

# Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The Business Department's mission is to inspire and prepare our diverse, multicultural business students to be socially-responsible leaders of local and global enterprises, and to engage students in work that demonstrates the knowledge, skills and attitudes necessary to thrive in the ever-evolving world of business.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our mission statement directs us to provide an academically rich, multicultural learning environment that challenges diverse students to develop their skills to become socially-responsible leaders in a dynamic business environment.

In fact, in reviewing the core competencies of the college,

- forty-five of our course-level SLOs support Institutional Core Competency #2: Information Literacy,
- forty-one of our course-level SLOs support Institutional Core Competency #5: Critical Thinking,
- ten of our course-level SLOs support Institutional Core Competency #1: Communication and Expression,
- seven of our course-level SLOs support Institutional Core Competency #4: Civic capacity for global, cultural, social, and environmental justice,
- and six of our course-level SLOs support Institutional Core Competency #3: Physical/mental wellness, and personal responsibility.

### Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
2023 FT Hire	Hire and on-board 1 replacement full-time business instructor during the Academic Year 2023-24, with industry experience in one or more of the following areas: Digital Marketing, Business Law, Entrepreneurship, Human Resource Management, Business Analytics and/or MIS. (Replaces M. Cappello)	Bus Dept Full Time Faculty	BCAT Division Dean	n/a	The number of qualified applicants; the tenure committee will monitor on-boarding	A hire is made and that person joins the department as a tenure track instructor.
2023 PT hiring	Hire and on-board two part time instructors during 2023-24 to replace retired part-time faculty. (G.Niedermier, J.Ritchie).	BUS Department Chair	BCAT Div Dean	n/a	Classes have to be cancelled without teachers.	Hires are in progress and on-boarding is in progress.
2024+ FT Hiring	Hire 2 additional replacement FT instructors by Summer 2025 and January 2026 to backfill next expected full-time faculty retirements. (Note that two BUS faculty are currently on Article 18)	Bus Dept Full Time Faculty	BCAT Division Dean	n/a	The number of qualified applicants; the tenure committee will monitor on-boarding	Hires are made and that person joins the department as a tenure track instructor before retirements occur.

### Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

We anticipate losing a full time faculty member on average every year for the next four years. So succession planning is paramount. Our department is very mature.

AI and technology changes have necessitated continual course design changes to thwart cheating and plagiarism.

The California bill which eliminated basic Math and English courses resulted in a need for our faculty to devote more of course time reviewing these basic skills before covering Business concepts.

## B. Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends Business/Computer Systems - Business-FD						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	3,677	3,623	3,529	2,987	3,060	-16.8%
Enrollment	5,715	5,717	5,591	4,681	4,685	-18.0%
Sections	123	134	129	114	116	-5.7%
WSCH	9,188	9,164	9,044	7,618	7,620	-17.1%
FTES (end of term)	609	607	599	504	508	-16.6%
FTEF (end of term)	14.8	16.3	15.6	13.6	13.9	-6.2%
Productivity (WSCH/FTEF)	620	563	579	559	548	-11.6%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (<https://www.deanza.edu/ir/documents/Glossary.pdf>).

- the data trend shows an increase in Enrollment
- the data trend shows a decrease in Enrollment
- the data trend shows no change and/or flat in Enrollment

### Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

California Community Colleges are down 16% over the same time period, De Anza is down 14.4% over this same time period. Our enrollment decline is similar and likely for the same reasons: fewer students choosing to go to college in the post-Covid period.

# CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f/s/dactedepartments/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTveo6Jss3W0Jg?e=1ybpmY>).
2. Cite current industry trends.
3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

The occupational outlook for business leaders is strong, particularly in the Marketing/Sales discipline. For the period from 2021 to 2026, expected growth in "Advertising Sales Agents" is 33%, "Advertising and Promotions Managers" is 19%, and "Services Sales Representatives" is 6%. We believe this growth will come from the Marketing technology area, so we are continuing our focus on updating Marketing curriculum.

Growth in "General and Operations Management" is expected to be 3% on a large base of 22,000 jobs. Average annual earnings in this area are particularly good. This reinforces continued maintenance of our Business Administration and Management programs. The only reduction is a 7% reduction in "Administrative Assistants", which pertains to the Business Information Worker Certificate. Note: Information is missing on Financial Managers, Small Business Owners/Entrepreneurs, and Information Systems / Business Analysts. All of these areas are also covered by our discipline.

Businesses today urgently need to understand how to best use social media, business analytics, artificial intelligence, automation, and other recent technological developments. They need employees trained to tackle these issues. We are finding that recruiting faculty with these rapidly evolving skills is challenging. Nearby universities and colleges have often poached talent identified and developed by the De Anza Business Department. Maintaining salary parity is essential. A continuation of meager recruitment will result in slow curriculum development and the loss of competitive advantage for De Anza's Business Programs. We need to hire full time faculty with industry experience in technology areas.

Industry advisors were excited about our introduction of the MIS certificate program. In fact, several managers at Google indicated that Google was trying to attract a more diverse workforce and were targeting community college students. Unfortunately, De Anza's MIS certificate program was created several years ago and has rapidly become outdated. Maintaining technology-forward programs requires more manpower than we have at present.

## D. Course Success

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### Course Success

Business-FD

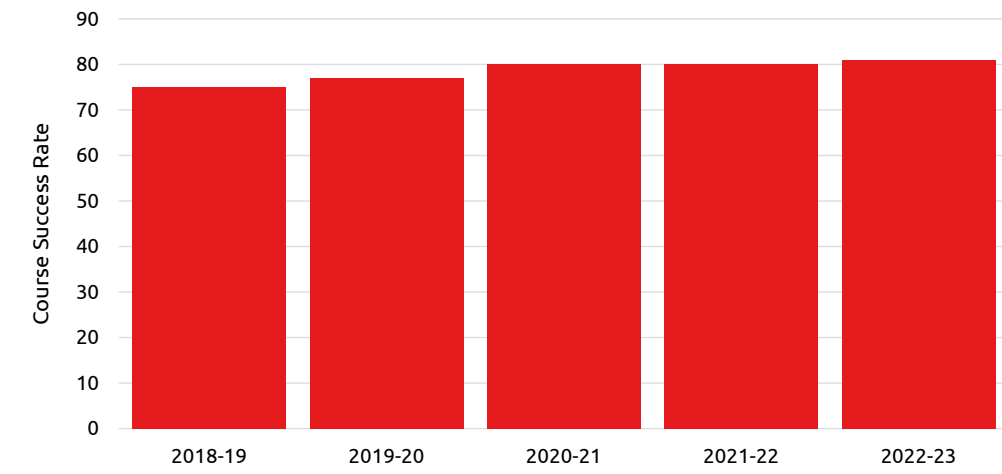
**Who uses this report:**

All users who want to further explore their enrollment or course success data.

**What is this report:**

This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

**Limits:**



**Limits:**

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
<b>Measures</b>	5,715	75%	4,310	5,717	77%	4,394	5,591	80%	4,453	4,681	80%	3,755	4,685	81%	3,807

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

- the data trend shows an increase in Course Success
- the data trend shows a decrease in Course Success
- the data trend shows no change in Course Success

### Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?
2. What strategies does your department have in place to increase or maintain current success rates?
3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: [https://www.deanza.edu/ir/documents/How\\_to\\_Access\\_Your\\_Program\\_Review\\_Data.pdf](https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf))
4. How do course success rate trends align with your program goals?

We are using several tactics that could influence success rates. We make use of the early alert (Connect) system. We are spending time ensuring students have an understanding of college expectations. There is more reaching out in the first two weeks, with emails containing office hours. When deadlines are missed, messages are sent to students. In addition, the Tutorial Center started offering BUS 10: Intro to Business tutors last year, in addition to BUS 18 (Law) tutors. This is very helpful for the majority of Business students.

# Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

## Who uses this report:

All users who want to explore student equity and disproportionate impact in course success.

## What is this report:

This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

## How to interpret the data:

A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

## New features:

To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course**, then click on the link "Click here to show and compare disproportionate impact with [X]".

## Success rate

The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

## Comparison success rate

The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

## Additional successes needed to erase percentage point

This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

## Legend:

**Yellow:** Student groups experiencing a negative percentage point gap that is not statistically significant

**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

[Click here to show and compare disproportionate impact with .](#)

Hide cells with fewer than  students

Business/Computer Systems - Business-FD						2022 Summer to 2023 Spring	
Number of sections: 116							
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap	
All Students (Business-FD, 116 sections)	4,685	81%	81%	0			
Asian	1,858	88%	77%	+11			
Black	233	63%	82%	-20		46	
Filipinx	310	84%	81%	+2			
Latinx	1,235	72%	84%	-12		152	
Native American	22	77%	81%	-4		1	
Pacific Islander	39	67%	81%	-15		6	
Unknown ethnicity	276	88%	81%	+8			
White	712	84%	81%	+3			
Female	2,174	81%	81%	0		9	
Male	2,469	81%	81%	0		1	
Non-Binary	0						
Unknown gender	42	93%	81%	+12			
Foster youth	23	61%	81%	-20		5	
Individuals with disabilities	112	81%	81%	0		1	
Low Income	2,086	76%	85%	-9		195	
Not Low Income	2,599	85%	76%	+9			
Veterans	87	90%	81%	+9			

<sup>1</sup>The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

there is no gap (e.g., 0)

- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

## Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

We notice the biggest gaps and disproportionate impact on African American, Latinx, Foster youth, and low income students. We suspect that many of these students face barriers to their success that other groups do not. Some examples are: demands from caring for other family members, income needs, difficulty finding enough time to study, difficulty finding a place to study. Also, we have learned that many students feel that they don't belong, and need to connect to others in similar circumstances and resources on campus.

We chose the additional group of low income students because they represent half of our student body. Connecting these students with resources is important.

## Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?
2. How do the listed teaching and learning strategies align with your program's mission and goals?

Various members of our faculty have been participating in Partners in Learning and the Humanizing Academy, and have learned that this sense of belonging is crucial to persistence. We have been encouraging students to join affinity groups, clubs, tutoring, village events, and to see embedded counselors. (We only accidentally learned of embedded counselors during 2023 Opening days because this was never publicized!) We are also evaluating our own course materials to make certain that they are welcoming and point to available campus support resources. We are also trying to have multimedia materials to make courses be as interactive and engaging as possible.

As the faculty workload tables indicate, a much larger proportion of our classes is currently being taught by part-time faculty. These faculty are often teaching at multiple colleges, and may not have as much time to focus on equity gaps. They also aren't as knowledgeable about campus resources. Although everything is listed on the college web site, neither students nor faculty spend much precious time reading it. We talked about creating a resource page to share with part-time faculty for their Canvas shells, pointing students towards these valuable resources.

## Trends in Awards

saved report - pivot

## Degrees and Certificates by Ethnicity

Business-FD

### Who uses this report:

All users who need degree and certificate data.

### What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	Asian	125	82	78	75	47
	Black	14	6	5	8	8
	Filipinx	10	13	16	14	17
	Latinx	70	49	58	56	56
	Native American	2				
	Pacific Islander	2	1		2	
	White	40	44	50	29	23
	Unknown ethnicity	13	4	2	6	2
<b>Total</b>		276	199	209	190	153
Associate in Science	Asian			1		
	<b>Total</b>	0	0	1	0	0
Associate in Science-Transfer	Asian	186	176	201	194	161
	Black	11	9	8	9	5
	Filipinx	21	15	29	29	28
	Latinx	67	67	77	98	79
	Native American	3	1	3	1	
	Pacific Islander	1	2	1	5	1
	White	57	39	57	44	36
	Unknown ethnicity	4	3	9	17	11
<b>Total</b>		350	312	385	397	321
Credit Certificate-Transcriptable	Asian	19	15	30	26	8
	Black	2	1		2	3
	Filipinx	2	2	3	7	9
	Latinx	15	16	15	13	11
	Native American		1			
	Pacific Islander		2			
	White	14	18	22	10	8
	Unknown ethnicity		1	1	5	4
<b>Total</b>		52	56	71	63	43
<b>Total</b>		678	567	666	650	517

Data loaded 24-Oct-2023

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

- an increase in the number of Associate Degrees awarded
- a decrease in the number of Associate Degrees awarded
- no change in the number of Associate Degrees awarded
- Not applicable

Trends in Associate Degrees for Transfer awarded show:

- an increase in the number of Associate Degrees for Transfer awarded
- a decrease in the number of Associate Degrees for Transfer awarded
- no change in the number of Associate Degrees for Transfer awarded
- Not applicable

Trends in Credit Certificates awarded show:

- an increase in the number of Credit Certificates awarded
- a decrease in the number of Credit Certificates awarded
- no change in the number of Credit Certificates awarded
- Not applicable

Trends in Non Credit Certificates awarded show:

- an increase in the number of Noncredit Certificates awarded
- a decrease in the number of Noncredit Certificates awarded
- no change in the number of Noncredit Certificates awarded
- Not applicable

### Reflecting on Trends in Awards

1. What trends do you see across awards in your department?
2. How do the trends in awards align with your program's mission and goals?

Drop in AAs and AST: -24%; Drop in Certificates: -17%

Enrollment is down 16%. Most of this enrollment decline occurred between Spring 2021 and Fall 2021, so the decline in degrees and certificates naturally occurs two years later. We believe the drop is mostly due to the pandemic. During the pandemic, courses were mostly offered online and international students need to take classes on campus. Others became disengaged after taking many online classes. We expect this to reverse with more activity on campus.

## Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?
2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.
3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

Courses in our department are offered every year.

Our faculty are planning to delete the Business Information Worker Certificate, based on its dismal performance. (See table). This program was pushed through curriculum against the recommendation of Business faculty.

Our faculty is stretched too thin at this point to increase degrees and certificates.

	Certificate Completions Per Year						Total
	BA	Mkt	MIS	Mgt	Ent	BIW	
<b>2022-23:</b>	14	13	5	4	6	1	43
<b>2021-22:</b>	34	10	9	6	4	0	63
<b>2 year total:</b>	48	23	14	10	10	1	106

## Staffing Trends

### Faculty Workload

Faculty Workload  
Business/Computer Systems - Business-FD

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	5.2	5.7	4.9	5.4	5.2	-1%
Full Time %	35.3%	34.9%	31.5%	39.4%	37.2%	5%
Overload	2.6	2.9	2.8	1.7	1.9	-27%
Overload %	17.4%	18.0%	17.6%	12.8%	13.5%	-22%
Part Time Load	7.0	7.7	7.9	6.5	6.8	-2%
Part Time %	47.4%	47.1%	50.9%	47.7%	49.3%	4%
Total FTEF	14.8	16.3	15.6	13.6	13.9	-6%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- the data trend shows an increase in Full Time %
- the data trend shows a decrease in Full Time %
- the data trend shows no change in Full Time %

### Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?
2. What are classified staffing needs to ensure the program's health, growth or vitality?
3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?
4. What strategies does your program have in place to retain new faculty, if applicable?

We have needs to hire one new faculty member on average each year for the next four years to replace expected retirements. Measures need to be taken to increase faculty salaries (full and part time) to keep up with industry or recruitment will not be successful. We are also heavily dependent on part time faculty. We have approval for one replacement faculty for this academic year (2023-24) which replaces a faculty member that resigned over 5 years ago. Imminent retirements will make this situation much worse.

## Assessment Cycle

### Student Learning Outcomes Assessment Cycle

Navigate to <https://www.deanza.edu/slo/#post> which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?
3. How do these strategies align with the program's mission and goals.

The same methods that we have been used to improve student success rates at the course have improved success rates on the SLOs as well. For example, in BUS 10, we had an 88% success rate in the SLOs and that was a 10% improvement over prior cycles. We saw similar improvements in Bus 18. We are being more consistent with use of business terminology, creating more multimedia materials, providing scaffolding for math calculations, allowing grace periods for late work, and are working on creating a welcoming and encouraging climate in our courses.

## Dean/Manager Comments

I support the department's initiatives and the direction they are planning to take. I support their request to hire full-time faculty in the coming years to replace the expected retirements and also to contribute more to the department by way of curriculum development and providing consistent student support, which will not only enhance the overall educational experience for our students but also help us reduce our equity gaps. I also support the resource request for the department.

**STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.**

This form is completed and ready for acceptance.