



Faculty Request Justification

Complete One Per Department/Program

Date: 05/19/2023

Division: BCAT Division

Department/Program: Business Department

Number of Faculty Requested: ONE

Position	Retirement, Resignation or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If 'Both', indicate the ratio of instruction to non-instruction
Faculty Business Department (Manny Cappello)	Resigned	Last taught Spring 2018	Instruction	
Faculty Business Department	Article 18 Semi retirement –62%	Effective from 2020	Instruction	Click or tap here to enter text.
Faculty Business Department	Article 18 Semi-retirement – 87%	Effective from 2018	Instruction	Click or tap here to enter text.

Note: Insert additional rows if needed.

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

The following data can be gathered from the departmental [program review data sheet](#).

- 1. Enrollment data for each for each department in which the position is requested. Insert additional rows if needed.**

Enrollment (#)			Sections (#)			Fill Rate (%)		
19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
5824	5649	4701	134	129	114	88%	87%	84%

Note: Fill rate is the actual enrollment divided by the maximum enrollment per section.

- 2. Success and equity data for each department in which the position is requested. Insert additional rows if needed.**

Success Rate (%)			Withdraw Rate (%)			Equity Gaps (%)		
19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
77	80	80	9	9	8	-16	-14	-12

Note: Equity gap subtracts the course success rate of the overall population (Asian, White, Native American, Pacific Islander, and Decline to State) from the course success rate of the population areas of focus (African American, Latinx and Filipinx). A negative equity gap indicates that course outcomes for students from the areas of focus are lower than course outcomes for all other student groups.

- 3. Faculty ratios for each department in which the position is requested. Insert additional rows if needed.**

Full Time (FT %)			Part Time (PT %)			Overload (%)		
19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
34.9	31.5	39.4	47.1%	50.9	47.7	18	17.6	12.8

Note: Overload represents full time faculty teaching overloads as well as all summer assignments.

- 4. Awards for each department in which the position is requested. Insert additional rows if needed.**

Certificates (#)			Associate Degrees (#)			Assoc. for Transfer (#)		
19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
56	71	63	199	209	190	312	385	397

- 5. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?**

- Enrollment Data** - The business department uses this data to develop, adapt, and improve teaching and learning by deciding on which courses to offer each quarter and increasing the frequency of the offering depending on student-needs. We adjust the modality (online vs on-campus) of the course offering and the times the course can be offered. The department also develops and offers new courses to respond to the needs of the industry.

In addition, the department also began offering dual enrollment through FUHSD since 2021-22. We use the fill rates to inform us on seat allocation for the high-school section and offer the remaining seats to other De Anza students.

- **Success and Equity** - The business department is committed to identifying and reducing barriers to student success and aims to advance equitable outcomes. Some of the initiatives the department is taking include a) requesting higher maximum enrollment so all students on the waitlist also have full access to the materials from day one of the quarter, b) using OER materials where possible to keep the cost of textbooks down, c) including welcome letters and making Canvas homepages very welcoming and inclusive, d) humanizing both online and on-campus classes.
At least three full time faculty are attending the Partners in Learning Institute Program to learn more about the needs of the marginalized student population and also learn ways to make learning meaningful and engaging for these cohorts with the goal of improving the retention and completion rates.
- **Faculty Ratios** – Since the resignation of a full-time faculty member in 2018, the position has remained unfilled. To ensure we continue offering a significant number of course sections, we have relied on part-time faculty members. However, we have faced challenges in this regard as well, as three part-time faculty members have recently retired. Having an additional full-time faculty member will help us address these staffing gaps and improve our ability to offer a wider range of course offerings.
- **Awards** – As you can see in the tables above, we are doing well overall. We make sure to inform our students about their educational path. During both the enrollment and orientation day, the business faculty members deliver presentations to inform students about the variety of options available to them including the diverse range of degrees and certificates offered by the department. In 2017-2019, Emily Garbe, the Department Chair at that time, developed a reference table to assist students in planning their educational path and highlighting the seamless integration of certificate programs with AS-Ts and AAs, showing students how they could earn multiple qualifications. In addition, the department has actively engaged in discussions with academic counselors so they can tailor guidance to students pursuing transfers and emphasize how these certificates can enhance internship opportunities for transfer students and provide additional qualifications for professionals seeking career advancements.

6. Other information, if any?

C. Justifications for EACH requested position. Please limit each response below to no more than 300 words.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

The business department leads in the number of awards of certificates, AAs and ASTs. In fact, our department's contributions accounted for 20% of the certificates & degrees conferred at De Anza. Sustaining this level of success requires us to do two things a) offer a good number of sections for foundation courses and b) offer a diverse range of higher-level courses more regularly. By adding a new faculty position, the business department can address both of these critical needs. The timely access to courses helps students complete their requirements in a seamless manner, while offering higher level courses will not only let students explore specialized areas of interest within the discipline of business but will also enrich their educational experience.

The faculty member will also share responsibilities such as teaching on the dual enrollment program, assisting with outcome assessments, reviewing courses, designing and developing new courses based on industry demands, engaging in outreach efforts at high schools and adult education programs, participating in the enrollment and orientation day events, and serving as a representative in the industry advisory committee, which is mandatory for us our department also comes under the umbrella of CTE. Moreover, we aim to increase faculty participation in student communities such as business clubs. Their active

involvement will provide mentorship and guidance to students in these clubs. Additionally, they can help us support the events we run as part of the Business & Finance Village, a Guided Pathways Initiative, such as career panels and business plan competitions. These events enhance students' exposure to the real-world and foster their professional growth.

As a department we are committed to enhancing student experience, reducing equity gaps, offering relevant programs, and improving our industry connections. Having one more faculty member will go a long way in helping our team succeed.

2. How does this request align with the goals in the [Educational Master Plan](#)?

Having an additional faculty will help us succeed in achieving our goals:

a) *rebuilding after the pandemic and improve course success rates*

Our department is working on a plan to rebuild after the pandemic. Our students' needs have changed and based on the feedback we have received from them through the instructors and by monitoring the course fill-rates, we recognize that we have to continue to offer all a range of instructional mode, online, hybrid, on-campus at a variety of times, for at least some of our foundation courses. Our aim is to make it easy for students to enrol and study in the modality that is working for them in the new normal. Also, offering various modes of instruction for the foundation courses, helps us increase enrolment and provides students the motivation to stay on and get their certificate and/or degrees. We have been trying to utilize our part-time faculty but not all of them are able to come to campus. So our ability to have the option of having more on-campus sections is limited.

b) *continuing our efforts in transfers, degree and certificate attainment and workforce training*

As mentioned earlier, our department contributes to 20% of the degrees and certifications awarded by De Anza College. Our transfer rates to UCs, CSUs and other colleges is also very high. But the business programs are highly impacted at these universities. If we want to continue supporting our students in their transition to four-year colleges, we will have to dedicate more time to assist them in preparing for their next steps.

We are currently redesigning our Certificate of Achievement in Entrepreneurship to equip students with the necessary skills to start their own businesses. To be able to offer additional courses and support our students in their academic and entrepreneurial pursuits.

3. How does this request align with the College's [Equity Plan Re-Imagined](#)

One of the main principles of the equity framework is the prioritizing student success factors underscoring the college's commitment to *keeping the students on track* and *helping them succeed*. In line with the college's equity plan, our department is also actively working to reduce the equity gap, and adding one additional full-time faculty member can significantly enable us to provide enhanced support and educational opportunities for our students. They will contribute by sharing responsibility of providing the necessary support, help us offer additional courses, participate in office hours where students can ask questions and get the help they need.

4. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

The faculty member should have at least an Masters to be able to demonstrate a strong knowledge of the general functions of a business.

Documentation – See below.

Business		Master's in business, business management, business administration, accountancy, finance, marketing or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or Juris Doctor Degree (J.D.) or Legum Baccalaureus (LL.B.) OR the equivalent	
Business Education		Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent	

Image Source- Minimum Qualifications for Faculty and Administrators in California Community College, p.29

5. Explain how the work will be accomplished if the position is not filled.

If the position remains unfilled, the workload and responsibilities will continue to be shared among the existing six full-time faculty members. However, it's important to note that a couple of our faculty members are on Article 18 with reduced workload. Additionally, since 2018, one full-time faculty member has resigned and the position has not been filled.

Despite these challenges, our department currently offers a significant number of specialized courses, certificates and degrees. We also contribute to 20% of the degrees and certificates awarded at De Anza College. To maintain our competitive advantage, and meet the changing needs of our students, we aim to expand our course offerings, including a redesigned entrepreneurship certificate and specialized courses like digital marketing. These courses require specialized knowledge, experience and expertise.

In addition to teaching responsibilities, we also share administrative tasks such as completing 5 year review of courses, conducting Student Learning Outcome assessments, conduct part-time faculty evaluations, promoting outreach, fulfilling the requirements for Perkins funding, among other activities.

We fully support De Anza's goal of Tops in Transfer and Tops in Career Training. However, by not filling the vacant position, we face limitations in adequately addressing the workload demands and offering a broader range of specialized courses.

6. Other information, if any.

One of our priorities is to support the business courses that will be taught in the Autotech Bachelor's Degree Program. To teach some of the Auto-Tech Bachelor's courses, we will have to constraint the Business Department offerings, which would affect enrolment and degree completion rates.

It is worth noting that our courses also contribute to various other programs, such as Facilities Management, Liberal Arts, Accounting, and Public Relations.