

# Division of Business & Computer Systems

## General Questions

### 1. How much “B” budget has remained at the close of the fiscal year over the last three years?

2008-2009: **-\$1,192.40**, 2009-2010: \$36,448.56, 2010-2011: \$33,045.11, 2011-2012: \$52,202.09

### 2. What is the estimated financial need for printing and are there any plans to try to reduce these costs?

In 2011/2012, a total of \$34,000.00 was spent on printing. As of May 31<sup>st</sup>, 2013, the Material Fees account has a deficit of approximately \$6500.00. The Accounting Department uses a significant amount (\$12,500 in 2011-2012) for printing handout for in-class exercises which are considered essential learning tool. Here are some of the options that we are exploring to reduce the cost of printing:

- Put course materials on Catalyst.
- Make materials available at the bookstore.
- Find a solution that is a blend of options a & b.

The goal is to find a solution that will not negatively impact the students success rate and particularly that of our Targeted Groups who may not have access to computers, internet, or able to afford purchasing it at 15 cents/page.

### 3. Briefly address the trends in equity gap over the past few years.

Based on the data provided in the Annual Program Review, in 2011-12, the gap has narrowed between the Targeted and Not Targeted groups. This mostly due to:

**Tutoring:** The use of the face to face tutoring program, the online tutoring program, the volunteer tutoring programs (CIS), and making review materials available to students online.

**Improvements in PT Faculty:** During this time period, some long-term part-time instructors with "weak" adaptive teaching skills chose to retire, while new instructors were hired. The new instructors were chosen based on their attentiveness to the needs of diverse students, energy, and current market skills.

**Sharing Best Practices:** Faculty are sharing their best practice experiences.

**Benefiting from the SLO Assessments:** Faculty are able to implement changes in their courses.

**4. How does your division/department/program address the needs of Basic Skills students and support their retention and success? What level of collaboration does your division/department/program maintain with the Learning Resources Division and programs such as the Academic Skills Center or Math and Science Tutorial Center?**

The CIS department is offering two new basics skills courses: Computer Literacy and Office Software Applications. The Business Department offers a basic skills course on business/math.

Although we depend on the counseling office to provide students with proper advising that direct them to take necessary remedial courses, several faculty take an active role in advising students on which remedial courses they should take to successfully pass. Some faculty assign group projects to encourage participation and improve retention. We work closely with the Tutorial Center. Some faculty have gotten very active with the Tutorial Center using the online tutoring available—particularly in Accounting distance courses.

**5. Material Fees:**

**What is the impact of the reduction of material fees upon your program?**

Fewer handouts which will result in less in-class exercises and consequently have negative impact on all students and specially Targeted Groups.

**Have you been able to find viable solutions for the loss of funding?**

See answer to question #2.

**What are your priority areas for printing and purchase of instructional materials?**

Students being able to print assignments and in-class work exercises.

**How will your division/department/program cover on-going student instructional materials and supplies needs previously paid for via student Materials Fees?**

Use B-Budget fund.

## **Division of Business & Computer Systems**

### **Accounting:**

- 1. We note that you have used new methods to increase success of targeted student groups. Do you have any additional plans to close the remaining 18% gap?**

We have begun to utilize online tutoring - coordinating with the Tutorial Center to provide greater access for our students.

- 2. What is your plan in the upcoming year to increase the number of assessed SLOs?**

We plan to do a comprehensive push in all courses for assessment with our part-timers and full-timers

- 3. Is the faculty position that you wish to add (Accounting Information Systems) the same as the Forensic Accounting position request in the Dean's summary?**

The faculty position we have requested AIS- is the same as the Forensic Acct position in the Dean's summary

- 4. Have you offered these courses (Forensic Accounting/AIS) yet? If so, what was the enrollment?**

We offered the Forensic Accounting 73 class in the Winter of 2013. The enrollment ended at 27. Although it was a brand new course and new instructor, the class was enthusiastically received by the students and the instructor excited about teaching the class again. This was a highly successful addition to the Accounting Curriculum. Moreover, we see the possibility of collaborating with CIS and marketing the course across our Division as Forensic Accounting ties into the subject matter of CIS and Information Technology.

### **Business Department:**

- 1. What explanation do you have for the increase in targeted student populations?**

We do not have any department specific explanation for the increase in targeted student populations. However, we believe the Business department is a reflection of the overall campus. Based on data provided by Institutional Research, we know that the relative number of African American, Filipino, and Latino students has increased campus-wide. The following changes from the 2011/12 academic year to the 2012/13 academic year also help explain the increase in targeted student populations.

- Enrollment from Cupertino, Sunnyvale, Los Altos, Mountain View, Palo Alto, Los Gatos and Saratoga decreased 8% from 4,515 to 4,151.
- Enrollment from San Jose East of 880, Alviso, Milpitas, Fremont, Union City, Newark, Hayward and East Palo Alto increased 2% from 8,527 to 8,676.

**2. Have you implemented any interventions that account for the increased student success rates in targeted student populations?**

During this time period, some long-term part-time instructors with "weak" adaptive teaching skills chose to retire, while new instructors were hired. The new instructors were chosen based on their attentiveness to the needs of diverse students, energy, and current market skills.

At the Fall 2011 Opening Day meeting for our division, one of our part time Business Instructors, Lale Yurtseven, shared her research on Best Practices for Non-traditional students. This helped many of us to increase awareness of the way in which our course policies could affect these students.

The Business department had also completed measurement of course-level SLOs , so individual instructors were able to implement changes in their courses. Of course, we are "flying blind" as far as the effort goes to address targeted populations. On each APRU for the last two years, we have requested better information regarding which of our students belong in the targeted groups. This would aid us in better tracking of the effects of course changes on those students. Right now we get annual metrics, at the department level (covering 16+ instructors and more than 100 sections).

**3. Can you provide more details regarding your coordination plans with Counseling for the Business Transfer Degree?**

Our dean has offered to coordinate a meeting where we can inform Counselors of the Business Transfer Degree that was passed by the curriculum committee last year, and its benefits for students. We had assumed that there was already a process in place whereby counselors are informed of new degree programs, but discovered that this was not the case as counselors are still recommending individual CSU campus requirements, rather than the transfer degree which is applicable to all CSUs.

**4. What role will your department play in ensuring that students know these changes in the Transfer degree?**

Our department web site was updated last summer with the requirements for the new Transfer degree. There are no "changes" planned to the transfer degree that was created last year. In fact, many of our instructors in Business 10 and Business 18 talk about the importance of pursuing the transfer degree in our classes. However, when counselors advise students out of the degree program, it undermines our efforts.

**5. What enhancements have you identified based on your SLO assessments?**

Our APRU report provided several examples of improvements that were made based on SLO assessments for BUS 91 and BUS 10. If the committee wants to view a comprehensive list of improvements for every course in the business department, you may review the archived SLOAC reports from ECMS in TracDat. (There are only 2 missing at this time. The missing reports were lost in ECMS, and we are trying to find them amongst all the files the faculty kept.)

Alternatively, there is a large report summarizing the PLOAC for the Business Program (transfer

students) that includes the findings of every course. The PLOAC for the Business Program has been entered and archived in TracDat.

### **CDI Department:**

#### **1. Please explain your plan for merging remaining CDI courses into CIS or Manufacturing.**

That plan to merge with CIS is no longer under consideration. The new plan is to merge the program with MCNC and eventually run both as a design and manufacturing program.

### **Computer Information System:**

#### **1. Do you have any plans to outreach to targeted student populations?**

Three new and revised computer security courses have been created to provide students with hands-on laboratory components that will provide “real world” lab experience that will help targeted students retain concepts. A number of virtual security lab technologies are being explored to enhance learning and retention.

Advertising the availability of CIS tutors in the classroom and in the course syllabi will reach out to these target populations as well.

We will work closely with the De Anza College campus Outreach Program, OTI, Office of Equity and Social Justice, Readiness, and other programs to work more closely with those programs that represent those populations. We will coordinate to work on achieving better student success.

#### **2. Besides the tutoring program, are there any additional plans to increase student success in targeted groups in order to close the 12% gap?**

Our courses are now being taught hybrid which means we are even more into “flipping the classroom” model. Students are given assignments online between class meetings (in the form of quizzes, short pieces of code to write, reading assignments, and areas for discussion) that prepare them for the next class meeting. Then the more in-depth code writing and coverage of the more difficult topics is accomplished during face-to-face class time with the supervision of the instructor.

Instructors are offering more group work in the form of in class assignments and outside of class assignments. So students in the class are encouraged to network to solve each other’s’ issues. In addition “chat rooms” have been established via Catalyst providing students another way to network.

We are upgrading for SB 1440, which will provide better material for students and, hopefully, the opportunity to earn an Associate of Science Degree in Computer Science while preparing to transfer to a four-year institution.

A side benefit of changing our core course for SB 1440 is that it spurred an initiative for the CIS instructors to jointly develop materials. This means more materials, better materials, and more consistency in outcomes as students move through the curriculum with different instructors.

**3. Your tutoring program looks like a sustainable model for the rest of the division. Do you think the overall success rate increase is due to the tutoring program?**

The tutoring program certainly has been majorly responsible for increasing the success rate of students. However, in addition the use of Catalyst to “free up” class time for more hands on code writing with instructor assistance and the push towards group assignments have also contributed majorly to this success.

It needs to be noted that with the elimination of the one of the CIS Computer Laboratory Instruction Coordinators position, a person who played a very active role in the CIS tutoring program, the tutoring program faces challenges as it needs to be reinvented with the tasks divided among multiple people and with some features needing to be downsized. The coordinator whose position is eliminated spent the majority of her time administering this program.

**4. If you do not receive a growth position, do you have alternative plans to compensate for your stated need of “expertise in increasingly more areas”?**

Certainly under appendix R of the contract, monies are available. I would request by April 15, 2014 that a modest amount be set aside for CIS instructors. The issue with the current application is that specifics of courses instructors might wish to take advantage of are mostly not scheduled so far in advance.

We are in the process of expanding our computer security program to provide industry standard certifications including Security + and Certified Ethical hacker. We have been awarded VTEA grant funding (Perkins) to be used for training and conferences in growth areas. We have applied for a federal grant to become a computer security Cyber Center.

In addition we will continue to seek out other means for retraining such as summer internships for instructors, conferences, and consortiums such as CyberWatch West Professional Certification Program,

However, despite these plans, in some cases, without the growth position there would be a delay in offering courses needing "expertise in increasingly more areas".

**5. Was the equipment listed in your equipment request placed in your Measure C request?**

When asked for input for Measure C expenditures two overhead projectors per classroom were requested.

However, the request we are most avid about (VisionPro or similar software) is software and, thus, cannot be covered by Measure C funds.

**6. How many classrooms will you have when you move back to the ATC? If you don't get the additional space, what will you do?**

We will have our minimum of four classrooms with computer and Internet access for each student when we move back into the ATC. In addition, we will have one regular classroom without computers for each student. Without this model all the aforementioned ways of increasing student success (group work, flipping the classroom, in-class tutors) would not be able to take place.

An open lab area sequestered off from the general lab would allow us to hold more classes during the most popular times which tend to be evenings. This extra space could be used in much the same way as we have done with switching in and out of classrooms during the time in swing space in order to provide the “hands-on” computer time for students. Without this flexibility the number of new sections that we can add is very limited.

**7. What plans do you have to get the training listed in your staff development needs?**

Instructors have been most pro-active in learning to use Catalyst and will be taking advantage of the training sessions being held this quarter in anticipation of the Catalyst upgrade.

TracDat training happens with a 3-minute introduction after receiving login information. However, we will plan to set aside time in the Fall to write program level assessments as a department.

The lab coordinator who took on the primary responsibility of assisting CIS students with disabilities will be terminated as of June 30, 2013. Thus, each instructor will now need to illicit more assistance from each disabled student’s DSS counselor.

**Real Estate:**

**1. What are you doing to increase enrollment?**

To increase enrollment we are using the advisory committee to market us with all of the large brokerage firms (Intero, Caldwell Banker etc) and I plan on calling the community colleges in the area who have lost their RE programs and indicate to them we still have one

**2. What are you doing to increase the success rate of younger students?**

The younger students are a challenge and we have discussed steering them to the Tutorial Center early in the term for math "brush-ups," and we plan on making that one of the topics at our Advisory meeting in the fall