

1. Dept - (B/CS) Business
 1. For 2017-18 Submitted by:: Emily Garbe
 2. APRU Complete for: 2016-17
 3. 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.
 4. I.A.1 What is the Primary Focus of Your Program?: Transfer
 5. I.A.2 Choose a Secondary Focus of Your Program?: Career/Technical
 6. I.B.1 Number Certificates of Achievement Awarded: 28
 7. I.B.2 Number Certif of Achievement-Advanced Awarded: 1
 8. I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 285
 9. I.B.4 # AA and/or AS Degrees Awarded: 42
 10. I.C.1. CTE Programs: Impact of External Trends:
 11. I.C.2 CTE Programs: Advisory Board Input:
 12. I.D.1 Academic Services & Learning Resources: #Faculty served:
 13. I.D.2 Academic Services & Learning Resources: #Students served:
 14. I.D.3 Academic Services & Learning Resources: #Staff Served:
 15. I.E.1 Full time faculty (FTEF): 15
 16. I.E.2 #Student Employees:
 17. I.E.3 % Full-time : Over the four-year period from 2012-13 to 2016-17, the ratio of our FT % to our PT % improved from 32%:55% to 43%:38%;
 18. I.E.4 #Staff Employees:
 19. I.E.5 Changes in Employees/Resources:
 20. II.A Enrollment Trends: Our enrollment was down 8.8% in 2016-17 vs. 2015-16, and down 4.9% in total from 2012-13 to 2016-17
 21. II.B.1 Overall Success Rate: Our success rate overall has improved slightly over the past three years from 69% in 2013-14 to 71% in 2014-15, 2015-16 and 2016-17. While this is a bit lower than the average for De Anza College as a whole during this period (76%-77%), we attribute this difference to the fact that we offer many challenging courses, including some that are taught as upper-division courses at most four-year colleges that offer them.
 22. II.B.2 Plan if Success Rate of Program is Below 60%: Not applicable, since our success rate is 79%.
 23. II.C Changes Imposed by Internal/External Regulations:
 24. III.A Growth and Decline of Targeted Student Populations: Enrollment in our program among targeted student groups is up 0.9% in 2015-16 compared to 2014-15, and up 2.1% in 2016-17 compared to 2015-16. Targeted student populations represented 33.1% of our enrollment in 2016-17.
 25. III.B Closing the Student Equity Gap: In our April 2014 Comprehensive Program Review, we set a goal to decrease the equity gap in our department from its 2012-13 level of 18.1% percentage points to something lower. We implemented a number of actions in about a third of our classes in support of this goal. In 2013/14, most of which was behind us when we set this goal, the gap fell to 17.3%. In 2014-15, the gap worsened to 19.0%, even though success rates among the targeted populations increased from 57.3% to 58.1%. The reason for this is that success rates among the non-targeted groups increased even more, from 74.6% to 77.1%. In 2015-16 the gap fell from 19.0% to 14.7%. We continued our equity gap reduction in 2016-17, where our equity gap fell to 13.2% (75.7% for non-targeted group vs. 62.5% for the targeted group). We realized a total of

4.9% reduction in our equity gap from 2012-13 to 2016-17.

We hope and expect to reduce this gap still further in 2017-18 and beyond.

26. III.C Plan if Success Rate of Targeted Group(s) is Below 60%: In 2016-17, we continued to improve our success rate among the targeted group. Our success rate increased to 62%, a 1% improvement from 2015-16, and a total of 5% improvement since 2012-13. We attribute this success to the many changes our instructors have made in their individual courses, spurred by the many dialogs we have had as a department on this topic over the past several years. However, we want to improve our success rate among the targeted groups further.

In 2015-16, we have noticed that the success rate for targeted groups for two of the 18 courses we offer, Business 54 (Business Mathematics) and Business 58 (The Business Plan) are well below the mean for the department. Specifically, the mean success rate for our program for targeted populations was 60.7% in 2015-16, while the success rates in these two courses that same year were 26% and 20% for Business 54 and 58, respectively.

In 2016-17, we saw a significant improvement in the two courses we had identified in the previous program review. The success rates for the targeted group increased from 26% to 59% for BUS 54 and from 20% to 38% for BUS 58. We will continue to work with the instructors in enhancing the success rate for the targeted group for these two courses. We further identified another course BUS 70 where the targeted group success rate was 46% in 2016-17. We plan to continue to improve the program's overall equity gap while paying special focus on the three courses we have identified in our ongoing effort to enhance the success rate of our targeted group students.

27. III.D Departmental Equity Planning and Progress: Covered in items III.B and III.C above.
28. IV.A Cycle 2 PLOAC Summary (since June 30, 2014): 9/9 = 100%
29. IV.B Cycle 2 SLOAC Summary (since June 30, 2014): 46/46 = 100%.
30. V.A Budget Trends:
31. V.B Funding Impact on Enrollment Trends:
32. V.C.1 Faculty Position(s) Needed: None Needed Unless Vacancy
33. V.C.2 Justification for Faculty Position(s):
34. V.D.1 Staff Position(s) Needed: Replace vacancy
35. 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.
36. V.E.1 Equipment Requests: Over \$1,000
37. V.E.2 Equipment Title, Description, and Quantity: 2 computers: one desktop Mac and one desktop PC for the Business Lab
1 computer monitor and a docking station for full-time faculty's use in the office.
38. V.E.3 Equipment Justification: The 2 computers in the Business Lab are over 15 years old (iMac is from 2009) and do not support Canvas and simulation software. This hinders our ability to work with students needing Canvas access and more up-to-date operating systems to access e-textbook and simulation software.
- One desktop monitor and docking station for a faculty who currently has a laptop and need a bigger screen for instructional material preparation.
39. V.F.1 Facility Request: External entrance key cards for instructors to the Business Lab in AT203D
40. V.F.2 Facility Justification: Currently, Business instructors have to enter the Business Lab by going through the CIS Lab. This not only disturbs the CIS Lab students but also hinder our ability to have Lab hours outside of CIS's Lab hours since we cannot access the Lab if CIS Lab is not available. There is an outside door from the external hallway to

the Lab, but the door can only be opened from the inside. To make our Lab more accessible, we need to be able to access the Lab without relying on CIS's Lab hours.

41. V.G Equity Planning and Support: To increase student support, the Business Department plans to have peer-to-peer homework help in the Business Lab where in addition to staffing by instructors during their office hours, we will have students who have taken a minimum of BUS 10 Introduction to Business and BUS 18 Business Law to be in the lab to provide peer-to-peer support to provide greater access for students. Many students cannot take advantage of instructors' office hours due to their work or class schedule. With students staffing the Lab providing support, we hope to increase student access to homework help. We plan to have student assistant 3 hours per day Monday through Thursday. We are requesting \$6,000 budget for this equity enhancement initiative to increase the accessibility of homework help by students.
42. V.H.1 Other Needed Resources: \$20,000 for a part-time Business Department Marketing Outreach Consultant. This person would help us both identify and implement ways to broaden awareness in the South Bay Area among our target market regarding the quality and benefits of our programs in the most cost-effective way possible. They would gather data about students, careers and jobs in the area, and additional programs that could benefit the students and increase job opportunities. They will also develop a brochure for our department for use at outreach events attended by any Business department faculty, full-time or part-time. They would likely attend, and might also schedule, some outreach events for us over the two- or three-quarter period they would be working for us. They would help us locate current students, former students, and local employers who would be willing to participate in a project to film a series of testimonial videos for use on our department website and at outreach events. They might help us identify resources within De Anza College to help us produce these testimonial videos at low or no cost. They would help us identify marketing messages and materials we should add to our department website by interviewing or surveying some of our current students to find out how they heard about us, and what marketing channels they think might be effective at reaching additional prospective students for our program; and by studying the websites of the business departments of other California Community Colleges to discover best practices in marketing business programs at California Community Colleges. They might perform some "search engine optimization" on our department web pages to better optimize those pages for return and retrieval by the Google search engine when appropriate search strings are entered by a prospective student. And they might have other related duties and work on other related projects.
43. V.H.2 Other Needed Resources Justification:
44. V.J. "B" Budget Augmentation:
45. V.K.1 Staff Development Needs:
46. V.K.2 Staff Development Needs Justification:
47. V.L Closing the Loop:
48. For 2016-17 Submitted by: Michele Fritz, Emily Garbe, Manisha Karia, Byron Lilly, Dan Salah, John Ritchie, Brian Bennett
49. Last Updated: 03/22/2018
50. #SLO STATEMENTS Archived from ECMS: 57