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Department Chairs/Program Leads: Please press the edit symbol in the right-hand corner to update. Below, the text in bold corresponds both to the name of the box when editing this page and also to the first-column on the APRU worksheet. If you have questions, please contact: papemary@fhda.edu.

Dept - (B/CS) Business

2018-19 Annual Program Review Update Submitted By: Emily Garbe

APRU Complete for: 2017-18

Program Mission Statement: We just have one program learning outcome: Each student shall acquire the knowledge and skills described in the course level SLOs (Student Learning Outcomes) of the Business courses that student completed at De Anza College. Forty-five of our 46 course-level SLOs support Institutional Core Competency #2, Information Literacy. Forty of our course-level SLOs support Institutional Core Competency #5, Critical Thinking. Nine of our course-level SLOs support Institutional Core Competency #1, Communication and Expression. Six of our course-level SLOs support Institutional Core Competency #3, Physical/mental wellness and personal responsibility, and six of our course-level SLOs support Institutional Core Competency #4, Civic capacity for global, cultural, social, and environmental justice. See reference document busdept_supportofmission.pdf for further details.

I.A.1 What is the Primary Focus of Your Program?: Transfer

I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical

I.B.1 Number Certificates of Achievement Awarded: 50

I.B.2 Number Certif of Achievement-Advanced Awarded: 1

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 341

I.B.4 # AA and/or AS Degrees Awarded: 47

I.B.5 Strategies to Increase Awards : In our introductory course and at Orientation meetings, we show students the research from Columbia that shows that students who obtain an Associates degree are more likely to persist and obtain their Bachelors. We also advise them to obtain a certificate while working towards the Associates, in order to be more attractive for applying for internships.

We plan to continue running orientations and marketing in this manner.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: At our Industry Advisor meeting in March last year. Feedback was enthusiastic on our proposed Certificate in MIS. There were several comments about the benefits of providing students with milestones (ladder concept) towards a challenging interdisciplinary MIS concentration within Business Administration. They also remarked that the certificate would qualify non-traditional students for technician and lower-level support positions, which provided them with income, while also pursuing their ultimate bachelor's degree. This might have the effect of encouraging more students to pursue MIS for a career. It was remarked that this fit in well with Google's recent decision to increase efforts to recruit diverse community college students. The MIS Support certificate was approved in 3/19 by the curriculum committee.

We are also exploring new certificate of achievement programs, such as exploring a certificate of achievement for Leadership for Not-for-Profit Organizations to meet the students and community needs.

With the national average job growth of 5.1% and over 2,600 regional job openings annually, we anticipate the need for demand in business career training will continue to be strong.

To further improve our enrollment and program completion rate for our CTE programs and to enhance equity gaps, we plan to:

1) hire industry mentor to build industry relationships, counsel students, and conduct industry events at \$2,500 per quarter plus summer for \$10,000 per year.

2) hire 8 peer tutors for BUS18 Business Law, BUS10 Intro to Business, BUS54 Business Math, BUS91 Personal Finance, BUS70 e-commerce, BUS85 Business Communication to increase student success and persistent through the programs for an annual funding of \$31,680 (\$12 per hour, 8 tutors, 11 weeks, 10 hours per week).

3) Orientation and student outreach. Business Department has conducted several orientations on College Welcome Day and throughout the academic year. This has been proven to be successful as shown in our increasing number of certificates and degrees awarded and our enrollment numbers. We need \$1,500 per quarter for materials and stipend for part-time faculty to attend local high school speaker events and marketing our programs to attract new students.

4) Establish a Social Entrepreneur Center (SEC) with the focus of working with the community businesses to create business opportunities with social and environmental benefits, such as a consulting business to help local businesses to build online e-commerce and digital marketing capabilities, forming co-ops to sell locally produced goods.

Students will need to first complete BUS55 Intro to Entrepreneurship course, so that they can apply their knowledge in creating actual businesses within the SEC. Students will register for the course as a zero unit course.

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The center will be led by a full-time faculty and get a stipend of \$31,500 per year for the position (\$10,500 per quarter) or count as a five unit course in load calculation. Two industry mentors at \$2,500 per quarter are also required for a total of \$15,000. Each quarter, depending on the ventures launched within the SEC, we estimate a material cost of \$5,000 per quarter for \$15,000 per year. The material costs will be used based on the ventures, which may include computers, software, marketing materials, printing, advertising, business licenses, or costs of producing goods, shipping, and other business operations costs.

SEC will be housed in the Business Lab within the ATC building which is currently accessible only via CIS Lab while CIS Lab is open. Direct access to the Business Lab with external entrance will be required as students and faculty likely will use the Lab even when CIS Lab is not open. External locks and keys will be needed for the SEC faculty.

The SEC will require a total program funding of \$61,500 annually for 3 years for a total of \$184,500.

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 15.1

I.E.2 #Student Employees: 0

I.E.3 Ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching: Part time load % increased from 38.4% in 2016-17 to 41.7% in 2017-18 due to a full time faculty position vacancy

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: Our enrollment dropped significantly from 2015-16 to 2016-17 by 11%. It did recover a little bit in 2017-18, increasing by 1% while the college's enrollment fell 6%, we therefore essentially increase our enrollment by 7% as compared to the college overall. We achieved this improvement by adding late start classes and increasing the number of online courses we offer. We also launched several initiatives to help students complete a degree or certificate program, including offering multiple orientation presentations per year to interested students, creating our degree pathway guide, doing outreach to local high schools with our own faculty, and developing "student testimonial" materials which we have added to our department website.

II.B Overall Success Rate: During the past 3 years, the department level success rate has steadily increased from 71% in 2014-15 to 74% in 2017-18.

II.C Changes Imposed by Internal/External Regulations:

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: The % of Targeted group in the department is in line with the college (34% for Business Department vs. 36% for the college).

III.A.2 Targeted Student Populations: Growth and Decline: The % of Targeted group in the Business Department has been increasing, from 31% in 2013-14 to 34% in 2017-18. Latinx constitutes most of the increase, from 19% of the business student population in 2013-14 to 23% in 2017-18.

III.B.1 Closing the Student Equity Gap: Success Rates: • African American: 54%

- Latinx: 64%
- Filipinx: 70%
- Pacific islanders: 63%
- Asian: 81%
- White: 77%

III.B.2 Closing the Student Equity Gap: Withdrawal Rates: • African American: 22%

- Latinx: 15%
- Filipinx: 13%
- Pacific islanders: 18%
- Asian: 8%
- White: 11%

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: • 2013-14 gap: 79% - 63% = 16%

- 2014-15 gap: 76% - 62% = 14%
- 2015-16 gap: 75% - 61% = 14%
- 2016-17 gap: 77% - 58% = 19%
- 2017-18 gap: 75% - 57% = 18%

III.C Action Plan for Targeted Group(s): There has been a jump in the gap in the last two years as we have moved more classes to online delivery to help college enrollment, which may be more challenging in the targeted groups. In addition, aggressive marketing of late start classes are attractive to students who have withdrawn from other classes but want to maintain full time or student visa status. It is possible that these students are underprepared for college.

In addition, our lowest enrollment faculty member with the lowest student success (38% in F18 for BUS54) had consistently failed to perform one's instructional duties, such as updating Canvas course materials, responding to students, and grading assignments. This instructor has gone on medical leave for 3 of the last quarters; otherwise, our overall department success rate might have been lower. This issue has been raised with the administration.

Action items:

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1. The department chair has provided all department faculty, both fulltime and part-time, with student success rates and equity gaps by course for the academic year 2017-18, and ask all faculty with overall success rates below 61% or equity gaps above 21% to please develop and implement at their earliest opportunity any and all changes to their courses that they believe would improve either of these measures. The instructors for three courses with the highest gaps, BUS54 (Business Math), BUS58 (Business Plan), BUS91 (Personal Finance), and BUS70 (e-business) have developed action plans to increase online communications with mandatory weekly Q&A forums, scaffolding, instructional videos, and tutors.

2. Elsewhere in this program review we will be requesting from the college sufficient budget to hire five part-time student tutors for the Fall, Winter, and Spring quarters of the academic year 2019-20, to be managed by the supervisor of the General Subjects Tutoring section of the Student Success Center here at De Anza College, Mr. Christian Lustre. Two of these tutors will support our Introduction to Business students, two will support our Business Law I students, and the fifth will be split between supporting our Business Math students and our Personal Finance students. Since we only teach Business Math and Personal Finance online, it is our intent to develop and pilot test methods and tools for providing tutoring support to online students through this part-time employee. We are thinking we will use tools available in Canvas to accomplish this. We estimate each tutor will provide about 50 hours of support per quarter, for a total of 250 hours of tutorial support to our students per quarter to help them succeed in our classes. Because Latino/Latina students represent a substantial share of our targeted ethnic group population, and because our equity gap was a very undesirably high 18% in 2017-18, one of our goals is to make sure at least one of those tutors is fluent in Spanish. Point person: Byron Lilly.

3. Additional tutors also required for BUS10 (Intro), BUS18 (Business Law), and BUS91 (Personal Finance) to address topics students may need more one-on-one help.

III.D Departmental Equity Planning and Progress: Covered in items III.B and III.C above.

As mentioned in item III.C. above, and elsewhere in this program review, we will be requesting from the college sufficient budget to hire ten part-time student tutors for the Fall, Winter, and Spring quarters of the academic year 2019-20, to be managed by the supervisor of the General Subjects Tutoring section of the Student Success Center here at De Anza College, Mr. Christian Lustre.

Our overall goal is to "improve transfer and graduation rates for disproportionately impacted students" by increasing the success rates at course level via increasing online communications, developing additional instructional videos to enhance multimodal learning, and utilizing tutors for face to face and online one-on-one assistance.

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 9/9 = 100%

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 55/46 = 100%.

V.A Budget Trends: none

V.B Funding Impact on Enrollment Trends: none

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Fill existing vacancy

V.D.1 Staff Position(s) Needed: None needed unless vacancy

V.D.2 Justification for Staff Position(s): With the resignation of a full-time faculty member in W18, Emmanuel Capello, we request that we hire a replacement for that full-time position.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: 1 computer monitor and a docking station for full-time faculty's use in the office.
1 computer for use in Business Lab by tutors and industry mentors and faculty.
1 computer for use in Business Lab by Social Entrepreneur Center and faculty.

V.E.3 Equipment Justification: 1 desktop monitor and docking station for a full time faculty who currently has a laptop and need a bigger screen for instructional material preparation.
1 computer for use in Business Lab by tutors and industry mentors and faculty.
1 computer for use in Business Lab by Social Entrepreneur Center and faculty.

V.F.1 Facility Request: Lock for Business Lab external door. Currently not able to enter unless Computer Lab is open in ATC building.

V.F.2 Facility Justification: Currently not able to enter unless Computer Lab is open in ATC building. Need to enter the lab even when Computer Lab is not open for use by mentors, tutors, faculty and Social Entrepreneur Center students and instructors.

V.G Equity Planning and Support: Yes. We want to bring down our equity gap, which was 18% in 2017-18. We have past experience to suggest that a two-pronged approach will be effective in doing this. In 2016-17, one of our instructors, Byron Lilly, hired two tutors that were managed by the then-supervisor of General Subjects Tutoring, Sandy Blackborow, to support our Business Law I students. At the same time, Mr. Lilly implemented in his sections of Business Law I a "Custom Homework System," which is a Microsoft Access database that produces a custom homework for each student who did not do well on his midterm exam, based on the questions that student missed on the midterm. Students in his Business Law I class that year were required to complete the homework and then give it to their assigned tutor. The tutor would then meet with the student however many times was necessary to go over the gaps in the student's knowledge as revealed by the student's performance on the custom homework. Students spent an average of four hours with their tutor to accomplish this, and each tutor supported about ten students in this program, for a total of about 80 hours per quarter of tutorial assistance for this one section of this one class. The tutors were also available to support any and all Business Law I students from any other instructors' sections, but the demand from these other sections was pretty light, amounting to about 20 hours of support per quarter to support all the other sections






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combined. These tutors, together with the custom homework system, had a powerful effect on the equity gap in Mr. Lilly's Business Law I sections. Without the program, that equity gap averages 16%; but with the program, that equity gap fell to 6%. Mr. Lilly would therefore like to reinstate this program in his Business Law I sections in 2019-20, plus implement an identical program for his quarterly on-campus Introduction to Business sections, where his 2017-18 equity gap was a very undesirable 35%. In 2016-17, these tutors were paid \$16 per hour. We would like to hire a fifth tutor, also budgeted at 50 hours per quarter of support, to support our online Business Math and Personal Finance students. We selected these two classes because our equity gaps in 2017-18 were 22% and 24% respectively. We therefore request the following incremental budget in 2019-20: 8 tutors \$12/hr x 10 hr/wk x 11 wks per quarter for \$31,680 per year.

V.H.1 Other Needed Resources: As described in item V.G. above, our only incremental budget request for equity is to hire ten part-time tutors working 50 hours per quarter each at \$16 per hour for the three quarters Fall, Winter, and Spring of 2019-20 for the following courses: BUS10, BUS18, BUS54, BUS58, BUS70 and BUS91.

V.H.2 Other Needed Resources Justification: In 2016-17, when we had two tutors to support our Business Law I students, plus Mr. Lilly used his custom homework system to give the tutors visibility to his students' knowledge gaps, the non-targeted ethnic groups' average success rate in Mr. Lilly's three (one per quarter) Business Law I sections was 67% and the targeted groups success rate was 61%, so the equity gap was only 6%. In 2017-18, when our funding for these two tutors lapsed and Mr. Lilly discontinued using his custom homework system, the non-targeted ethnic groups' average success rate in Mr. Lilly's three (one per quarter) Business Law I sections was 74% and the targeted groups success rate was 60%, so the equity gap ballooned to 14%. The overall success rate in those sections was higher. It was 69% in 2017-18 compared to 65% in 2016-17. Mr. Lilly's goal is to hold on to the improvement in overall success rate while collapsing the equity gap back to 6% in 2019-20. Mr. Lilly's goal in his on-campus Introduction to Business sections in 2019-20 is to increase the overall success rate from 65% in 2017-18 to 70% in 2019-20 and decrease the equity gap from 35% to 6%. We believe that without these incremental budget dollars, these goals would not be achievable; but with these incremental budget dollars, these goals would be achievable. An additional 6 tutorial support per quarter would become available through this request to support the Business Law (BUS18), Introduction to Business (BUS10), e-commerce (BUS70), Business Math (BUS54), Personal Finance (BUS91), and Business communications (BUS85) students in all other instructors' sections, and to enhance student success.

V.J. "B" Budget Augmentation:

V.K.1 Staff Development Needs:

V.K.2 Staff Development Needs Justification:

V.L Closing the Loop:

Last Updated: 03/22/2018

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