



Cañada College

**INSTRUCTIONAL
COMPREHENSIVE
PROGRAM REVIEW**

Accounting & Business

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The accounting, business, and management programs give students a strong foundation to succeed when transferring to a university. These programs are rigorous; students learn how to communicate through business writing and communication, students learn how to analyze and read financial statements, and students learn about law specific to business issues. In addition, to writing a resume (which is reviewed by their peers and professors), network by creating a LinkedIn profile.

Student Access, Success, and Completion

The Accounting, Business, and Management (Business Program) schedules classes for students to complete certificates online and is now focusing on students completing the AD-T and working with the Math Department to offer Business Calculus in the evening.

Equity-Minded and Antiracist College Culture

One goal of the business department is to teach students about equity, micro-aggressions, and discrimination affect their lives and how the lack of awareness prevents effective teamwork and their working lives. To achieve this, the business department discusses the resources available at the college and uses case studies for students to envision how they would react as managers and co-workers.

Community Connections

Business department has multiple offerings through dual enrollment and encourages students to transfer by participating in transfer and articulation workshops and events. The business department holds an advisory meeting during the fall, and the accounting department offers an advisory meeting in the spring.

The business department continues to strengthen and increase the number of total community partnerships, including but not limited to the Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employers, and the Sequoia Union High School District. Build and strengthen collaborative relationships and partnerships that support the need to reflect and enrich our diverse and vibrant local community.

Accessible Infrastructure and Innovation

The modernization of building 13 will provide the business department with modern technology and infrastructure to support our goal of teaching and learning innovation, as well as multi-modal classes allowing working students the opportunity to attend classes.

Business & Accounting Mission Statement

The business and accounting department aligns with Cañada College's mission by delivering quality Career Education (CE) and transfer programs. Our mission is to provide our community with gainful employment opportunities and continuing education opportunities in accounting, bookkeeping, business administration, entrepreneurship, management, marketing, payroll, and small business management.

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2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Since our last program review, we created BUS 113 Personal Finance. The course meets Area B4 requirements in the general education plan.

Additionally, BUS 103 was removed from the Business Administration AS-T. Due to this state-mandated change, we have planned for lower enrollment in BUS 103 and have adjusted staffing.

The business coordinator is currently collaborating with our articulation officer to resubmit BUS 101 Human Relations in the Workplace for CSU Area D requirements/associate degree Area D requirements.

The business coordinator is also working with the curriculum technical specialist to create a new experimental course, BUS 880, for a non-degree applicable 0.5-1.0 unit for-credit course for community members who are interested in starting their own business to take. This course would not duplicate existing course content but instead would focus on the hands-on applicability of starting a small business.

Furthermore, the accounting department is working with Santa Clara University (SCU) for direct articulation between ACTG 121 (financial accounting) and ACTG 131 (managerial accounting) to prevent accounting transfer students from needing to take the SCU equivalent accounting classes.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Due to the recent COVID-19 pandemic, the economic outlook of bookkeepers and business assistants in small businesses has declined as these businesses have suffered from the lack of consumers and revenue. While some businesses have closed, which resulted in a decrease in bookkeeping certificates, payroll specialist certificates, and management assistant certificates.

Currently, there is an increase in accounting load (585) as individuals consider promotions, entrepreneurship, and small business, as an alternative to the loss of consistent enrollment. The business load is also rising as more students return to our program.

Advisory board meetings for accounting and business will be held in the spring or fall of 2023. The business advisory board meeting will focus on increasing student inclusion in the advisor board agenda. We are also interested in growing and sustaining our alumni pool and promote the development and recruitment of new adjunct faculty members. The soon-to-be-hired program services coordinator (PSC) will directly support the administrative work of the advisory board meetings, including scheduling the room, equipment, materials, and taking meeting minutes.

We continue to need support from the college to find, recruit, and place students into high-quality business and accounting internships in our community.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

This fall, our program underwent an extensive curricular review in tandem with our program review. This process went above and beyond our two-year Career Education (CE) curriculum review. We analyzed our business certificates and associate's degree programs for optimal course offerings by working within our department and reaching out to partner with our division dean, academic counselors, and faculty colleagues

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in numerous departments. This strategic process highlighted the importance of including a robust curricular review in conjunction with program review.

Online Pathways Analysis

Additionally, in response to the Associate Students of Cañada College's (ASCC's) request to the college for online pathways for academic programs, we analyzed the following 13 programs for online completion:

1. Associate's Degree for Transfer (AD-T) - Business Administration 2.0
2. Associate's Degree - Business Administration
3. Associate's Degree - Business Assistant
4. Associate's Degree - Business Management
5. Associate's Degree - Entrepreneurship & Small Business Management
6. Associate's Degree - Marketing
7. Certificate - Business Administration (19 units)
8. Certificate - Business Assistant (18 units)
9. Certificate - Business Information Worker (18 units)
10. Certificate - Business Management (19 units)
11. Certificate - Entrepreneurship & Small Business Management (24 units)
12. Certificate - Human Relations in the Workplace (18 units)
13. Certificate - Marketing (18 units)

Our analysis determined that the following 5 certificate programs could be completed online:

1. Certificate - Business Management (19 units)
2. Certificate - Business Administration (19 units)
3. Certificate - Human Relations in the Workplace (18 units)
4. Certificate - Business Information Worker (18 units)
5. Certificate - Entrepreneurship & Small Business Management (24 units)

Our analysis also concluded that the following associate's degree program's core and selective courses could be completed online, assuming the college provides an online pathway for the general education requirements:

1. Associate's Degree - Business Management

To expand our online pathway opportunities for students, we removed the following barriers to students accessing a fully-online pathway in business:

- Adjusted ACTG 100 scheduling to include at least one offering of an online modality
- Changed the two selective course lists in the marketing certificate and associate's degree to improve student access to selective courses that are offered online

These subtle, but strategic changes, have laid the foundation for all 13 business programs to have an online completion pathway by fall of 2024. We require the support of the college marketing department to create an integrated marketing campaign around our online pathways in business.

The next step in this analysis is to review the following 4 accounting programs:

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1. Associate's Degree - Accounting
2. Certificate - Accounting (27.5 units)
3. Certificate - Entry Level Bookkeeper (12 units)
4. Certificate - Payroll Specialist (18 units)

New Program Planning

We are currently in the investigatory stage of planning for new programs in the following areas:

1. digital marketing and apprenticeships
2. project management programs

Both sectors have seen an increase in local interest by students and employers and include Google certifications that students can use for gainful employment in the Bay Area.

Lastly, we are also committed to reviewing our curriculum for culturally relevant pedagogy in alignment with the goal of the California Community College Chancellor's Office (CCCCO) to include diversity, equity, and inclusiveness (DEI) in our curriculum.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Recommendation: Mission Statement:

Consider revising mission statement to explicitly aligns with the College Mission and strategic goals. Revise terminology to replace "gainful employment" and "continuing education."

ACTION: Completed, see mission statement in section 1.

Recommendation: Articulation:

Engage in college conversations in support of Dual Enrollment coordination and processes. Consider dual enrollment opportunities to support growth.

ACTION: Completed and continually working with Dual Enrollment Coordinator to develop new opportunities.

Current dual enrollment partnerships:

1. Carlmont High School in Belmont - 2 sections of BUS 180 serving 51 students, plus ongoing options to include BUS 100 in spring 2024
2. Sequoia Union High School District (SUHSD) - Interested in BUS 100
3. Summit Preparatory Charter High School - Interested in BUS 100

Recommendation: Community and Labor Needs: *Consider partnering with Director of Workforce to support growth, marketing, and outreach, including program development related opportunities.*

While we are interested in partnering with the director of strong workforce to provide additional opportunities for our students, the director's focus has been on new and boutique programs such as funeral service education and non-credit courses at the Menlo Park location. We view this as a missed opportunity for collaboration and are willing to partner in the future.

Recommendation: Access and Completion:

Consider teaching methods and best practices in addressing equity gaps. Consider participating in regular, upcoming PD activities emphasizing equity.

Completed: Prior to the Pandemic, the faculty have participated in the following programs: Faculty Learning Program (FLP), Association College University Educators (ACUE) - Inclusive and Diversity best practices.

During the pandemic, the faculty participated In various seminars and workshops regarding online teaching and learning, addressing equity gaps, antiracism, and community building in Canvas. In addition to learning how to use Zoom more effectively, screen-cast-o-matic, proctorio, inclusive access, grammarly, and the collaborative tools included in Canvas.

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Recommendation: SLO Assessment - Impact:

Consider coordinating with campus SLO coordinating to utilize existing training opportunities.

Action: coordination with campus SLO coordinating prohibitive due to the shelter-in-place, and COVID-19 preventing peer collaboration. Individual professors have availed themselves of SLO flex day training.

We would like to emphasize IPC's commendation of our previous program review:

- **Overall Commendations:** Thank you for your work in support of Can~ada College students. The program review is thoughtful and thorough in its assessment of program needs and its relation to workforce and the community, particularly with regard to growing need.
- **Overall Recommendations:** The department and dean should work closely with college leadership to plan for growth and to coordinate existing college resources, specifically with regard to personnel and computer facilities.
- **Overall Program Effectiveness:** Highly effective

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Objective #1: Increase student retention and completion in Accounting and Business Programs.

Result: FAVORABLE - view table presented by IPC on Friday, October 7th. Accounting and Business show increases in student retention and completion.

Objective #2: Strengthen and increase the number of local community partnerships, including but not limited to Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employees, and the Sequoia High School District.

Result: Neutral - COVID-19 halted progress made in 2018 and 2019. The Business and Accounting department are starting again and making progress by participating in the college speaker series and participating in local transfer workshops, as well as guided pathways.

Objective #3: Improve the condition and availability of facilities space on campus to Business and Accounting Programs.

Result: UNFAVORABLE - building 13 modernization plan is behind schedule and faculty members are sharing offices due to the Administration choosing a storage closet within a classroom for faculty members. This Storage closet is large yet the door is continuously left unlocked. To ensure privacy, there are two professors sharing rooms: Leonor and Althea in 18-206 and Candice and Gampi in 18-208.

This result continues to be inequitable; newly hired employees have been given offices - the seniority of the business faculty was not considered when awarding offices. Rather the response has been "Building 13 will be completed soon", however building 13 has taken longer than originally planned and is consistently pushing back the completion date.

Objective #4: Increase student access to Accounting and Business Programs to promote student equity.

Result: FAVORABLE - enrollment numbers have increased during COVID-19 due to meet student needs; scheduling more evening classes and multi-modal classes and offering office hours on campus in the learning center and in the evening using Zoom. In addition, some classes begin during the first week, the third week, the fifth week (highly successful), and the eighth week of the semester.

Objective #5: Promote Accounting and Business Programs.

Result - NEUTRAL - The plans of the newly designed and technologically successful Business HUB were beginning to gain momentum until these events occurred: Modernization of Building 13 which closed building 13, including the newly designed Business HUB. The new furniture purchased specifically for the hub and the technology purchased specifically for the hub were distributed around the campus. The technology (laptops) were distributed to faculty and staff during COVID-19. The modernization of 13 was to replace all the laptops and technology, with the caveat of money remaining after the modernization, which has experienced over-runs.

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While we made significant traction on updating program marketing materials in 2018 - 2019, since then, college leadership has ceased their support of updating and producing new promotional materials. We are hopeful that under the new Educational Master Plan, our program would be considered for updating promotional materials, both physical and digital promotions.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Request #1: additional FTEF allocation to support department growth.

Result - Halted - due to COVID-19 and the request that all faculty hired must have online teaching and learning training. The campus policy will not allow for possible new hire candidates to take campus online training. This significantly challenges our ability to hire new adjuncts who are ready to teach in an online or multimodal modality.

Request #2: community of practice (COP) funding.

Result - Halted - due to COVID-19 which focused all training on online teaching and learning.

Request #3: full-time retention specialist position.

Result - Halted - due to Guided Pathway plans, which now covers this position.

Request #4: fund 1 allocation to institutionalize successful program services coordinator (PSC) position.

Result - Uncertain - due to Guided Pathway continual funding.

Request #5: hourly non-instructional time to support the development of the Business Online Academy (BOA) program.

Result - Unfavorable - this plan was included in a Grant (aka the "420 grant," \$420,000 was awarded) which was received but the funding was not used for this purpose. VPI and ASLT Dean in charge of distribution of funds

Due to a lack of financial support from college leadership, we have been unable to grow and promote the Business Online Academy (BOA). It is essential that we communicate the availability of this program so students can complete the 19-unit business administration certificate in 12 months entirely online. This is in alignment with what student leadership has requested of the college. We look forward to partnering with the new college leadership to move this project forward and support more students and community members.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Even as we exit the COVID-19 pandemic, the growth of the business department continues to impact our need for staffing. Business continues to be one of the most popular majors on campus, and our need for increased staffing reflects that student need.

First, we must increase the number of adjunct faculty members in our department for the following reasons:

1. Current adjunct faculty are teaching the maximum load required.
2. Our summer offerings continue to grow due to increasing demand. We need more adjuncts to teach sections and to provide relief to full-time faculty to take the summer off.
3. The average age of our full-time and part-time faculty is indicative of multiple retirements in the next decade, justifying a need for succession planning to best serve our students.
4. With the current economic downturn, a likely recession will increase student need for business courses, including the retraining of workers to earn credentials in management for career advancement and competitiveness in a bear market.
5. We face significant growth in new and existing dual enrollment partnerships that will require our faculty to teach those sections.

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Furthermore, to increase our alignment with our Guided Pathways interest area, it is in the best interest of our students to combine economics into the business department. Currently, the economics department straddles two divisions - the Business, Design, and Workforce division and the Humanities and Social Sciences division. First of all, the separation of this department across two divisions is inefficient and confusing. Secondly, while economics is a social science, it is most often associated with the business discipline and housed in that department in most community colleges. Lastly, while business is also a social science, it is not and does not need to be housed in the social sciences. For the efficiency of serving our students and working together for the business interest area, the economics discipline should be moved together with the business department in the future.

In the near future, as we continue to grow our offerings and students continue to demand courses in the business interest area, we will ask for an additional full-time faculty member in business.

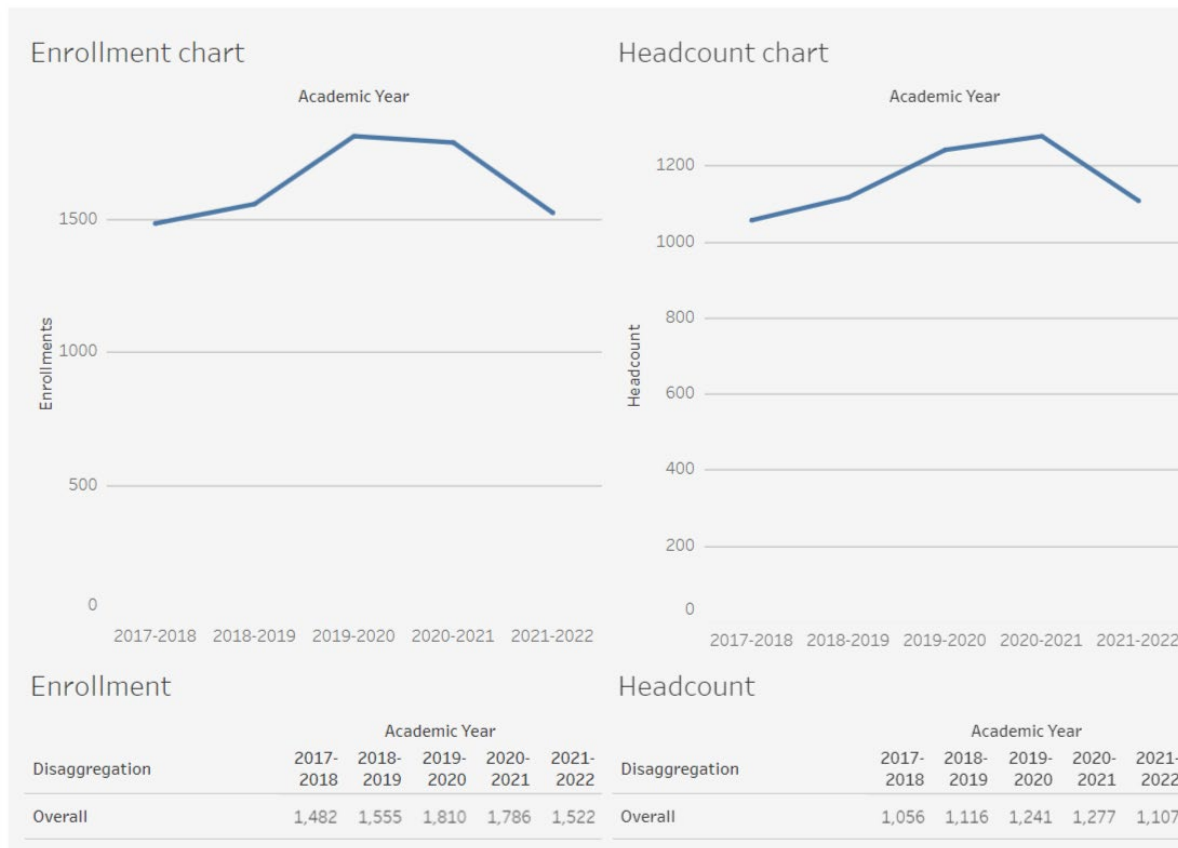
Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program. **Trends in Headcount**

According to the data dashboard below, the accounting, business, and management headcount peaked at 1,277 students in the 2020 - 2021 academic year. To better understand the longitudinal trends in our enrollment, we would need more than five years of enrollment data to illustrate the growth in our headcount. This is a limitation of the data dashboard data, and we could encourage the PRIE team to consider increasing the default data to 10 academic years.

Student Enrollment & Demographics



File Name: Data - Headcount

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Our overall enrollment between the 2017 - 2018 and 2021 - 2022 academic years fluctuated from a low of 1,482 to 1,810 students per year. Again, greater longitudinal data is needed to fully express the department's growth due to student demand for the major. We project an even greater demand for business majors during our next recession due to the degree's versatility for new and returning community college students. For instance, many mid-career workers are interested in our management certificate to improve their career prospects.

Due to the limitations of the dashboards not allowing for the export of a multiple-page spreadsheet, so please see our course enrollment data via this link: <https://tabsoft.co/3EGGW4K>

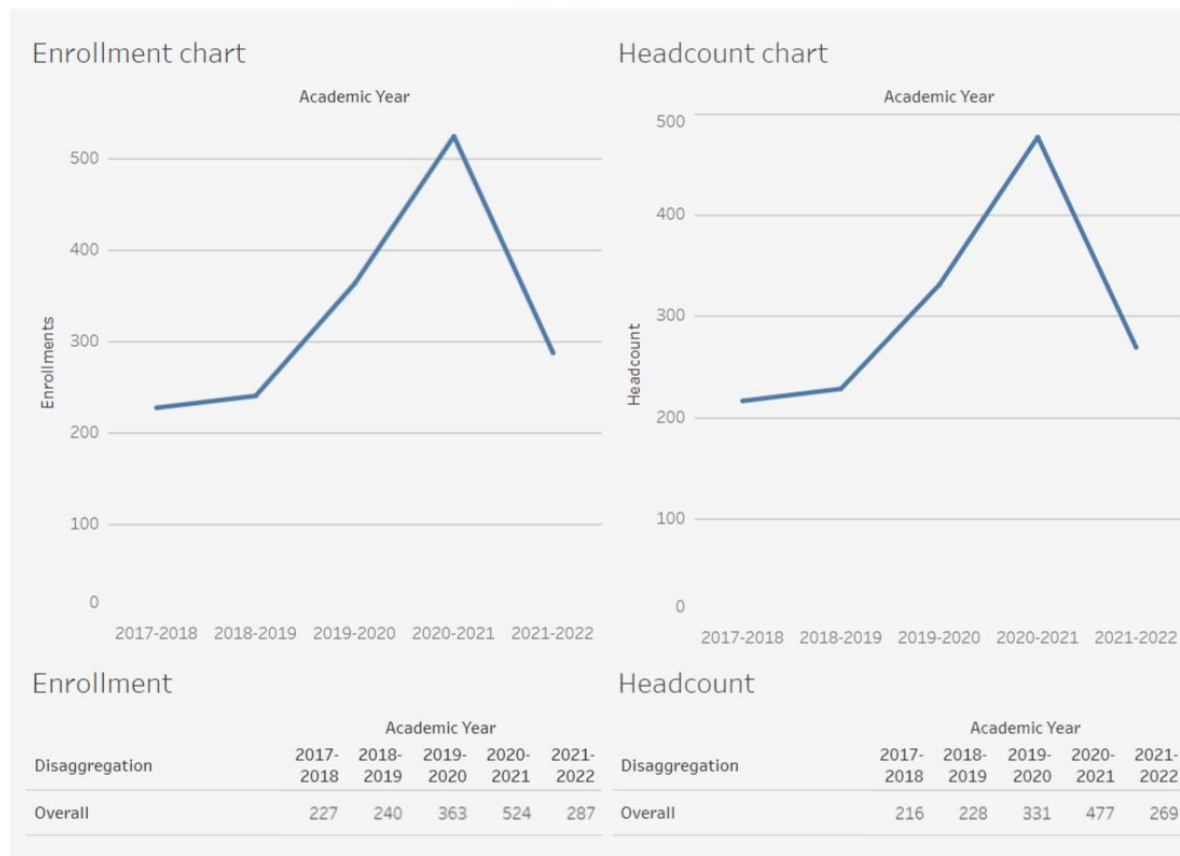
Data on Summer Outcomes

It is imperative to include an analysis of summer outcomes. A decade ago, our department had no summer offerings. The business team has worked together to add a robust and efficient summer schedule to support student completion efforts.

The data available on the course outcomes dashboard includes data from the 2017 - 2018 academic year through the 2021 - 2022 academic year. During those five summer terms, our department has grown total FTEF from 1.27 to 2.97, with a peak of 3.13 during the 2020 - 2021 academic year. Our total FTES was 24.1 in 2017 - 2018, peaking at 55.2 in 2020 - 2021, with 2.97 in 2021 - 2022. Refer to the table below for data on summer outcomes.

Academic Year	Total FTEF	Total FTES	Total WSCH	Section Count
2017 - 2018	1.27	24.1	723	6
2018 - 2019	1.47	24.7	741	7
2019 - 2020	2.27	35.5	1,064	11
2020 - 2021	3.13	55.2	1,655	15
2021 - 2022	2.97	28.1	842	15

Student Enrollment & Demographics



File Name: Data - Headcount - Summer Enrollments

It is also important to note that during the 2020 summer term, we experienced a huge increase in concurrent enrollment due to the lockdown during the pandemic. Families could not travel, causing a significant number of local high school students to enroll in our courses.

Additionally, we were not immune to the 2019 summer enrollment fraud experienced across the state. The number of fraudulent student accounts was disproportionately spread throughout our department and displaced other students interested in enrolling.

Both instances above (the increase in concurrent enrollment and the displacement of students by fraudulent student accounts) illustrate the need for more dynamic student scheduling to support our Educational Master Plan (EMP) goal for a student-first schedule. As enrollments peak in our department, we need campus leadership to proactively increase course sections and allow more students to enroll in our program. In both instances, we missed opportunities to provide educational opportunities to our students due to a lack of agility in our enrollment management processes

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

Dynamic Scheduling

Enrollment is never a static process. In the business department, we have created a dynamic scheduling process focused on producing a student-first schedule. Since our last program review, we experimented with 8-week accelerated courses during our fall and spring semesters. Faculty reported mixed results with student success. In response to faculty feedback, we beta-tested two 5th-week late-start courses in the fall of 2022. Both 5th-week late-start courses (BUS 100 and BUS 201) expanded to double sections. While we will still need

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to study attrition and student success results, this enrollment strategy shows promising results for a strategy to increase access to our courses for Cañada College and district-wide students.

Additionally, we expanded our ACTG 121 and ACTG 131 summer schedule to an 8-week schedule to support student success. Since ACTG 121 and ACTG 131 are 4-unit transfer courses, the 8-week summer schedule supports the rigor of the course over the previous 6-week scheduling model.

Dual Enrollment Partnership

One of the most significant changes in our program has been expanding our partnership with our dual enrollment team.

We have partnered with Carlmont High School in Belmont for several years to offer BUS 100 (Introduction to Business). However, due to challenges with a lack of administrative oversight in authenticating the minimum qualifications of the high school teachers teaching the course on our behalf, we could not offer dual enrollment credit for those sections. We continue to struggle through the challenges of multiple high school teachers teaching the course due to scheduling needs at the high school. We continue to partner closely with the high school district and college staff to work on this complex problem. We support the mission of dual enrollment and are committed to working through these system challenges to offer educational opportunities for our community.

In the last year, our director of high school transition and dual enrollment, along with our department chair, worked to include BUS 180 (Introduction to Marketing) in the CCAP agreement for the high school district. We currently offer two sections of BUS 180 at Carlmont High School, serving 51 high school students. The high school teacher teaching BUS 180 at Carlmont High School meets the minimum qualifications for business, ensuring that the students taking that course will earn college credit. Due to the demands of oversight on the college faculty member, we are submitting a resource request for hours of non-instructional time for college faculty to collaborate with high school teachers. Additionally, we request an additional non-instructional time package for college faculty to participate in the new dual enrollment faculty summer retreats.

An increasing number of local high schools are interested in partnering with our department to offer business pathways for our students. In addition to expanding dual enrollment opportunities at Carlmont High School, we are currently planning for dual enrollment expansions at Sequoia Union High School District (SUHSD) and Summit Preparatory Charter High School ("Summit Prep") in Redwood City. SUHSD is interested in offering BUS 100 in the spring of 2023. Summit Prep is interested in offering BUS 180.

Due to the demand of increase dual enrollment opportunities, we have included resource requests to increase our FTEF allocation since we cannot displace our current Cañada College students in lieu of our dual enrollment students. We need the college's financial support to allocate additional budgetary resources for an increase in our FTEF allocation to do our part to support EMP objective 3.4 to "increase the number of high school students participating in dual enrollment course-taking opportunities." Specifically, our department is interested in partnering with high schools serving low socioeconomic and BIPOC populations to meet the second part of EMP objective 3.4, which states, "particularly low-income, minoritized students."

The Negative Impact of Early Class Cancellations

Our program has suffered from persistent class cancellations by the administration. Our students traditionally enroll closer to the start date of our classes, yet the administration continues to mandate cuts in an inequitable manner across our division. An explicit example of this was in the summer of 2022. Our three sections of BUS 100 were full this past summer as we received a higher-than-normal number of requests from local high school students to join BUS 100. When requesting additional FTEF to open an additional section to capture concurrent enrollment students, our dean denied the request due to funding issues.

Inequitable Faculty Loads Across Departments

Additionally, many of our business courses are pinnacles of enrollment across the college, frequently serving over 40 students per section. This fall, we had courses with up to 90 students per section. However, other departments are allowed to run full-time faculty loads that equate to less than the load of one section of a business class. The inequitable workload of business faculty compared to other faculty in our division and campus is disheartening. If our college strives to have an equity-minded and antiracist college culture as described in the Educational Master Plan, then the college administration would serve our workforce by investigating if deans are allowing equitable treatment of low faculty loads across ethnicity and gender. We are concerned that women and minority faculty are being asked to do more than their counterparts.

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7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

Changes to Course Scheduling

As stated previously, our goal is to provide a dynamic student-first scheduling model. Student expectations around course modalities and pedagogical offerings are constantly changing. Therefore, our schedule must adapt to student needs. We seek greater support from the college for an evening hub for students where we centralize classroom scheduling near evening services, such as centered around food services.

The Road to New Student-Centered Pathways

Our department is working on one existing and two new pathways in business - a pathway of reduced textbook costs and an evening pathway for students.

Business Online Academy (BOA)

We continue to seek the college's support in promoting the Business Online Academy (BOA) to students and community members. Without dedicated financial and staffing support, we are unable to provide the foundation that the BOA program demands. This program was created before the pandemic and allows students to complete the 19-unit business administration certificate in 12 months completely online. With additional funding, we can support the completion of more certificates and expand the program into other certificates within business and accounting.

Pathways of Reduced Textbook Costs

It is well known that textbook costs are a persistent barrier for community college students. High course material costs result in students enrolling in fewer classes, students not purchasing the course material, and students dropping a course because they could not afford the required course materials.

To remove that barrier and increase access for our students, we are currently in the preliminary stages of developing more textbook affordability solutions, such as Zero Textbook Cost (ZTC) courses and low-cost textbooks. Our first goal is to introduce a ZTC section of BUS 100 since BUS 100 is a transfer-level course, a major-prep course, and a course that meets the CSU and Cañada College general education requirements for social sciences (Area D4).

Additionally, we are currently working with Cengage and our bookstore manager to negotiate that all inclusive-access materials are priced below the \$40 threshold to be classified as a low-cost textbook course in WebSchedule. This will increase the competitiveness of our classes across the district listings in WebSchedule and increase our course enrollments.

Pathways for Evening Students

Finally, we are working to provide an evening pathway for students to support our working students. This is in conjunction with the following EMP initiatives:

- *EMP Initiative 1.2:* "Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings..."
- *EMP Initiative 4.3:* "Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services."

Increased and Sustained Need for Marketing Support

We continue to advocate for marketing support for Career Education (CE) programs, such as accounting, business, and management programs. Our request for additional marketing support aligns with EMP initiative 3.3, which states that the college "utilize(s) relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive."

Specifically, our program requests marketing support for the following:

1. The marketing of accounting, business, and management programs to new, returning, and potential students, including but not limited to the Business Online Academy (BOA).

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2. The marketing of our programs' online pathways through an integrated marketing campaign consisting of multiple digital marketing mediums, such as a dynamic webpage, targeted seasonal emails to students, and promotions to the larger community, including local high school students.
3. Support updating our department website to show relevant and impactful information to our community about the value and utility of business programs.
4. Providing strategic program material in Spanish targeted to high school student parents and English as a Second Language (ESL) community members.

Faculty Recruitment

While no faculty have announced upcoming retirement plans, our department must plan for a significant number of full-time and part-time faculty retirements in the next five to ten years. To sustain our growth, we must plan in advance for succession planning. This includes the onboarding of new adjuncts for existing courses, but also for new experimental business courses.

To continue our prior involvement in the Industry Expert Program, where a full-time faculty co-teaches with an industry expert, we require additional funding to compensate the industry expert. This allows the industry expert to be introduced to teaching without the nuances of administrative work. This is a need particularly in Career Education (CE) fields, like accounting and business, where most adjuncts are coming from industry and not from a teaching background.

Faculty Training

For over a decade, the business department has seen a strong need for online course modalities. Even pre-pandemic, two-thirds of our courses were offered in an online modality. As the world has shifted to virtual and multimodal training, our faculty need continual training in online and multimodal pedagogical methods. We have included a resource request for online faculty professional development to meet the needs of our students.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Since the last program review cycle, the COVID-19 pandemic has skewed much, if not all, of our program review data. Taking that into consideration, we continue to review our program for student completion and success. All of our courses are strategically scheduled throughout all three academic terms (fall, spring, and summer) to ensure student access. Additionally, we schedule hard-to-enroll courses on a rotating basis, such as one semester per academic year.

The college can support student completion and success by providing regular and high-quality online and in-person pedagogical training for faculty. Student feedback has also included that students could use a primer on how to use Canvas during the college orientation, such as how to organize course tiles, how to use the Canvas calendar feature, and how to communicate with other students in Canvas.

We also require additional support in supporting faculty involved in dual enrollment partnerships. Support needed includes administrative support and pedagogical support for teaching young adults.

Lastly, the college can support our online completion pathway by providing marketing support to communicate the accounting, business, and management programs as completable online. This would include an initial design of the marketing campaign and then recurring messaging to our students and surrounding community about the online completion opportunities available through the business department.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a

Program Review

disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Student equity relies on the assistance of other departments. While most of the Accounting and Business program's core classes are online synchronously/asynchronously, multi-modal, and in the evening. Transfer students face barriers of courses, (ie Business Calculus) not offered in a manner that allows them to complete. Our students have requested that Business Calculus be offered on an evening schedule so working students can complete their programmatic requirements. These students are then referred to other colleges to complete their degrees or must take the required courses at CSUs or UCs where the cost of education is higher.

Therefore, the college executives must collaborate and work together with faculty to review transfer courses and certificates to honor the mission statement, which states as a goal, "Student Access, Success, and Completion."

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

The success rate in our online sections is marginally higher than the success rate of our in-person sections. For instance, the success rate of our online courses in the 2020 - 2021 academic year was 74.2%, while the success rate in day and evening in-person courses was 70.7%. Our faculty are innovative in their online course delivery and focus on effective pedagogical models for online student-to-student engagement and completion.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Looking Ahead

11. Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs

No supporting information is required at this time.

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business Administration

Item Requested

New Adjunct Faculty

Item Description

Our department is requesting continual and ongoing support to regularly hire new adjunct faculty.

Program Goals this Request Supports

This supports our program goals to support dual enrollment, apprenticeships in digital marketing, our entrepreneurship for Spanish speakers pathway, and growing day, evening, asynchronous, and synchronous pathways.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Hiring new part-time faculty will support closing the equity gap by providing students with instructors from diverse backgrounds and perspectives.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Hiring part-time faculty from diverse backgrounds can provide students with role models who reflect their own experiences. This representation can be particularly motivating for underrepresented groups, helping them to feel more included and understood in the academic environment.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Strengthen K-16 pathways and transfer
Help students explore and find employment in fields of their choice

Resource Requests

Be the best college choice for local high school students
Better share what Cañada offers

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Dual Enrollment

Item Description

We request dedicated FTEF allocations for sustainable growth with our dual enrollment partnerships.

Program Goals this Request Supports

This supports our goal to support our dual enrollment program, in alignment with district goals.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Without this financial support, we will no longer be able to staff our dual enrollment courses at multiple high schools in our service area.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our dual program goals include strategically expanding to reach Latinx students in East Palo Alto, Belle Haven, and Menlo Park.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Resource Requests

Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Digital Marketing Apprenticeship Program

Item Description

We request dedicated FTEF allocations for sustainable growth with our new digital marketing apprenticeship program.

Program Goals this Request Supports

This supports our goal to develop a new apprenticeship program in digital marketing, in alignment with district goals.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Without this financial support, we are unable to effectively and sustainably staff apprenticeship courses.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The apprenticeship program will work directly with minority-owned businesses to place our student apprenticeships.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

FTEF Allocation for Menlo Park For-Credit Evening BIW Program

Item Description

We request dedicated FTEF allocations to launch a new evening for-credit Business Information Worker (BIW) program at our Menlo Park / East Palo Alto location.

Program Goals this Request Supports

This supports our goal to support our college commitment to offer for-credit courses at our Menlo Park / East Palo Alto location.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

15,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Without this financial support, we will not have enough staffing to provide instructors to teach at the Menlo Park location.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This partnership directly supports our Latinx and BIPOC students in East Palo Alto, Belle Haven, and Menlo Park.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Better share what Cañada offers
Help students explore and find employment in fields of their choice
Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Dual Enrollment

Item Description

We request a non-instructional faculty assignment of 80 hours per year to support supplemental hours for full-time or part-time faculty supporting dual enrollment. Estimate: 80 hours per year x \$100 per hour = \$8,000 per year

Program Goals this Request Supports

This supports our goals to serve our dual enrollment population, in alignment with district goals.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This supports our expansion of dual to Latinx populations in our East Palo Alto, Belle Haven, and Menlo Park, as well as students who are not college ready.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This will directly support our dual program that supports Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Better share what Cañada offers

Strengthen K-16 pathways and transfer

Help students explore and find employment in fields of their choice

Be the best college choice for local high school students

Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Menlo Park collaboration

Item Description

This request is for a non-instructional faculty assignment to support the coordination and planning required to launch a new off-site program. The funds would be for both full-time and part-time faculty. Estimate: 80 hours per year x \$100/hour = \$8000

Program Goals this Request Supports

Supports our college goal to serve underrepresented students in Menlo Park, East Palo Alto, and Belle Haven.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This directly supports closing our equity gap in East Palo Alto, Belle Haven, and Menlo Park.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Our Menlo Park serves our Latinx and AANAPISI students within our community.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Improve the financial stability of students

Support innovative teaching that creates more equitable and antiracist learning environments

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Better share what Cañada offers

Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Non-Instructional Faculty Assignment for Digital Marketing Apprenticeship Program

Item Description

This request is for a non-instructional faculty assignment to support our new apprenticeship program in Digital Marketing. This resource would be available to either full-time or part-time faculty supporting the apprenticeship program. Estimate: 80 hours per year x \$100/hour = \$8,000

Program Goals this Request Supports

This supports our college and district goals to offer a high-quality apprenticeship program.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

8,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This request helps close the equity gap by providing on-the-job apprenticeship training for underserved populations in our community, including Latinx, AANAPISI, and BIPOC populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This will provide high-quality for-credit training, industry workshop training, and on-the-job training scaffolds for our underserved populations.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Mileage Reimbursement for Business Dual Enrollment Classes and Programs

Item Description

To best support faculty teaching offsite and faculty coordinating off-site, we need reliable mileage reimbursement. This estimate covers the reimbursement cost for up to 6 sections of dual enrollment at Carlmont High School in Belmont (with two faculty members in one semester with back-to-back classes: 2 x \$350/class = \$700) and 2 sections of dual enrollment at Pescadero High School (with one faculty member, assuming classes are back-to-back on the same day in one semester: \$1,400). Complete estimate: \$700 + \$1,400 = \$2,100 per year

Program Goals this Request Supports

This supports our commitment to dual enrollment.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

2,100

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This closes the equity gap for our high school students in Belmont that are not college ready as well as our coastal community Latinx population in Pescadero.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This directly supports Latinx and AANAPISI students in our coastal community and Belmont community.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College’s Goals does this resource request support?

Student Access and/or Success and/or Completion
Community Connections

Which of Cañada College’s Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Resource Requests

Program Requesting Resources

Business

Item Requested

Menlo Park Mileage Reimbursement

Item Description

It can be difficult to incentivize and encourage faculty to teach at our Menlo Park location. The cost of gas and wear and tear to travel from the main Cañada College campus to our Menlo Park location should not be an additional barrier to staffing classes at Menlo Park. This request is for the cost of mileage reimbursement for faculty teaching or coordinating at our Menlo Park location. The round-trip mileage calculation is 22 miles. The estimate is for an annual basis. Mileage is \$0.67/mile. The mileage amount per trip will change when our Menlo Park location moves to the new East Palo Alto location. Estimate of 5 classes per academic year, offered twice weekly for 17.5 weeks each semester. Estimate: 22 miles per class x 5 sections x 2 sessions per week x 17.5 weeks = 3,850 x \$0.67 mileage reimbursement = \$2,579.50

Program Goals this Request Supports

This supports our commitment to building a for-credit business program at the Menlo Park location.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This supports an equity gap of making sure faculty are adequately compensated for the gas expense and wear and tear on their vehicle due to teaching off-site.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request directly supports our commitment to serve our BIPOC and Latinx students in Menlo Park, Belle Haven, and East Palo Alto.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Help students explore and find employment in fields of their choice

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

11/12/2024

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Resource Requests

Item Requested

Faculty Reassigned Time for Dual Enrollment

Item Description

This is for reassigned time to support the continual coordination of faculty involvement in dual enrollment classes, faculty evaluations, and curriculum. This is for 0.2 reassigned time each fall and spring semester for a total of 0.4 reassigned time per year.

Program Goals this Request Supports

This directly supports the college and district's goals to offer dual enrollment programs.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Increases Access to Higher Education for Underserved Students:

The reassignment time will enable faculty to effectively coordinate and expand dual enrollment opportunities, which are critical for closing the equity gap. Dual enrollment programs provide early college access to underserved students, such as Latinx and AANAPISI populations, helping them to earn college credits while still in high school. By reducing financial and logistical barriers to college, this resource request promotes equity by making higher education more accessible to students from low-income and minority backgrounds.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Enhanced Access to College-Level Courses:

Dual enrollment programs provide Latinx and AANAPISI students with early access to college-level coursework while still in high school. By reallocating faculty time to coordinate and manage these programs, Cañada College will ensure that more students from these communities can take advantage of these opportunities, potentially reducing barriers to higher education and increasing college readiness.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Be the best college choice for local high school students

Strengthen K-16 pathways and transfer

Help meet the basic needs of Cañada students and other community members

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

11/12/2024

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Resource Requests

Item Requested

Faculty Reassigned Time for Menlo Park Partnership

Item Description

We request 0.2 faculty reassigned time for each fall and spring semester to support creating a new for-credit program at our Menlo Park site. The reassigned time will be used to coordinate and support the launch of a new for-credit evening offering for the Business Information Worker (BIW) certificate program. This time will be dedicated to helping recruit faculty to teach in the program, managing course scheduling, supporting marketing and outreach initiatives, and building relationships with industry partners to ensure alignment with workforce needs. Additionally, the reassigned faculty will collaborate with student services to provide targeted support for working professionals and non-traditional students enrolled in the evening program to ensure their success in partnership with the Menlo Park staff.

Program Goals this Request Supports

This supports the college goals to offer diverse for-credit programs at our Menlo Park location, which will eventually be in East Palo Alto.

Status

New Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Supports Workforce Readiness for Underrepresented Communities

The BIW certificate program focuses on developing essential business and technical skills, particularly for entry-level positions, which can help close the equity gap by offering career pathways to underserved communities. The reassigned faculty will ensure that the program aligns with workforce needs, creating valuable employment opportunities for students from underrepresented backgrounds, including Latinx and AANAPISI populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Aligns with Workforce Development for Latinx and AANAPISI Communities

The BIW certificate program focuses on equipping students with essential business and technical skills needed for entry-level office and administrative positions. These positions are often a key pathway to economic mobility for Latinx and AANAPISI students. Faculty reassignment time will be used to ensure the program is aligned with industry demands, thereby connecting students from these communities to meaningful employment opportunities in sectors where they are underrepresented.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Faculty Reassigned Time for Digital Marketing Apprenticeship Program

Item Description

This is for reassigned time to support the continual coordination of faculty involvement and discipline expertise in the Digital Marketing apprenticeship program. This includes supporting hiring new adjunct faculty to teach in the program, faculty evaluations, curriculum development, enrollment management, strategic planning, and workshop development. This is for 0.2 reassigned time each fall and spring semester for a total of 0.4 reassigned time per year.

Program Goals this Request Supports

This supports the college and district goals to offer a high-quality apprenticeship program in digital marketing.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

18,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

The Digital Marketing apprenticeship program provides students, particularly those from Latinx, AANAPISI, and other underserved communities, with hands-on experience and direct pathways into high-demand, well-paying careers. The reassigned time will allow for continual coordination of faculty and industry involvement to ensure that these opportunities remain accessible to students who have historically faced barriers to such programs. By focusing on hiring adjunct faculty who reflect the diversity of the student body, this request can enhance representation and equity within the program.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The reassigned faculty time ensures that the curriculum for the Digital Marketing apprenticeship program remains responsive to industry trends and the unique needs of underrepresented students. By ensuring the content is inclusive and reflective of the diverse cultural backgrounds of Latinx and AANAPISI students, the program will be better equipped to support their academic and professional development. Furthermore, alignment with workforce demands ensures that these students are prepared for real-world job opportunities, closing the equity gap in career advancement.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Community Connections

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Improve the financial stability of students
Better share what Cañada offers
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Biz Hub Finishing Touches

Item Description

We request additional support to finish furnishing the last touches on the renovated BizHub:

1. Collaborative Furniture

Just prior to the retrofit of building 13, the BizHub had collaborate furniture. Our goal is to add movable whiteboard dividers or standing desks for group work or break-out sessions. Additionally, we would like to replace some of our more comfortable chairs that were moved out of the BizHub for lounge seating in a corner to create a "collaborative zone" for informal discussions.

2. Wall Art and Visuals

The BizHub, while newly renovated and equipped with modern furniture and technology, currently feels sterile and uninspiring. With its bare walls and lack of decor, the space lacks personality and warmth, creating an environment that feels more like a clinical office than a dynamic, collaborative business learning space. Without art or visual elements, the classroom feels stark, missing the energy and creativity that a business hub should inspire.

Our request is to install customizable cork or bulletin boards to display student work, industry news, or upcoming events. There are currently no bulletin boards in the room. Additionally, we would like to soften the feel of the room with wall art, such as large motivational posters or framed art pieces that reflect business themes such as entrepreneurship, leadership, or innovation.

3. Shelving Displays

Our new cabinets and bookshelves have arrived but remain empty. Our goal is to create our business community by purchasing business-related books or business magazines to fill the bookshelves. Artificial plants would also add a welcoming modern touch and create a more comfortable learning and collaboration environment.

4. Branded Materials

The BizHub lacks differentiation from other classrooms in building 13. We need branded signage for the classroom entrance and walls, such as a "BizHub" sign in the college colors and our logo to reinforce the classroom's identity as a professional business space.

Please note that this is a broad estimate of funding which would require great research of actual costs. These additions can make the BizHub feel more complete, inspiring, and conducive to modern, collaborative learning, as we designed it in the past.

Resource Requests

Program Goals this Request Supports

This supports our goal to provide high-quality education in a modern and up-to-date facility for our business community.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

49,999

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Creates a Welcoming and Inclusive Space

By adding wall art, decor, and other visual elements that reflect diverse business leaders, cultures, and experiences, the classroom will become a more inclusive and relatable environment. Students from Latinx, AANAPISI, and other underrepresented backgrounds will see themselves represented, fostering a sense of belonging that is essential for their academic success and personal development.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Fosters a Sense of Belonging

Adding diverse, culturally relevant decor to the BizHub, such as artwork featuring Latinx and AANAPISI business leaders and entrepreneurs, creates a space where these students feel seen and represented. This fosters a sense of belonging, which is critical for Latinx and AANAPISI students, particularly those who may feel marginalized in traditional academic environments.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Grammarly Group License

Item Description

This is to continue our pilot of offering Grammarly licenses to business and accounting students and faculty as an on-demand scaffolded support for learners of all levels.

Resource Requests

Program Goals this Request Supports

This supports our goals to support students to improve their writing and communication skills, especially our English Language Learners (ELLs).

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

25,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Grammarly licenses provide personalized writing assistance, enabling all students—especially those with diverse linguistic backgrounds—to improve their writing and communication skills. This support is vital for English Language Learners (ELLs), who may struggle with writing conventions and language nuances. By enhancing their skills, these students can perform better academically and gain confidence in their abilities, helping to close the equity gap in writing proficiency.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Promotes Academic Success and Retention

By improving writing and communication skills, Grammarly helps students produce higher-quality assignments, leading to better grades and increased retention rates. For ELLs and students from historically underserved backgrounds, academic success is crucial for staying in school and progressing toward their career goals. Access to tools that support writing can significantly impact their overall educational experience.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Provide adequate access to technology

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Department Promotional Products and Branded Merchandise

Item Description

Outreach items and materials can play a crucial role in enhancing the visibility and engagement of our business department during industry advisory board meetings, department retreats, and recruitment events.

Resource Requests

At industry advisory board meetings and department retreats, distributing branded merchandise, such as pens, notebooks, or tote bags featuring our department logo, helps reinforce our brand identity. These items serve as tangible reminders of our commitment to excellence in business education, fostering a sense of pride among faculty, staff, and board members.

At recruitment events, offering promotional products such as stickers, keychains, or informational brochures alongside branded merchandise helps draw in potential students. Providing students with swag that they can use daily reinforces our department's visibility and cultivates interest in our programs.

Program Goals this Request Supports

This supports our goal to enhance the sense of community, connection, and recognition of our department in our community.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

4,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

High-quality swag can serve as a practical resource for students, such as notebooks for note-taking or water bottles to stay hydrated during events. By providing these tools, we can support all students, particularly those from underserved backgrounds, in their academic journey, thereby promoting equity in access to essential learning resources.

In 2023-2024, we designed multiple department stickers for business, accounting, and paralegal. We were intentional in including pride colors to support our LGBTQ+ students and community members. We want all students to feel a sense of belonging in our department and our campus.

Critical Question: How does this resource request support Latinx and AANAPISI students?

By distributing promotional products that feature messages of inclusivity and diversity, we signal to underrepresented groups, including Latinx and AANAPISI students, that they are valued and supported within our business department. This proactive approach helps create a more welcoming environment, encouraging these students to see themselves as part of our community.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete

Support innovative teaching that creates more equitable and antiracist learning environments

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Marketing Collateral Printing

Item Description

Each year, we need new tri-fold flyers and postcards printed to promote our program. This request covers the cost of printing. Additionally, we would like to work with the marketing department to create a new postcard or brochure promoting the new Entrepreneurship for Spanish Speakers certificate with translation into Spanish. This request would support welcome kits for students in the Entrepreneurship for Spanish Speakers program.

Program Goals this Request Supports

This supports our program enrollment management and brand awareness.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

6,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This helps students of all backgrounds know about the career options and program availability for business and accounting departments at Cañada College.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Printed promotional material will provide additional knowledge about our programs and careers in our business department. Our request to develop a promotional brochure or flyer in Spanish to promote our new Entrepreneurship for Spanish Speakers certificate directly supports our Latinx students and community.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Help students explore and find employment in fields of their choice

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business and Accounting

Item Requested

Professional Development Funds

Item Description

We request professional development funds to enable our four full-time faculty members to attend industry conferences and stay current in their fields. Each faculty member can apply for up to \$2,500 annually, separate from AFT professional development funds, allowing them to participate in valuable learning opportunities, network with industry professionals, and gain insights into emerging trends and best practices. This would supplement professional development funds available through the college. This investment in Career Technical Education (CTE) faculty development will enhance the quality of our curriculum and teaching methodologies, ultimately benefiting our students and the broader community. By supporting faculty engagement with industry developments, we aim to maintain high academic standards and relevance in our programs.

Program Goals this Request Supports

This supports our goals to provide high-quality education and instruction to students in Career Technical Education (CTE) fields.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (over \$5,000) e.g., equipment

Cost

10,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

This request enhances curriculum relevance, fosters inclusive teaching strategies, and improves student outcomes, particularly for our students who face more barriers to their success.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Investing in faculty development ensures that our instructors remain informed about best practices for supporting diverse learners, particularly Latinx and AANAPISI students.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Part-Time Faculty Hours for Adjunct Support Sessions

Item Description

We are requesting funding for part-time faculty hours for business adjunct faculty to attend monthly evening support sessions, which are essential for fostering a high-quality educational environment. These sessions provide invaluable training for new faculty, ensuring they are well-prepared to deliver effective instruction and manage their classrooms successfully. Additionally, they create a sense of community among our part-time faculty, allowing them to share best practices, discuss challenges, and collaborate on teaching strategies.

By investing in these support sessions, we aim to enhance the overall teaching quality within our program while also improving the retention of our adjunct faculty. We have worked diligently to hire, onboard, and train these educators, and providing them with ongoing professional development opportunities will help ensure they feel supported and valued in their roles. The estimate is for 12 hours per part-time faculty member over an academic year for approximately 12 part-time faculty members at \$100 per hour. Full time faculty members include their hours under their regular load and are not paid for facilitating these support sessions.

Program Goals this Request Supports

This goal supports the ongoing training and retention of our adjunct faculty.

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

14,400

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

These evening sessions foster a sense of belonging and community among adjunct faculty, which can lead to improved morale and job satisfaction. When faculty feel supported and connected, they are more likely to invest in their teaching and the success of their students, creating a more inclusive and equitable learning environment.

Critical Question: How does this resource request support Latinx and AANAPISI students?

By offering consistent training and support, we ensure that adjunct faculty are well-equipped to understand and respond to the unique challenges faced by Latinx and AANAPISI students. This includes strategies for building rapport, fostering engagement, and addressing barriers to learning that these students may encounter.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Resource Requests

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Business

Item Requested

Business Department Retreat Funding

Item Description

We are requesting funding for a business department retreat to foster collaboration, enhance communication, and strategize for the upcoming academic year. The retreat will take place in our renovated BizHub classroom, eliminating the need for facility rental costs.

However, we seek funding to compensate our part-time faculty for six hours of their time, ensuring their valuable contributions to our discussions and planning efforts. Additionally, we will provide lunch to create a welcoming environment that encourages open dialogue and collaboration among faculty.

We also request funding for miscellaneous supplies needed for the retreat, such as materials for group activities and planning sessions. This retreat will be an essential opportunity for our faculty to align on departmental goals, share best practices, and strengthen our community, ultimately benefiting our students and program outcomes.

A rough estimate of costs includes:

10 part-time faculty x 6 hours x \$100 per hour = \$6,000

Lunch - Approximately 16 lunches at \$31.25 per lunch = \$500

Miscellaneous materials = \$500

Total Request = \$7,000

Program Goals this Request Supports

This request for funding for the business department retreat supports the program goal of enhancing faculty collaboration and professional development. By bringing together both full-time and part-time faculty in a dedicated setting, the retreat aims to foster teamwork, facilitate communication, and align departmental objectives for the upcoming academic year.

Status

Continued Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

7,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

By gathering faculty from various backgrounds and experiences, the retreat promotes a sense of community and shared responsibility for student success. A strong faculty community encourages collaboration on initiatives that specifically aim to support historically marginalized students, thereby closing the equity gap.

Resource Requests

Critical Question: How does this resource request support Latinx and AANAPISI students?

The retreat will foster a sense of community among faculty, encouraging them to build support networks that extend to Latinx and AANAPISI students. Faculty can discuss ways to enhance mentoring, advising, and support services that specifically cater to these student populations, ensuring they receive the guidance they need to succeed.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Personnel - Instructional Faculty (2024 - 2025)

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Business Instructor (On-Campus and Dual Enrollment) (Full-time Tenure-Track Faculty Position)

Requesting Unit

Business Department

Position Description

Our department seeks a full-time, tenure-track business instructor position to support the exponential growth in our department, including in our dual enrollment partnerships. This new position proposal shows our department's commitment to dual enrollment in our approach to hiring to support both on and off-campus partnerships, such as dual enrollment.

Status

New Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Program Goals this Request Supports

Our request for a new full-time tenure-track faculty member in the business department supports our faculty capacity planning needs as our department continues to grow from student and partnership demand. Strategic partnerships include our exponential growth in demand for dual enrollment pathways, a new apprenticeship program in digital marketing, requests to support a sunseting not-for-credit program at our Menlo Park location, requests to build a new evening for-credit Business Information Worker (BIW) program at our Menlo Park location, to name a few.

Resource Requests

Programmatic growth will be hindered without a plan to add a full-time faculty member in the immediate future, reducing our ability to support our district and state goals for dual enrollment and apprenticeships.

Critical Question: How does this resource request support closing the equity gap?

Our college's designation as a Hispanic Serving Institution (HSI) and an Asian American Native American Pacific Islander-Serving Institution (ANNAPISI) underscores our commitment to supporting the success of underrepresented students. A new tenure-track faculty member will provide the necessary stability, consistency, and availability for building solid relationships with students, which is essential for closing the equity gap.

This additional faculty support will enable us to offer more mentorship opportunities, culturally relevant curriculum, and personalized academic guidance. Efforts to launch new for-credit programming at the Menlo Park site also provides a unique opportunity to better serve Latinx and BIPOC community members in North Fair Oaks, Belle Haven, and East Palo Alto. Additionally, a full-time professor will help us better engage in outreach and partnerships, such as dual enrollment, that address the unique needs of our diverse student body, ultimately fostering greater student retention and success, especially for students from marginalized communities.

Critical Question: How does this resource request support Latinx and AANAPISI students?

This request for a full-time tenure-track business professor directly supports our Latinx and AANAPISI students by increasing access to consistent faculty mentorship, culturally relevant curriculum, and responsive academic support. Latinx and AANAPISI students often face unique barriers to success, including limited access to role models in academia and a need for tailored academic and career guidance. A dedicated full-time professor will help bridge these gaps by providing continuity and availability that adjunct faculty may not always be able to offer. Additionally, the professor will have the opportunity to develop and implement inclusive teaching practices that reflect the cultural experiences and strengths of Latinx and AANAPISI students, fostering a more supportive learning environment that enhances retention, engagement, and success for these historically underrepresented groups.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

This proposed position directly aligns with the Board of Trustees' goal to expand dual enrollment offerings. It also supports Cañada College's annual Educational Master Plan (EMP) priority 1.7, which aims to increase the availability of degree and certificate programs in Menlo Park and East Palo Alto, as well as EMP priority 3.11, which focuses on creating and expanding career exploration experiences for students. Additionally, this role would support EMP Initiative 3.2 to reach new community members in North Fair Oaks, Belle Haven, and East Palo Alto, especially BIPOC communities.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

Supporting Pilots of Google Certificates:

A new full-time faculty member can lead the expansion and facilitation of the Google Project Management and Digital Marketing certificates, ensuring that these pilot programs are successfully implemented and integrated with the apprenticeships. They can also engage in curriculum development and maintain alignment with Google's certification requirements.

Expanding Dual Enrollment:

A dedicated faculty member can expand partnerships with local high schools, addressing the increasing demand for dual enrollment business course sections. Their focus on this initiative could improve coordination with high school districts, enhancing the pipeline for students transitioning to college-level business programs.

Solidifying the Business OER/ZTC Pathway:

A full-time business faculty member will provide additional support and confirmation for our Business Administration Open Educational Resources (OER) pathway. By providing continual leadership in developing these resources, they can reduce student costs and increase access to quality education materials, including removing these barriers for our dual enrollment and Menlo Park students.

Online Synchronous Pathway Development:

The new faculty member would have the capacity to support our novel online synchronous pathway for business,

Resource Requests

ensuring that students have flexible and accessible options for completing their degrees, whether on-site, online, or in hybrid formats.

Off-Site Pathway Development:

Partnering with Menlo Park for off-site for-credit evening pathways is a resource-intensive endeavor. A new full-time faculty member can support this initiative, managing logistics, curriculum delivery, and community outreach to ensure that these pathways are successful and meet the needs of evening students.

In summary, the proposed position is essential for the department to effectively achieve its current goals, enabling growth in innovative programs, partnerships, and student support while maintaining quality and relevance in business education.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

2.6

2. What is the Full Time/Part Time ratio?

This ratio is calculated as # of Full Time Faculty divided by Total FTEF. As of Fall 2024 term, this ratio for the Department (BUS/MGMT courses, excluding dual enrollment classes taught by a high school teacher) is: $2.6/4.8 = 54.17\%$

3. Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?

A.) No, our current FTEF does not meet the 75% annual goal.

B.) In a bespoke PRIE data report, the business department FTEF is the following:

Fall 2021 - 3.4

Spring 2022 - 2.8

Fall 2022 - 3.2

Spring 2023 - 3.6

Fall 2023* - 2.6

Spring 2024 - 6.0 (5.4 FTEF excluding HS instructor for dual enrollment in SP 24)

* HS instructor taught 2 sections in Fall 2023 but no FTEF was assigned in the data

**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF.

C.) In the same bespoke PRIE data report, the business department average FTEF per year for the last 3 years was:

2021-2022 - 8.6

2022-2023 - 8.4

2023-2024 - 11.4 (10.8 excluding HS instructor in SP24)

3-year average - 9.5 (9.2 excluding HS instructor data)

**Please note that this FTEF calculation does not include our robust and efficient summer session which consisted of ten (10) 3-unit classes in the summer of 2024, or the equivalent of 2.0 FTEF. If summer data was included, 2023-2024 FTEF data (11.4 FTEF) would have increased by 2.0 FTEF for a grand total of 13.4 FTEF for 2023-2024.

Taking the revised full-time faculty number of 2.6 and dividing it by 2023-2024 revised FTEF data (13.4 FTEF), the new full time/part time ratio would be: $2.6/13.4 = 19.4\%$.

However, according to the Cañada College Course Outcomes data dashboard

(<https://canadacollege.edu/prie/dashboards/productivity-effectiveness.php>), our annual FTEF (for BUS and

Resource Requests

MGMT) was the following:

2019-2020 - 8.8

2020-2021 - 8.6

2021-2022 - 9.2

2022-2023 - 9.0

2023-2024 - 11.8 (data does not include summer 2024 data)

With discrepancies from three different data sources, it must be assumed that 2023-2024 FTEF data was at least 11.4 or as high as 13.4 FTEF.

While the data analysis may be nuanced, what is evidently clear is that the students in the business department deserve at least one new faculty member, if not two.

4. Average number of sections offered per year.

49

5. Average departmental Fill Rate per year.

65

6. Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Quantitative data is nuanced for our department because of our involvement in dual enrollment since the spring of 2022 and since our program offers a large summer course offering that is not included in the annual FTEF data provided by the PRIE office. Our high school model involves a mix of instructional delivery, including classes that are staffed by solo Cañada professors, Cañada professors co-teaching with a high school teacher who does not meet minimum qualifications, and solo high school teachers who have been documented to meet our minimum qualifications. We are not confident that the data requested completely teases out these small but important nuances in our data to accurately show the true instructional demand on our program faculty.

Qualitatively, student demand for business courses is strong across multiple delivery formats, including dual enrollment, on-campus, and online pathways. The proposed new faculty member could be assigned to teach dual enrollment courses either at a local high school partner site or through synchronous online classes, depending on local high school interest and partnership growth.

Additionally, the new faculty member will support the increasing demand for business courses on our main campus, offering flexibility in day, evening, synchronous, and asynchronous formats. This flexibility ensures that we can meet the diverse scheduling needs of our student population while expanding access to business education.

Lastly, the business department is receiving an unprecedented demand from both internal and external partnership requests. While we would like to serve as many partnerships as possible, the lack of staffing makes it infeasible for our team to support new partnerships.

7. Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?

Yes, the current shortage of full-time faculty in the business department has limited our ability to offer key courses consistently across all academic terms (fall, spring, and summer).

High-demand foundational business courses such as BUS 100 Introduction to Business, BUS 113 Personal Finance, and BUS 201 Business Law, are offered less frequently than student interest requires. Additionally, the expansion of dual enrollment opportunities, our new apprenticeship program in digital marketing, and strategic online learning pathways is hindered by the need for more faculty to manage these offerings.

It is important to note that business courses are among the most frequent types of courses to be offered as a core or selective course for academic programs at Cañada College. For example, BUS 100 Introduction to Business is a core required course in 14 programs and a selective in 4 programs, for a total exposure of 18 programs. BUS 401 Business Communications is a core required course in 12 programs and a selective course in 8 programs, for a staggering total exposure of 20 programs. The only course with a higher exposure is MATH 200 with 11 core and

Resource Requests

16 selectives.

This shortage impacts degree completion timelines, particularly for students who need specific business courses to fulfill their certificate or associate degree requirements. Without additional faculty, students may face delays in completing their programs, which could ultimately affect retention and success rates.

One of the most vulnerable programmatic partnerships at risk is our dual enrollment program. To date our dual enrollment partnership has resulted in

It is essential to note that the inadequate staffing of full time faculty members in this department has resulted in concerns that we will be forced from serving in campus wide reassigned time that pull us from teaching duties due to the lack of staffing support. Tenured business faculty have served in numerous campus shared governance and leadership roles, including but not limited to Academic Senate president, Curriculum Committee chair, Academic Senate division representative, IPC division representative, Curriculum Committee division representative, AFT Union negotiator, and CTE Liaison. Without the support of at least one additional full-time faculty member, our role in campus leadership and shared governance will be jeopardized.

Please see the detailed bespoke PRIE data we requested for this report here:

https://docs.google.com/document/d/1seOhf-c8hbVFOxUBqW8l_QYIINK9osy0/edit?usp=sharing&oid=118337787687440372331&rtpof=true&sd=true

8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

If this position does not move forward, we cannot meet the increasing demand for dual enrollment courses from key partners like Sequoia Unified High School District (SUHSD) and Pescadero High School in the La Honda High School District. These partnerships are critical to providing high school students with early access to college-level business courses, directly supporting our district's commitment to dual enrollment. Without a dedicated full-time faculty member to manage the additional course load, we risk limiting course offerings and jeopardizing these growing partnerships, including our new Golden Gate Pathways Program Grant with SUHSD to build a dual enrollment pathway in entrepreneurship for Spanish speakers. This will result in missed opportunities for high school students to earn college credits and the many benefits of dual enrollment.

Our ability to meet the growing demand for core business courses, as well as new offerings like Digital Marketing (BUS 193), Social Media Marketing (BUS 233), and Creativity and Innovation in Entrepreneurship (BUS 161), will be limited and inconsistent without this position. These courses have been built in partnership with our apprenticeship program in Digital Marketing as well as our partnership with SUHSD. These partnerships have inspired the creation of 3 new business programs, effective fall 2025: Digital Marketing Certificate of Completion (18 units), Digital Marketing Certificate of Specialization (12 units), Entrepreneurship for Spanish Speakers (13 units), and a new stackable Business Information Worker (BIW) Certificate of Specialization (7.5 units) to support our partnership with our Menlo Park location.

Chronic understaffing of full-time faculty members will negatively affect student completion and success rates at Cañada College. At least one new additional full-time faculty member is essential to maintaining course availability and capturing additional student enrollment that might otherwise go to neighboring colleges. This investment will help us provide a more stable and comprehensive educational pathway for our students.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

Over the past two years, our full-time faculty members have consistently been required to take on an overload of classes to compensate for staffing shortages. Despite our proactive efforts to hire 8 new adjunct faculty members in the last 12 months, the demand for courses has outpaced our ability to staff them effectively. This situation has resulted in reduced sections and services, particularly in high-need courses that are offered infrequently due to ongoing staffing issues. Despite the recent onboarding of a significant cohort of new adjunct faculty, our full-time faculty members are still overloaded, and many of the new adjuncts have reached the maximum allowable part-

Resource Requests

time load.

The exponential growth of Cañada College's Business Department over the last decade has elevated our department to a new high point, necessitating a more substantial level of coordination and collaboration to sustain this momentum. This growth has created increased complexity in curriculum development, increased demands for student support, and substantial new partnership opportunities — demands that can only be effectively supported by a full-time faculty member. A dedicated faculty member would support our department leadership and provide the continuity required to enhance program offerings, foster interdisciplinary collaboration, and ensure that we fully support our students' diverse needs as they navigate their academic journeys.

While we strive to meet both local and district-wide needs, the lack of sufficient full-time faculty limits our capacity to offer a consistent and comprehensive curriculum, ultimately affecting student success and retention rates. Addressing these staffing challenges with the addition of a new full-time faculty member is crucial to alleviating these pressures and ensuring we can provide the quality education our Cañada College students deserve.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture
Community Connections

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students
Strengthen K-16 pathways and transfer