

Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru\_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file. ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: [leewheatcoleen@deanza.edu](mailto:leewheatcoleen@deanza.edu) if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	<b>Business</b>	
Program Mission Statement:	The mission of the Business 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.	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Transfer.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	Career/Technical	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	37 [Business Administration 22, Entrepreneurship listed twice 0+4, Management 3, and Marketing Management 6]. Note that we also counted the 1 Certificate of Completion in Management, and 1 Certificate of Completion in Supervisory Management for 2010-2011.	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:	4 [Marketing Management]	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Number AA and/or AS Degrees awarded:	43 [Business Administration 29, Management 6, Marketing Management 8]	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a> leave blank if not applicable to your program
Academic Services and LR:		Only for programs that serves staff or students in a capacity other

# Faculty Served		than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served		Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	1	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (program reviews 2008s-10 available at: <a href="http://www.deanza.edu/gov/IPBT/program_review_files.html">http://www.deanza.edu/gov/IPBT/program_review_files.html</a> ) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees		For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	1	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. ( 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees		For ALL programs. At this time only a numerical response will be accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	There was an increase of 45 students (4.5%) in the targeted populations from 2008/9 to 2010/11. This is compared to a decline of 33 (0.75%) in non-targeted populations. This means that more students in the targeted	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites:

	<p>populations are being attracted to Business programs.</p> <p>The percent of non-success among the target populations (20%) was unchanged from 2008/9 to 2010/11. The success rate dropped slightly from 60% in 2008/9 to 58% in 2010/11, caused by a slight increase (2%) in the withdrawal rate.</p>	<p><a href="http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm">www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv/htm</a> (prior to 2010 PR sheets)                  and <a href="http://www.deanza.edu/ir">www.deanza.edu/ir</a> (2010-11 PR sheets here)</p>
Trends in equity gap:	<p>The gap in success between targeted and non-targeted populations has remained constant at 15 percentage points in 2008/9 and 2010/11.</p>	<p>Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a>, p.16.                  Briefly address why this has occurred.</p>
Closing the student equity gap:	<p>In this year’s Opening Day meeting for our Division, one of the Business instructors presented the results of her study on teaching best practices for special population students (non-traditional learners, limited English proficiency learners, those with economic disadvantage, those with disabilities, single parents, and displaced homemakers). We are hoping this helps raise awareness among faculty in our division.</p> <p>Our efforts to improve the student equity gap would be enhanced if we had data on membership in the targeted populations at the course level. This would allow for more immediate feedback for the instructor on the effectiveness of various pedagogical methods on the success of the targeted populations. At present, we only get equity data through this APRU process once per year at the department level.</p>	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? See IPBT website for past program review documentation.                  If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.</p>
Overall growth/decline in # students:	<p>We have seen a slight increase of 12 students (0.2%) from 2008/9 to 2010/11. We are proud that we have maintained enrollment despite a reduction in sections due to budget concerns (from 170 in 2008/9 to 154 in 2010/11).</p>	<p>Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.</p>
Changes imposed by internal/external regulations	<p>Due to the passage of SB 1440, our department prepared curriculum for a Business Transfer Degree which was submitted to the curriculum committee at the start of this quarter. We expect accelerated approval needed to begin offering it next year. Once approved we believe this will be very popular with students, because it guarantees them admission at the junior level to a CSU campus. Moreover, informal discussions with USF indicate that they will accept it as well.</p>	<p>Address program changes implemented 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? (e.g. any curriculum, program reorganization, staffing etc.)</p>
Progress in “Main Areas of Improvement”	<p>Our department’s main focus area designated in 2008/9 was catching up on the definition and assessment of student learning outcomes. Since 2008/9 the percentage of courses for which we have SLOs defined has</p>	<p>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</p>

	gone from 0% to 100%. The percentage of our courses for which all SLOs have been assessed at least once has increased from 0% (2008/9) to 94%. Please note that this may not be reflected in the ECMS tallies because of system problems.	implementation of effective solutions.
CTE Programs: Impact of External Trends:		Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> 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.
CTE Programs: Advisory Board Input:		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.
IV. A Budget Trends	Our department budget of \$1000 per year has not changed in recent years.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends	Tuition has already increased for our students substantially. Our enrollment has remained stable at approximately 5400 students. If tuition continues to increase substantially, decreases in enrollment are possible.	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.
V. A -Faculty Position Needed	Replace due to Vacancy	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed		A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	Since the 2008/9 Program Review, we have lost 2 full time instructors. We estimate our Percent Full-time FTEF to be approximately 31% at this time.	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

Equipment Request	No equipment requested.	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity		Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardware access, electric, water or heat sources . . . )
Equipment Justification		Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request		Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification		Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation	Please refer to the Dean's summary.	How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?  If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".
Staff Development Needs		What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?

<p>SLOAC and PLOAC summary</p>	<p>Last year, we completed 94% of our course assessments and wrote our PLO statements. This year, all faculty in our department are making individual changes to their courses based on what they learned. Next month, full and part time faculty will meet to review the course-level SLOAC reports to evaluate the Business Program which is mostly focused on transfer. (Reviews of Degrees and Certificates were not scheduled for this year.) Once this meeting has convened we will have more lessons to report.</p>	<p>What did you learn from your SLOAC and PLOAC activities this year?</p>
<p>Future plans</p>		<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>
<p>Submitted by:</p>	<p>Michele Fritz (<a href="mailto:fritzmichele@deanza.edu">fritzmichele@deanza.edu</a>, X8615), Byron Lilly, Gary Niedermier, Dan Salah</p>	<p>APRU writer's name, email address, phone ext.</p>