De Anza College
Instructional Annual Program Review 2021-22

https://www.deanza.edu/ir/program-review.20-21/

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on "Facilities" tab and large-ticket items are on Large-ticket Items" tab.

| | Information Requested | Explanation of Information Requested. | Enter your answers here |
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| | Department Name: | | Business |
| | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies"? (https://www.deanza.edu/about-us/mission-and-values.html ). | Our department mission is to inspire, excite and prepare our business students to lead local and global enterprises, and to acquire the knowledge and skills described in the course level SLOs (Student Learning Outcomes) of each Business course they take.<br><br>Forty-five of our course-level SLOs support Institutional Core Competency #2, Information Literacy.<br><br>Forty-one of our course-level SLOs support Institutional Core Competency #5, Critical Thinking.<br><br>Ten of ourcourse-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. |
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| | | | Seven of our course-level SLOs support Institutional Core Competency #4, Civic capacity for global, cultural, social, and environmental justice. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Career/Technical |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Certificates of Achievement please state "none offered". | Total number: 71<br>2 BU1 – Business Administration: 34<br>2BUS – Business Administration: 2<br>2 ENT – Entrepreneurship: 8<br>2MA4 – Marketing Management: 1<br>2 MAR – Marketing Management: 15<br>2MGM – Management: 8<br>2 MIS - Management Inform Syst Support: 3 |
| I.B.2 | # Certificates of Achievement -Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html If you do not offer Certificates of Achievement" please state "none offered". | 0 |

| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html . If you do not offer Associate Degree Transfer, please state "none offered". | AS- T<br>2BAT – Business Admin for Transfer: 385 |
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| I.B.4 | # A.A. and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to https://www.deanza.edu/ir/AwardsbyDivision.html .If you do not offer Associate of Arts or Associate of Science Degree, please state "none offered". | Total: 63<br>A.A. – 2 BUS Business Administration: 41<br>AS -2 BUS Business Administration: 1<br>A.A. – 2MAR Marketing Management: 9<br>AA – 2 MGM – Management: 12 |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | Since 2018, we have offered more information to students about the advantages of obtaining an Associate of Arts or Associate of Science degree. We have also encouraged them to obtain a certificate while working towards the associate. We have continued to do this in every orientation meeting and in our introductory courses. We have also included videos on our department homepage explaining how and why students should do this. These strategies have helped us gain a significant improvement in the total number of awards we are granting. |

| Year | Cert | Degrees | Total Awards |
|---|---|---|---|
| 2018-19 | 107 | 350 | 457 |
| 2019-20 | 110 | 312 | 422 |
| 2020-21 | 130 | 385 | 515 |

| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | We plan to continue running orientations and marketing in the manner mentioned in 1.B.5. |
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| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes. Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: https://www.calpassplus.org/LaunchBoard/Home.aspx | https://www.calpassplus.org/LaunchBoard/Home.aspx \<br><br>The De Anza College Business Department serves students under two TOP codes:<br>0505 Business Administration<br>0506 Business Management (includes small business and entrepreneurship)<br><br>We have not applied for any Perkins funds.<br><br>We have scored above the negotiated level in 0505 for three of four core indicators.<br>Core indicator 1P1 (Postsecondary Retention and Placement), we are 23.2 % percent above the negotiated level.<br><br>Core Indicator 2P1 (Earned Postsecondary credential), we are 9.1 percent above the negotiated level, and<br><br>Core indicator 3P1 (Nontraditional Program Enrolment), we are 19.1 percent above the negotiated level.<br><br>The only indicator that we did not meet was core indicator 4P1 (Employment).<br><br>Similarly, we have scored above the negotiated level in 0506 for three of four core indicators. |

| | | | Core indicator 1P1 (Postsecondary Retention and Placement) we are 21.8 % percent above the negotiated level.<br>Core Indicator 2P1 (Earned Postsecondary credential) we are 5.5 percent above the negotiated level, and<br><br>Core indicator 3P1 (Non-traditional Program Enrolment) we are 32.7 percent above the negotiated level.<br><br>The only indicator that we did not meet was core indicator 4P1 (Employment), which makes sense as a lower division program aimed at transfer.<br><br>Here is a list of activities things we do as part of our efforts in providing our students career orientation.<br>  a) Created career path videos to provide students an insight into the various careers they can apply for on completion of our courses.<br>  b) Regular job post announcements are made by the division office and on Handshake APP and students are encouraged to apply.<br>  c) We invite guest speakers in events and our classrooms to motivate students to explore various career paths.<br>  d) We have career guidance counsellors who walk students through O*Net and Bureau of Labor Statistics websites to show them how to prepare for business administration and management careers.<br><br>Our goal has been to help this special population improve in all core indicators by providing them facilities that will help them successfully complete our courses and achieve their goals.<br><br>Our college facilities include:<br>  a) Food pantry<br>  b) Study groups<br>  c) Tutors in Math and English<br>  d) DSS<br>  e) Financial aid |

| | | | f) Psychological and Health services |
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| | | | As a department: |
| | | | In general, we as a department are very conscious in preparing equity driven syllabus, zero or low-cost textbooks and resources, office hours, group work.<br>**Tutoring**: We are also liaising with the tutorial services for tutors for basic courses such BUS 10 and BUS 18.<br>**Intervention**: We actively reach out to non-participating students to encourage their continuing participation.<br>We also use the Early Alert to get our students the necessary help they need if they are falling behind in our classes. |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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.<br>California EDD LMI Info:<br>https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj | Based on Bay Region Occupational Demand Projections for 2020-25 provided by the CTE department, two-line items belong to the Business Administration/Management area (General and Operations Managers and Human Resource Assistants). Both show a positive growth outlook. Our department prepares students for a significantly wider range of job opportunities. Therefore, we also referred to the data from California EDD LMI info. We selected the San Jose Metropolitan area covering the San Jose-Sunnyvale-Santa Clara MSA.<br><br>Our courses directly support over 26 different occupations with a total of over a ¾ million positions in the San Jose MSA of which over a ¼ million are job openings due to industry growth.<br><br>We are very confident that we have positioned our course offering to meet the job demand in high-growth areas. Some examples of occupations with large employment openings and high growth are management, business and financial operations, business operations specialists, human resources specialists, market research analysts and marketing, etc.<br><br>We modernized the marketing certificate and business administration certificates, and these are waiting to be processed by the curriculum committee. |

| | | | | Students also have the opportunity to start their own business ventures. Our entrepreneurship certificates cater to their needs. |
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| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # | N/A |

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| | | increase or decrease. To the extent possible, specify what data you used to arrive at this number. | | | | | | | |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet: https://www.deanza.edu/ir/program-review.20-21/index.html . | | 15.6 (Including both full-time and part-time). |

15.6 (Including both full-time and part-time).

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 5-yr %Inc |
|---|---|---|---|---|---|---|
| **Full Time Load** | 6.4 | 5.9 | 5.2 | 5.7 | 4.9 | **-23%** |
| **Full Time %** | 42.70% | 38.90% | 35.30% | 34.90% | 31.50% | **-26%** |
| **Overload** | 2.8 | 2.9 | 2.6 | 2.9 | 2.8 | **-3%** |
| **Overload %** | 18.90% | 19.30% | 17.40% | 18.00% | 17.60% | **-7%** |
| **Part Time Load** | 5.7 | 6.3 | 7 | 7.7 | 7.9 | 38% |
| **Part Time %** | 38.40% | 41.70% | 47.40% | 47.10% | 50.90% | 32% |
| **Total FTEF** | 15 | 15.1 | 14.8 | 16.3 | 15.6 | 4% |

| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
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| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. https://www.deanza.edu/ir/program-review.20-21/index.html or access within the program review tool. | **31.5%** |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report | N/A |

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| | | regarding staff serving multiple programs. | |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | We lost a full-time instructor in 2018-2019. We have since increased our use of part-time adjunct instructors.<br><br>We are also liaising with the tutorial center to work with our faculty and provide additional tutoring support to our students.<br><br>We also would like to hire 2 Teaching Assistants to help faculty, both part-time and full-time. These T.A.s will help with breakout sessions in Zoom or group exercises in class. They could also help offer one on one sessions with at-risk students. |
| | **Enrollment** | | |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the **last three years**? Refer to https://www.deanza.edu/ir/program-review.20-21/index.html   or access within the program review tool. You do not need to list enrollments; rather **reflect on enrollment trends.** What strategies does your department have in place to increase or maintain current enrollment trends? | Our overall enrollment dropped by 2.3 %, while the college's enrollment fell by 8.1% in the last five years. In 2018-2019 the census enrollment has been steady. However, there was a drop in 2020-2021 because of the pandemic. Our WSCH fell slightly (1.3%) from the last two years.<br><br>We attribute this decline in enrolment, census enrolment, and WSCH to the disruptive effects of the pandemic. Our college, like all CCCs, followed the lockdown protocols as mandated by the Governor of California.<br><br>Our efforts have been focused on offering courses using different modalities, offering late start classes, providing students information, creating an awareness of the various career and academic opportunities, as well as offering new courses to meet industry demands.<br><br>1. We did a good job maintaining the enrollment by pivoting quickly to offering all our courses online without any interruption. In addition, |

| | | | we provided a combination of synchronous and asynchronous online classes for students to choose from. |
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| | | | 2. We also offer late start classes. |
| | | | 3. We have been offering department orientation events since 2017. Due to the success of these events, we plan to continue to hold orientation sessions each year. This year (Fall 2021) we did it in collaboration with the Guided Pathways Village Initiative. |
| | | | 4. Our faculty have created short videos to provide our current and potential students information about different career and academic focus areas that business courses at De Anza offers. See: https://www.deanza.edu/faculty/fritzmichele/orientation/careers.html |
| | | | 5. We are offering a new course, BUS 50, Nonprofit Corporations to provide students an insight into the characteristics of nonprofit organizations, their effective management and career pathways. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like.   Link to equity plan and strategic plans<br>1. What could be contributing to the differences? | Stats:<br>Total enrollment in 2020-2021: 2069/5591 = 37.01%<br>Total 2019-2020: 2142/5717 = 37.46%<br><br>Total campus wide in 2020-2021: 98107/262263 =37.41%<br><br>Total campus wide in 2019-2020: 94675/265029 = 35.72%<br><br>The enrollment trend for the targeted group is in line with the number of enrollments for the targeted group for De Anza College.<br><br>Strategies we have used are:<br>a) We have a very diverse faculty who are from different backgrounds with different industry experience |

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| | | 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?<br><br>Are there other trends that you see when drilling into the data that may be important to explore? | b) We have also included several career and course related videos on our department homepage to give confidence to potential students to motivate them to enroll.<br>c) Our department orientation events include inclusion activities like<br>   i. giving our students all the information, they need to succeed.<br>   ii. Meet your instructor in person and ask questions<br>   iii. Group activities to build camaraderie |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.<br>1. What could be factors that influence success rates? Please refer to: https://www.deanza.edu/ir/program-review.20-21/index.html<br>2. What strategies does your department have in place to increase or maintain current success rates? | 2018-19 – 75%; 2019-20 – 77% and 2020-21 – 80%<br>The success rate has been trending up. We have increased the success rate by 3% to 80% since 2018-19<br><br>Reason: We have had meetings in the past years alerting faculty about the success rates and the importance of improving the success rates. These initiatives have helped alert everyone and produced gains in all classes.<br><br>We also are involving the tutoring center to provide tutors to support some of our courses, especially BUS 10, because we have a high enrolment in this course and there are multiple sections taught by various faculty. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted | Using the Disproportionate Impact Tool within the Program Review Tool explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are | Based on the data for 54 sections taught in the Summer 21 and Fall 21, the student groups experiencing disproportionate impact with a negative percentage point gap were: a) Latinx, who were 10 percentage points lower in success rate than all business department students and b) Low-income students were 5 percentage points lower in success rate than all business department students.<br><br>Source: https://fhda.precisioncampus.com/report?page=disproportionate-impact-ppg&menuid=M071 |

| | student groups | highlighted (which indicate there are disproportionate impacts for that group):<br><br>1. What differences do you see in successful course completion rates?<br>2. What are your thoughts on these differences?<br><br>What strategies might be helpful in closing gaps in successful course completion? | Some of the strategies we have already put in place are<br>a) Low cost or No cost OER books for the courses<br>b) Providing students with information on how to access all the resources at the college - health services, psychological services, tutorial services and food pantry.<br>c) Students were provided information to apply for emergency funds.<br>d) Following up with the Early Alert System to help students falling behind.<br><br>We will as a department continue to prioritize discussions and address the student groups experiencing disproportionate impact.<br><br>The overall course completion is 80% for the business department. The groups that we will be focusing on are African American (62%); Latinx(70%); Pacific Islander (68%) and low income students (72%). We believe that the strategies we have listed above will also help close gaps in successful course completion rates for these groups.<br><br>The completion rates have improved significantly for African American 57% in 2019-2020 (but 'w' went up from 15% to 20%) We believe that this could be explained by changes in life circumstances brought about by the COVID pandemic.<br><br>Source: https://fhda.precisioncampus.com/report?page=fhda-course-completion&menuid=M18 |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, | Our department pivoted very gracefully to 100% online as soon as the pandemic hit.<br>We were also among the first departments to return to campus which we did in Winter 2022 and Spring 2022. |

| | | reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | |
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| | **Equity** | In order to meet the goals within our State Equity Plan, Institutional Metrics, and Educational Master Plan, the following section asks you to reflect on questions focused on student equity to help inform our goals._ | |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | Low Income Group – Many courses have low-cost or no-cost resources now.<br><br>We provided information to all students about emergency funds for internet and technology support. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | We have been intentional in our efforts over the last few years to reduce the equity gap in our program.<br>We have seen a good increase in the success rates among our African American students in the last three years. For example, in 2018-19, it was 50%. It is now 62% (2020-21).<br>Our success rate for Latinx students has gradually increased from 67% (2018-19) to 70 % (2020-21). We had made a considerable improvement since 2014-15, when the success rate for Latinx students was 59%. Nevertheless, our success rate for Latinx students is showing the same trend as that of De Anza College as a whole.<br><br>In 2016-17, our success rate for the "targeted groups (African American, Latinx, and Filipinx Students) was only 62%. However, we have seen a |

| | | | marked improvement of 9% in the last four years. The success rate in 2020-21 is 71%. |
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| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Although our overall success rate went up, the success rate was low for the low-income students; it was 5% points lower. We require a test integrity tool for our online exams to ensure equity among low-income students and those affluent students who are able to purchase assistance or technology for use for exams.<br><br>One tool that we could use is Honorlock. They offer licenses for $8/student if we purchase by June 30, 2022, or $10/student after that date. They charge a one-time training fee of $2500.<br><br>We would like to hire two part-time teaching assistants to help with answering student questions in the breakout rooms and to work with at-risk students and help them understand and apply concepts in the assessments. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?<br>• Professional Development – what areas?<br>• Enhanced support for students<br>• Departmental Collaborations<br>• Best Practices<br>• Coaching/Consultation | Professional Development: Our college offers many events/workshops such as:<br>a) Events on Flex Day<br>b) Access to workshops in Vision Resource Center<br>c) Anti-Racist Workshops<br>d) Teaching – Zoom/Canvas<br><br>All faculty members are encouraged to participate and take advantage of all the workshops that at available at De Anza.<br><br>The Faculty Director, Professional Development at De Anza College, worked with our department to provide them with the necessary tools to recognize their own P.D. needs and to request professional development support (April 5th, 2022). |
| III.E. | Assistance Needed to | Would you like assistance with identifying strategies and/or best | The gaps have been addressed to some extent, but we are all aware that more can be done to improve the success and retention rates. We will |

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| | close Equity Gap | practices and/or resources to help facilitate student success? | continue to offer late start classes to students who withdraw from classes due to personal commitments and provide them with more options.<br><br>Faculty in the department are encouraged to refer students based on their needs to:<br>  a)  psychological services<br>  b)  disability support<br>  c)  tutorial center<br>  d)  food pantry<br>  e)  canvas support – Online education<br>  f)  financial support<br>  g)  connect with Dean |
| | **Assessment Cycle** | Navigate to https://www.deanza.edu/slo/ and click "TracDat is gone" which will take you to accordion listing SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division:" | *Dept - (B/CS) Business*<br><br># Courses/Services in Assessment Unit : **18**<br># Courses/Services without Student Learning Outcomes (SLOs) : **0**<br>Courses/Services without Student Learning Outcomes (SLOs) : **None**<br><br># Courses/Services Assessed in any Program Review Reporting Year selected : **18**<br>  # of Courses/Services Assessed in 2010-2011: **1**<br>  # of Courses/Services Assessed in 2011-2012: **1**<br>  # of Courses/Services Assessed in 2015-2016: **9**<br>  # of Courses/Services Assessed in 2016-2017: **7**<br>  # of Courses/Services Assessed in 2017-2018: **3**<br>Courses/Services Assessed in any Program Review Reporting Year selected : **100%** |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | As stated in https://www.deanza.edu/slo/, as of 2018, we have reported assessments of a 100% of all our courses.<br><br>We have started our new cycle and are working on assessing our courses.<br><br>We have completed SLO assessment on three courses BUS 60, BUS 65, BUS 10<br><br>We are planning to do SLO assessments on BUS 18, BUS 21, BUS 55, BUS 56, BUS 90, BUS 94 in the Spring quarter 2022. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) | BUS 10<br>BUS 18 |

| | | that are planned to be assessed by the conclusion of 2021-22 academic year. | BUS 21<br>BUS 55<br>BUS 56<br>BUS 60<br>BUS 65<br>BUS 90<br>BUS 94 |
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| | **Resource Requests** | | |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.<br>If you don't work with budget, please ask your Division Dean to give you the information. | We are requesting:<br>a) Two Teaching Assistants (tutors)<br>b) Participate in on-campus Proctoring Network<br>c) Test Integrity Tool<br>d) Fill the previously vacated full-time faculty position. We are not asking for a new position.<br>e) Memberships in Professional Organizations to help faculty stay current<br>f) Access to business-related databases |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | Over the past five years, we have lost a full-time faculty member and so have met staffing needs with part time faculty.  Several other instructors have chosen to retire over the last few years (Manny Capello, Sujung Park, John Ritchie, and Ron Goularte).<br><br>Some part time faculty that we have hired and trained have been lured to other nearby schools to teach, such as SJSU, Canada, CSM, and West Valley.   Those teaching at other schools have expressed concern about the relatively low pay at De Anza and the large class sizes.  Other faculty have been attracted back to industry with executive pay.  Other part time faculty have moved out of the costly Bay Area and now request "online only" assignments. |

|  |  |  | The economic situation facing our district is not good. High inflation rates are making it more and more difficult to attract instructors with industry experience (a key differentiator for our department).  We think it is essential for the district to maintain faculty salary parity with cost-of-living increases. |
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| V.C.1 | Faculty Position(s) Needed | Describe each request as: "Replace due to Vacancy", "Growth", or if none state "None Needed Unless Vacancy" | Replace due to vacancy and article 18.  The percentage of classes being taught by full-time instructors for 2021-22 was 31.5%%. Considering that two BUS instructors are beginning Article 18 in 2020-21, In 2022-23 fewer classes will be taught by full-time instructors bringing the percentage down below the College's average of 36.2%. Therefore, the department is requesting the hiring of full-time faculty. |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Fill existing vacancy. We lost a faculty member in 2018, we request that we hire a replacement for that full-time position. |
| V.D.1 | Staff Position(s) Needed | Choose: "Replace due to Vacancy", "Growth", "None Needed Unless Vacancy" Only make requests for staff if relevant to your department only. Division staff requests should be in the Dean's summary. | Four T.A.s |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input | As mentioned in this report, we would like to reduce our equity gap. Having TAs will help us provide a greater level of assistance to the targeted groups. |

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| | | to support this need. If not, provide other data to support this need. | |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See Resource Allocation Requests |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See Resource Allocation Requests |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | Access to databases Membership for American Management Association American Marketing Association<br><br>See Resource Allocation Requests |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Faculty are aware of areas they require support in. Our Dean and the PD office work with individual faculty and help them with their professional development needs.<br>The college and CCCCO have several workshops on<br>   a) Teaching and learning technologies<br>   b) Equity-based classrooms<br>   c) Enhanced pedagogy for targeted student population<br>All faculty in the department will be encouraged to apply to these workshops based on their needs. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, | Our department has a very high standard, and we continuously monitor our equity and success rates and collectively review our progress. So, each faculty member has the opportunity to identify their PD needs and potential opportunity for enhancement. |

| | | enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | |
|---|---|---|---|
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | One major difference is that we no longer have a business lab due to a lack of volunteer faculty to staff the lab.<br><br>If we had the funds to hire someone a part-time faculty to staff the lab, we could have helped create an effective space for students who need extra help.<br><br>Resources we get this year:<br>We will monitor the effectiveness of all the resources we are given.<br>a) We will the monitor the usage of the resource<br>b) Conduct a faculty survey to see if the additional resources have been useful in their course design and delivery and in turn improve the success rate in their courses. |
| | Submitted by: | APRU writer's name | *Manisha Karia* |
| | Last Updated: | Give date of latest update | April 21, 2022 |