

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

3

2. Number of part-time faculty in the program.

6

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Based on the 2021 Comprehensive Program Review, we identified the need for regular program assessment and strategic planning to address changes in the business environment. Key areas of focus included integrating AI and emerging technologies, improving equity outcomes, and enhancing digital and data fluency to equip students with skills demanded in the workplace. We aimed to align our curriculum with industry demands and support underserved student groups, particularly Black and Latinx students. Our goals included introducing new courses like **BUSI 30 (Emerging Technologies & AI)**, updating existing courses such as **BUSI 59B (E-Commerce)**, adopting **Data 6** from UC Berkeley for non-STEM students, and offering financial literacy workshops for **Umoja Scholars**. Additionally, we sought to enhance entrepreneurship education through startup workshops and pitch events.

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

This year, we made significant strides toward our strategic goals. We introduced **BUSI 30 (Emerging Technologies & AI)**, revamped **BUSI 59B (E-Commerce)** to include modern business skills, and initiated the adoption of **Data 6** to support data fluency for non-STEM majors. We also held successful **financial literacy workshops** for Umoja Scholars, resulting in follow-up workshops this year. To support entrepreneurship, we launched a **Startup 101 workshop series** and partnered with **Bay Angels** for a **Startup Pitch Event**. Additionally, we collaborated with **SCORE** to develop a pilot program helping students from **Umoja, Puente, and MESA** start their own businesses. The program also continued offering the **Foothill Case Competition** and the **Foothill Innovation Challenge**, which gave students real-world business experience, problem-solving skills, and exposure to industry professionals. These actions align with our mission to prepare students for an AI-driven workplace and address equity gaps.

7. Explain your implementation timeline and if there have been any changes or updates.

Our strategic initiatives are progressing on schedule. In **Winter and Spring 2024**, we focused on refining our program's strategic direction, incorporating AI and emerging technologies into the curriculum. In **Spring 2024**, we plan to bring **Data 6** (BUSI Number TBD) and continue revising core courses to enhance AI, digital and data fluency. This year, we will also launch the approved **Business & Marketing Certificate**. Our entrepreneurship initiatives, including the **Startup 101 workshops** and **SCORE pilot program**, are underway and will continue throughout the year. We will evaluate these efforts through ongoing collaboration with advisory boards and learning communities to ensure we address industry needs and student success.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

We used several methods to evaluate our progress, including advisory board feedback, enrollment data, and student participation in workshops and courses. The introduction of **BUSI 30** and the revamped **BUSI 59B** reflect our commitment to integrating AI and emerging technologies. Enrollment increased from **339 to 747**, with a notable rise in Black and Latinx student participation. Successful **financial literacy workshops** for Umoja Scholars demonstrate our focus on supporting underserved populations. Our **Startup 101 workshops, Startup Pitch Event, Foothill Case Competition, and Foothill Innovation Challenge** provided hands-on experience in entrepreneurship, innovation, and critical thinking. These competitions exposed students to real-world business challenges and fostered collaboration with industry professionals. These initiatives, combined with ongoing program assessments, show measurable progress toward our strategic goals.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUxLknHriXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

The data indicates ongoing disproportionate impact for **Black** and **Latinx** students, with gaps of **-18%** and **-15%**, respectively. Enrollment increased for both groups: Black student enrollment grew from **13 to 37**, and Latinx enrollment grew from **113 to 202**. To address these gaps, we are expanding our financial literacy workshops for Umoja Scholars and partnering with **SCORE** to support business education for Umoja, Puente, and MESA students. By incorporating AI, digital fluency, and data fluency into our curriculum, we aim to equip all students with industry-relevant skills. Continued collaboration with learning communities remains key to closing these gaps.

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

This year's progress reflects our commitment to preparing students for a changing business environment and addressing equity gaps. By integrating AI and emerging technologies, expanding entrepreneurship education, and supporting learning communities, we are creating pathways for student success. The launch of new courses like **BUSI 30**, the adoption of **Data 6**, and the upcoming **Business & Marketing Certificate** demonstrate our proactive approach. Our continued success with the **Foothill Case Competition** and **Foothill Innovation Challenge** provided students with real-world business experiences, enhancing their problem-solving and critical-thinking skills. While disproportionate impact gaps remain, our targeted

initiatives aim to close these gaps and support underserved students. Moving forward, we will continue refining our strategic direction to meet industry demands and ensure equitable outcomes for all students.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=C1fFMU

End of Annual Program Review Template 2024

End of Annual Budget

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The Business Department has met expectations and has meaningfully engaged with its data. The department is commended for its commitment to keeping its curriculum current and for its devotion to experiential learning. The financial literacy courses are also a great way to target key demographics on campus. One area for further reflection: How would the department help support black and latinx students in their classes who are not apart of Umoja, Puente, or MESA?

This form is completed and ready for acceptance.