is, degrees awarded—on an annual basis rather than enrollment figures. This data is derived from the US Department of Education’s Integrated Postsecondary Education Data Systems (IPEDS).

A similar breakdown is observed when viewing projections for completions during the 2020-2021 academic year. Approximately 1,998,000 Bachelor’s degrees (66%), 833,000 Master’s degrees (28%), and 187,000 Doctor’s degrees (6%) are expected to be awarded during this period.²

Given the program offerings at the California State University – Chico, this analysis focuses on both undergraduate and graduate-level completions and growth rates. On a comprehensive level, the following chart shows the scale of recent annual completions at the Bachelor’s, Master’s and Doctor’s level. National completions grew steadily across all levels from 2015 to 2019 with over 2.9 million completions in 2019 across Bachelor’s, Master’s and Doctor’s degrees. This growth represents a 7.3 percent increase compared to 2015, indicating healthy education demand nationwide. Within this overall scope, the growth rate observed at the Master’s level (9.9%) exceeds the levels observed at the Bachelor’s (6.3%) or Doctor’s level (7.2%).

² *National Center for Education Statistics, ‘Fast Facts: Back to school statistics’*

Figure 2 Bachelor's, Master's, and Doctor's (Research) Degree Completions, 2015-2019, Nationwide

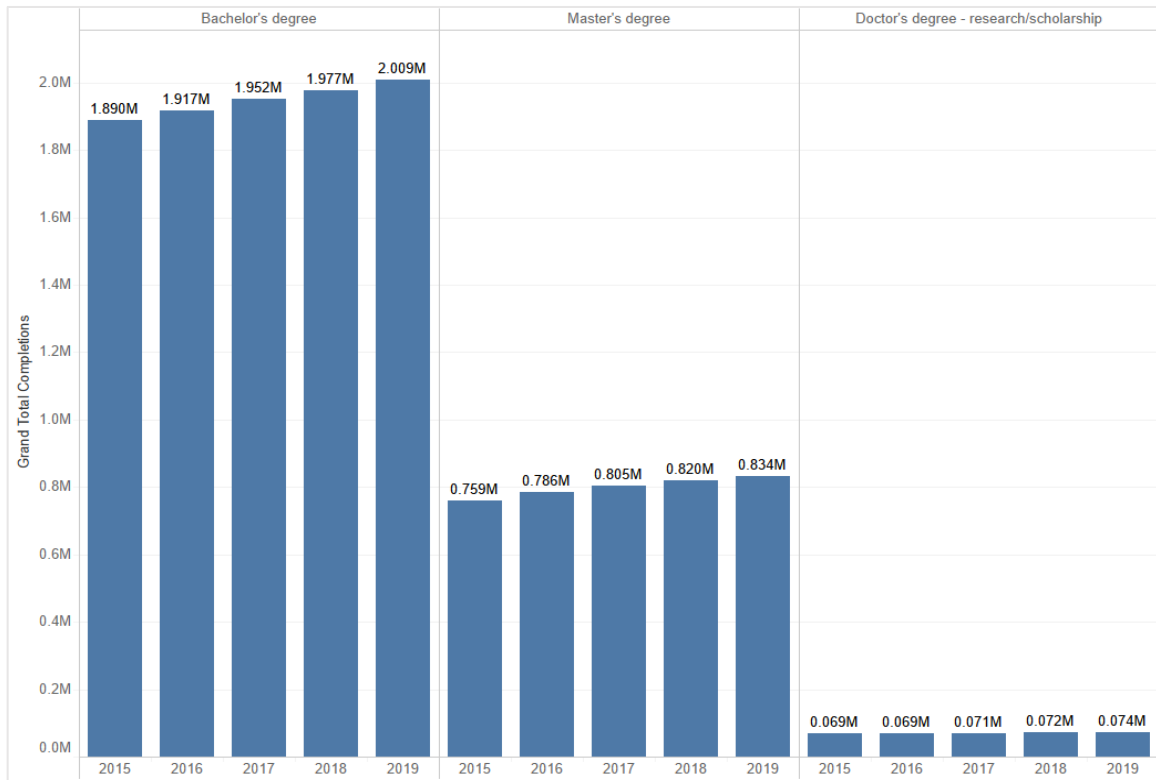


Figure 3 Bachelor's and Master's Student Enrollments by Modality, 2013-2018



Within the steady growth of completions, however, there is a major shift in modality as online enrollments are growing and exclusively on-ground enrollments are declining. Once again, the trend observed is stronger at the graduate level compared to the undergraduate level.

The chart above plots the scale of undergraduate and graduate student enrollments by modality from 2013-2018. Student enrollments in programs delivered exclusively on-ground declined across this period at both the undergraduate and graduate level, representing a 13 percent and 8 percent decrease, respectively. Conversely, student enrollments offered via a hybrid or exclusively online modality have both risen in this period. For instance, enrollments in programs delivered in a hybrid fashion at both the undergraduate and graduate level grew significantly, representing a 31 percent and 28 percent increase, respectively.

Finally, student enrollments in online exclusive programs have seen the biggest increase. Undergraduate enrollments in exclusively online programs increased by 33 percent, while graduate student enrollments in online programs increased by 49 percent over this period. These represent average annual growth rates (CAGR) of approximately 6% and 8% versus annual declines of nearly 3% and 2% for on-ground enrollments. This growing shift in student preferences serves as a key foundation supporting our recommendation for Chico State to further expand its graduate online portfolio.

Completions and Growth in Programs Nationally and at Chico State

At the Master's level, the largest-scale programs (in terms of 2019 completions, plotted on the X-axis, page 9) include traditional post-graduate disciplines of Business (green markers), Social Work (light blue marker), and Education disciplines (red markers). While MBA and Education programs tend to disproportionately dominate the market in terms of completion volume year over year, annual growth (plotted as Compound Annual Growth Rate (CAGR) on the Y-axis) has plateaued as demand for other emerging disciplines has risen.

High-growth programs are concentrated in digital Technology-related disciplines such as Cybersecurity, Computer and Information Sciences, Information Technology, Analytics/Data Science, along with Healthcare-related disciplines such as Nursing or Health Care Management.

Chico State currently offers a diverse range of disciplines at the graduate level, some of which are visible in this view. For example, the growth observed at Chico State for health-related programs such as Social Work and Speech-Language Pathology mirrors the trends observed at the national level. Computer Science sits towards the top of this view due to its impressive CAGR from 2014-2019 (12%).³ Understanding that internal dynamics at Chico State such as faculty retirements and resignations contributed to an admissions suspension in 2016, we expect an online Computer Science program at Chico to rebound quickly and capitalize on the heightened demand for Computer Science professionals in California. Indeed, this is further supported by initial Fall 2020 application numbers (2x increase compared to Fall 2019).⁴

³ Analysis based on 2014-2019 IPEDS data, across all CIPs, Master's Level, Title IV-bearing public and non-profit institutions

⁴ Data provided from Chico State University, Office of Graduate Studies, retrieved 1/22/2021

Figure 4 Large-scale Programs by Completions and 2014-2019 Growth Rates, Master's Level, Nationwide

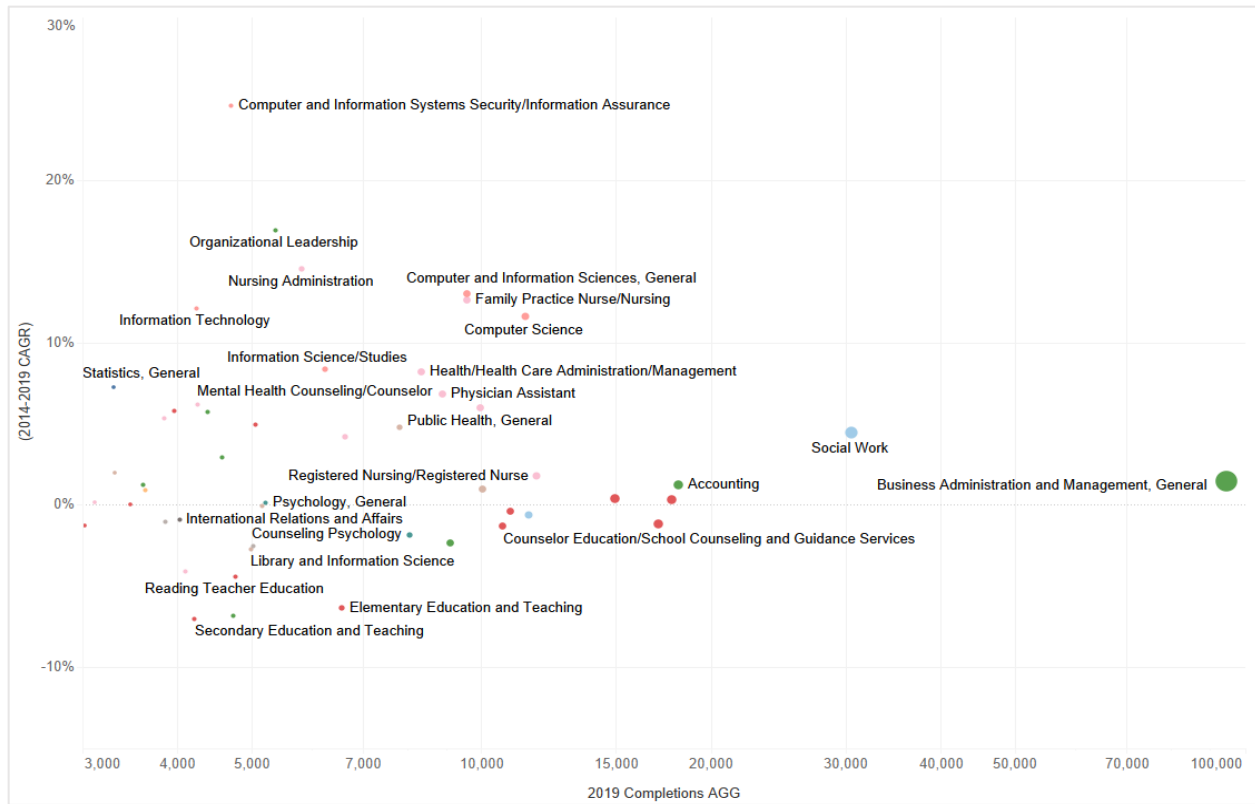
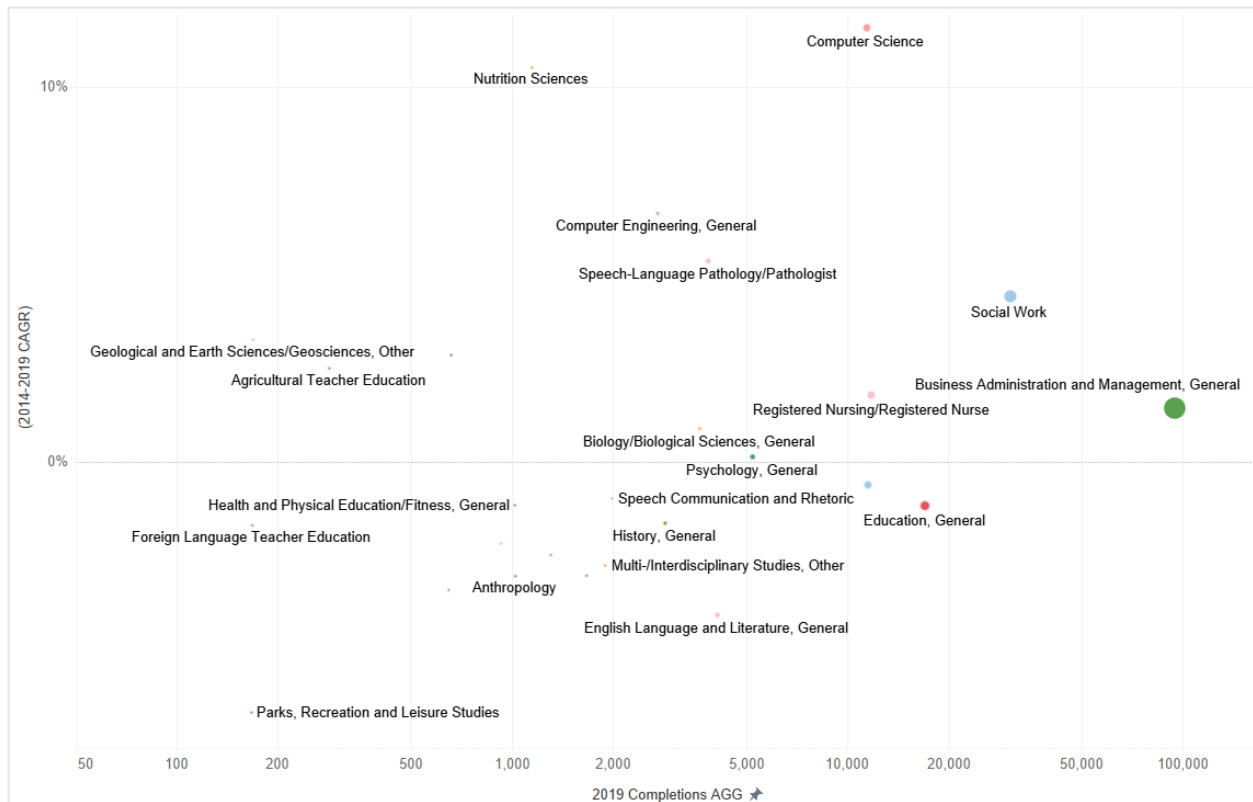


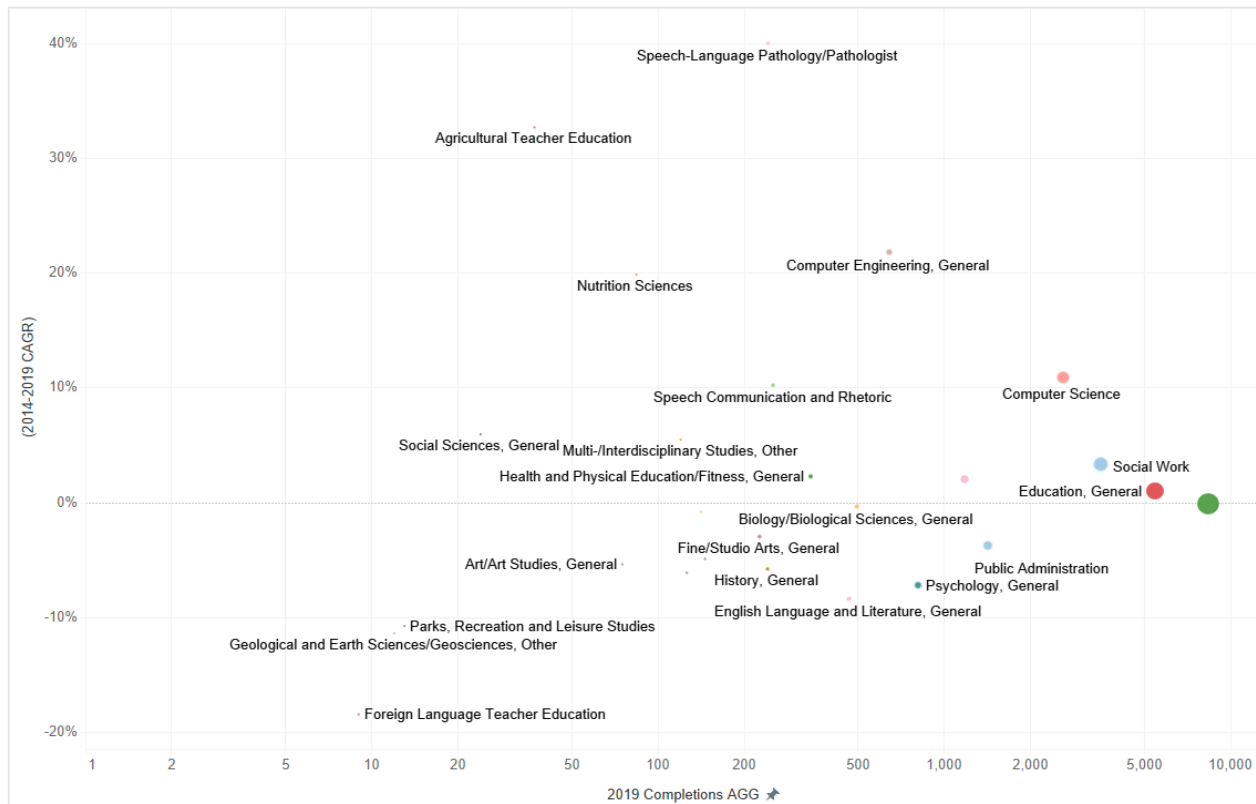
Figure 5 Chico-Related Programs by Completions and 2014–2019 Growth Rates, Master’s Level, Nationwide (Current offerings)



The chart above isolates degree-completion scale and growth for the programs currently offered by Chico State.

This view highlights a few key elements that inform Chico’s market opportunity: first, the total market size is approximately 25 percent of the total Master’s degree market by completions (there are around 212,000 completions in these disciplines compared with 834,000 total); next, the growth drivers in these addressable markets are emerging technology and healthcare-related disciplines including Computer Science, Nutrition Sciences, Speech-Language Pathology, and Social Work; and lastly, traditional disciplines such as English, History, and Anthropology provide significantly fewer opportunities for growth at the graduate level.

Figure 6 Chico-Related Programs by Completions and 2014–2019 Growth Rates, Master’s Level, California (Current offerings)

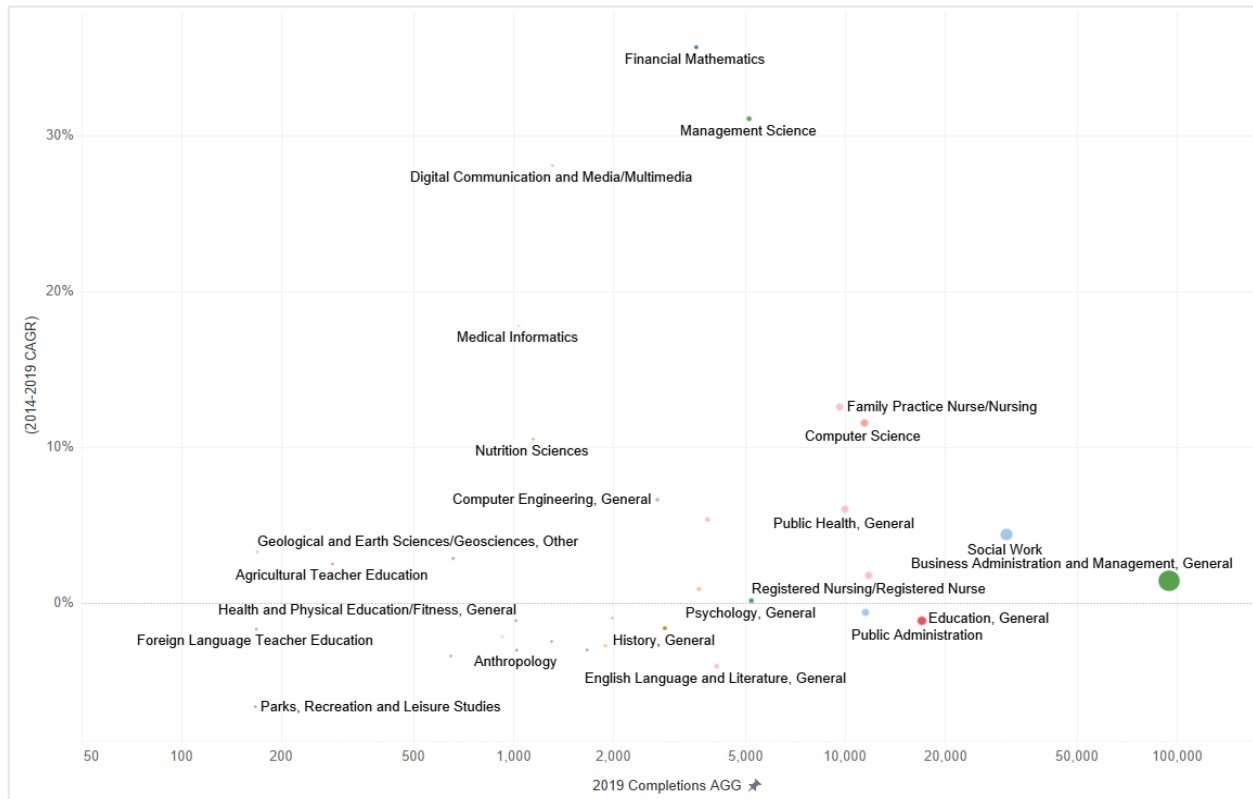


Another pillar that supports our recommendation to Chico is the disproportionate demand and growth rates observed for these disciplines at the California-state level. For instance, growth in Speech-Language Pathology programs in California from 2014-2019 outpaced national rates by 8x (40% vs. 5% CAGR). Furthermore, California’s abundance of Computer Science graduate professionals is evident. On a national scale, among the graduate disciplines offered at Chico State, Computer Science ranks as the 6th largest program by completion volume in 2019; however, when observing California program data, Computer Science is the 4th largest program and surpasses Nursing and Public Administration.

Additionally, nascent disciplines such as Nutrition Sciences also offer strong growth prospects (20% CAGR 2014-2019 in CA).⁵ However, it must be noted the market is still relatively small (1,147 national completions). Given the employment projections in this field, it provides an attractive opportunity to enhance an online healthcare portfolio.

⁵ Analysis based on 2014-2019 IPEDS data, across all CIPs, Master’s Level, Title IV-bearing public and non-profit institutions

Figure 7 Chico-Related Programs by Completions and 2014–2019 Growth Rates, Master’s Level, Nationwide (Gap Programs included)



As part of our analysis, Everspring analyzed and identified six potential additional graduate programs for Chico to consider for online education at the graduate level: Data/Information Science, Nurse Practitioner, Healthcare Management/Informatics, Financial Mathematics, Public Health, and Digital Marketing.

The chart above is the same as *Figure 5*, but with these additional programs included. The additional programs are defined by their high-growth potential as each discipline has seen consistent year-over-year growth at scale. Furthermore, these disciplines align with the overall labor market’s shift toward Technology, Healthcare, and Analytics-related occupations.

Although Public Health is not considered a new or innovative discipline, it is included in this gap program list due to a recent resurgence in interest in the topic, partially driven by COVID-19. From the 2014-2019 period, 31 new graduate programs entered the market, with the average program growing to a size of 47 completions.⁶ The 2020 data is equally as encouraging as 13 new total programs (both undergraduate

⁶ Data from Gray Associates, ‘Five Emerging Academic Programs,’ retrieved 02/05/2021

and graduate level) were announced last year. The online modality is resonant with this market, as online completions increased 103 percent from 2014-2019 (both undergraduate and graduate level).⁷

Please note that Data/Information Science and Analytics are not captured well by IPEDS; universities report these completions across several categories, but 'Management Science' provides a reasonable indicator of the market opportunity. Moreover, Everspring considered the CIP Title 'Family Practice Nurse/Nursing' when evaluating a potential Nurse Practitioner program. Please also be aware that Healthcare Analytics is similarly not captured well currently by IPEDS; to that end, the CIP title used for our analysis – 'Medical Informatics' – grew at an 18 percent CAGR from 2014 to 2019. Finally, we evaluated the CIP Title 'Digital Communication and Media/Multimedia' when considering a Digital Marketing program at Chico.

Additional data and estimates regarding these "Gap Programs" can be found in the Opportunity for Portfolio Expansion section.

⁷ Data from Gray Associates, 'Five Emerging Academic Programs,' retrieved 02/05/2021

Figure 8 Chico State's 2019 Master's Degree Completions by Discipline



Chico's current Master's portfolio addresses a significant portion of programs available in the market, with noted strength in some of the largest and fastest-growing disciplines such as Business Administration, Social Work, and Speech-Language Pathology.

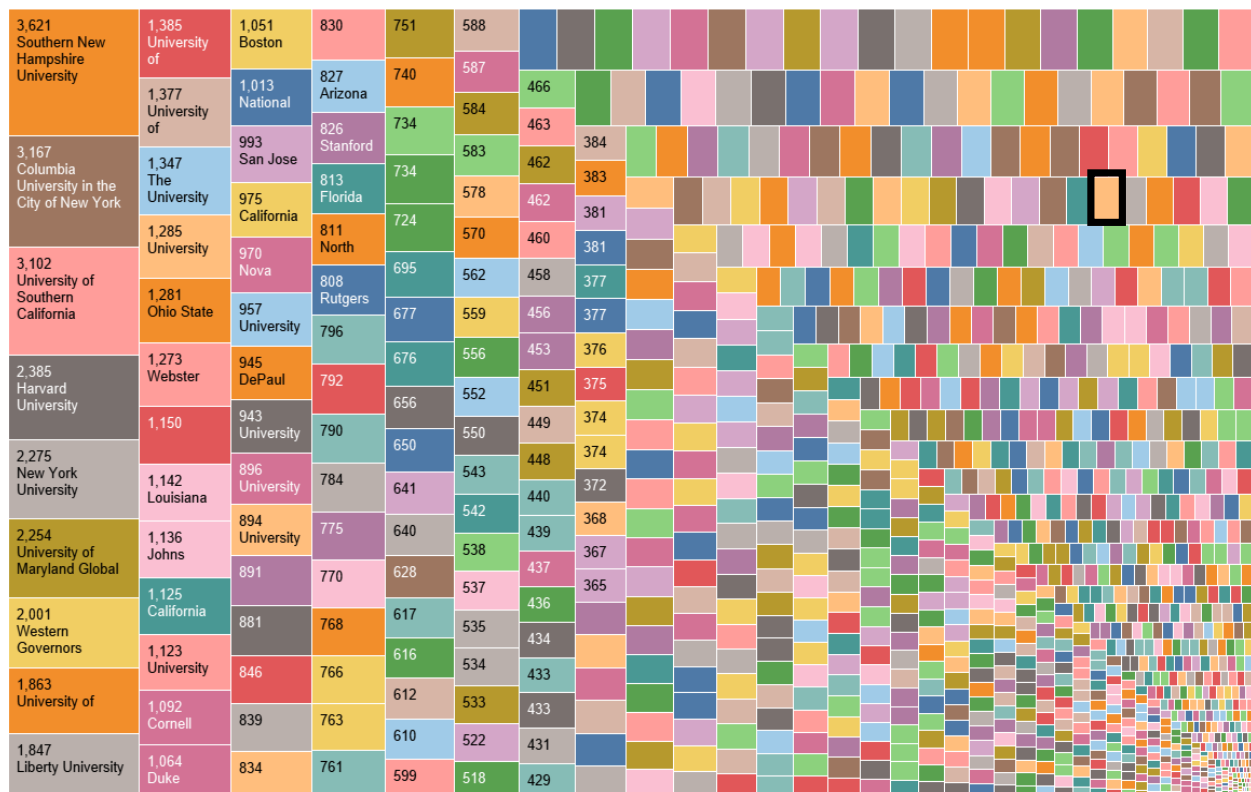
This view also provides instructive value as it presents a clear visualization of the size and makeup of various graduate disciplines at Chico State. The colors on the Treemap above refer to CIP Two Title, which represents the most general groupings of related programs. While the scale of the Business CIP Two Title (green) is larger than the scale of the Social Sciences CIP Two Title (gray), Social Sciences contains three distinct programs within the general grouping while the MBA serves as the entire business portfolio. Everspring has found that additional, highly-targeted programs such as Financial Mathematics, Digital Marketing, or Data Science/Analytics help drive additional market interest. Further developing a graduate business portfolio reduces acquisition cost across the program set and allows the institution to earn better returns on their spend in market.

When considering the various concentrations and options available within the Psychology department at Chico State, Everspring recommends prioritizing clinically-focused programs over generalized or research-based programs due to the respective growth rates and resonance with the online modality. For instance, completion volume for graduate programs focused on Mental Health Counseling increased

33 percent between 2014-2019⁸, compared to a 5 percent decline for General Psychology programs during the same period. As such, Everspring recommends Chico State prioritize MA in School Psychology and MS in Marriage and Family Therapy programs for the online modality over MA in Psychological Sciences.

Lastly, please note that any programs offered by Chico State that did not report completions in 2019 are not included in this view.

Figure 9 Total Addressable Market: Master Completions in Chico-Addressable Disciplines by University, 2019, National



Looking across the nation at the scale of university portfolios in Chico-addressable disciplines begins to reveal the opportunity for expansion. Chico is visible toward the upper right, highlighted by a black frame. With 275 reported Master’s completions in 2019, Chico State currently has considerable room to run and capture market share.

Moving left on the map towards larger portfolios shows that some of the largest universities in Chico’s space have developed portfolios of similar programs totaling roughly 400 to 1,000 completions annually, representing potential growth for Chico of approximately 45 to 263 percent from its current standing.

⁸ Analysis based on 2014-2019 IPEDS data, across all CIPs, Master’s Level, Title IV-bearing public and non-profit institutions

However, it should be noted that many of these schools with portfolios of this scale are large, historically prestigious institutions in densely populated markets (e.g., Columbia, NYU, USC). Lastly, it should also be noted that the ultimate leaders in this space (Southern New Hampshire, Western Governors, University of Maryland Global Campus) located in the first row should be considered outliers due to their historical and extensive online presence.

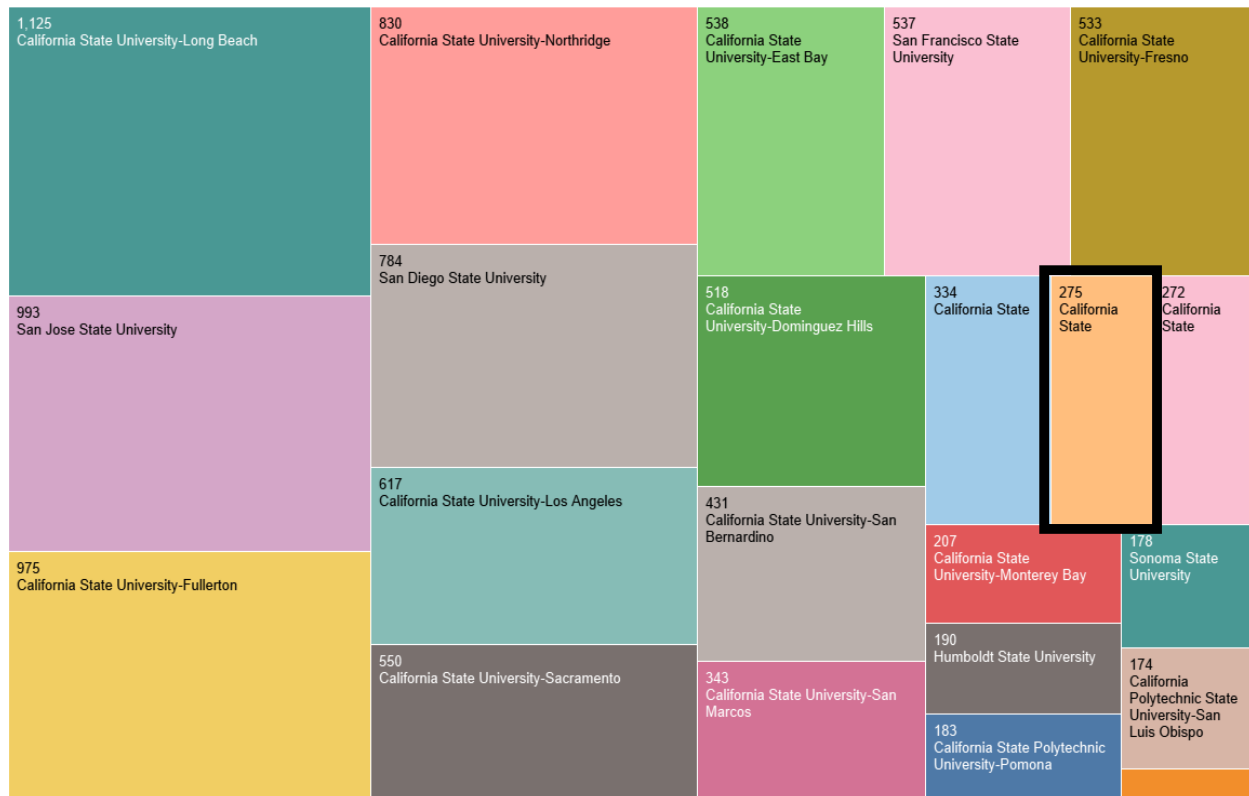
Conversely, Chico State sits at a much more favorable position when evaluating the total addressable market at the undergraduate level due to its massive completion volume. Please refer to *Figure 23* for more information on the opportunity at the Bachelor’s level.

Figure 10 Serviceable Available Market: Master Completions in Chico-Addressable Disciplines by University, 2019, California



The chart above uses the same data as *Figure 9* but filtered only for schools located in the state of California. Given the regional competition, it is imperative to understand state-wide benchmarks. Moving up and to the left shows the opportunity for expansion to join the institutions in the second and third row in terms of scale. Some of the larger regional competitors have developed portfolios of similar programs totaling roughly 300 to 750 completions annually, representing potential growth for Chico of 9 to 173 percent from its current level.

Figure 11 Serviceable Obtainable Market: Master Completions in Chico-Addressable Disciplines by University, 2019, California State University System



The chart above uses the same data as *Figure 9* but filtered only for the California State University system. Chico is currently at a size disadvantage among its peers at the graduate level. Among the obtainable market in this competitive set, reaching the size of portfolios from California State-Bakersfield (light blue) and California State-San Marcos (labeled, pink) present the most attainable competitive opportunity. Reaching the size of the two programs represents potential growth for Chico of 21 to 25 percent from its current level, respectively.

National Labor Markets: Graduate Level

Methodology

In order to compile labor market statistics, we used Burning Glass's Labor Insight platform. Burning Glass provides the most detailed labor market data available by aggregating job postings from numerous sources across the United States. It provides nationwide job market data and visualizes trends in industry growth, education, and average salaries.

We used the CIP codes related to program disciplines at Chico State to generate a list of all the job titles associated with those program disciplines. For each job title we gathered data regarding the number of job postings (TTM), the number employed in 2019, the average salary in 2019, and the projected employment growth from 2019 to 2028.

We analyzed this data set to gain insights into how the education and labor markets intersect in relation to Chico State's current program disciplines. As observed in the Educational Labor Markets, high-growth potential emerges in the Technology, Analytics and Healthcare-related sectors and their adjacencies.

Labor Market's Influence on Education Demand

Nationwide labor market trends show high-volume demand for nursing, customer service, operations, and administrative positions. Before examining the occupations most closely related to Chico State's graduate online portfolio, we started with a high-level view of the labor market to put Chico's position into perspective.

The view below plots the 2019 national labor market size and projected growth via occupations that require a Bachelor's degree or higher, per Burning Glass data. The national market is dominated by jobs in nursing, customer service, logistical operations, administration, and sales. These types of roles disproportionately comprise the national market. Indeed, the four largest occupation categories – Registered Nurses, Customer Service Representatives, General and Operations Managers, and Administrative Assistants – accounted for nearly 50 percent of all roles that require a Bachelor's degree or higher. However, aside from healthcare/nursing, these roles are expected to grow at a slow pace over the next decade. In fact, these occupations are at the highest risk of losing jobs due to automation, per Burning Glass data.

However, most of these roles are not related to Chico's academic disciplines and do not require graduate degrees for employment, so they are not considered to be addressable market segments.

Figure 12 Labor Market Size and Projected Growth, Nationwide, in All Industries, Bachelor's Degree or Higher Inferred

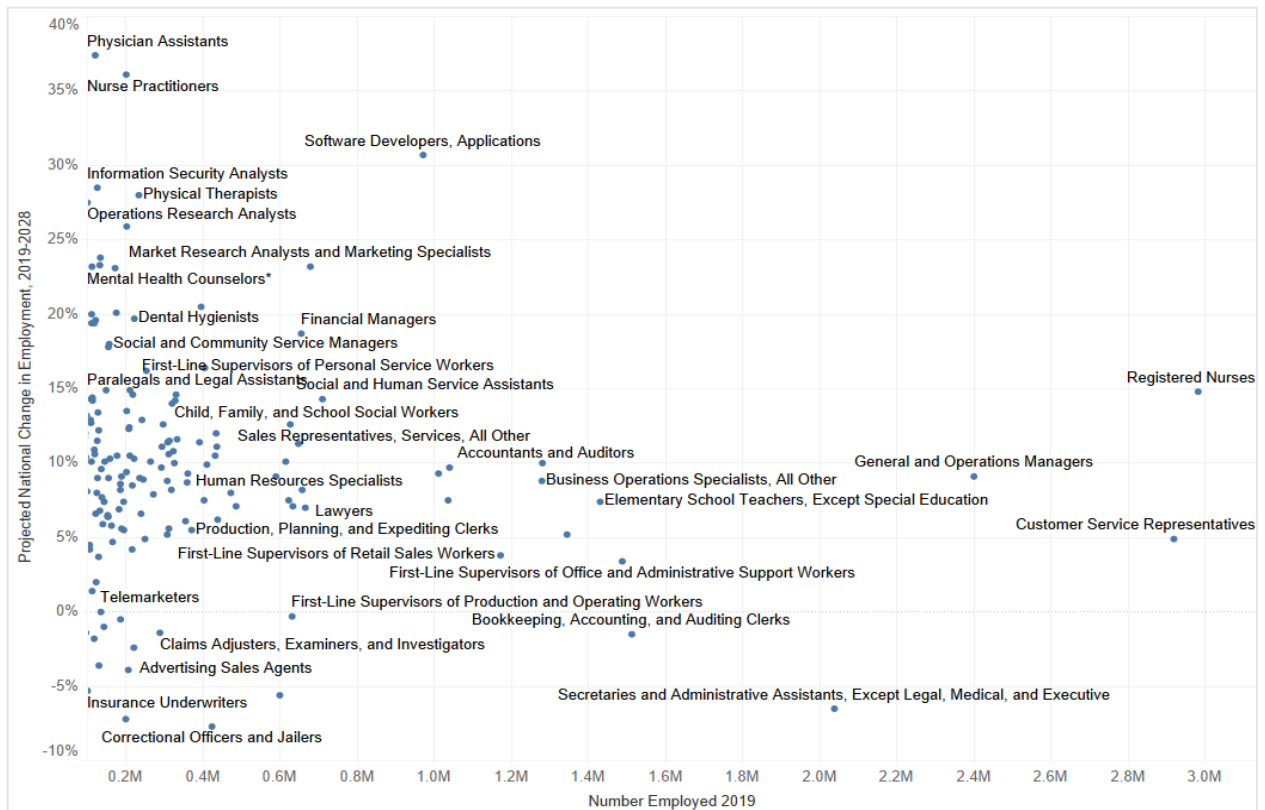


Figure 13 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines, Master’s Degree Inferred

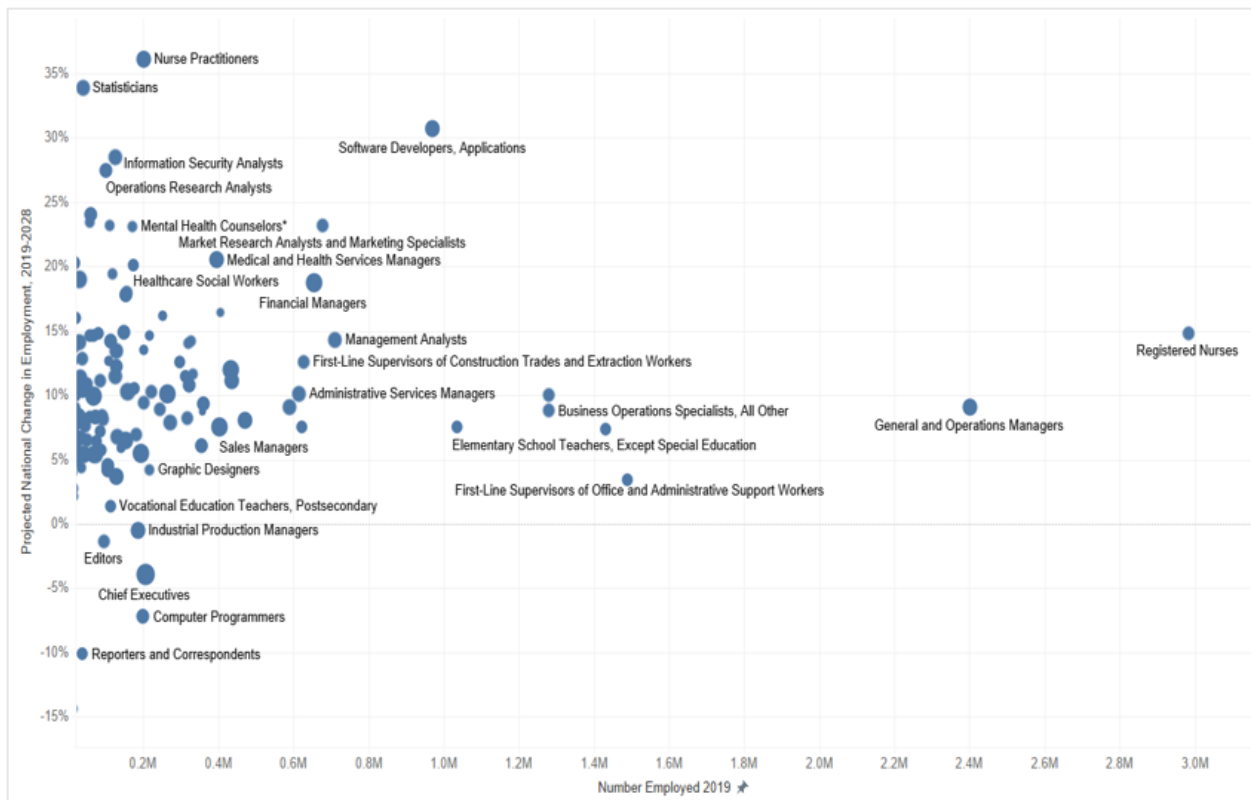
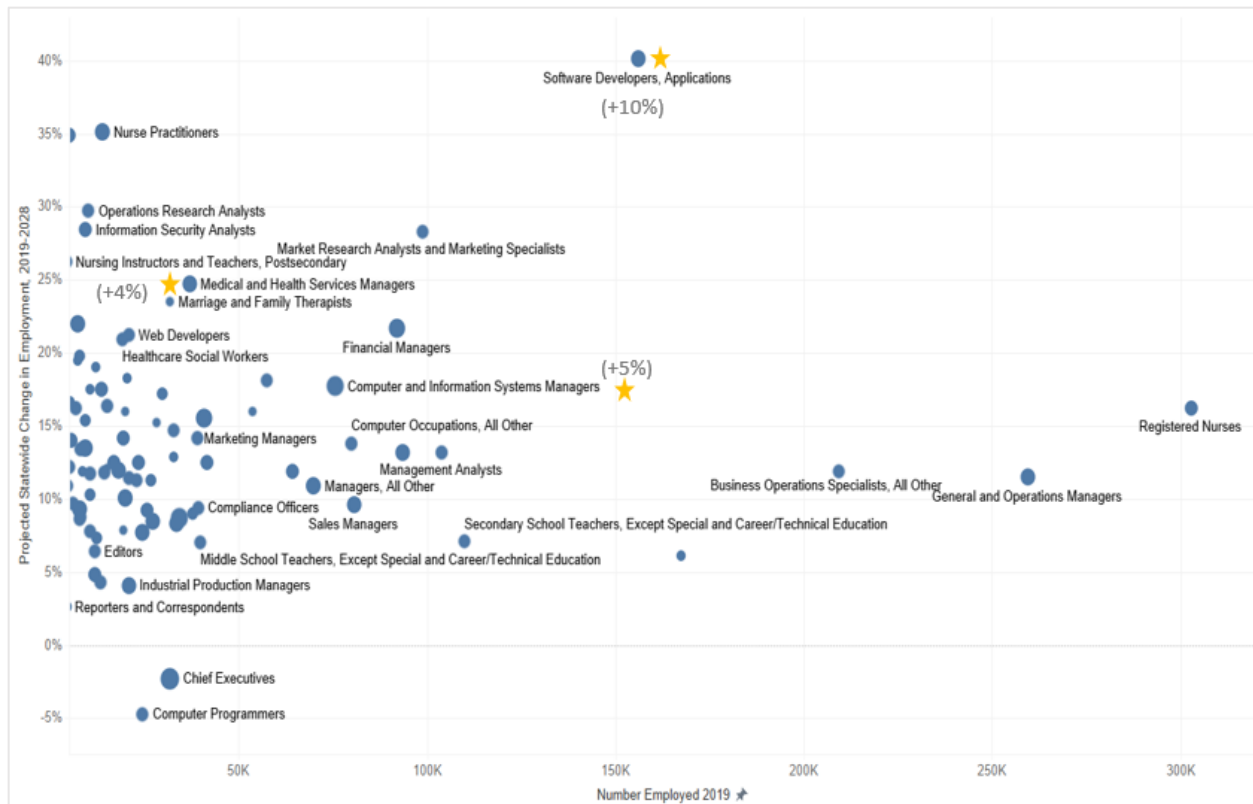


Figure 14 Labor Market Size and Projected Growth, California, in Chico-Specific Disciplines, Master's Degree Inferred



Analysis of nationwide demand for jobs related to Chico disciplines shows high-growth, high-volume jobs being concentrated in healthcare, nursing, software development, digital technologies, computer science, business operations and analytics, and data science. Note: occupations designated with stars above represent increased demand within California (% difference CA growth vs. national growth).

To identify potential opportunities for Chico, we investigated the occupation data to examine the subset of jobs related to program disciplines in these high-growth fields.

Healthcare & Nursing

Registered Nursing is the largest occupational category within this set, accounting for nearly three million positions in 2019. Furthermore, due to its expected growth over the next decade, it is also expected to be the top jobs creator among these disciplines, accounting for more than 400,000 new jobs by 2028. Moreover, while there may be less Nurse Practitioners employed (roughly 200,000) as of 2019 compared to Registered Nurses, the occupation is expected to grow 36 percent over the next ten years. Compared to a 7 percent growth rate for Registered Nurses, a Nurse Practitioner program is particularly

attractive as a Master's degree is an entry requirement for that field, along with adjacent roles such as Nurse Midwives and Nurse Anesthetists.⁹

Recent political developments in California also suggest a greater demand for Nurse Practitioners in the coming future. In September 2020, Governor Gavin Newsom passed bill AB-890, which grants nurse practitioners full practice authority (FPA).¹⁰

The rise of healthcare-related occupations is also evident in non-nursing occupations. Roles in healthcare, such as Medical and Health Services Managers, Health Specialties Teachers, and Medical and Clinical Laboratory Technicians, are expected to generate roughly 175,000 new jobs in total by 2028. Employment for Medical and Health Service Managers is expected to grow at a faster rate in California compared to national averages.

This view also does not capture the rise of 'hybrid' jobs that blend traditional healthcare focus and industry with innovative skills such as data analytics and visualization, product management, or information technology.¹¹ Like many other growth industries, the rise of 'big data' in Healthcare has reshaped many occupations within its field. These highly sought health informatics jobs are expected to grow at twice the rate of employment overall¹², and ties into our recommendation to develop a Healthcare Management/Informatics graduate program. Furthermore, these roles hold some of the lowest risk of losing jobs to automation due to the unique specialization and expertise required.

Computer & Data Science

Chico would benefit from developing an online Computer Science graduate program to capitalize on the rising labor demand of Software Developers, both in Applications and Systems functions. As such, Software Developers, Applications is the second fastest-growing discipline among the national set, with nearly one million software developers employed in 2019. The data is even more encouraging when viewing statewide projections. Indeed, within California, Software Developers surpass Registered Nurses as the top expected jobs creator by 2028. The occupation is projected to see a 40 percent statewide increase in employment within the next ten years.

Moreover, for Software Developers in Systems Software, the outlook is similarly positive. Over 400,000 Systems Software professionals were employed in 2019, and the role is expected to grow at an 11 percent rate by 2028 (13% in CA).

⁹ Data from Bureau of Labor Statistics, *Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners*

¹⁰ Data from California Legislative Information, *AB-890 Nurse Practitioners: scope of practice: practice without standardized procedures, September 2020*

¹¹ *'The Hybrid Job Economy,' January 2019, Burning Glass*

¹² *'Health Informatics Labor Market Lags Behind Demand For Workers, December 2014, Burning Glass*

Chico is uniquely placed to graduate professionals with in-demand skills in other digital technology focus areas. A potential Data/Information Analytics program should achieve success due to its application across key industries and government organizations throughout California. Prominent roles in data and information sciences, such as Computer and Information Systems Managers, made up more than 400,000 positions in 2019 and is expected to grow at least 12 percent over the next decade. Once again, the projected demand for Computer and Information Systems Managers in California exceeds the projections at the national level.

Business Management & Analytics

Aside from these innovative, “digital” technology occupations, Chico is also well-positioned to graduate leaders in traditional business roles due to its growing number of enrollments in its MBA program. While these roles may not experience the explosive growth as the aforementioned disciplines, the scale and consistent demand of these occupations are still some of the largest in the space. For example, traditional, business-oriented titles such as Market Research Analysts, Accountants, Business Operations Specialists, and General and Operations Managers accounted for over five million roles as of 2019. Additionally, each respective occupation is expected to see no less than 8 percent growth by 2028.

Lastly, Chico stands to produce leaders in emerging, quantitative occupations such as Financial Managers and Management Analysts. Further developing its graduate business portfolio with an online Master’s degree in Finance/Financial Mathematics, Digital Marketing, or Data Science/Analytics will attract a larger pool of applicants for Chico and solidify its standing as a forward-thinking institution. As such, these two roles are expected to grow at a 19 and 14 percent rate, respectively, with above-market compensation (Mean Salaries in 2019 of \$147,530 and \$95,560, respectively).

Figure 15 Top 25 Largest-Growth of New Positions Added, Nationwide, in Chico-Specific Disciplines, Master’s Degree Inferred

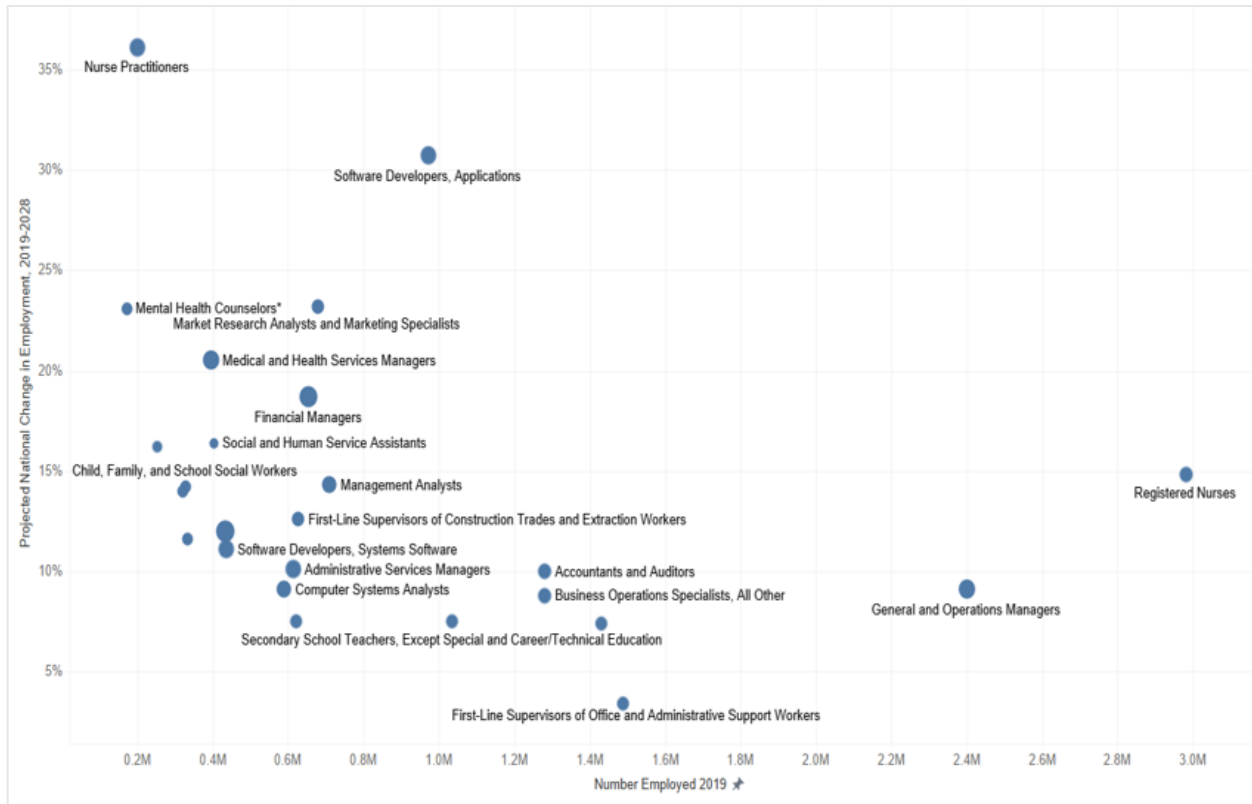


Figure 15, above, filters the overall labor market to the Top 25 Largest-Growth of New Positions Added by 2028 as related to Chico disciplines.

The following Figure 16 and Figure 17 consists of the same data in table format. The occupations are sorted by the number of new jobs expected to be added by 2028.

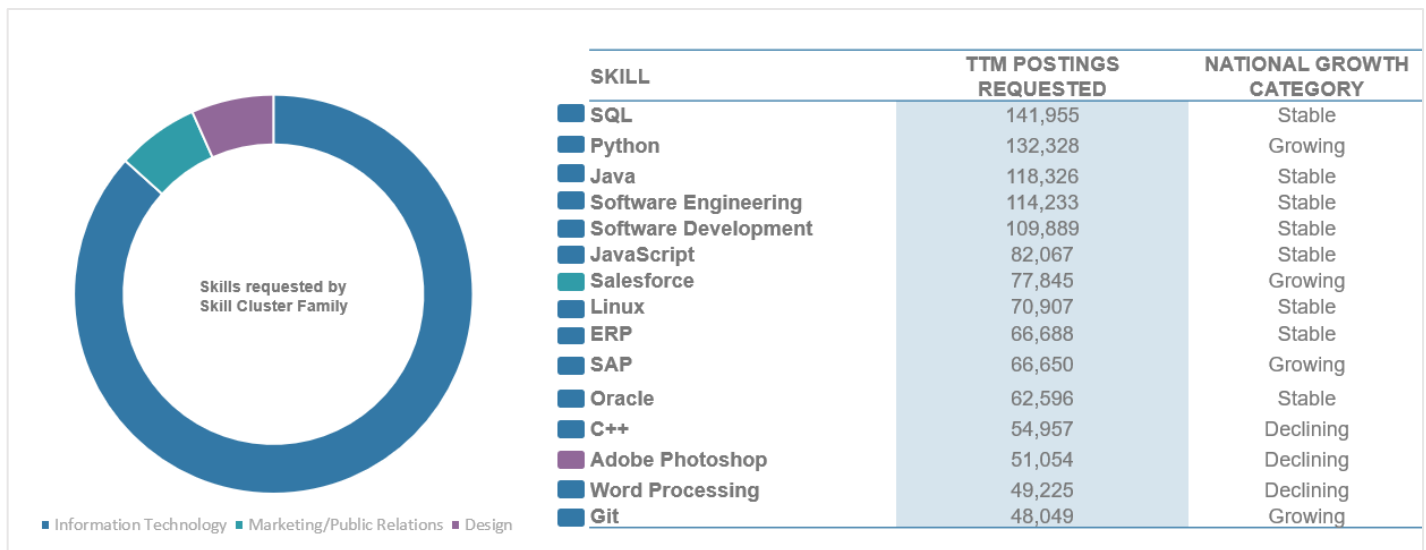
Figure 16 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines

Occupation Title	Number of Job Postings (TTM)	Average Salary	Number Employed in 2019	Projected National % Change in Employment, 2019-2028	Number of New Jobs Added by 2028
Registered Nurses	1,797,865	\$77,460	2,982,280	14.8%	441,377
Software Developers, Applications	983,358	\$111,620	971,065	30.7%	298,117
General and Operations Managers	300,465	\$123,030	2,400,280	9.1%	218,425
Market Research Analysts and Marketing Specialists	113,180	\$71,570	678,500	23.2%	157,412
Accountants and Auditors	1,410	\$79,520	1,280,700	10.0%	128,070
Financial Managers	102,106	\$147,530	654,790	18.7%	122,446
Business Operations Specialists, All Other	10,786	\$80,220	1,279,390	8.8%	112,586
Elementary School Teachers, Except Special Education	964	\$63,930	1,430,480	7.4%	105,856
Management Analysts	254,757	\$95,560	709,750	14.3%	101,494
Medical and Health Services Managers	201,929	\$115,160	394,910	20.5%	80,957
First-Line Supervisors of Construction Trades and Extraction Workers	2,738	\$71,440	626,180	12.6%	78,899
Secondary School Teachers, Except Special and Career/Technical Education	7,660	\$65,930	1,035,850	7.5%	77,689
Nurse Practitioners	104,963	\$111,840	200,600	36.1%	72,417
Social and Human Service Assistants	44,535	\$37,050	404,450	16.4%	66,330
Administrative Services Managers	38,062	\$106,550	614,560	10.1%	62,071
Computer Systems Analysts	139,542	\$96,160	589,060	9.1%	53,604
Computer and Information Systems Managers	23,739	\$156,390	433,960	12.0%	52,075
First-Line Supervisors of Office and Administrative Support Workers	28,210	\$60,130	1,487,870	3.4%	50,588
Software Developers, Systems Software	13,821	\$111,620	435,805	11.1%	48,374
Middle School Teachers, Except Special and Career/Technical Education	41,973	\$63,550	622,330	7.5%	46,675
Child, Family, and School Social Workers	30,579	\$51,030	327,710	14.2%	46,535
Medical and Clinical Laboratory Technicians*	95	\$54,780	319,498	14.0%	44,730
Self-Enrichment Education Teachers	3,944	\$46,120	252,780	16.2%	40,950
Mental Health Counselors*	76,896	\$49,950	171,725	23.1%	39,668
Medical and Clinical Laboratory Technologists*	35,323	\$54,780	332,542	11.6%	38,575

Figure 17 Labor Market Size and Projected Growth, California, in Chico-Specific Disciplines

Occupation Title	Number of Job Postings (TTM)	Average Salary	Number Employed in 2019	Projected Statewide % Change in Employment, 2019-2028	Number of New Jobs Added by 2028
Software Developers, Applications	160,338	\$134,370	156,157	40.1%	62,619
Registered Nurses	239,144	\$113,240	302,770	16.2%	49,049
General and Operations Managers	46,712	\$137,050	259,550	11.5%	29,848
Market Research Analysts and Marketing Specialists	27,524	\$79,070	98,760	28.3%	27,949
Business Operations Specialists, All Other	1,994	\$83,390	209,160	11.9%	24,890
Financial Managers	26,459	\$156,500	92,060	21.7%	19,977
Management Analysts	32,337	\$97,170	103,970	13.2%	13,724
Computer and Information Systems Managers	4,234	\$185,640	75,700	17.7%	13,399
Software Developers, Systems Software	1,853	\$134,370	93,463	13.2%	12,337
Computer Occupations, All Other	119,424	\$104,580	79,952	13.8%	11,033
First-Line Supervisors of Construction Trades and Extraction Workers	441	\$83,840	57,530	18.1%	10,413
First-Line Supervisors of Office and Administrative Support Workers	24,242	\$63,790	167,310	6.1%	10,206
Medical and Health Services Managers	60,770	\$133,040	36,940	24.7%	9,124
Social and Human Service Assistants	4,038	\$44,020	53,690	16.0%	8,590
Secondary School Teachers, Except Special and Career/Technical Education	5,976	\$85,080	109,840	7.1%	7,799
Sales Managers	44,223	\$137,000	80,610	9.6%	7,739
Computer Systems Analysts	26,942	\$110,820	64,260	11.9%	7,647
Managers, All Other	104,089	\$146,910	69,780	10.9%	7,606
Marriage and Family Therapists	5,891	\$51,950	31,710	23.5%	7,452
Marketing Managers	56,817	\$169,200	40,900	15.5%	6,340
Financial Analysts	18,176	\$98,850	39,103	14.2%	5,553
Administrative Services Managers	10,565	\$115,050	41,650	12.5%	5,206
Training and Development Specialists	6,722	\$74,890	29,600	17.2%	5,091
Nurse Practitioners	13,985	\$138,660	13,900	35.1%	4,879
Educational, Guidance, School, and Vocational Counselors	8,819	\$78,250	32,650	14.7%	4,800

Figure 18 Top Requested skills in California



Our analysis of the top requested skills among employers in California further elucidates the growing shift and demand for Information Technology and Computer Science-related professionals.

As such, the top 3 requested skills in California – SQL, Python, Java – are all programming languages that allow users to program, design, and interpret complex data sets. Other growing skills, such as ERP, SAP, and Oracle are known as enterprise resource planning software and reflect the growing sophistication and reliance on technology for business and financial operations.

These skills – particularly those in Information Technology and Computer Science functions – are attractive candidates for Chico to develop technology certificates due to the direct job application and demand from employers throughout California.

Key Takeaways from Education and Labor Market Demand

Our analysis of the Education and Labor market data available demonstrates that current and projected demand for healthcare, analytics, and “digital” technology occupations in the workplace is driving growth in Master’s degree completions in related disciplines. Recent job market data suggest that many of these education and labor trends will further be accelerated by the effects of the pandemic.

In general, growth in emerging health, technology and analytical disciplines—including Nursing, Healthcare Informatics, Computer Science, and Data/Information Science—is outpacing growth in traditional disciplines such as Social Sciences and Education. Chico’s opportunity will be to align its portfolio and brand with key market growth drivers while continuing to maintain and grow its share in traditional areas of strength.

The following summary table charts Chico’s online graduate portfolio by national completion volume, educational growth, and occupational demand. Programs are sorted by our recommended order of prioritization. Please refer to the Opportunity for Portfolio Expansion section for further detail and estimates.

Figure 19 Chico Disciplines, Education and Labor Demand Summary Table, Master’s Level

<i>Chico Discipline</i>	National Completion Volume, 2019	National Completion Growth (2014-2019 CAGR %)	Burning Glass National Labor Growth (Expected growth % over next 10 years)
<i>Computer Science</i>	11,532	11.9%	28.5%
<i>Speech-Language Pathology</i>	3,843	6.2%	17.8%
<i>Social Work</i>	30,892	4.9%	15.9%
<i>Education</i>	19,912	-1.7%	11.7%
<i>Psychology</i>	6,187	0.8%	13.4%
<i>Nutritional Science</i>	1,150	10.9%	14.6%
<i>Public Administration</i>	12,584	-0.8%	8.3%

National Education Markets: Undergraduate Level

Methodology

Everspring employed the same methodology used for the Graduate Level Education Markets – that is, an examination and analysis of the reported Bachelor’s completions and growth rates from the US Department of Education’s Integrated Postsecondary Education Data Systems (IPEDS).

Completions and Growth in Programs Nationally and at Chico State

At the Bachelor’s level, a slightly different pattern emerges compared to the Master’s level. For undergraduates, traditional, large-scale bachelor disciplines include Business (green marker), Nursing (pink marker), Psychology (aqua), and Biology (orange).

While Psychology and Biology are two of the largest disciplines in terms of completion volume, annual growth has flattened or fallen while demand for other disciplines has risen. High-growth Bachelor’s programs in this view once again include Healthcare- and Technology-related disciplines including Cybersecurity, Public Health, Health and Wellness, Computer Science, and Computer and Information Sciences.

Business Administration and Registered Nursing remain unique cases. While they may not experience the exponential growth as some of the newer, digitally-focused disciplines, they still continue to see sustained limited growth at scale, largely due to the practical application and employment rates of these programs compared to Biology or Psychology. Given the shifting student demographics of the undergraduate population at Chico State, the institution should continue to prioritize these disciplines that lead to workplace-ready skills and direct job placement.

Chico currently offers a wide-ranging swath of disciplines at the undergraduate level; this reflects the extensive nature of the undergraduate education market. Traditional undergraduate disciplines where Chico has experience are visible toward the bottom left of the chart, with topics like Art/Art Studies, Philosophy, and Geography ranging from about 3,000 to 10,000 annual completions and negative annual growth rates. When comparing the respective growth of Chico State disciplines such as Computer Science and Computer and Information Systems to the decline of liberal arts disciplines, we recommend Chico prioritize the former as it streamlines its Technology-related programmatic offerings and develops digital course assets.

Figure 20 Large-scale Programs by Completions and 2014-2019 Growth Rates, Bachelor's Level, Nationwide

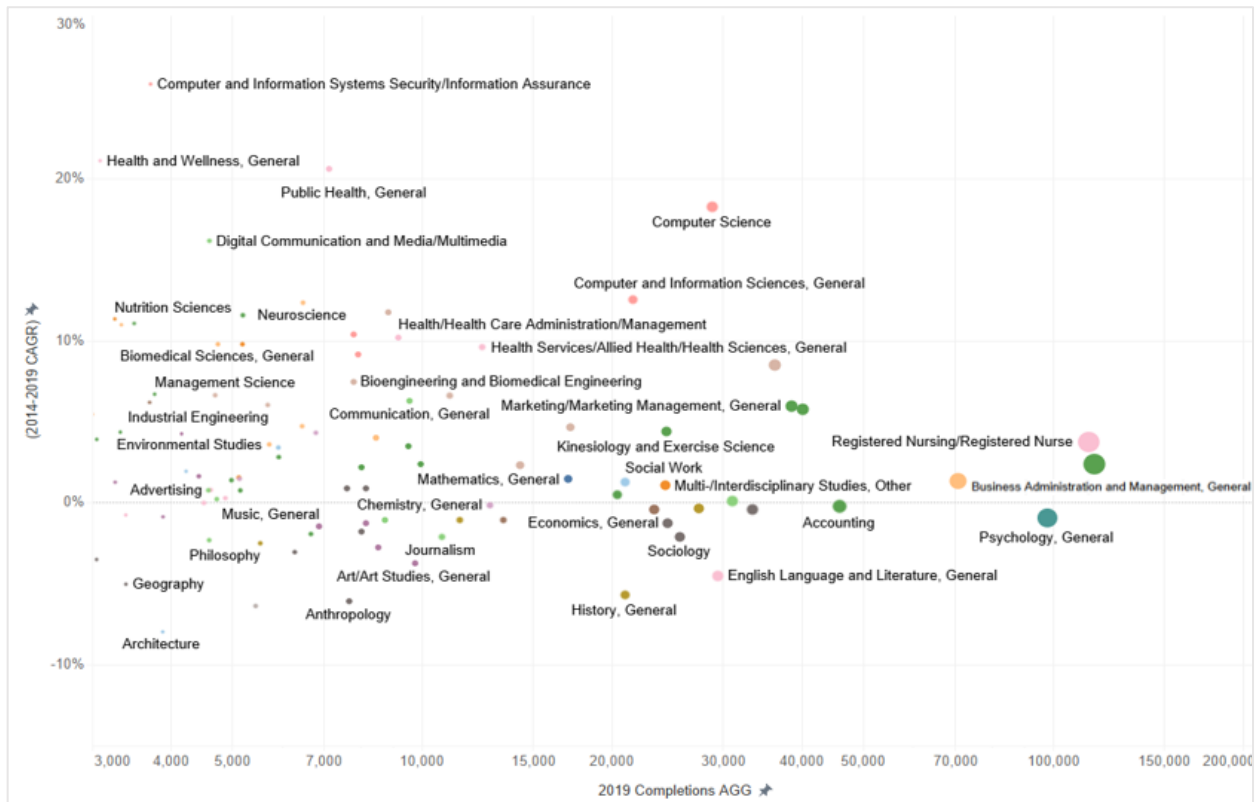


Figure 21 Chico-Related Programs by Completions and 2014–2019 Growth Rates, Bachelor’s Level, Nationwide



The chart above plots degree-completion scale and growth for the undergraduate disciplines currently offered at Chico State. The data follows a similar pattern observed at the Master’s level. For the Chico State undergraduate portfolio, the main growth drivers again include Technology and Healthcare-related programs: Computer Science, Information Technology, Allied Health Services, and Registered Nursing.

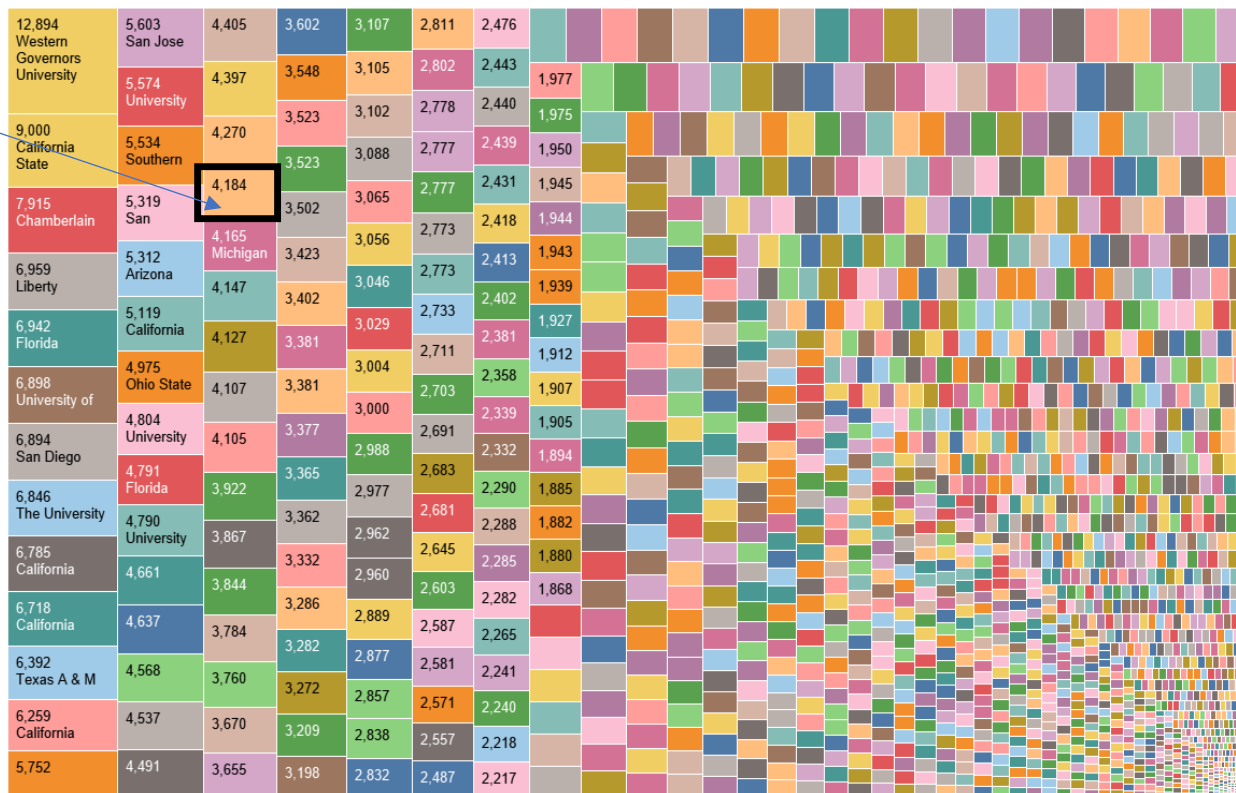
Figure 22 Chico State’s 2019 Bachelor’s Degree Completions by Discipline



Chico State’s Bachelor’s portfolio addresses many programs available in the market, with noted strength in some of the largest and fastest-growing disciplines such as Business Administration, Allied Health Services, and Registered Nursing.

Once again, please note that programs offered by Chico State that did not report completions in 2019 are not included in this view.

Figure 23 Total Addressable Market: Bachelor Completions in Chico-Addressable Disciplines by University, 2019, National



With 4,184 reported Bachelor completions in 2019, Chico State still has room for expansion in several areas. Once again, moving left on the map towards larger portfolios reveals a clearer picture. Competing universities in Chico’s space have developed portfolios of programs totaling approximately 4,500 to 9,000 completions annually, representing potential growth for Chico of approximately 8 to 115 percent.

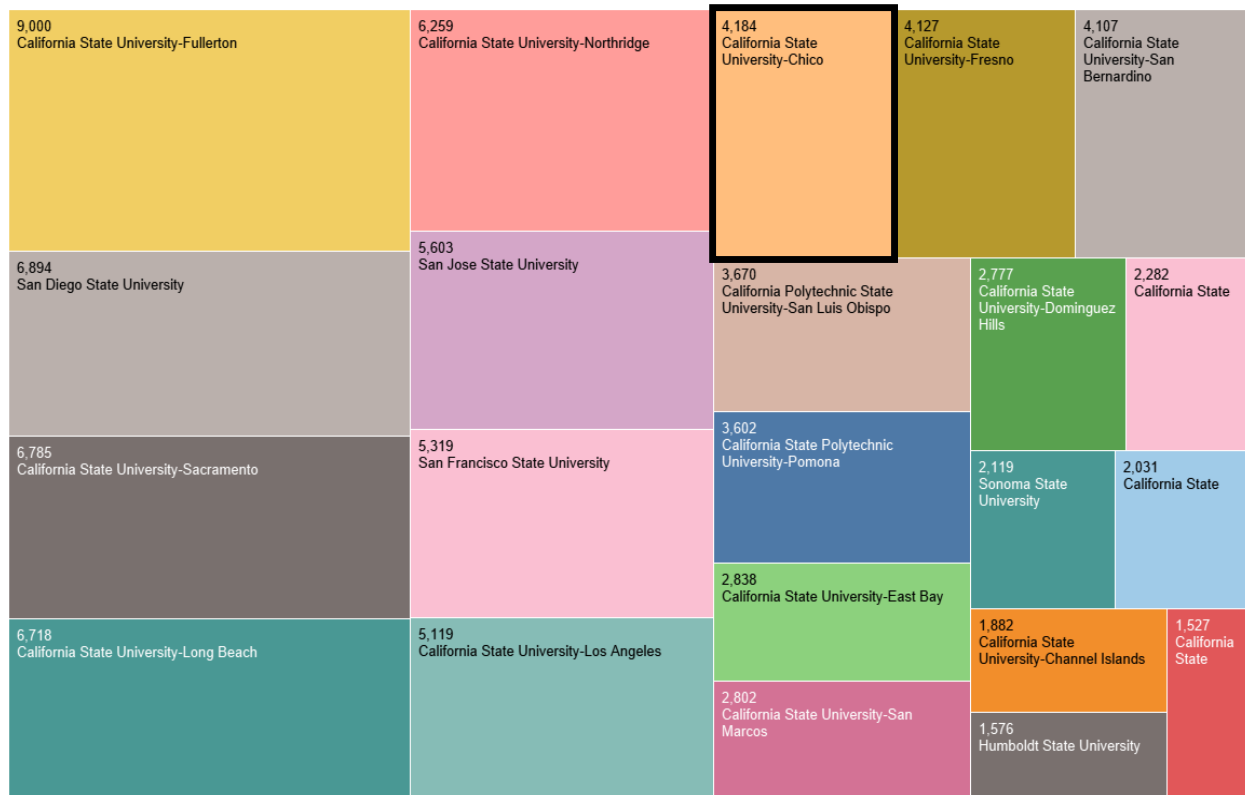
Figure 24 Serviceable Available Market: Bachelor Completions in Chico-Addressable Disciplines by University, 2019, California



The chart above shows the same data as Figure 23 but filtered only for schools located in the state of California. Chico’s regional standing and room for expansion is more discernable in this view.

This view also highlights additional competition for the California addressable undergraduate market outside of the CSU system. UC schools such as UCLA and Cal Berkley currently offer similar portfolios at greater scale.

Figure 25 Serviceable Obtainable Market: Bachelor Completions in Chico-Addressable Disciplines by University, 2019, California State University System



The chart above filters down the same data as *Figure 23*, but only for schools in the California State University system. It is an instructive visualization of Chico’s standing in the CSU marketplace. First, it is impressive that Chico State has been able to generate consistent, sizable completion volume when factoring for the population and density of the respective campuses. Clearly the “Chico Experience” is resonating with the undergraduate market, as its portfolio surpasses heavily populated areas such as Fresno (population: 520,010) and San Bernardino (pop: 216,089).¹³

Secondly, it is indicative of the attractive market opportunity that lies ahead for Chico State as it builds upon its undergraduate portfolio. Chico’s rural, decentralized location lends itself well to an online modality to attract a greater number of students and tap into new geographic regions throughout California and beyond. With a streamlined focus on high-growth programs that equip students with in-demand skills, Chico stands in position to reach the portfolio size of major metropolitan campuses such as San Jose, San Francisco, and Los Angeles. This represents potential growth for Chico of roughly 25 percent.

¹³ United States Census Bureau, 2019 Data

National Labor Markets: Undergraduate Level

Methodology

In order to compile labor market statistics, we used the same methodology as the Graduate Level – that is, an examination and analysis of Burning Glass’s Labor Insight platform.

We used the CIP codes related to bachelor program disciplines at Chico State to generate a list of all the job titles associated with those program disciplines. For each job title we gathered data regarding the number of job postings (TTM), the number employed in 2019, the average salary in 2019, and the projected employment growth from 2019 to 2028.

We analyzed this data set to gain insights into how the education and labor markets intersect in relation to Chico State’s program disciplines. As observed in the Master’s Labor Market and Bachelor’s Education Markets, high-growth potential emerges in the Technology- and Healthcare-related sectors.

Figure 26 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines, Bachelor’s Degree Inferred

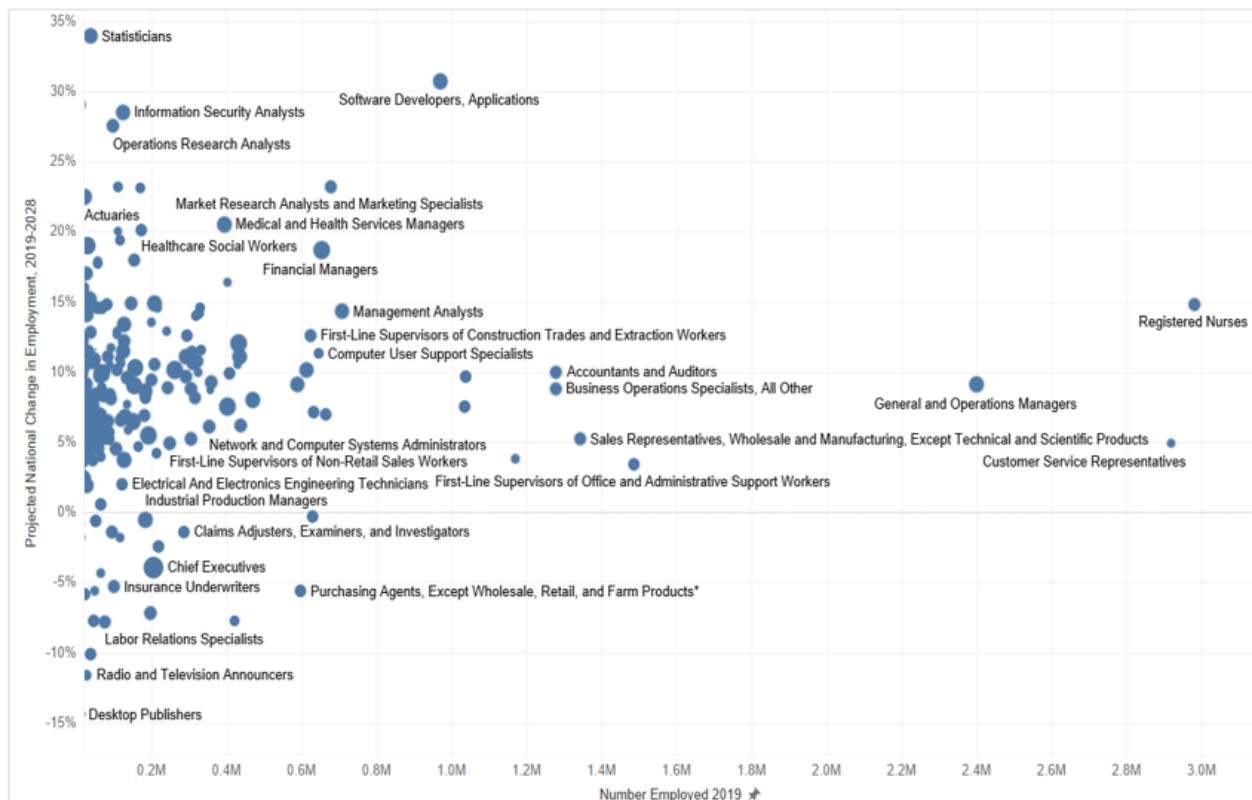
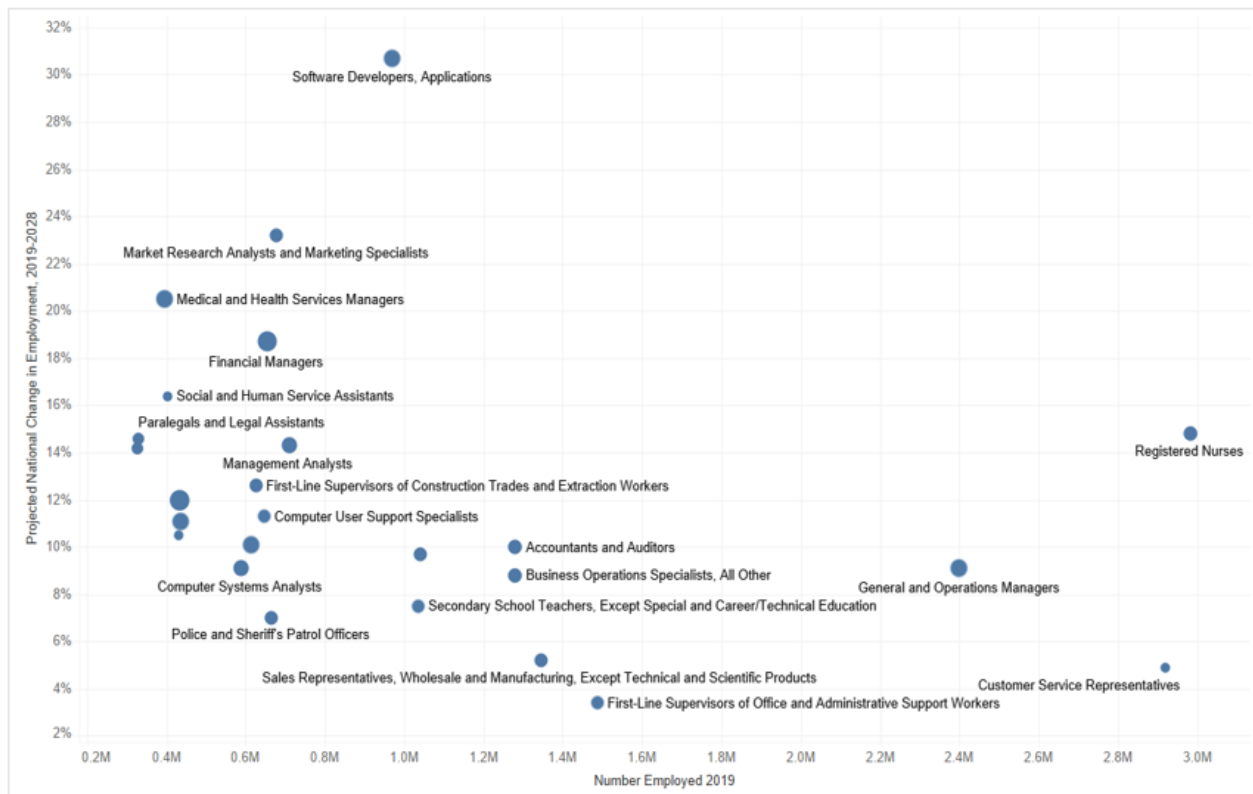


Figure 27 Top Largest-Growth of New Positions Added by 2028, Nationwide, in Chico-Specific Disciplines



Analysis of nationwide demand for jobs related to Chico undergraduate disciplines shows high-growth, high-volume jobs being concentrated in nursing, healthcare, software development and financial and business analysis.

In line with Chico's successful and competitive BSN program, "Registered Nurses" is the largest occupational category within this set. In addition, adjacent, entry-type roles like "Social and Human Service Assistants" made up over 400,000 jobs in 2019, growing 16 percent over the next ten years.

As Chico State builds upon its Technology programmatic offerings and reputation, it will be well-positioned to graduate students directly into technologically advanced roles throughout California. Apart from the occupation of Software Developers, notable bachelor-level roles such as Computer Systems Analysts and Computer User Support Specialists have similarly positive outlooks as they are expected to grow 11 and 9 percent, respectively, by 2028.

Lastly, an online business degree completion would allow Chico to capitalize on the national and regional demand for traditional, bachelor-level occupations such as Market Research Analysts, Accountants, Business Operations Specialists, and Sales Representatives (over 550,000 new jobs nationwide by 2028 in total).

Figure 28 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines

Occupation Title	Number of Job Postings (TTM)	Average Salary	Number Employed in 2019	Projected National % Change in Employment, 2019-2028	Number of New Jobs Added by 2028
Registered Nurses	1,804,564	\$77,460	2,982,280	14.8%	441,377
Software Developers, Applications	983,957	\$111,620	971,065	30.7%	298,117
General and Operations Managers	319,796	\$123,030	2,400,280	9.1%	218,425
Market Research Analysts and Marketing Specialists	161,317	\$71,570	678,500	23.2%	157,412
Customer Service Representatives	127,017	\$37,320	2,919,230	4.9%	143,042
Accountants and Auditors	74,412	\$79,520	1,280,700	10.0%	128,070
Financial Managers	168,170	\$147,530	654,790	18.7%	122,446
Business Operations Specialists, All Other	18,509	\$80,220	1,279,390	8.8%	112,586
Management Analysts	254,867	\$95,560	709,750	14.3%	101,494
Sales Representatives, Services, All Other	94,212	\$66,760	1,039,670	9.7%	100,848
Medical and Health Services Managers	426,459	\$115,160	394,910	20.5%	80,957
First-Line Supervisors of Construction Trades and Extraction Workers	2,738	\$71,440	626,180	12.6%	78,899
Secondary School Teachers, Except Special and Career/Technical Education	39,624	\$65,930	1,035,850	7.5%	77,689
Computer User Support Specialists	263,031	\$56,550	647,330	11.3%	73,148
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	938,115	\$71,110	1,344,530	5.2%	69,916
Social and Human Service Assistants	44,535	\$37,050	404,450	16.4%	66,330
Administrative Services Managers	69,743	\$106,550	614,560	10.1%	62,071
Computer Systems Analysts	204,363	\$96,160	589,060	9.1%	53,604
Computer and Information Systems Managers	23,739	\$156,390	433,960	12.0%	52,075
First-Line Supervisors of Office and Administrative Support Workers	174,552	\$60,130	1,487,870	3.4%	50,588
Software Developers, Systems Software	13,826	\$111,620	435,805	11.1%	48,374
Paralegals and Legal Assistants	76,571	\$55,020	329,870	14.6%	48,161
Police and Sheriff's Patrol Officers	22,306	\$67,600	665,280	7.0%	46,570
Child, Family, and School Social Workers	30,579	\$51,030	327,710	14.2%	46,535
Preschool Teachers, Except Special Education	135,771	\$34,650	431,350	10.5%	45,292

Key Takeaways from Education and Labor Market Demand: Undergraduate Level

Our analysis of the Education and Labor market data available demonstrates that current and projected demand for healthcare and “digital” technology occupations in the workplace is driving growth in Bachelor’s degree completions in related disciplines.

In general, growth in emerging health and digital technology disciplines—including Nursing, Computer Science, and Information Technology—is outpacing growth in traditional disciplines such as Education and Biology. Chico’s opportunity will be to align its portfolio and brand with key market growth drivers while continuing to grow its share in traditional areas of strength.

When filtering for specific programs that show strong national completion volume, educational growth, and occupational demand, several Chico State disciplines emerge as opportunities for expansion. Programs are sorted by our recommended order of prioritization. These programs form the basis of our recommendation at the Bachelor’s Level. Please refer to the Opportunity for Portfolio Expansion section for further detail.

Figure 29 Top Chico Disciplines, Education and Labor Demand Summary Table, Bachelor's Level

<i>Chico Discipline</i>	National Completion Volume, 2019	National Completion Growth (2014-2019 CAGR %)	Burning Glass National Labor Growth (Expected growth % over next 10 years)
<i>Business Administration</i>	123,467	2.4%	6.5%
<i>Nursing</i>	129,681	5.5%	12.5%
<i>Computer Science</i>	29,758	17.9%	14.3%
<i>Computer Information Systems</i>	8,668	11.0%	14.3%
<i>Communication Sciences & Disorders</i>	4,887	0.2%	11.7%
<i>Public Health & Health Services Administration</i>	12,894	10.0%	15.6%
<i>Social Work</i>	21,422	1.2%	14.7%
<i>Psychology</i>	101,418	-1.0%	8.4%
<i>Nutrition & Food Sciences</i>	3,303	11.3%	14.6%
<i>Communication Studies</i>	31,472	-0.1%	6.6%
<i>Child Development</i>	11,394	-1.5%	10.7%
<i>Public Administration</i>	2,992	-0.2%	8.2%
<i>Sociology</i>	26,501	-2.2%	5.8%
<i>Agricultural Business</i>	2,207	7.5%	2.7%
<i>Computer Animation & Game Development</i>	1,097	20.7%	11.8%

Some College, No Degree Population in California

In the United States, approximately two million people each year enter postsecondary education for the first time. Eight years later, one-third of those who started have not earned any formal credential and are no longer enrolled.¹⁴ While it is true that more people have been going to college than ever before, the college completion rate has not changed significantly.

The National Student Clearinghouse (NSC) analyzes the characteristics of this former student population and their postsecondary education enrollment history and pathways. Overall, the NSC reports that as of December 2018, the number of Americans identified in the database with some prior college enrollment since 1993, but no completion anywhere in the U.S., rose to 36 million.¹⁵ This represents an increase of 22 percent in five years.

This population is known as the Some College, No Degree population. Within this population, roughly ten percent (or 3.5 million) are “Potential Completers” who have already made up at least two years’ worth of academic progress up until their last enrollment. Put simply, they are most likely to re-enroll and finish college.

These student populations provide indicators of possible enrollment growth for postsecondary institutions that are struggling with recent declines.

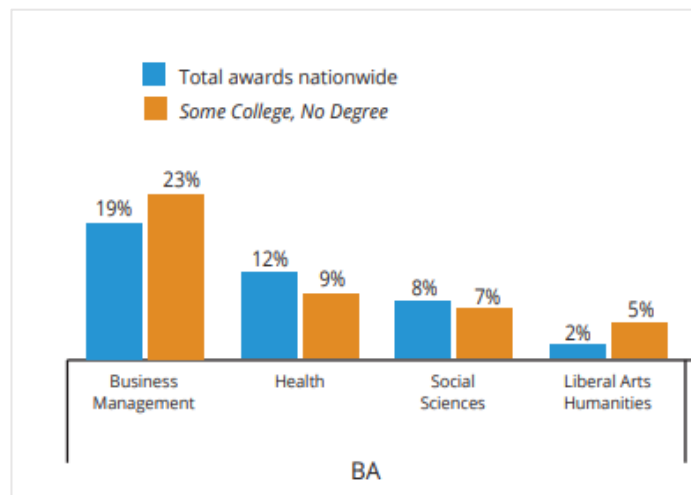
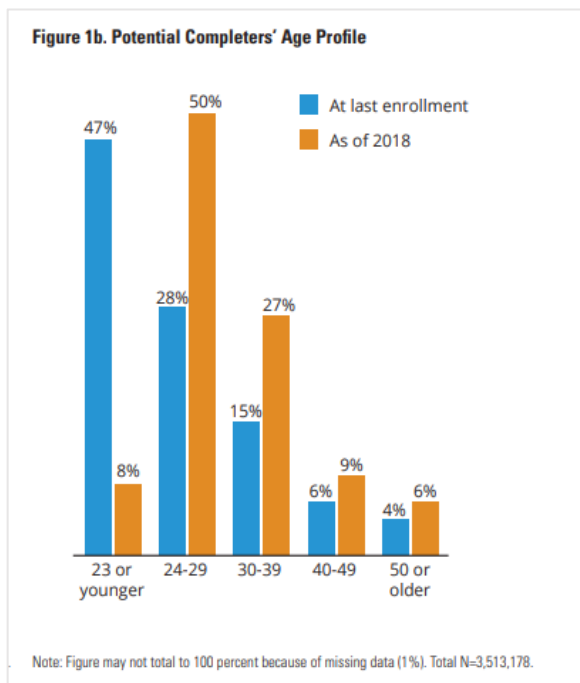
Coupled with Everspring experience and data analysis, we can now quantify the growth about this untapped population of adult learners nationally and in each state.

In addition to compiling a national database of the Some College, No Degree population, the NSC report also provides student profiles for the Potential Completer population. The figure below displays the breakdown of student age and common major fields for this population.

¹⁴ Data from National Student Clearinghouse Research Center, *Some College, No Degree A 2019 Snapshot for the Nation and 50 States, October 2019*

¹⁵ Data from National Student Clearinghouse Research Center, *Some College, No Degree A 2019 Snapshot for the Nation and 50 States, October 2019*

Figure 30 Potential Completer Student Profile



On average, Potential Completers are nearing middle age today, as the majority fall within the 25-40 age range. Furthermore, potential completers last attended college more recently than other former students. The data shows that they were last enrolled four years ago, on average, circa 2014.¹⁶

We also have insight into the most common major fields among the Some College, No Degree Population. The figure above shows that Business/Management is slightly *more* popular among Potential Completers compared to the general population and supports our recommendation for a business-focused degree completion program.

The data also shows that the Some College, No Degree population is not evenly distributed among the fifty states. As part of our analysis, Everspring conducted an evaluation and projection of the Potential Completer population within California.

¹⁶ Data from National Student Clearinghouse Research Center, *Some College, No Degree A 2019 Snapshot for the Nation and 50 States, October 2019*

Figure 31 Some Degree, No Population in California 2014-2018

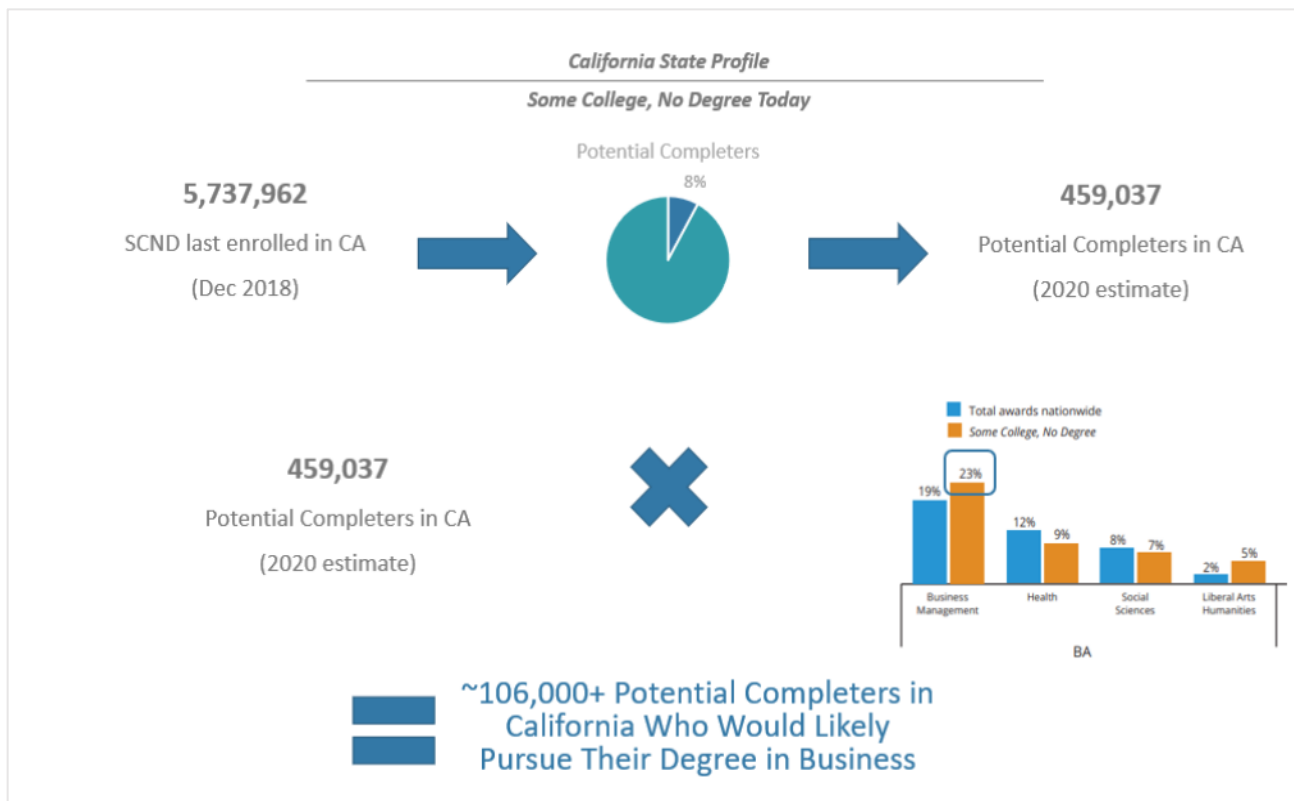


The chart above tracks the various pathways of the Some College, No Degree population in California. Indeed, it is representative of the difficulty of completing a degree for this population. For example, in California, only 100,283 students out of a possible 4,854,870 Some College, No Degree population re-enrolled and completed their degree during the study's five-year period.

It is encouraging, however, to see most students remain in California when they complete their degree (70%).¹⁷

¹⁷ Data from National Student Clearinghouse Research Center, *Some College, No Degree A 2019 Snapshot for the Nation and 50 States, October 2019*

Figure 32 Some Degree, No Population in California 2020 Projection



Informed by the NSC database, we can estimate roughly 460,000 Potential Completers in California as of 2020. This number reflects 8 percent of the entire Some Degree, No College population in California.

Using student profile data, we can estimate the number of Potential Completers who are likely to pursue Business as their field of study. By multiplying the Potential Completer population in California by the rate at which Potential Completers pursue Business as their field of study, we can infer there are at least 100,000 Potential Completers in California who will likely pursue their Bachelor’s degree in Business over the next five years.

University Fit Analysis

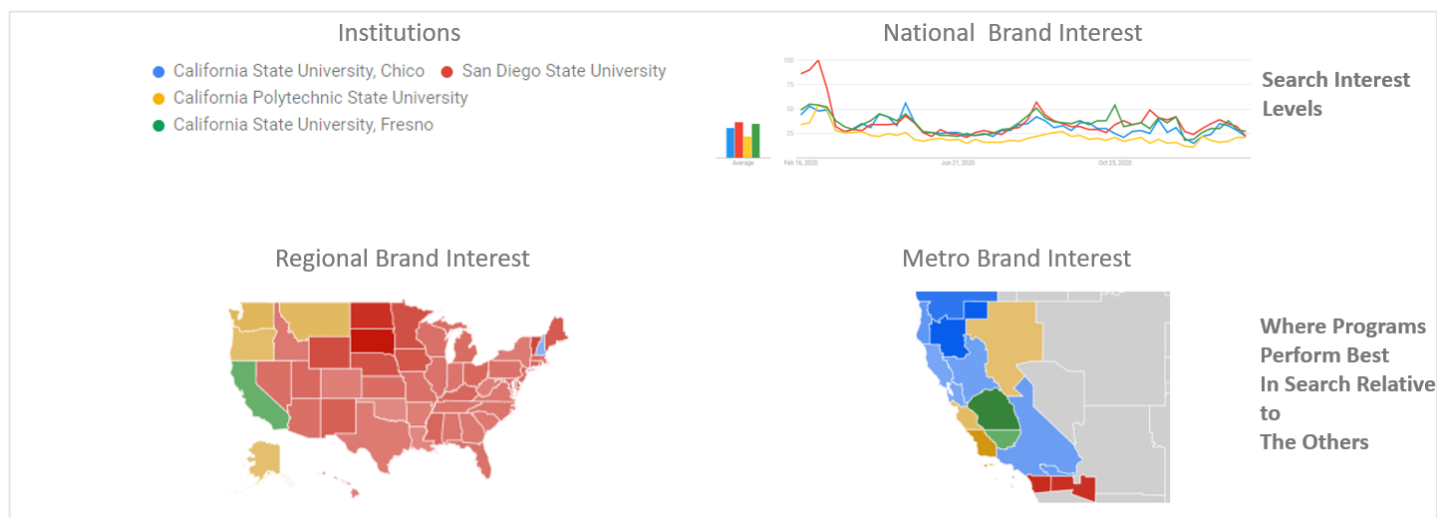
Digital Brand Analysis

Everspring analyzed elements of Chico's digital presence to get a better sense of interest in the Chico brand on a digital level. Google Trends helped us compare interest in the Chico brand against aspirant-level and comparable CSU programs.

Google Trends provides access to an unfiltered sample of actual search requests made to Google, displaying search interest in particular topics from across the country, or down to the state and city-level. Google Trends normalizes the search data to time and location to make comparisons between terms easier.

- Using Google Trends, Everspring analyzed the national, regional, and metro level interest in the Chico brand as compared against the following types of programs:
 - ❖ Aspirant-Level: These are CSU institutions considered to be among some of the best within the system known for their academic rigor. Institutions are either nationally ranked in the Top 200 by U.S. News World Report or considered a leading school within the West Region (#3).
 - ❖ Comparable: These are similar CSU institutions that share key traits to Chico State:
 - ❖ Small to medium-sized CSU campuses (9,000-17,000 total enrollments)
 - ❖ Rural locations defined by their sense of place and geography
 - ❖ Ranked by U.S. News World Report as a Regional West School (#26-58)

Figure 33 Chico vs. Aspirant-Level Programs



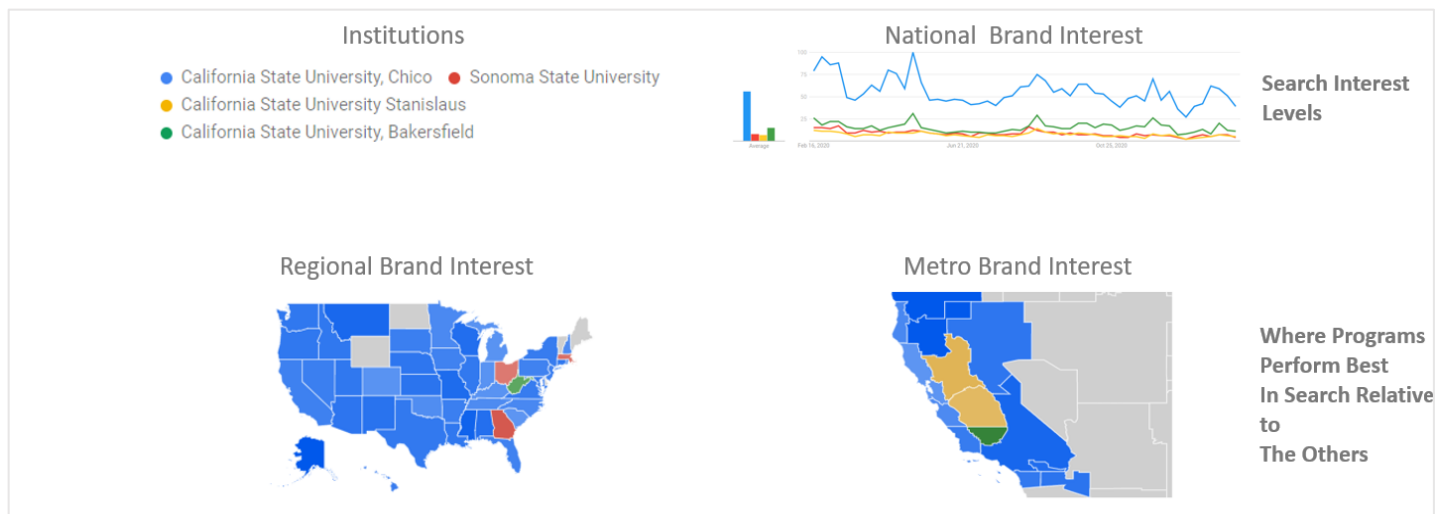
For this analysis, brand interest is measured by the frequency with which users are searching for Chico State (search interest levels), compared against the search interest for major aspirant-level programs such as San Diego State University, Cal Poly SLO, and Fresno State as well as comparable programs like Sonoma State, Cal State Bakersfield, and Cal State Stanislaus. Search results were measured across the past 12 months across all categories via the web.

“Aspirant-level programs” were defined as academically top-ranked CSU institutions. The charts above reflect the hyper-regionalism of the Chico brand when compared to leading institutions within California.

First, it is perhaps expected to see Chico State struggling with search interest at the national level when compared against these schools. All three “aspirant” programs benefit nationally from their rankings, and San Diego State and Fresno State have Division 1 Athletic Programs.

However, it is illuminating to see the Chico brand gain considerable search interest market share when looking at the California metro level. While all four institutions perform the best in their immediate home locations, Chico is unique in the sense that it also performs well in geographic regions outside of their service area. Chico exceeds San Diego State in search interest in the greater Los Angeles metropolitan area despite a significant distance. Part of Chico’s opportunity will involve capturing market share in more densely populated areas in California outside of the northern region.

Figure 34 Chico vs. Comparable Programs



A different picture emerges when looking at Comparable programs. For our purpose, Comparable programs were defined by their student body population, geographic location of their home campus, and university regional ranking.

Chico State is far more competitive in this view. In fact, Chico leads all Comparable programs in search interest across all three levels over the past 12 months by a substantial margin.

Once again, Chico sees exceptionally strong brand interest throughout the state of California. Even more encouraging, Chico's leading brand interest extends into neighboring states as well. Chico holds the strongest search levels in states such as Oregon, Nevada, and Arizona. New geographic markets present Chico State with another opportunity to expand its brand awareness and tap into new areas with convenient and flexible online programs.

Opportunity for Portfolio Expansion

Methodology

In order to determine the prioritization for program expansion, we developed criteria that measured the strength and opportunity of the various program disciplines at Chico State. The purpose behind these criteria was to identify which programs would help Chico reach its brand, enrollment, and degree-completion goals.

These criteria included metrics based on annual Master's degree completion growth, the number of national Master's degree completions, expected growth for related industry jobs, and the strength of fit with the Chico brand. These criteria informed the three opportunity tiers we established: Target, Expansion, and Incremental.

Figure 35 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines, Master's Level

Opportunity Tier	Criteria
Target	<ul style="list-style-type: none"> ▪ High-growth disciplines ▪ Greater than 4% CAGR in national completions (2014–2019) ▪ Strong expected employment growth from 2019–2028 (greater than 13%) ▪ Expected employment growth stronger in CA than national projections ▪ More than 5,000 national completions in 2019
Expansion	<ul style="list-style-type: none"> ▪ Traditional disciplines ▪ Less than 1% CAGR in national completions ▪ Strong expected employment growth from 2019–2028 (greater than 11%) ▪ Expected employment growth stronger in CA than national projections ▪ More than 6,000 national completions in 2019
Incremental	<ul style="list-style-type: none"> ▪ More than 12,000 national completions in 2019 ▪ Moderate expected employment growth from 2019–2028 (8%) ▪ Expected employment growth slightly stronger in CA than national projections

Recommended programs that fall into the Target and Expansion tiers hold the most opportunity for increasing Chico State enrollments and degree completions. Programs within the Target and Expansion tiers exhibit meaningful national completion scale, completion growth (with Target programs showing stronger growth than Expansion programs), projected employment growth, and alignment with Chico's existing strengths and brand as a California State University institution.

Target tier programs consist of emerging fields such as Computer Science, Speech-Language Pathology, and Social Work. These disciplines sit at the intersection of the most favorable market trends: they have

large employment and labor markets, have seen the strongest recent growth, and are expected to continue growing as the labor market demands more and more of these skills.

Expansion programs represent traditional disciplines including Psychology, Education, and Nutrition Sciences. Ultimately, these are areas where Chico has shown past success growing programs but where there is opportunity for continued expansion.

Finally, the Incremental tier includes programs with smaller national markets that are expected to yield smaller total program sizes. Public Administration rounds out the Incremental tier for Chico State. Since the total market opportunity for this area is smaller, we expect this program to contribute a minority of Chico's potential future enrollment growth if selected.

Quantifying the Opportunity: Graduate Level

In order to quantify the opportunity for Chico State to scale programs, we looked across the market to identify the scale of similar programs in market. Specifically, in *Figure 36* below, we compared Chico's current scale today, as measured by completions, against the 75th and 90th percentiles of programs nationally. The following table lays out Chico's 2019 Master's degree completions in identified disciplines, and the 75th and 90th percentiles for the national Master's degree-completion market.

To provide a more accurate picture, we added a column containing an Everspring enrollment estimate due to our experience developing and analyzing large, market-responsive online programs. In our judgment, we expect Chico could grow enrollments in the identified Target programs to 700-1,500+ enrolled students at steady-state, assuming market responsive program designs.

In the Target programs, Chico's scale today is below the 75th percentile, while in the Expansion segment Chico is at or below the 75th percentile of program size. If Chico can grow identified programs in the Expansion tiers to the 90th percentile of national programs, those programs would contribute up to roughly 100 additional completions compared to current scale. Estimates for enrollment increases in the Incremental segment should be viewed with wider confidence intervals; however, we expect incremental programs to contribute up to 50 incremental completions. These more than 150 additional completions across Expansion and Incremental tiers would represent enrolled student populations of more than 300 students.

Figure 36 Program Prioritization and Opportunity Set, Master's Level

Tier	Discipline	Chico 2019 Completions	Additional Completions at 75 th %ile	Additional Completions at 90 th %ile	Everspring enrollment for market-responsive program
Target	Speech-Language Pathology	23	17	26	75-150
	Social Work	37	92	203	200-400
	Computer Science	1	47	139	100-200
	Information/Data Science	N/A	66	146	75-150
	Nurse Practitioner	N/A	53	138	75-150
	Healthcare Management/Informatics	N/A	22	35	50-100
	Financial Mathematics	N/A	79	124	50-100
	Public Health	N/A	54	101	100-200
	Digital Marketing	N/A	30	53	50-100
Estimated Additional Completions at the Next Percentile Compared to Chico			450-475	950-975	Est. Add'l Enrollment: ~700-1,500
Expansion	Education	48	12	92	100-200
	Psychology	27	-	8	100-200 (clinically-focused programs)
	Nutritional Science	8	13	23	50-100
	Estimated Additional Completions at the Next Percentile Compared to Chico			0-25	100-125
Incremental	Public Administration	20	23	62	75-150
	Estimated Additional Completions at the Next Percentile Compared to Chico			0-25	50-75

Figure 37 Labor Market Size and Projected Growth, Nationwide, in Chico-Specific Disciplines, Bachelor's Level

Opportunity Tier	Criteria
Target	<ul style="list-style-type: none"> ▪ Positive CAGR % in national completions (2014–2019) ▪ Moderate to strong expected employment growth from 2019–2028 (ranges from 6-16%) ▪ Expected employment growth stronger in CA than national projections ▪ More than 5,000 national completions in 2019 ▪ Common Major for Potential Completer profile
Expansion	<ul style="list-style-type: none"> ▪ CAGR % is mixed in national completions (2014-2019) ▪ Moderate to strong expected employment growth from 2019–2028 (ranges from 5-15%) ▪ Expected employment growth stronger in CA than national projections ▪ More than 10,000 national completions in 2019
Incremental	<ul style="list-style-type: none"> ▪ CAGR % is mixed in national completions (2014-2019) ▪ Moderate expected employment growth from 2019–2028 (ranges from 2-12%) ▪ Expected employment growth slightly stronger in CA than national projections ▪ More than 2,000 national completions in 2019

Recommended programs that fall into the Target and Expansion tiers hold the most opportunity for increasing Chico State enrollments and degree completions. Undergraduate degree programs within the Target and Expansion tiers exhibit meaningful national completion scale, completion growth (with Target programs showing stronger growth than Expansion programs), projected employment growth, and alignment with Chico's existing strengths and brand. Top targets programs include traditional fields such as Business in addition to emerging technical fields like Computer Science and Computer Information Systems. These programs are particularly attractive for an online setting because they are the most common Majors for Potential Completers and typical adult learners. Nursing earns a Target tier placement due to the popularity and demand of RN-BSN online degrees and similar flexible programs.

Communication Sciences & Disorders, Public Health & Health Services Administration, and Social Work round out the Target tier at the undergraduate level.

Expansion programs consist of additional traditional undergraduate disciplines. While the growth for these disciplines is slightly capped in comparison to the Target tier, these programs still hold strong potential, largely due to student interest and application upon graduation. Psychology, Communication, and Child Development are commonly sought liberal arts disciplines among undergraduate students at Chico State.

Figure 38 Program Prioritization and Opportunity Set, Bachelor's Level

Tier	Discipline	Chico 2019 Completions	Additional Completions at 75 th %ile	Additional Completions at 90 th %ile	Everspring enrollment for market-responsive program
Target	Business Administration	688	-	-	200-400+
	Computer Science	49	2	89	100-200
	Computer Information Systems	91	-	14	75-150
	Nursing	110	58	155	200-400
	Public Health & Health Services Administration	143	-	-	Secondary completer recommendation
	Communication Sciences & Disorders	64	-	24	Secondary completer recommendation
	Social Work	75	-	6	Secondary completer recommendation
Estimated Additional Completions at the Next Percentile Compared to Chico			50-75	275-300	Est. Add'l Enrollment: ~500 – 1,000
Expansion	Psychology	254	-	-	Secondary completer recommendation
	Nutrition & Food Sciences	79	-	10	Secondary completer recommendation
	Communication Studies	114	-	45	Secondary completer recommendation
	Child Development	107	-	-	Secondary completer recommendation
Estimated Additional Completions at the Next Percentile Compared to Chico			-	50-75	Est. Add'l Enrollment:
Incremental	Agricultural Business	83	-	-	Secondary completer recommendation
	Public Administration	15	12	45	Secondary completer recommendation
	Computer Animation & Game Development	71	-	-	Secondary completer recommendation
	Sociology	129	-	-	Secondary completer recommendation
Estimated Additional Completions at the Next Percentile Compared to Chico			0-25	25-50	Est. Add'l Enrollment:

The Chico State Roadmap

The graduate roadmap begins with leveraging Chico State's reputation and programmatic offerings to scale enrollment in fast-growing disciplines (Computer Science, Speech-Language Pathology, Social Work), mainly in technology- and health-related areas, with applications across various industries throughout California. Programs with both general and specialized concentrations to highlight Chico State's expertise would draw strong demand. Creating new programs in areas such as Healthcare Management/Informatics, Nurse Practitioner, or Public Health would help solidify Chico's reputation as a healthcare leader for professionals in California and prepare itself for the expected increase in regional demand for these healthcare occupations. Lastly, broadening the scope of its graduate business portfolio with highly specialized programs such as Financial Mathematics, Digital Marketing, or Data Analytics would generate additional interest and reduce student acquisition cost.

For the expansion and incremental fields, broadening the reach of Chico's programs in these myriad programs via the online or hybrid modality would allow Chico to capture additional enrollment from students throughout California who are unable to attend on-campus.

Chico should also consider students who may not want or yet need to invest in a full Master's degree. Particularly, Target-level Technology programs provide opportunity for certificates delivering focused topics (in subsets of Software Development, Business Intelligence, Systems Architecture, Cybersecurity, Machine Learning, or Programming Languages, for instance) or providing alternative entry pathways to Master's degree programs.

A similar roadmap exists for Chico State at the undergraduate level. Not only is the Chico State portfolio much larger at the undergraduate level, but Chico benefits from its location and diverse pool of students, both young and old, who are looking to earn a degree in a practical field and begin or change their career.

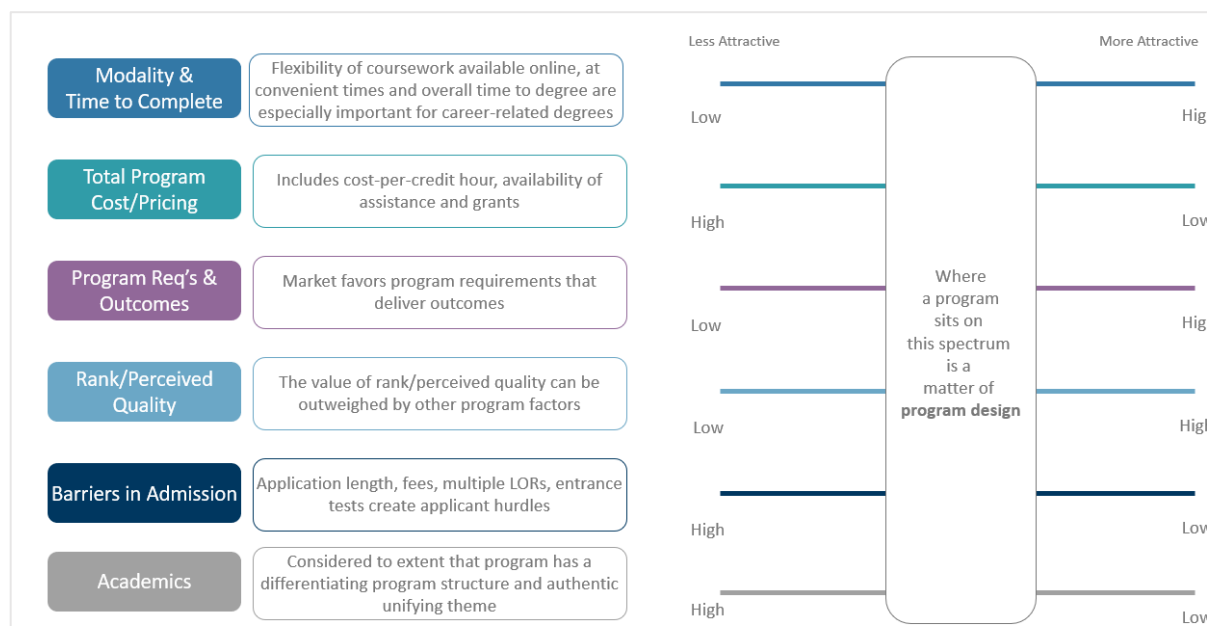
The undergraduate roadmap likewise begins with using Chico's brand awareness and strengths in key disciplines such as Computer Science, Computer Information Systems, and Business (with its various concentrations). We recommend Chico State consider program construction, as a common set of courses for General Education requirements before funneling students into upper-level coursework will provide efficiencies for course build for Chico. Lastly, in addition to BS-completion programs, we have seen strong demand for second Bachelor's degrees in Computer Science and its related disciplines due to its labor demand.

For the expansion and incremental fields, Chico would again strongly benefit from offering these disciplines via online or non-traditional modalities.

Smart Program Design Is Critical to Enabling Success

Across all program disciplines, intelligent program design is critical to ensuring programs are attractive to today's graduate students. Growth in graduate programs is driven by students seeking career-ready skills and credentials that will advance them in the workplace. In Everspring's technically-oriented programs, a typical student has seven years of work experience and 80 percent indicate career advancement as their primary motivation for pursuing the degree. As these students are working professionals, program design that allows them to fit graduate study into their busy work and home lives is key. These design elements include flexible online coursework, courses offered on evenings and weekends, and total time to degree. Other key elements include program requirements aligned with delivering strong outcomes, responsive admissions processes with minimal barriers to entry, and of course a strong return on the student's investment in education.

Figure 39 Program Design Elements Spectrum



Conclusion

Our recommendations in light of the analysis outlined in this report all have their basis in strengths and competencies that already exist at Chico State, with exception of the recommended gap programs. The Chico brand is already highly differentiated among its CSU peers and its reputation in various industries is an asset in an educational market focused on career application and growth. Chico has a strong foothold in northern California; this will provide solid foundation for launching online programs that win in Chico and subsequently expand regionally and nationally. By soliciting this report, Chico State is prioritizing smart program design that meets the needs of today's graduate students, who are often full-time workers, ensuring that Chico State's on-campus excellence transitions effectively to online learning environments. Chico State is poised for success in meeting its strategic goals.

Everspring is excited to present this market opportunity analysis and would be thrilled to continue working with Chico State to extend awareness of the unique strengths of the University and help Chico realize its enrollment growth goals.

Appendix

Comparable Pricing Analysis

In this Appendix we include initial competitive sets for nine program disciplines captured in the Master's Level Target segment of our analysis. These sets are constructed to include online programs, with the goal of including representative programs from the California/Western region, from Chico's cross-applicant and reputational peers, and from leading-scale, nationally branded programs. These sets are not intended to be an exhaustive view of all market offerings. As Chico State identifies a subset of programs for expansion or online launch, these sets can be expanded and refined to identify optimal program and portfolio pricing strategy. Please note that credit hour requirements refer to minimum credits required to graduate unless otherwise specified. Institutions are sorted by 2021 University Ranking, per U.S. News & World Report.

Please note: Chico State Tuition Cost/Credit Hour was calculated by dividing 2020-2021 part-time tuition rate (\$2,082) by maximum units (6) for part-time status. The Chico State Tuition Cost/Credit Hour listed for the MSW program was retrieved from a third-party source.

Figure 40 Comparable Programs Across Disciplines, Master's Level

Computer Science Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
Stanford University	CA	6	279	30** (45)	\$1,352	\$60,840	36 to 60	MS in Computer Science
University of Southern California	CA	24	853	32	\$2,148	\$68,736	30 to 42	MS in Computer Science
Georgia Institute of Technology-Main Campus	GA	35	144	30	\$1,153	\$34,590	30	Master of Computer Science
The University of Texas at Austin	TX	42	36	30	\$333	\$10,000	18 to 36	Master of Computer Science
University of Illinois at Urbana-Champaign	IL	47	286	32	\$670	\$21,440	36	Master of Computer Science
Arizona State University-Tempe (ASU Online)	AZ	103	268	30	\$500	\$15,000	18 to 36	MS in Computer Science
Colorado State University-Fort Collins	CO	153	31	35	\$736	\$25,760	24	Master of Computer Science
Colorado Technical University	CO	298-289	82	32** (48)	\$610	\$29,280	18	MS in Computer Science
National University	CA	95-124 West	44	39** (58.5)	\$442	\$25,857	13	MS in Computer Science
Median		47	206	32	\$670	\$25,857	18 to 36	
California State University – Chico	CA	26 West	1	30	\$347	\$10,410	~24	MS in Computer Science

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

**Converted from quarter to semester

Note: All tuition costs reflect non-resident rates, if applicable.

Speech-Language Pathology Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
Florida State University	FL	58	NA	61	\$444	\$27,084	36	MS in Communication Sciences and Disorders
University of South Carolina-Columbia	SC	118	61	76	\$1,367	\$103,892	36 to 48	MS in Speech-Language Pathology
University of Cincinnati-Main Campus	OH	143	104	64	\$793	\$59,752	32	MA in Communication Sciences and Disorders
Idaho State University	ID	298-389	40	60	\$1,265	\$75,900	36	MS in Speech-Language Pathology
University of Northern Colorado	CO	298-389	26	63	\$600	\$37,800	36	MA in Speech-Language Pathology
University of Wisconsin-Eau Claire	WI	Midwest 39	43	63	\$832	\$52,416	41	MS in Communicative Disorders
California State University-Northridge	CA	West 40	99	54	\$700	\$37,800	36	MS in Communication Sciences and Disorders
University of St Augustine for Health Sciences	CA	UNR	NA	56	\$1,143	\$64,000	24	MS in Speech-Language Pathology
Median		298-389	52	62	\$813	\$56,084	36	
California State University – Chico	CA	26 West	23	56	\$347	\$19,432	NA	

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Social Work Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
University of Southern California	CA	24	1,367	60	\$1,995	\$119,700	36	Master of Social Work (Regular Track)
University of Denver	CO	80	294	60 ** (90)	\$988	\$88,920	27	Master of Social Work (Regular Track)
Arizona State University-Tempe (ASU Online)	AZ	103	183	60	\$745	\$44,700	36	Master of Social Work (Regular Track)
Colorado State University-Fort Collins	CO	153	52	60	\$689	\$41,340	36	Master of Social Work (Regular Track)
Northern Arizona University	AZ	284	NA	60	\$575	\$34,500	24 to 48	Master of Social Work
San Jose State University	CA	22 West	168	60	\$347	\$20,820	24 to 36	Master of Social Work Traditional Track
Humboldt State University	CA	37 West	48	60	\$510	\$30,600	42	Master of Social Work (Regular Track)
California State University-Northridge	CA	40 West	154	60	\$752	\$45,120	24 to 36	Master of Social Work (Regular Track)
Median		219	168	60	\$717	\$43,020	36	
California State University – Chico	CA	26 West	37	61	\$507	\$30,927	36	Master of Social Work (Traditional Track)

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Data/Information Science/Analytics Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
University of California-Los Angeles	CA	20	41	36	\$1,000	\$36,000	28 to 36	MS in Engineering With Specialization in Data Science Engineering
University of California-Berkeley	CA	22	NA	27	\$2,573	\$69,471	20	MS Information and Data Science
The University of Texas at Austin	TX	42	175	30	\$333	\$10,000	18 to 36	MS in Data Science
University of San Diego	CA	88	NA	30	\$925	\$27,750	20	MS in Applied Data Science
University of Kansas	KS	124	NA	30	\$700	\$21,000	NA	MS in Applied Statistics and Analytics
University of the Pacific	CA	133	NA	32	\$1,498	\$50,144	24	MS in Data Science
Oregon State University	OR	153	NA	30** (45)	\$560	\$25,200	NA	MS in Data Analytics
Colorado State University-Global Campus	CO	153	86	36	\$500	\$18,000	NA	MS in Data Analytics
Texas Tech University	TX	217	NA	36	\$556	\$20,000	12 to 24	MS in Data Science
Median		124	86	30	\$700	\$25,200	20 to 24	
California State University – Chico	CA	26 West	NA	NA	NA	NA	NA	Not currently offered at Chico

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Nurse Practitioner Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
University of Southern California	CA	24	47	49	\$1,995	\$97,755	21 to 33	MSN Family Nurse Practitioner
University of Nevada-Las Vegas	NV	258	NA	46	\$726	\$33,396	24	MSN Family Nurse Practitioner
Northern Arizona University	AZ	284	29	48	\$635	\$30,480	NA	MSN Family Nurse Practitioner
University of Colorado-Colorado Springs	CO	298-389	NA	46 to 48	\$817	\$37,582	NA	MSN Nurse Practitioner Multiple Tracks
Colorado Technical University-Online	CO	298-389	NA	68	\$540	\$36,720	24	MSN in Family Nurse Practitioner
Grand Canyon University	AZ	298-389	NA	53	\$695	\$36,835	34	MSN Family Nurse Practitioner
The University of Texas at Arlington	TX	298-389	795	46	\$654	\$30,084	31 to 36	MSN Nurse Practitioner
Samuel Merritt University	CA	UNR	126	49	\$1,387	\$67,963	20	MSN Family Nurse Practitioner
Western University of Health Sciences	CA	UNR	NA	49	\$921	\$45,129	24 to 36	MSN Family Nurse Practitioner
Median		298-289	87	49	\$726	\$36,835	21 to 33	
California State University – Chico	CA	26 West	NA	NA	NA	NA	NA	Not currently offered at Chico

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Healthcare Management/Informatics Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
Stanford University	CA	6	21	45	\$1,352	\$60,840	36 to 60	MS in Biomedical Informatics
University of San Diego	CA	88	71	37	\$925	\$34,225	24	MS in Health Care Informatics
University of Arizona	AZ	97	NA	39	\$740	\$28,860	NA	MS in Health Informatics and Analytics
Arizona State University-Tempe (ASU Online)	AZ	103	NA	30	\$895	\$26,850	NA	MS in Health Informatics
Grand Canyon University	AZ	298-389	NA	54	\$442	\$23,868	12	MS in Health Informatics
National University	CA	95-124 West	18	42	\$550	\$23,100	24	MS in Health Care Informatics
Oregon Health & Science University	OR	Unranked	12	49	\$1,081	\$53,000	NA	MS in Health and Clinical Informatics
Loma Linda University	CA	Unranked	10	46	\$809	\$37,200	24	MS in Health Informatics
Median		221	18	43.5	\$852	\$31,543	24	
<i>California State University – Chico</i>	CA	26 West	NA	NA	NA	NA	NA	<i>Not currently offered at Chico</i>

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Finance/Financial Mathematics Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
University of Southern California	CA	24	93	30	\$2,148	\$64,440	18 to 40	MS in Financial Engineering
Florida State University	FL	58	38	33	\$660	\$21,788	24	MS in Risk Management and Insurance
University of Washington-Seattle Campus	WA	58	NA	28** (42)	\$1,050	\$44,100	18 to 36	MS in Computational Finance and Risk Management
Iowa State University	ID	118	14	36	\$590	\$21,240	24 to 42	MS Family and Consumer - Family Financial Planning
Colorado State University-Global Campus	CO	153	125	36	\$500	\$18,000	NA	Master of Finance
University of Colorado Denver/Anschutz Medical Campus	CO	227	NA	30	\$731	\$21,930	NA	MS in Finance and Risk Management
Texas A & M University-Commerce	TX	298-389	35	30	\$880	\$26,400	24	MS in Finance
Golden Gate University-San Francisco	CA	UNR	31	30	\$1,090	\$32,700	NA	MS in Finance
Median		136	37	30	\$806	\$24,165	24	
<i>California State University – Chico</i>	CA	26 West	NA	NA	NA	NA	NA	<i>Not currently offered at Chico</i>

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Public Health Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
University of California-Berkeley	CA	22	258	42	\$1,476	\$62,000	27	Master of Public Health
University of Southern California	CA	24	129	42	\$1,995	\$83,790	24 to 60	Master of Public Health
University of Washington-Seattle Campus	WA	58	84	42** (63)	\$912	\$57,456	18	Executive Master of Public Health
University of San Francisco	CA	103	86	45	\$1,480	\$66,600	24	Master of Public Health
San Diego State University	CA	143	108	51	\$562	\$28,662	18	Master of Public Health
San Jose State University	CA	22 West	45	42	\$575	\$24,150	24	Master of Public Health
California State University-Northridge	CA	40 West	80	42	\$752	\$31,584	30	Master of Public Health - Community Health Education
California State University-San Marcos	CA	60 West	30	42	\$599	\$25,158	16	Master of Public Health
Median		123	85	42	\$832	\$44,520	24	
California State University – Chico	CA	26 West	NA	NA	NA	NA	NA	Not currently offered at Chico

Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

Marketing/Digital Marketing Programs

Institution	State	University Rank USNWR (2021)	2019 Completions*	Total Credit Hours	Tuition Cost / Credit Hour	Total Tuition Cost	Months to Complete	Program
Brandeis University	MA	42	NA	30	\$1,178	\$35,350	NA	MS in Digital Marketing and Design
The University of Alabama	AL	143	86	33	\$503	\$16,599	NA	MS in Marketing
The University of Texas at Dallas	TX	143	60	36	\$1,671	\$60,156	NA	MS in Marketing
Regis University	CO	217	2	30	\$920	\$27,600	NA	MS in Marketing
University of Colorado Denver/Anschutz Medical Campus	CO	227	15	30	\$731	\$21,930	NA	MS in Marketing
Texas A & M University-Commerce	TX	298-389	24	30	\$880	\$26,400	24	MS in Marketing
Saint Edward's University	TX	8 West	NA	30	\$1,242	\$37,260	16	MS in Digital Marketing and Analytics
Emerson College	MA	9 North	60	32	\$1,276	\$40,832	12 to 24	MA in Digital Marketing and Data Analytics
Median		222	42	30	\$1,049	\$31,475	16	
California State University – Chico	CA	26 West	NA	NA	NA	NA	NA	Not currently offered at Chico

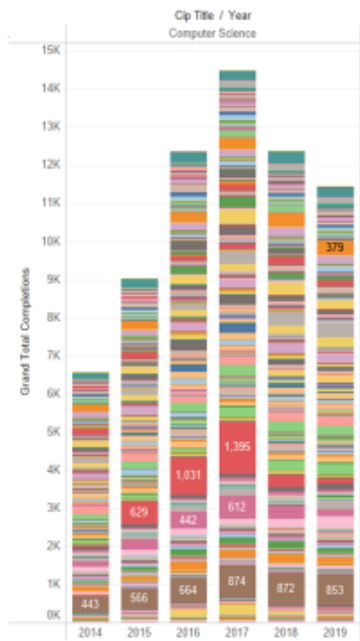
Confidential Draft: For discussion purposes only

*IPEDs completions, includes on-ground

Note: All tuition costs reflect non-resident rates, if applicable.

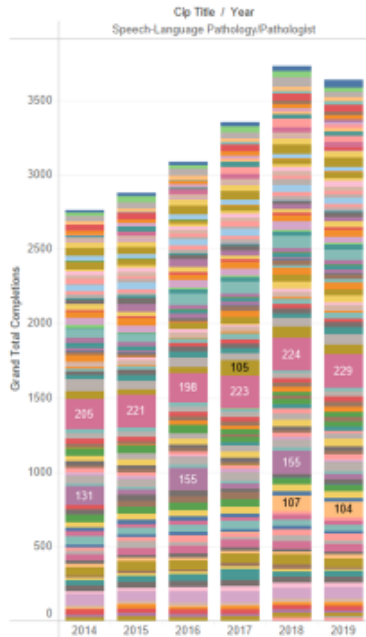
Figure 41 Annual Growth and Market Map Across Disciplines, Master's Level

Computer Science Growth and Market Map



Confidential Draft: For discussion purposes only

Speech-Language Pathology Annual Growth and Market Map



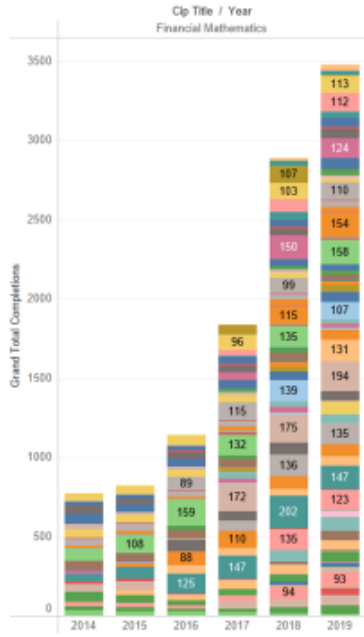
Confidential Draft: For discussion purposes only

Confidential & Proprietary

Prepared for California State University – Chico

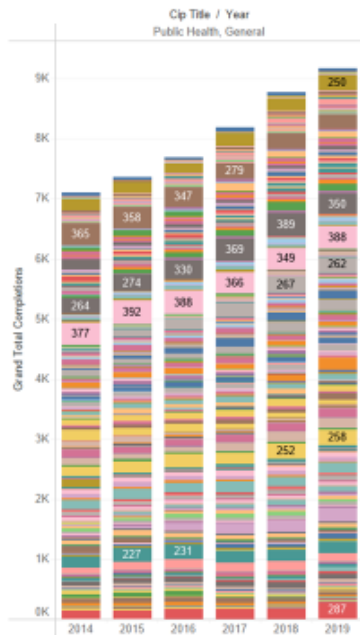


Finance/Financial Mathematics Growth and Market Map



Confidential Draft: For discussion purposes only

Public Health Growth and Market Map



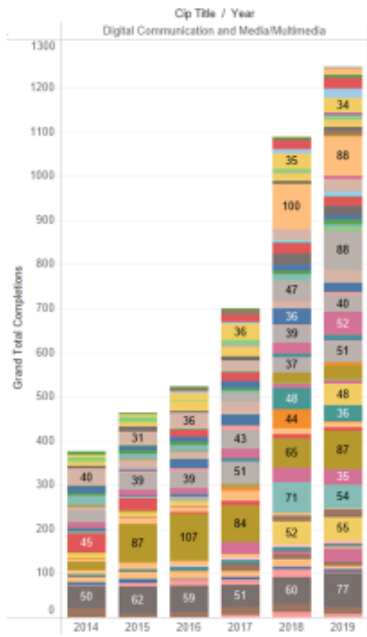
Confidential Draft: For discussion purposes only

Confidential & Proprietary

Prepared for California State University – Chico



Digital Marketing Growth and Market Map



Confidential Draft: For discussion purposes only