Foothill College
Program Review

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu

Foothill has amazing faculty, staff, administrators, and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee Members for 2017-18:

Administrators
- Andrew LaManque
- Paul Starer
- Teresa Ong

Faculty
- Carolyn Holcroft
- Bruce Mc Leod
- K Allison Meezan;

Classified Staff
- Craig Gawlick
- Vacant
- Vacant

Elaine Kuo (Ex Officio)

Let us know how we can help you!
https://foothill.edu/staff/irs/programplans/index.php

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

BASIC PROGRAM INFORMATION

Department Name: BUSINESS ADMINISTRATION

Division Name: BUSINESS AND SOCIAL SCIENCES

Please list all team members who participated in this Program Review:

Name	Department	Position
Natasha Mancuso	BUSI	Professor and Department Co-Chair
Laurence Lew	BUSI	Professor and Department Co-Chair

Number of Full Time Faculty: 2   **Number of Part Time Faculty:** 12

Please list all existing Classified positions: *Example: Administrative Assistant I*

None

List all programs covered by this review* and indicate the program type:

Program				
Business Administration	☐ Certificate	X AA / AS	☐ AD-T	☐ Pathway
Business Administration	☐ Certificate	☐ AA / AS	X AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway
	☐ Certificate	☐ AA / AS	☐ AD-T	☐ Pathway

*Not sure? Check: https://foothill.edu/programs/ and click to sort using the "Areas of study/Divisions" button Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data will be posted on Institutional Research's website for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
e.g. Associate Degree for Transfer	The number AD-Ts awarded has been steadily increasing each year, up to a high of 85 degrees awarded in 16-17	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts
Business Administration Associate in Arts	The number of AAs awarded has been steadily declining each year (30 awarded in 2014/15, 15 awarded in 2015/16 and 8 awarded in 2016/17)	As majority of business employers require a 4-year-degree, we anticipate the decline in AAs awarded to continue.
Business Administration Associate in Science - Transfer	The number of AD-Ts awarded has increased dramatically (16 awarded in 2014/15, 67 awarded in 2015/16 and 85 awarded in 2016/17)	With the 4-year-degree costs rising, we anticipate the number AD-Ts awarded to continue to increase.

*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
Career Certificate in Marketing	At this time we would like to eliminate the Career Certificate in Marketing, as it offers no added value to the students (Please see five-year trend).	This certificate is awarded to 1-2 students per academic year. We anticipate that this rate will continue due to the fact that Marketing industry, unlike Finance or Accounting, does not require a certificate for employment/promotion.	Students that seek this certificate are typically re-training for a new career or are returning to work force after a time away (ex.: parents returning to work after raising children).
Career Certificate in Entrepreneurship	We will review and assess the viability of this certificate.	There is no data available to track this certificate.	

Business Management Career Certificate	We'd like this certificate to become transferrable.	There is no data available to track this certificate.	
Small Business and Digital Marketing Career Certificate	We will review and assess the viability of this certificate.	There is no data available to track this certificate.	
Financial Literacy Career Certificate	We plan to begin tracking the number of certificates issued each year and to review the requirements for completion to insure relevance to current industry trends.	There is no data available to track this certificate.	Students seeking to take Series 7 exam or to be employed in Financial industry (banks, investment firms) will benefit from obtaining this certificate.

The 2017-18 College Strategic Objectives (E^{2}SG) operationalize the college's 3 EMP goals and include:

> **Equity**– Develop an integrated plan**;** identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.
> **Enrollment Growth** – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center. Consider how the pathway/course sequence through your program is disseminated to students, and *education pathway**.**

*Education pathway is a having developed and published clear, structured academic program maps (suggested courses for each term) for all academic programs.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

5-year Enrollment Trend: X Increase ☐ Steady/No Change ☐ Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

> Business Program FTES growth over the last 5 years is 49.2% with productivity of 553 (18.7% growth in 5 years). We are pleased with the enrollment trend our program is experiencing and attribute our success to the following:
> 1. With addition of two new full-time faculty members, we've been able to consistently offer high-demand classes both in classroom and online: BUSI59 (33.1% increase) and BUSI11 (341.3%). Our long-term part-time faculty have contributed to steady increases in enrollment in courses that are offered each quarter: BUSI18 (106.7% increase).
> 2. In an effort to increase retention in our online classes, we have discussed and implemented Early Alert strategies which include reaching out to students who are at higher risk of dropping, offering support and flexibility to the extent that it does not affect academic integrity, and connecting students to campus resources such as DRC,

TLC as well as encouraging the use of online resources such as NetTutor.
3. We engage our students in service based projects and clubs such as Business and Entrepreneurship Club and ENACTUS (Entrepreneurial Action for Others) Club.
4. We continuously review and improve our assessments as well as pedagogy to make sure they reflect the demands of today's academic and professional standards.

To continue to grow, we plan to do the following:
1. Collaborate with other departments to learn what classes are offered to students that teach the skills that would benefit them in business. For example, Communications and Computer Science.
2. Participate in recruitment events organized by Business and Social Sciences Division.
3. Continue to define our program's focus and to consistently offer students a menu of classes that will enable them to complete degree and/or certificate in a timely fashion.
4. Internationalize the curriculum in BUSI59 and BUSI 22, our gateway courses, to present Business as a global discipline to students who may be interested in pursuing a career in business as well as to build on the cultural diversity of our student body.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: **X** Increase ☐ Steady/No Change ☐ Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/ facilities/accreditation restrictions, curriculum, etc**.**). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

Business Program's productivity is 553, well above college-wide productivity goal of 500 (+-25). Our productivity has been steadily increasing over the past 5 years (18.7% increase overall). In 2016-2017 academic year, with two new full-time faculty we have been able to add online sessions for high-demand courses. The online productivity is 627 (115% increase in 5 years). While we are committed to having strong presence on Foothill campus as well as at the Sunnyvale Center, we cannot ignore the fact that most of our growth is coming from demand for online classes. We constantly review our course offering and decide which classes would do better online. Example, BUSI59A, Web Marketing has much higher enrollment when offered online. As a result, we encourage our part-time faculty to get training in online instruction by attending Canvas Certification Course and Online Teaching Certification offered by Foothill College, so that we can offer these courses online to meet the demand of our students.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.
Please check the appropriate box:

Program Level Course Completion: **X** Above Standard ☐ At Standard ☐ Below Standard

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.
Please check the appropriate box:

Program Level Course Completion: **X** Above Goal ☐ At Goal ☐ Below Goal

If your program's course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

> Our current success rate is 79%, above IEPI goal of 77%.
> We attribute our success to the following:
> 1. Regular and effective contact with online students. As a Division, we have discussed and implemented strategies to keep online students connected and engaged throughout the quarter. For example, in BUSI59 in addition to assigned reading and quizzes, online students are required to participate in weekly Discussions with peers and the instructor where they often share personal experiences.
> 2. High level of engagement in our face-to-face classes. We utilize teamwork, hands-on exercises and collaborative activities in our classes to keep students challenged and engaged. For example, in BUSI 22 students have to work in teams to prioritize a list of objects they would need if they landed on the Moon. During the exercise, students have to draw on each other's knowledge, experience and reasoning while learning about teamwork, collaboration and negotiations. As a result, the students get to know each other and form friendships and support groups within the course.
> 3. We believe that the job of our faculty is not only to deliver instruction, but to connect our students to the greater community at Foothill. We draw on our College's vast resources to support our students by connecting them to counseling, tutoring, DRC, and other resources (Veterans Resources Center, Library, Student Services). When students are adequately supported, they succeed.

2C. Course Success Demographics: Please examine the **"**Disproportionate Impact data by year**"** shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

Gender: no difference in success rates between male and female students (success rate over past 5 years range from 73% to 79%). The success rates for both genders are rising.

Ethnicity: Success rates in different ethnic groups vary by year and depend greatly on level of enrollment from each group. While African Americans students' current success rate is 9% lower than average, it has been steadily climbing for the past 5 years (from 61% to 70%); Filipino students' current success rate is 5% lower than average, without change over the past 5 years (at 74%); Pacific Islander students' current success rate is 7% lower than average, but increased from 60% to 72% over the past 5 years.

After meeting with Carolyn Holcroft to obtain guidance on equity and inclusion, the Business Department has decided to introduce two components to BUSI 11 (Intro to Information Systems), which currently seems to be the BUSI course that includes the broadest coverage of targeted groups. First, we will introduce a pre and post course survey to gauge student engagement, interest and aptitude. This will be used to track such factors in targeted groups. Second, we will actively incorporate alternate examples of success focusing on targeted groups, in lectures, activities and assessments to encourage a broadened view of student success.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

The Business Department faculty and our newly formed advisory board identified communications skills (presentation and writing) and team-work and collaboration as the skills required by employers, but not consistently reinforced by our program. Last year we focused on reviewing and updating Student Learning Outcomes to reflect the changing business environment and workforce expectations (reflected in our Annual Program Review). SLOs for BUSI 22, BUSI 57 and BUSI 59 have been reviewed and updated to include "soft" skills such as communication, teamwork and collaboration, and presentation skills.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

Current Program Level Outcomes:
- Students will demonstrate appropriate use of business terms and concepts across a standard breadth of business functions (R&D, Mfg, Sales, Mktg, Ops, IT, Acctg, Finance, etc.).
- Students will demonstrate appropriate use of analytical frameworks, methods, and skills in response to business questions, cases, and projects.

Proposed Program Level Outcomes:
- Students will demonstrate appropriate use of business terms and concepts across a standard breadth of business functions.

- Students will demonstrate appropriate use of analytical frameworks, methods, and skills in response to business questions, cases, and projects.

Please attach Course and Program-Level Outcomes (Four Column Report from TracDat).
Contact the Office of Instruction if you need help.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review website for labor market data.

What is the regional five-year projected occupational growth for your program? | 4%

What is being done at the program-level to meet/adjust to the projected labor market changes?

With guidance from an advisory board comprised of senior executives from various business sectors, representing the Greater South Bay and Peninsula region, the Business program has begun to strategically roll out professional skills components deemed essential for success in the labor market into our Business coursework. These skills, addressing the American workforce skills gap, focus on communication, critical thinking and innovation. Beginning with BUSI 22 (Principles of Business) and BUSI 11 (Intro to Information Systems), the program has introduced activities and experiential modules which educate students in this important skill.

What is being done at the program-level to assist students with job placement and workforce preparedness?

A number of support activities have been instituted to assist students with job placement and workforce preparedness. First, the Business Department has sponsored several speaker series inviting leading industry experts to speak on relevant topics such as "How To Get A Job In Silicon Valley", "How To Find Your Perfect Internship", "Succeed In The Valley Without A CS Degree", and "IBM Watson and The Future of Business". These activities are designed to expose students to the latest career planning information in the region.

Second, the Business Department has worked in partnership with the Business & Entrepreneurship Club and Enactus Club (Social Entrepreneurship) to provide a robust student learning environment. In this environment, we have focused on two areas of support, workshops and real-world experiences. The clubs have planned and presented a series of professional development workshops such as "How To Write A Winning Student Resume", "How To Plan Your Career", "How To Prepare For An Interview", and the like, all focused on assisting students with specific aspects of the job search process.

Clubs have also been instrumental in providing real-world experiences that develop students' academic knowledge into applied skills that are needed in today's business environment. For example, The Business & Entrepreneurship Club sponsors an annual Case Competition, where students apply their business knowledge to solve a real business problem from a real company. In another example, The

Enactus Club sponsors annual service leadership projects which bring students to different communities in need across the globe and provides them with an opportunity to identify, design, and implement solutions to social problems using business acumen and skills.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Objective	Year	Completed	Ongoing	No Longer a Goal
Offer 1 new course to satisfy requirements of the Marketing Career Certificate	Year: 2018	☐ Completed	Ongoing	X No Longer a Goal
Offer 1 new course to satisfy requirements of the Entrepreneurship Career Certificate	Year: 2018	☐ Completed	☐ Ongoing	X No Longer a Goal
Launch Social Entrepreneurship program: workshops, events, bootcamp	Year: 2018	X Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal
	Year:	☐ Completed	☐ Ongoing	☐ No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Please provide rationale behind any objectives that are no longer a priority for the program.

Through ongoing conversations with employers, we determined that Marketing Career Certificate does not add value to our students and, therefore, we will not be continuing the certificate program.

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) website for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
	Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*		

*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:

Part-time faculty to teach BUSI 62, BUSI 11, and BUSI 87. Please see section 4B for details.

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
DEAN. Concern: Due to lack of full-time faculty there are some SLOs and PLOs that have not been assessed in the last year. This is an area that is under review and the Dean and the faculty will be working to address shortly. The Department has recommended that new PLOs be written and that is supported by the Dean and if done in conjunction with the total department it will bring strong buy-in from part-time faculty who will then better understand the process of SLO assessment.	In 2015, two full-time faculty were hired, Natasha Mancuso and Laurence Lew. SLOs for core courses were updated for each consecutive academic year. In 2016, a Canvas site was created for the Business Department by Jose Nava to house and support Department and Program level discussions and resources. In the Fall of 2017, Natasha Mancuso and Laurence Lew assumed the roles of Department Co-Chairs. Program Learning Outcomes became a subject of continuous discussion of the Department faculty, which now includes part-time and adjunct faculty members.
VP/President. **Concern**: The lack of program assessment is a real concern. The PLO assessments are expected to be done every year, and should provide the opportunity for meaningful dialogue and programmatic change. **Recommendation:** The department has identified the assessment of program outcomes as a goal, and that would be an important achievement.	In 2016/17 Academic Year, the Business Department conducted the Annual Program Review. Four full-time faculty participated in the ongoing dialogue about Program direction, online standards, enrollment trends and student success and engagement. The results of the Annual Program Review were shared with the part-time and adjunct faculty. In 2017/18 Academic year, the new Department Co-Chairs, Natasha Mancuso and Laurence Lew, had involved part-time and adjunct faculty in the conversation about program success and assessment, as well as achievement gaps and equity initiatives.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

Since the beginning of 2017-2018 academic year, with the two new Department Co-Chairs, we've spent concentrated time reviewing the current program and aligning our faculty with current classes. As mentioned above, some of our classes have not been offered for a while due to lack of available faculty, for example BUSI 62 (Principles of Salesmanship), BUSI 87 (Human Recourse Management). Also, as one of full-time faculty retired (Mimi Will), we are struggling to fill the demand for BUSI 11 Introduction to Information Systems). As a result, we have advertised for a part-time faculty and conducted series of interviews in the fall of 2017. We have not been able to hire any faulty yet and would like to continue to advertise, interview until we create a pool of candidates to help meet current demand.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

> The Business Department is a healthy and vibrant department at Foothill College, serving a diverse population of students with different needs. The quality of the curriculum, the faculty, its relevance and currency is outstanding. The program is benefitting from the addition of two tenure track faculty members, Laurence Lew and Natasha Mancuso, who were both hired in Fall of 15. As the only full time faculty in the department, with the retirement of Mimi Will in Spring of 17, they are doing an incredible job helping the program grow and being active in the college community. Their innovation and interest in serving students with learning opportunities outside the classroom, is commendable. For instance, faculty members have a vibrant student club, have developed a highly successful Business Innovation Challenge program and are active in service learning projects such as the Mindoro Philippines service project.
>
> In the last three years face to face enrollment in core business classes such as Business 22 has declined, but the program has been able to keep its enrollment stable by offering more online classes in subjects it had not previously offered opportunities online. These include Business 60 Finance, Business 61 Intro to Investment Fundamentals and Business 59B. The program enrollment productivity is also benefitting from its partnership with YearUp Bay Area, which offers Business 11 classes and is seeking to add Business 22 in 2018.
>
> As discussed in this program review, the Business Administration ADT is seeing strong completion growth and I expect that to continue as the degree has a strong base of core classes that prepare students for majors in economics, accounting, business and finance.
>
> The program serves a large population of working adults and students who have recently graduated from college and are seeking to upskill in a specific area, such as entrepreneurship, finance, management or business law. This is a population we can expand our reach to with additional online and hybrid courses.
>
> The program has a strong network of contacts in local high-tech and non-high tech businesses, and does a great job of engaging local business leaders in its activities, advisory board and student clubs, speakers series and other events.

6B. Areas of concern, if any:

> The main area of concern is the lack of completion data on the non-transcriptable certificates. I support the program's decision to deactivate the marketing certificate, but would like to see the other non-transcriptable degrees either submitted for state approval or a strong justification made for their continuance. Several of these certificates were created by the previous full-time faculty member in the department, and my concern is they are simply staying on the books without much data or focus.

6C. Recommendations for improvement:

> Submit non-transcriptable certificates to State for approval and or provide justification and data supporting their continuance.

6D. Recommended Next Steps:

XX ☐ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

This section is for the <u>Vice President/President</u> to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:
☐ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 6</u>, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.