

PROGRAM REVIEW 2008-2011

Division: _____ Business and Computer Systems _____

Department or Program: _____ Business _____

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In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

Basic Skills Transfer Career/Technical Other (describe)

A. Provide a brief description of the program including any services provided and the program's mission.

Description: This program consists of 20 of the 33 courses listed in the De Anza 2008-2009 catalog with course numbers beginning with the letters "BUS," plus the associated certificates and degrees in Business Administration, Entrepreneurship, Management, and Marketing Management. The 20 courses are BUS 10, 18, 21, 51, 54, 55, 56, 57, 58, 60, 65, 69, 70, 85, 87, 89, 90, 91, 93, and 96A. This program's services consist entirely of offered courses, certificates, and degrees, the provision of classroom instruction, and closely-associated services such as development of proposals for new courses and degrees, approval of student petitions for course substitutions for certificates and degrees, answering various student questions that others at De Anza are not as well qualified to answer, program planning and review, and participation in shared governance at De Anza.

Mission: The mission of this program is to challenge students of every background to develop their intellect, character, and abilities, achieve their educational and vocational goals, and acquire the business skills and knowledge they will need to help them serve their communities in a diverse and changing world.

B. Provide a summary of the program's main strengths.

1. Highly qualified and collegial faculty with a track record of continuous experimentation with course offerings and modes of delivery, and an unflagging dedication to continuous improvement of our effectiveness and efficiency both as individual faculty and as a program.

2. Continued strong student demand for the courses we offer.

C. Provide a summary of the program's main areas for improvement.

We are actively seeking an administrative resource somewhere on the De Anza campus to provide critically-needed administrative support for our new “management training for public sector employees” program. This is a partnership with nine bay area city governments that we initiated last year. We have developed specific curriculum, as well as offering some of our standard curriculum, and are offering course sections at the NOVA facility in downtown Sunnyvale. This provides needed training for city government employees, providing a public service to those governments while helping the individual employees achieve their career objectives.

Also, we are concerned that we are behind in developing and assessing Student Learning Outcomes within our program. We sent a representative to the recent March 11th “Train the Trainer” session on SLOs, and plan to make catching up in this area a priority over the next three years.

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

We cannot at present articulate our learning outcomes at the program level very effectively. We have defined student learning outcomes that are a part of our individual approved course curricula, so at the course level we are fine, but we currently do not have a well-articulated set of student learning outcomes at the degree, certificate, or program levels. We see this as an area in which we will need to make substantial improvement over the next two years.

Our students fall into roughly three categories:

1. Students who are interested in taking a few “a la carte” classes to explore specific areas of interest and/or acquire specific skills and knowledge that might help them in their current career.
2. Students who are interested in earning a certificate or degree, but not interested in transferring as a business major to a four-year institution, and
3. Students who are interested in transferring as a business major to a four-year institution, who may or may not pick up a certificate or degree along the way.

The majority of our students are in categories 1 or 3 above. We only issue about 26 AA degrees and 29 certificates of achievement within our discipline per year.

We believe that approximately 65% of our students end up transferring to a four-year institution. We base this belief on the De Anza College average “Student Progress and Achievement Rate” of 69.3% reported in the State of California’s “ARCC 2009 Report” for the 2002-2003 cohort of students, together with our estimate that about 4% of our students earn either a certificate of achievement or an AA degree from us, or both.

The reason we are referencing the 2002-2003 cohort is that each cohort was given 6 years to achieve one of the following outcomes: transfer to a four-year college, receipt of an AA or AS degree, receipt of a Certificate requiring at least 18 units of credit, achievement of “Transfer Directed” status, or achievement of “Transfer Prepared” status. The 2002-2003 cohort’s six years ended in 2007-2008, so this is the most recent cohort for which data are available.

Assuming the Business Department’s success rate is the same as that of De Anza College as a whole, we are reasoning that our 69.3% “achievement rate” is likely composed of approximately 4% of our students earning a certificate or degree only, and the remaining

65% of our students transferring to a four-year institution. This is a conservative assumption, because many of our students who transfer to a four-year institution also earn a degree or certificate from us. Our transfer rate could be as high as 70%. This leaves the remaining 30% of our students in category 1 above: students interested only in taking a few “a la carte” classes to explore specific areas of interest and/or to acquire specific skills and knowledge that might help them in their current career.

We expect our percentages of certificate and degree earners and transfer students to continue at these recent levels through 2011.

II. **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

1. We have had numerous department meetings for the purposes of exchanging ideas and sharing best practices with regard to how we can increase and maximize access, enrollment growth, and student retention and persistence. We have implemented a number of initiatives aimed at these goals, including but not limited to:
 - a. Increasing the number of hybrid, blended, and 100% online sections of our classes, which have been very popular and have helped us increase our enrollments.
 - b. Rolling out a new program aimed at providing training for the next-generation of managers in nine Bay Area city governments plus the government of Santa Clara County through our work with NOVA (The North Valley Job Training Consortium.)
 - c. Institutional Research data on the Business Department shows that the department has done a fine job on expanding access, growing the program, and retaining students in the period from 2005-6 to 2007-8. Enrollment has grown by 5.1%, and retention has increased from 83% to 88% over this two-year period. This has resulted in a 3.4% improvement in WSCH as a result of the department’s efforts. And these improvements have not come at the expense of productivity; over the same time period, productivity has improved by an astonishing 11%.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the program’s enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

Fiscal Year 2007-08

Ethnicity	Students	Percentage
Black	154	3
Filipino	212	5
Hispanic	469	10

Fiscal Year 2006-07

Ethnicity	Students	Percentage
Black	123	3
Filipino	166	4
Hispanic	462	11

Fiscal Year 2005-06

Ethnicity	Students	Percentage
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Black	186	4
Filipino	216	5
Hispanic	422	10

Black Student Population

The Business department realized a 25% increase of Black students in 2007-08 when compared to the fiscal year of 2006-07. However, the numbers are not positive when a comparison is done of the fiscal year 2005-06 to fiscal year 2007-08. The percentage drop in our Black student population when comparing 2005-06 to 2007-08 is 32%.

Filipino Student Population

Among Filipino students there was a 27.7% increase from the fiscal year 2006-07 to 2007-08. When comparing, however, the fiscal year 2005-06 to 2007-08, there is a 2.85% drop.

Hispanic Student Population

The Filipino student population has grown over the last several years. A comparison between 2006-07 to 2007-08 shows a 1.5% increase. When a comparison is done from the fiscal year 2005-07 to the fiscal year 2007-08, there is an 11.1% increase.

- C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

We have two courses that, in our opinion, directly address basic skills: Business 54 (Business Math) and Business 85 (Business Communication.) Business 54 is a basic math skills class, approximately equivalent to De Anza’s Math 210, except with all the examples and applications drawn from the business world. It is a five unit class. Business 85 is a basic writing skills class, similar in level to EWRT 200, except with all the examples and applications drawn from the business world and with a reduced scope because it is only a three unit class.

All our other courses depend, to varying degrees, on students having basic reading, writing, and math skills when they enter the class. Of those three basic skill areas, the one upon which we most heavily depend is reading skills. All of our courses require students to be able to read and understand a college-level textbook. We have noticed that students who do not have college-level reading skills when they enter the class perform much worse than students who do, almost without exception. We are second-most dependent on students bringing writing skills to the classroom. Almost all our classes have some kind of writing requirement. Most of them only require a student to have skills at the EWRT 200 level, but a few of our courses, including but not limited to our one GE course, Business 21 (Business and Society) require writing skills at the EWRT 1A level.

III. Student Equity

- A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

Overall, the Business department has made significant progress towards decreasing the student equity gap over the past 3 years. Not only has the percent success of targeted

populations steadily improved from 59% in the 2005-06 school year to 66% in the 2007-08 school year, but the gap between targeted and not targeted populations has also decreased from 16% to 11% over that same timeframe. In addition, retention rates have risen from 77% to 85% for targeted populations over the same period. Moreover, the success rate of every individual targeted ethnicity has improved over the last 3 years.

B. In what ways will the program continue working toward achieving these goals?

1. Re-institute the Cultural Competencies Committee within the division. This committee (comprised of a cross-section of disciplines within our division) met on a regular basis last year and initially focused on recognizing and identifying the issues and challenges that confront students of color on our campus, and the implications this has for faculty. However, much useful work could still be done by such a committee, including exploring options to address the challenges referred to above, and developing approaches and strategies to empower faculty to have greater success with all students. Because we feel passionate about the potential benefits of this work, we in the business department will lead the effort to reconvene this committee within our division.
2. Take greater advantage of existing campus resources including the Student Success and Retention Services Center, the Student Success Center, and the Math Performance Success program. This will be accomplished by inviting representatives of these programs to our department and/or division meetings to help educate us as to the services and benefits of these programs.
3. The development and measurement of course and department level SLOs will also provide valuable information which will allow us to continue making progress toward our student equity goals.

C. What challenges exist in the program in reaching such goals?

The biggest challenge remains faculty education and training regarding best practices and available resources in this area. This is true among both full-time and part-time faculty.

IV. **Budget Limitations** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?

In Fall of 2006, at the De Anza College Opening Day ceremonies, we were asked, along with the rest of our colleagues at De Anza College, to consider ways in which we might further the achievement of four strategic initiatives. One of these was "increase participation and support for underserved populations." In response to this challenge, we reached out to the community and found that there was an underserved population in public sector employees in the South Bay area. We teamed up with the Santa Clara County Manager's Association and NOVA (The North Valley Job Training Consortium) to develop first one, then two, and what has now grown to four courses aimed specifically at public sector employees. However, the nine city and county governments that employ these employees have special needs with regard to registration and payment for their students. They need a De Anza contact person who can accept batches of student names and get them

registered at De Anza College. They need a person who can accept payments in the form of city government checks and credit cards covering multiple students. This program also has ongoing curriculum development goals and needs, which have been consuming substantial portions of our faculty's time on an unpaid basis. We are seeking budget for 1/3rd of a fulltime administrative person, plus .1111 release time per year for one of our fulltime faculty to cover meetings and certificate development, plus \$2,000 per year for stipends to be paid to part-time faculty to compensate them for developing new courses for this program.

- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.

Our enrollments in this new "Public Sector Management" program thus far have been as follows:

<u>2007/08</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
Customer Service (4 units)	35.5	27.0	18.75	81.25
Total				<u>81.25</u>
<u>2008/09</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Total</u>
Customer Service (4 units)	15.0	0 (Not Offered)	?	15.0
Supervision in the Public Sector (5 units)	28.0	22.0	?	50.0
Process Management (2 units)	0	22.0	0	22.0
Leadership	0	0	?	?
Total				<u>87.0</u>
Total Students to Date				<u>168.25</u>

If we cannot get the additional funding needed to keep this program running, we will have to abandon this strategic program, which has benefits not only to the students involved but to the nine bay area governments that are hoping to get students trained to the certificate level (at least 18 units each) through this program. A number of senior and mid-level public sector employees in these governments are expected to retire in the next few years, and they need their next generation of leaders to be trained to take over the middle-level and senior-level management positions that these senior managers are going to vacate.

- V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.
- **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

- **State and Federal Mandates:** Describe any State or Federal mandates that directly impact the program.
- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.

As mentioned previously, enrollment has improved 5.1% over the last two academic years. Success rates are also improving (72% in 2005-6 to 74% in 2007-8) for this department. Certificate and Associates degrees are awarded at low levels that have fluctuated over the past ten years, although the number of Associates Degrees in Business Administration awarded in the last two years has grown slightly. Business department instructors recognize that this is reflective of employment market overall; the vast majority of entry level business positions require a four-year degree.

- **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.