

De Anza College

Program Review – Annual Update Form

1. *Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).*

A helpful suggestion from RAPP was that we develop a strategy to address the disproportionate impact groups (Black, Latinx, Foster youth, and Low income). Our department met to discuss best practices and redouble our efforts on this front. While we did not develop a new comprehensive strategy, we reaffirmed our commitment to our existing strategy, tactics and best practices. This resulted in a significant reduction in the gap between success rates of Black, Latinx and Filipinx students versus all other students. The success rate gap dropped from a high of 16% in 2019/2020 to just 4% in 2023/24. Although there was slow but consistent progress in prior years, 2023/24 saw a significant 9 point improvement in the success rate gap compared to 2022-23.

We believe that the college's RSI training requirement for **all** faculty teaching online will also be helpful. Many of us are in the first cohort this Fall. We expect that this training will help us continue to reduce the disproportionate impact. As such, we have added a goal to have our entire faculty trained in RSI by the end of the calendar year.

Per the RAPP members' recommendation, we have also removed "multicultural" from our mission statement. We agree this was misleading in that we were not referring to individual students from multi-ethnic backgrounds, but intended it to refer to our student body as a whole. The inclusion of "diverse students" should suffice.

The RAPP committee questioned whether we have an advisory committee. The answer is yes, and in fact our 2023-24 program review document summarized feedback from our advisory committee. It was due to our advisory committee members' generous donation of money and time that we were able to provide the De Anza Innovation Center's startup bootcamp offering free to students looking to start their innovative social entrepreneurial ventures.

Our succession plan to deal with shortages in full time staffing was to submit full time staffing requests to RAPP. The rule that we cannot submit a requisition before faculty members have actually left exacerbates the problem. Given that we know we will lose two full-time faculty members at the end of this academic year, it would be more efficient if we could begin the hiring process immediately.

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

Our department has been very badly hit by fraudulent 'bot' students, with some classes reporting over 50% of the class was fraudulent. This resulted in devastating hits to enrollment in Winter, Spring and Fall 2024. We have been working closely with Financial Aid and Admission and Records to identify and drop these students. This effort is very time-consuming and distracts us from time with our real students. Better student verification needs to be a priority for the college.

Most of our faculty (full and part time) are involved in RSI training. The full-time faculty are also being trained in the new J1 process so that part-time evaluations can proceed. SLOs and curriculum work is ongoing.

We supported the new Automotive Management Bachelors program by creating two new General Education courses. We also collaborated with the CIS department in creation of a new Business Analytics course that will be rolled out in Fall 2025. Lastly, our faculty and industry advisors provided a tuition-free Bootcamp program through the Innovation Center, as well as a speaker series.

2. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

We have hired one full-time tenure track instructor to replace Manny Capello who left in 2018. We are very happy to have our new hire in Phase I of the tenure process. He has already helped with curriculum work, in addition to teaching courses. Unfortunately, Manisha Karia transitioned to be BUS/CS/AT Dean, so we are back to the same staffing shortfall we had before our most recent full-time hire. In addition, we know that three full-time faculty members are retiring this year, but we have yet to begin the process of replacing them. Furthermore, of the two remaining tenured full-time instructors, one is on Article 18 with roughly half load, and the last remaining tenure full-time instructor has been excused from on-campus teaching and meetings the last few years. As such, starting Fall 25, we will have no full-time, full-load on-campus tenured faculty in the business department. We are quite concerned about the impact this may have on the future success of our department.

3. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Our hiring goals will remain the same.

We would like to add a goal that our faculty all are trained in RSI by the end of the 2024-25 Academic Year, in order to improve the disproportionate impact to affected groups (Black, Latinx, Foster youth, and Low income).

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

We received a requisition for a new tenure-track instructor and he was hired. However, we need to replace Manisha Karia now. We need to replace Byron Lilly, Dan Salah and Emily Garbe when they retire June 30, 2025. Delays in accepting the staffing requests until these faculty are gone mean that the department will operate short-handed. Full-time faculty will become increasingly stressed with administrative work. Right now, we are keeping pace with program review, curriculum updates and most SLOs. Part-time faculty evaluations have been postponed. Our division is missing representation on several committees. Our chair recently agreed to join the curriculum committee as a stop-gap measure, but this is a temporary band-aid.

5. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

For the time period we have been asked to review in this report, there has been no negative impact on disproportionately impacted students yet. We expect it may have a negative impact in the future.

6. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. 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_Marketing Management Identify and distinguish the elements of the marketing mix for an organization in a given business environment
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<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Department discussion of embedded course-level outcomes:</p> <p>Core Courses: Bus 10(Intro to Business), Bus 90 (Principles of Marketing)</p> <p>Electives: Bus 65(Leadership), Bus 70(E-Commerce), Bus 71(Digital Marketing), Bus 73(International Marketing), Bus 87(Intro to Selling), Bus 89(Advertising), Bus 94(Social Media Strategies)</p>
<p>Summary of Assessment Results</p>	<p>From the SLO reports on the aforementioned courses, we looked at the students who met or exceeded expectations. For those courses, we had an average success rate of 87%, with a range from 74% to 100%.</p>
<p>Reflection on Results</p>	<p>We are happy with the overall success rate for the classes embedded in this Certificate program. However, some faculty noted that students who stop working are not reflected in these figures. This may be related to financial aid fraud or disengagement.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>We are learning new RSI techniques to hopefully help these disengaged students. We will be applying these techniques in our courses. We have a goal that all Business faculty will receive the training this year.</p> <p>We are also continually updating our certificate program to include more current topics, for instance Digital Marketing and Business Analytics. This career focus may help motivate students.</p>

Done? Please email this form to your dean/manager.

7. Dean Manager Comments:

The Business Department has significantly improved equity outcomes for disproportionately impacted students. Specifically, the success rate gap for Black, Latinx, and Filipinx students has decreased from 16% in 2019-2020 to 4% in 2023-2024. This demonstrates the department’s commitment to fostering student success.

All our business faculty members are committed to completing the RSI training and supporting students in the online learning environment.

The department’s involvement with the Automotive Technology Management Baccalaureate program—offering two upper-level GE courses (BUS 615 and BUS620), collaborating with the CIS department to develop the business analytics course, and supporting the De Anza Innovation Center—highlights their commitment to interdisciplinary innovation, which helps create practical, career-oriented opportunities for students. Initiatives like the free boot camp and speaker series underscore the department’s focus on actionable, student-centered learning. Additionally, I commend the faculty for their dedication to continuously updating curriculum offerings, including courses such as Digital Marketing and Business Analytics and, more recently, the AI in Business course. The emphasis on maintaining high standards and introducing current topics ensures that students remain competitive in the workforce.

However, staffing shortages remain a critical challenge. With three highly experienced and valued faculty members retiring in June 2025 and another transitioning to a new role, the department will be short by four faculty members by the end of this academic year. I strongly support their request to expedite the hiring process to ensure continued student support and offer necessary courses for timely graduation.

Looking ahead, I fully support the department's goals to:

1. Complete RSI training for all full-time and part-time faculty by the end of 2024-25.
2. Secure timely approval and hire new full-time faculty to address succession gaps, ensure all required courses are offered each quarter, support our dual enrollment commitment, and offer the upper-level GE courses for the Auto Tech Management Baccalaureate Program.
3. Continue refining curriculum and assessment strategies to meet the evolving needs of our students and industry demands.

The department's efforts reflect a commitment to both innovation and equity. I am confident in their ability to navigate current challenges while continuing to deliver high-quality education and support to all students. I sincerely thank the business department faculty for their dedication and hard work.