Business Department
2019-20 Annual Program Review Update Submitted
By: Byron Lilly

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.

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: 58

I.B.2 Number Certificates of Achievement-Advanced Awarded: 2

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 350

I.B.4 # AA and/or AS Degrees Awarded: 277

I.B.5 Trends in # Degrees Awarded: The total number of certificates and degrees awarded by our program increased at a 5% compounded annual growth rate during the four year period 2014-15 to 2018-19. Most of that growth can be attributed to the extreme popularity of our relatively new Associate in Science for Transfer degree. We think this is primarily due to the substantial advantages this degree confers on students who intend to transfer to a college in the CSU system. We think it is secondarily due to our efforts over the past four years to educate students on the benefits of earning a certificate or degree from De Anza College.

I.B.6 Strategies to Increase Awards: We offer a one hour overview of our program on Welcome Day (two sessions) at the start of each Fall quarter, and we give a 15 minute overview of our program to all on-campus Introduction to Business students. In addition, Helen Pang, CTE counselor, has kindly offered to meet with all Business students who have questions for a counselor. This makes sense, since all 19 of the courses we offer are coded as Career Technical Education (CTE) courses with the state chancellor's office. We think having a dedicated counselor will help our students more efficiently achieve their educational objectives at De Anza College, as it is our understanding that the wait time to obtain a 30 minute appointment with a general counselor can be up to two weeks, and the drop-in appointments are only 15 minutes in length.

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: The De Anza College Business Department scored above the negotiated performance level in all three TOP codes served by our program on core indicators 2, 3, 5a and 5b as reported by our 2019-2020 Perkins IV report. In addition, we scored above the negotiated performance level in two out of three TOP codes served by our program on core indicator 4. We fell short of the negotiated performance level in only two places: 1. Students with limited English proficiency showing up as employed in TOP Code 0505 – Business Administration, and 2. Core Indicator 1 for all three TOP Codes and all subgroups. With regard to the first shortfall, the negotiated level of performance was 73.23% employed and we only achieved 45% employed for students with limited English proficiency in TOP Code 0505. It's a small sample size, though. N = 20. So we are not overly concerned. With regard to the second shortfall, the

negotiated performance level for core indicator 1 – Technical Skill Attainment - is a 91.75% course success rate for all groups and all TOP codes. Course success rate is calculated as the ratio of the number of students who earn a C or better in the class divided by the number of students enrolled in the class on Census Day. We fell short of the negotiated performance level by between 6.2 and 10.4 percentage points, as our course success rates for the CTE Cohort populations was between 81.3% and 85.59% for the most recent period, depending on which TOP code and which population subgroup you are looking at. However, we're pretty happy with course success rates in the 81% - 86% range, as our internal target for our student population as a whole is 70% success or better. We consider the 91.75% goal to be aspirational and will continue to try to attain that level of success among the CTE cohort by seeking as individual instructors to make our courses even better designed and taught than they are currently.

I.C.2 CTE Programs: Labor Market Demand and Industry Trends: Our understanding of the linkages between successful completion of our courses, certificates, and/or degrees and a student's readiness to be effective in specific occupations is in its formative stages. Also, we are not in complete agreement with the TOP codes and CIP codes we are told our program serves. We are told our program serves only TOP codes 0505, 0506, and 0509, but we believe our program also serves, to some degree, TOP codes 0501, 0508, and 0509. We are told our program only serves CIP codes 520201 and 521801, but we believe our program also serves, at least in part, CIP codes 090903, 520101, 520202, 520204, 520208, 520703, 520803, 521101, 521803, 521804, and 521899. Furthermore, we have opinions about which SOC codes our program serves best. In the San Jose-Sunnyvale-Santa Clara MSA, we have identified 71 SOC codes we believe our program directly serves in the sense that earning a degree or certificate from our program may be the only college-level education a student needs to be effective in these occupations, depending on what they have learned "on the job" from their work experience thus far. In this same MSA, we have identified an additional 15 SOC codes we believe our program serves indirectly in the sense that enrollment in our program is the best or one of the best choices for a student interested in this occupation, but they will need additional training beyond what we offer in order to be effective in this occupation. According to the California EDD LMI information we found at the url listed above for these 86 SOC codes, there are projected to be 75,755 total annual openings in our MSI in the 71 SOC codes our program directly serves for the period 2016 – 2026, and 12,981 openings in the 15 SOC codes our program indirectly serves. Since our program only serves about 1,500 students a year, it would appear there will be significant annual demand in the labor market for students who possess the skills we can offer them. Please see the document "Projected Annual Job Openings.pdf" for further information.

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): 14.8

I.E.2 #Student Employees: 0

I.E.3 Full Time Load as a %: 35.3%

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: We lost a full-time instructor in 2018-19. He decided to move to a position as an instructor of Business at West Valley College. We have increased our use of adjunct part-time instructors to make up for this loss of one FTE faculty member.

II.A Enrollment Trends: Our WSCH grew 4% from 2014-15 to 2015-16, then fell 11% the following year. Since then, it has grown about 2% per year for the past two years. We have had great success growing enrollments modestly during the past two years while the rest of the college has declined in enrollments. We attribute this to two factors: 1. Our implementation of late-start sections in 2017-18 and our expansion of their use in 2018-19, and 2. Our continued efforts to offer the right classes (the

optimal mix of the 19 courses we offer) at the right times (time of day/day of week) via the right formats (online, hybrid, and on-campus).

II.B Overall Success Rate: Our success rate was flat at 71% for the first three of the past five years. We managed to get it up to 74% in 2017-18, then 75% in 2018-19. We did this by looking at success rates by course, identifying the two courses (out of the 19 we teach) where our success rates were the lowest, then inviting the instructors who teach those courses for us to take a look at their course design and implement changes that could improve student persistence and success. The faculty-wide dialogs that took place as part of this effort seem to have also produced gains in student success rates in classes that we did not specifically target for improvement.

II.C Changes Imposed by Internal/External Regulations:

III.A Program Success: Our efforts to reduce the equity gap in our program over the past four years have met with some success. We have been especially successful in increasing success rates among our Latinx students. In 2014-15, our success rate for Latinx students was only 59%. Four years later, in 2018-19, our success rate for the same group was 67%. Our success rate for Latinx students now matches that of De Anza College as a whole. In 2014-15, our success rate for the "targeted groups" (Latinx, African American, Filipinx and Pacific Islander) was only 58%. Four years later, in 2018-19, it was 65%. This is a seven percentage point improvement.

III.B Enrollment Trends - Equity Lens: The enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of our entire program in 2014-15 was 33%. That same year, the average for De Anza College as a whole was 36%. We have invested considerable effort over the past four years trying to reduce the gap in student success rates between these groups and so-called "non-targeted" groups, and continue to do so. We believe this has helped us increase our enrollment of these student groups from 33% in 2014-15 to 35% in 2018-19. We now enroll the same percentage of these students (35%) as De Anza College as a whole does (35%). We think this is attributable to our equity efforts over the past four years.

III.C Success, Non-Success and Withdraw Rates: African American students continue to have much lower success rates in our courses than other student groups. In 2018-19, their success rate in our courses was only 50%, which is 25 percentage points lower than the 75% success rate of our student population as a whole, and 11 percentage points lower than the 61% success rate for African American students in De Anza College as a whole. This problem has been with us for a while. The success rate for African American students in our courses was only 46% in 2014-15. We do not know what to attribute this lower success rate for African American students in our program to.

III.D Equity Planning and Support: We are requesting from the college sufficient budget to hire four "embedded" part-time student tutors for the Fall, Winter, and Spring quarters of academic year 2020-21, 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 and the other two will support our Business Law I students. We sincerely believe from past experience that we will be able to materially reduce the equity gap if we can provide this tutorial support for our students in these two huge enrollment classes.

III.E Departmental Equity Planning and Progress: We want to provide enhanced support for student success by hiring four "embedded" part-time student tutors for the Fall, Winter, and Spring quarters of academic year 2020-21, 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 and the other two will support our Business Law I students. We sincerely believe from past experience that we will be able to materially reduce the equity gap if we can provide this tutorial support for our students in these two huge enrollment classes.

III.F Assistance Needed to close Equity Gap: No

IV. A. SLOAC Summary:

IV.B Assessment Planning: We do not plan to assess any courses during the 2019-20 academic year.

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: Replace vacancy

V.D.2 Justification for Staff Position(s):: While we can make due with extra part-time faculty in the short run, we firmly believe our students would be better served if we could replace the one full-time faculty member we lost in 2018-19 with a new hire in our department. We believe the quality of both our online and on campus courses is higher when the ratio of fulltime faculty to total faculty is higher than its present 35.3%. Students also find it easier to meet with our fulltime faculty to get their individual questions about our program and courses answered because fulltime faculty have a permanent office in which they can hold regular office hours. Finally, because the lion's share of the work of course and curriculum development, development of intersegmental cooperation with high schools, development of our budding dual enrollment program, and our career technical education program outreach is done by our fulltime faculty, we could make more progress on these initiatives if we had an additional fulltime faculty member.

V.E Equipment Requests:

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs:

V.H.2 Staff Development Needs Justification:

V.I Closing the Loop:

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#SLO STATEMENTS Archived from ECMS: