

## **De Anza College**

### **Annual Program Review Business and Computer Information Systems Division**

#### **Dean's Summary**

Our division's technical departments, Computer-Aided-Design and Digital Imaging (CDI) and Computer Information Systems (CIS) include viable programs that fulfill the needs of many types of students. The needs range from transferring to a 4-year university in Computer Science and Engineering to retraining of job skills. As the CDI and CIS program review narratives indicate, and shown in the article "College Degrees Employers Want Most"\*, employers will want to hire large numbers of persons with the knowledge and training that these programs provide. CDI is connected to industry and local businesses closer than all other programs (their CAD events, job placement, for example).

\*[http://education.yahoo.net/articles/degrees\\_employers\\_want.htm?kid=1LD58](http://education.yahoo.net/articles/degrees_employers_want.htm?kid=1LD58)

Both the CDI and CIS departments have been and currently are improving their tutoring programs to increase student retention and success. (Note that the CIS success rates are comparable to the Math success rates, as our CIS courses require a higher level of math ability.) However, as CDI and CIS are forced to offer more online, student success suffers. This was apparent by the significant drop in success rates for CDI in 2010-2011, when they increased their online courses from 50% to 70%. The CIS department has increased their online delivery very little so far, but they will be forced to increase their hybrid and online delivery in 2012-2013 (as will CDI) when they are in swing space during the remodeling the ATC building.

Because of the negative effect of increased online instruction, especially on certain targeted populations (as indicated in the presentation by Ray Kaupp, available at <http://research.fhda.edu/>), my recommendation is to offer less online after moving back to the ATC. This will require that we keep at least 4 of our CIS computer classrooms and 1 of the CDI classrooms in the ATC to facilitate increased learning during the lab sessions. In addition, it is absolutely necessary to strengthen the CDI and CIS tutoring programs to offset the effects of online instruction. In order to accomplish this, CDI and CIS must be allowed to continue to employ their Lab Coordinators (even after budget cuts) because they possess the high level of knowledge in CIS (including various programming languages, advanced computer programming, Linux/Unix, etc.) or CDI (the various CAD software programs) which are required to train the tutors, as well as help students in the lab.

The recent budget cuts have hurt the CDI and CIS students in several ways. In both programs, students are unable to get certificates in a realistic time frame and those

looking to retool for a job or new job now find themselves hampered with waiting till the classes are offered in staggered sequence. This will be exacerbated in 2012-2013 when CDI will be cut by 10% more. In CIS, the budget restrictions mandating fewer course offerings made it difficult to offer courses in the newer technologies, especially because it requires removing other courses. CDI has managed to offer more newer technology courses by offering them online and combining them as one class (not possible in CIS). In the meantime, both departments are continuing to develop new courses, including the "transfer degree" courses and rewriting CAOS courses into the CIS curriculum to better serve future transfer and CTE students, as well as newer technology courses. CIS hopes they will be offered when the economy improves or there are opportunities given to allow new CTE programs in CIS.

The Accounting and Business Departments remain strong, productive programs having a combined WSCH in 2010-11 of over 57,000 with productivity of 610 in Accounting and 714 in General Business. The success rates at 75% and 70% are similar to the campus as a whole and the blend of full-time and part-time faculty in both programs make for a good mix of working professionals bringing practical expertise with dedicated full-time faculty managing curriculum, course offerings and related administrative tasks. The departments are poised to maintain and enhance enrollment and serve the dual purpose of providing a solid transfer curriculum as well as occupation-related training that is so crucial in this valley where jobs in technology are created and destroyed with regularity.

To a great degree, both departments are a mirror of Silicon Valley where the only constant is change and the need to adapt to survive is the norm.

The Real Estate Department has exhibited great flexibility over the past several years, growing quickly and effectively during the real estate boom and adapting to the market contraction in the past few years. At a time when colleges in the area have eliminated the program altogether (Mission College and Foothill to name two), DeAnza has managed to offer enough courses to keep the program viable and productive, allowing for students to take enough courses to qualify for the California real estate agent license. What should be noted is that despite the contraction of demand, the department has remained vigilant in keeping productivity up. In the 2010-11 year, productivity was among the highest in the District at 737, utilizing a staff of part-time instructors, making it a very inexpensive, profitable program that has demand from the community. The program is also a strong elective component for Business and Accounting majors who look to round out their education with real estate courses.

Recently, it was suggested by IPBT that the Real Estate program reduce its offerings dramatically to three courses per year, which could in all likelihood, spell the end of the program with the bulk of our prospective students moving to the West Valley College program. We think that is short-sighted given our productivity, ability to respond to the market place by adding classes quickly when enrollment picks up (it always does when

the local real estate market strengthens), and the program's excellent reputation in the community. From a Division perspective, we find the suggestion at odds with the request that the Accounting program increase its enrollment in the coming year to help ensure the school meets its enrollment cap - particularly given that the Real Estate Program's productivity is higher than that of the Accounting and Business Departments. If the college was meeting its enrollment cap and productivity goals (and thus, not requesting that some productive programs grow) then the suggestion that the Real Estate Department dramatically reduce its offerings would make more sense to us - but apparently, that is not the case.

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