De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Business

2. Name of individual(s) completing the form: Tony Chang, John Francis, Michele Fritz, Wenlei Shan.

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

The first RAPP feedback was to address the disproportionate impact of different student groups. We compared the data between 2023-2024 and 2024-2025. Student groups showing reduced disproportionate impact are Pacific Islander, white, low-income students, and foster youth. The groups showing slightly increased disproportionate impact are Latinx and non-veteran. All groups showed increases in course success, which is encouraging. Success rates increased significantly for black students, Latinx students, and for the combined Black / Latinx /

Disproportionately Impacted Groups	2023-2024	2024-2025	
	BUS	BUS	Inc/Dec
Black	10%	10%	0
Latinx	7%	8%	1%
Pacific Islander	21%	8%	13%
Foster youth	37%	36%	1%
Low Income	18%	14%	4%
White	18%	11%	7%
Non-Veteran	11%	14%	3%
	Course Success		
	2023-2024	2024-2025	Inc/Dec
Black	67%	72%	5%
Latinx	72%	76%	4%
Black, Latinx, Philipinx	73%	77%	4%

Philipinx group. The reduction in disproportionate impact in most of the student groups provides evidence that instructional practices and support interventions are positively impacting the success rate.

RAPP asked questions about how other Business department activities would affect these disproportionately impacted students. Approximately 74% of the Business department faculty have now completed RSI training with equity-minded practices. The data above encourages us that this is already having an impact on students. These improvements indicate that enhanced instructor presence, timely feedback, and structured communication directly support disproportionately impacted student achievement. The speaker series and bootcamp from the Innovation Center also provide opportunities to engage disproportionately impacted students on campus.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

During this review period, the Business department received a new requisition and successfully hired a new tenure-track instructor as well as a full-time contract instructor. These additions have provided support to the department, particularly in addressing prior staffing challenges and workload issues. They help alleviate administrative pressures in the areas of program review, curriculum updates, and SLO evaluation. We expect to experience ongoing challenges related to limited staffing. While we have made progress by hiring new faculty members, the department remains short-staffed due to 3 recent retirements and the limited number of new hires. Despite these additions, the overall instructional and collegial responsibilities continue to place significant demands on the existing faculty.

The Business department has made progress toward achieving the goals in both program and curriculum reviews. Our efforts have focused on improving student success by creating relevant curriculum. We created and started offering a new business course: "Business Analytics", to align the course outlines to reflect current industry standards, current technology, and workforce needs. Other new courses and non-credit programs (AI in Business, Product Management, and Non-Profit Management) are being shepherded through the curriculum process for a Fall 2026 introduction. We completed some SLO/PLO evaluations, using assessment results to inform curriculum improvement. Most Business faculty completed RSI training for equity-minded and data-informed practices. We increased student engagement by advising business-related clubs, participating in Innovation Center programs, and promoting the use of Handshake for internships with local employers.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Hire FT	Hire and on-board 1 replacement full-time business instructor, with industry experience	M.Karia	RAPP; Bus department	Hired J.Francis, started W24.	Met goal.	N/A

	in one or more of the following areas: Digital Marketing, Business Analytics... Replaces M. Cappello					
Hire PT	Hire and on-board two part time instructors during 2023-24 to replace retired parttime faculty. (G.Niedermier, J.Ritchie).	M. Fritz	M. Karia	Hired: R. Chen (F23), S.Jackman (W24),	Met goal	These faculty ultimately wanted only intermittent assignments, so 2 more PT faculty were hired Summer 2025. (C. Harms, S. Naula)
Hire more FT replacement faculty	Hire 2 additional replacement full-time instructors to backfill next expected full-time faculty retirements	M. Karia	RAPP; Bus Department	Hired: Tony Chang (F25). Wenlei Shan converted to contract FT for 25-26.	RAPP provided only one requisition, and unfortunately **3** faculty retired June 25.	We are still very short handed. Additional requisitions are with RAPP.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?	What changes have been made based on the assessment?
RSI roll-out	We encourage all our faculty to all be RSI trained by the end of the 2025-26 to improve the disproportionat	M.Fritz	Online Ed	74% of faculty have been RSI trained (measured by	Goal in progress. Newer faculty are starting RSI now.	Changes involve more accessible courses, more intentional communications with students.

	e impact to affected groups (Black, Latinx, Foster youth, and Low income).			headcount) .		
Tenure Committ ees	Get 2 new FT faculty through full tenure process. (J.Francis, T.Chang)	M.Fritz, M.Karia	Tenure coordinator; tenure committees	Measured by passing phases per committee	Goal in progress	Fully tenured faculty have confidence and teaching skills to engage all students.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

The Spring 2025 retirements of three full-time instructors have created a significant staffing challenge for the Business department, which accounts for 52% of the AST degrees awarded for De Anza College as a whole. While we successfully hired one full-time instructor, Tony Chang, and secured Wenlei Shan on a one-year full-time contract, we are still facing a deficit of two full-time instructors. This shortfall necessitates part-time instructors teaching courses that would typically be covered by full-time faculty. Furthermore, the limited number of tenured full-time instructors available for hiring and tenure committees places an undue burden on our current tenured faculty. The presence of additional full-time instructors would enable our department to enrich student experience, education, and engagement and further impact course success.

8. How have these resources (or lack of resources) specifically affected disproportionate impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionate impacted students/clients.

The reduced number of full-time instructors significantly affects disproportionately impacted students by limiting their access to crucial long-term mentorship and consistent academic advising from overburdened tenured faculty. This limited capacity slows the development of relevant coursework and programs, hindering opportunities for students seeking efficient career pathways. The increased reliance on part-time instructors can lead to less continuity in program pathways and advising relationships, which are particularly beneficial for these students. This lack of resources reduces our ability to support campus-wide equity initiatives and compromises the comprehensive help needed to close achievement gaps for these students.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website

(https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	COA in Management: Identify management issues and apply solutions and leadership styles
Method of Assessment of Learning Outcome (please elaborate)	The program required courses used for this assessment include: Core Courses: BUS10 (Introduction to Business), BUS49/ formerly BUS96 (Management), BUS57 (Human Resource Management), BUS65 (Leadership) Electives: BUS18 (Business Law), BUS50 (Nonprofit Corporations), BUS55 (Introduction to Entrepreneurship), BUS56 (Human Relations in the Workplace), BUS60 (International Business Management) Across the courses above, students were administered custom quizzes assessing their understanding of respective SLO's: Exceeds expectations 80% and above grade, meets expectations 70-79% grade, approaching expectations 60-69% grade, does not meet expectations 59% and below.
Summary of Assessment Results	Based on the SLO reports from the above courses, the combined average success rate was **90%**, ranging between 72% - 100%. For Core Courses only, the average success rate was **89%**, ranging between 86% - 93%.
Reflection on Results	Based on the assessment results, we are pleased with the overall success rates of students completing the embedded courses falling under the Management COA. Faculty is satisfied with the level of student engagement and understanding; particularly, given the observed positive impact from implemented tactics (see next section). In the spirit of continuous improvement, the department will continue to explore new methods to impact both student comprehension and required substantive interaction. Although we are seeing improvements in identifying and removing fraudulent / fake students from the implementation of the AI tool, this should remain as a focus area for Faculty and Administration collaboration.
Strategies Implemented or Plan to be Implemented	We are making progress with Faculty completing RSI training to learn techniques for reaching disproportionate impacted students (e.g., increase robustness of discussion assignments). We are encouraging new faculty to complete the De Anza Online Teaching and Learning Certification (which includes RSI instruction).

(aka: enhancements)	Business faculty continue to experiment with techniques to further student understanding and engagement, such as: • Interactive assignments • Application-oriented assignments • Supplementary term definitions • Shorter, more consumable lecture videos • More frequent, shorter quizzes • More integration of current industry events Feedback from instructors show these techniques have helped to both maintain and improve the assessment results we are seeing. The department aims to maintain its collaboration with Administration to continually monitor and remove fraudulent / bot students. In addition, we will look to add enhanced tools and approaches to minimize 'cheating'.

Please email this form to your dean/manager.

10. Dean Manager Comments:

I commend the Business Department for the progress reflected in this annual update during a period of significant staffing transitions. I want to recognize the department chair, Michele Fritz, who is currently the only tenured faculty member consistently carrying departmental leadership and service responsibilities, including chair duties and serving on two tenure committees.

I also appreciate the contributions of temporary full-time and newly hired faculty who have supported instruction, curriculum development, and equity-minded practices. One new full-time faculty member also serves the college as Honors Coordinator, contributing important college-wide service.

The department continues to respond to student and workforce needs through dual enrollment, new noncredit certificates, and expansion into Product Management, Nonprofit Management, and AI in Business. The partnership with the Innovation Center remains a strength, with continued success of the Founders Forum and the launch of the Women and Innovation speaker series next quarter.

Given the department's enrollment impact, student completions, and the concentration of service responsibilities on a very small number of full-time faculty, the previously identified need for additional full-time positions remains. Overall, the department continues to demonstrate adaptability and innovation, with a strong commitment to student success and equity.

11. Vice President/Associate Vice President Comments:

The Business Department continues to demonstrate strong commitment to student success, equity, and workforce alignment during a period of significant staffing transition. The department has made measurable progress in closing equity gaps, supported by widespread faculty completion of RSI training and the integration of equity-minded instructional practices. New and emerging curriculum in Business Analytics, AI in Business, Product Management, and Nonprofit Management reflects responsiveness to evolving industry needs. Despite recent retirements, newly hired and contract faculty have helped stabilize instruction and advance curriculum and assessment work. Given the department's substantial contribution to college-wide degree completion, additional full-time faculty remain essential to sustaining momentum and strengthening student pathways.