

**I. Program Description**

A. What is the primary mission of your program? (check all that apply)

x	Basic Skills		Cultural and Personal Enrichment
XXX	Transfer		Academic Support/Learning Resources
x	Career/Technical		

B. Program Description

1 If applicable, note the number of certificates and degrees that have been awarded in the previous academic year.

[Http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm](http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm)

CTE programs refer to CTE Program Review Addenda Reports: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

29 (Business Administration, Marketing Management, Management, Entrepreneurship. Does not include Program Management or Real Estate)	# Certificates of Achievement
2 (Marketing Management)	# Certificate of Achievement-Advanced
31 (Business Administration, Marketing Management, Management)	# AS, AA Degrees

2 If the program serves staff or students in a capacity *other than traditional instruction*, e.g. tutorial support, please answer the following two questions. Otherwise, skip to section II below.

a. How many people are served?

	# Students		# Staff
	# Faculty		

b. Number of employees associated with the program?

	# Students		# Faculty
	# Staff		# Part-Time Faculty

**II. Methods of Evaluation and Assessment**

A. Attach the "Program Review Data Sheet". Briefly, address student success data relative to your program by answering the items listed below (refer to the link): [www.research.fhda.edu/programreview/DAProgramReview/DeAnza\\_PR\\_Div\\_pdf/DeAnzaProgramReviewDiv/htm](http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm)

- 1 Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino)

Explanation:	We grew our enrollment of underrepresented populations 19% from 2007/8 to 2009/10, from 864 students to 1,030 students.
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- 2 Trends related to closing the student equity gap relative to the college's stated goals, refer to <http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf>, p.16

Explanation:	Over the last academic year the equity gap as measured by success rates between underrepresented populations and other students has decreased by 2 percentage points. Meanwhile the number of underrepresented students who have been successful in our program has grown by 11% over the last two years, from 570 to 630 students.
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- 3 What progress or achievement has the program made relative to the plans stated in the 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	One of our goals was to use the SLO process as a mechanism to help close the equity gap. As we have sought to understand how to increase SLO success rates, it has occurred to us that it would be useful to know how each of our students self-identified in terms of ethnicity. Could this be provided to help us use SLOs as a mechanism to help close the equity gap? In addition, one Business department instructor recently completed a study on best practices for special population students (non-traditional learners, limited English proficiency learners, those with economic disadvantage, those with disabilities, single parents, & displaced homemakers). We are planning to schedule a presentation on the findings in an upcoming department or division meeting.
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- 4 Overall enrollment growth or decline of all student populations

Explanation:	Enrollments in Business classes are up more than 25% over the last two years, an increase of over 1100 students.
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B. Did your program implement any curriculum, program reorganization, etc. changes 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?

Change:	No.
Explanation:	N/A

C. Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.

see: [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports, 2009"

Explanation:	<p>One of our goals was to find an administrator resource for our Public Sector programs. Unfortunately, due to budget challenges, this did not come to fruition and public sector courses have been suspended over the past 2 years.</p> <p>As stated previously, by the Summer of 2011, we expect that 84% of our courses will have been completely assessed (all SLOs). Of the remaining 16% not assessed, 10% are the public sector courses referenced above.</p>
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D. Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: [www.deanza.edu/gov/IPBT/resources.html](http://www.deanza.edu/gov/IPBT/resources.html)

Identify any significant trends that may affect your program relative to:

- 1) Curriculum Content;
- 2) Future plans for your program e.g. enrollment management plans.

	No significant changes
Impact:	Demand for Business programs remains strong in Silicon Valley and the U.S. overall. The only change is the impact of SB1440, which requires us to create a transfer degree for Business.
Explanation:	<p>Occupational Growth in Silicon Valley, Percent change in employment 2006 to 2016:</p> <ul style="list-style-type: none"> <li>• Sales and related 10%</li> <li>• Management 7%</li> <li>• Business and Financial Operations 13%</li> </ul> <p>( Source: 2009 special analysis economic restructuring highlights 02-20-09. (2009). Institutional Research, Foothill-DeAnza Community College District, Cupertino, CA. Retrieved from <a href="http://research.fhda.edu/Planning/Joint%20Venture%20Index/2009_Special_Analysis_Econ_Restructuring%20Highlights.pdf">http://research.fhda.edu/Planning/Joint%20Venture%20Index/2009_Special_Analysis_Econ_Restructuring%20Highlights.pdf</a> )</p> <p>According to the California Employment Development Department’s Labor Market Information data for the San Jose-Sunnyvale-Santa Clara MSA, there are projected to be 1,015 combined annual openings for business operations specialists, 2,391 annual openings for management occupations, and 3,906 annual openings in sales and related occupations for the period 2006-2016. All occupations demonstrate steady growth rates of 13.2%, 7%, and 10.1% respectively. ( Source: De Anza CTE Program Review for 2010-11.)</p> <p>According to the U.S. Department of Education, “Of the 1,563,000 bachelor's degrees conferred in 2007–08, the greatest numbers of degrees were conferred in the fields of business (335,000).” Based on in-class surveys of student goals, the majority of our students continue on to a four-year institution to earn a Business degree. A bachelor's degree is a minimum qualification for the vast majority of entry level business positions. Supporting these transfer students is our primary educational role. (Source: U.S. Department of Education, National Center for Education Statistics. (2010) Digest of Education Statistics, 2009 (NCES 2010-</p>

E. *Career Technical Education (CTE)*, provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.

<input checked="" type="checkbox"/>	No significant changes
Impact:	The Business Department is officially classified as "Academic" not CTE.
Explanation:	Although the Business Department is still viewed as a CTE program, a few years ago the administration reclassified our program to Academic based on the large number of transfer students we serve.

**III. Select IIIA or IIIB below:**

**Note instructions and materials for these sections can be found at: <https://www.deanza.edu/slo>**

A. For programs whose PLOs primarily align to the Institutional Core Competencies, ICCs: Attach the 2010-11 "Mapping Program Level Outcomes to Institutional Core Competencies" sheet(s) and "Program Level Outcome Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

<input checked="" type="checkbox"/>	course-embedded	<input checked="" type="checkbox"/>	surveys
Other, describe here:		Since 99.5% of our 5624 students pursue a single course or several courses for transfer, the effectiveness of the Business Program overall is measured primarily by course level SLOs. In 2011-12, the department will conduct a review of the assessment reports for all our courses, with the objective of evaluating our effectiveness for these 99.5% of our students. For the 0.5% of our students that obtain AA degrees or certificates, our department faculty are planning to survey those students to get their view of the degree to which they achieved the Degree or Certificate level outcome.	

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

Excluding cross-listed courses owned by other depts.	NA	57%	complete	33.00%	in progress	10%	to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

Both full and part-time faculty in our department have been highly engaged with writing SLOs and PLOs, assessing courses, and discussing results.

4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:	Our first evaluation will be in 2011-2012, so no results yet.	Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

B. For programs whose PLOs primarily align to the Strategic Initiatives: Attach the 2010-11 "Mapping Program Level Outcomes to Strategic Initiatives" sheet(s) and "Program Level Outcomes Assessment Plan" sheet(s).

1 Describe the processes by which your program members have or will assess program level outcomes: (check those that apply)

n/a	course-embedded		surveys
Other, describe here:			

2 Review the ECMS-SLO Summary Report or SSLO Summary Report (Division Deans shall be sent that report) What percentage of courses that should undergo a SLOAC process are:

	NA		complete		in progress		to be assessed
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3 Below, briefly describe the level of engagement by your program staff and faculty with the outcomes assessment process (SLOAC, SSLOAC) since last year?

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4 What program enhancements are you implementing as a result of the program level assessment process? Describe enhancements that do not require additional resources below:

summarize results:		Plan/Enhancement:	
summarize results:		Plan/Enhancement:	

**Department Summary**

**IV. Attach 2008-09 Comprehensive Program Review Budget Data Form. Add a column of data that lists the amounts allocated for the 2010-11 academic year.**

**See:** [www.deanza.edu/gov/IPBT/program\\_review\\_files.html](http://www.deanza.edu/gov/IPBT/program_review_files.html), "Program Review Reports 2008-09"

**V. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three faculty and/or staff requests below in ranked order: (copy this section as needed)

n/a	Rank		replacement		growth
Position:		none			
Department :			Contact Person, ext.		

1 Briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional staff/faculty position to your program below:

B. As applicable, list your requests for:

Materials, "B" Budget, facility refresh, Measure C equipment Refer to:

[www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit materials, "B" Budget, facility refresh, Measure C equipment, requests below in ranked order: (copy this section as needed). List 3 here, keep a prioritized list of all items on hand.

1	Rank	replacement	X	growth
	Item Description:	In order to use SLOs to bridge the equity gap, we need ethnicity identified as a column on the class rosters in MyPortal.		
	Cost Estimate :	Unknown, should be accomplished as a Banner enhancement.	Contact Person, ext.	Michele Fritz X8615

1 Briefly state how this resource will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

The campus has a goal of closing the equity gap, SLOs could help us measure and target corrective actions.

2 Highlight FTE, PT/FTE ratios and WSCH that support your request below:

n/a

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

n/a

4 Please note: It is an expectation that all resources that are allocated 2 or more years prior to the next comprehensive program review (2013-14) will be assessed relative to their contribution to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you may use to assess the effect of this additional resource upon your program below:

It would help our department and all other departments across the campus to use SLOs and PLOs to close the equity gap.

**Dean's Summary**

**VI. Resource Requests include: staff, faculty, materials, "B" Budget, facility refresh, Measure C equipment**

A. Please submit up to three **faculty and/or staff** requests below in ranked order: (copy this section as needed)

	Rank		replacement		growth
Position:					
Department :				Contact Person, ext.	

1 In addition to the Department's rationale and from a dean's perspective, briefly state how this person will enhance or maintain the status quo of your program plan to improve student learning relative to the campus Mission, Institutional Core Competencies, or Program goals/plans below:

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2 Address FTE, PT/FTE ratios and WSCH that support your request below:

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3 In light of the department's statements about assessment results, describe any additional need or service to the College this person may bring to the Division below:

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4 It is an expectation that resource allocations (awarded 2 or more years prior to the next Comprehensive Program Review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below:

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B. As applicable, list your requests for:

**Materials, "B" Budget, facility refresh, Measure C equipment Refer to:**

[http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C\\_Prioritization\\_Processes\\_ClgeCnclApproved6\\_10\\_10.pdf](http://www.deanza.edu/gov/techtaskforce/pdf/Measure%20C_Prioritization_Processes_ClgeCnclApproved6_10_10.pdf)

Please submit **materials, "B" Budget, facility refresh, Measure C equipment**, requests below in ranked order: (copy this section as needed)

List 3 here, keep a prioritized list all items on hand.

	Rank		replacement		growth
Item Description:					
Cost Estimate :				Contact Person, ext.	

From a Dean's perspective, are there additional factors to add to the Department's rationale for this resource request? How will the

1	Additional factors:	
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2 Highlight FTE, PT/FTE ratios and WSCH that support the request below:

3 If applicable, discuss PLOAC assessment results that support the program need for this resource below:

4 It is an expectation that resource allocations (awarded 2 or more years prior to the next comprehensive program review) will be assessed relative to their contributions to the program, its course or program level outcomes and its program review criteria. In this light, briefly state some of the criteria you, as the Dean, may use to assess the effect of this additional staff/faculty position to your program below: