

Deans Summary

Degrees and Certificates:

Our Division includes viable programs that fulfill the needs of many types of students. The needs range from transferring to a 4-year institution to the retraining of job skills. As shown in Table 1.0, in the Academic year 2013-2014, the Division of Business, Computer Science, and Applied Technologies awarded 275 Associate Degrees and 268 Certificates. As illustrated, there is a significant increase in the number of degrees and certificates awarded in 2014-2015 compared to 2013-2014 and another significant increase in 2015-2016. This number could increase if there were a system to alert students when a requirement for a certificate is met. For Example, in the case of the Business graduates, each graduate should receive a certificate in addition to their associate degree, but this has been overlooked and requests to put a system in place have not been given priority. Certificate and degree awards across the divisions remain strong.

	2013-2014		2014-2015		2015-2016	
	Applied Technologies	Business and Computer Science	Applied Technologies	Business and Computer Science	Applied Technologies	Business and Computer Science
Associate Degrees	85	190	71	239	71	352
certificates	131	137	174	167	138	139
Total	216	326	248	412	209	491

Table 1.0: Degrees and Certificates awarded by the Division of Business, Computer Science, and Applied Technologies (<http://deanza.edu/ir/AwardsbyDivision.html>)

Enrollment trend:

A. Accounting, Business, CDI, Computer Science and Real Estate:

As shown in Table 2.0, the division enrollment has shown a .41% increase from 2014-2015. Overall, the division enrollment has been on the rise. The impact of downsizing the Computer Aided Design and Digital Imagining (CDI) had some impact on the enrollment. This program has now been merged with the Manufacturing program forming the Design and Manufacturing Technologies program (DMT).

	2013-2014	2014-2015	2015-2016	1 Year Diff	1 Year % Diff
Enrollment	18,868	20,304	20,388	84	.41%
WSCH	95,268	102,663	102,500	-163	-.15%
Productivity	641	648	626	-22	-3.51%

Table 2.0: Accounting, Business, Computer Science, and Real Estate.

(http://www.deanza.fhda.edu/ir/program_review_2015-16.pdf/Business_CompSys_Div.pdf)

B. Automotive Technology and Design and Manufacturing Technologies:

As shown in Table 3.0, the Applied Technologies Division has a 306 increase in enrollment as well as a 10.72% increase in productivity. This may have been the result of:

1. High demand in the job market. Students coming for job training in our programs.
2. In the case of Manufacturing, we hired a new fulltime faculty. In the case of Automotive Technology, one full time faculty was lost to serve as acting dean.

New DMT classes in the area of 3-D printing as well as other new technology courses will continue to boost enrollment in the DMT program. Revisions to existing courses, new courses, and better scheduling are also being discussed as ways to improve enrollment.

	2013-2014	2014-2015	2015-2016	1 Year Diff	1 Year % Diff
Enrollment	3,541	3,403	3,709	306	8.25%
WSCH	22,714	21,541	24,128	2587	10.72%
Productivity	485	456	470	14	2.98%

Table 3.0: Applied Technologies Enrollment.

(http://www.deanza.fhda.edu/ir/program_review_2015-16.pdf/Applied_Tech_Div.pdf)

Success Rates:

Division of Business, Computer Science and Applied Technologies

A. Accounting, Business, CDI, Computer Science and Real Estate:

As shown in Table 4.0, the Accounting, Business, Computer Science, CDI, and Real Estate Departments have an overall success rate of 72% which is the same as 2014-2015. Table 5.0 shows the success rate by ethnic group. With the equity gap at 16% we continue to try new ideas to close the gap. The success of targeted groups has improved by at least 1%. This school year we have implemented the use of tutors paid for by the Adult Education Grant.

	2013-2014	2014-2015	2015-2016	1 Year Diff
Overall Success Rates	71%	72%	72%	0%
Targeted Groups	58%	59%	60%	1%
Non-Targeted Group	75%	76%	76%	0%
Difference	17%	17%	16%	

Table 4. Success Rates (http://www.deanza.fhda.edu/ir/program_review_2015-16.pdf/Business_CompSys_Div.pdf)

	African American	Asian	Filipino	Latino/a	Native American	Pacific Islanders	White	Declined to State
2013-2014	52%	76%	63%	58%	62%	55%	72%	77%
2014-2015	53%	76%	65%	59%	52%	68%	75%	79%
2015-2016	49%	77%	69%	60%	47%	59%	74%	79%
% Change	-4%	1%	4%	1%	-5%	-9%	-1%	0%

Table 5. Success by Ethnic Group (http://www.deanza.fhda.edu/ir/program_review_2015-16.pdf/Business_CompSys_Div.pdf)

B. Automotive Technology and Design and Manufacturing Technologies:

As shown in Table 6.0, the Applied Technologies Division has an overall success rate of 80% which is 3% lower than 2014-2015. Although there is a drop of 3%, an 80% success rate is above the college average. Although the gap between targeted and non-targeted groups was at 8% in 2014-2015, a 75% success rate for targeted groups is still above the campus average. The slight drop in success rates may be due to high demand in the job market as students are being offered attractive job offers, making it hard to stay in school and complete coursework.

	2013-2014	2014-2015	2015-2016	1 Year Diff
Overall Success Rates	85%	83%	80%	-3%
Targeted Groups	80%	77%	75%	-2%
Non-Targeted Group	87%	87%	83%	-4%
Difference	7%	10%	8%	

Table 6. Success Rates for 2AT (http://www.deanza.fhda.edu/ir/program_review_2015-16.pdf/Applied_Tech_Div.pdf)

Table 7.0 shows the success rates by ethics groups. The major improvement is in the Pacific Islander group which has risen from 50% to 76%. However, due to the small sample size, conclusions on the reasons cannot be accurately drawn.

	African American	Asian	Filipino	Latino/a	Native American	Pacific Islander	White	Declined to State
2013-2014	70%	86%	86%	81%	75%	85%	87%	87%
2014-2015	71%	86%	80%	77%	72%	50%	88%	81%
2015-2016	58%	80%	76%	76%	59%	76%	86%	87%
% Change	-13%	-6%	-4%	-1%	-13%	26%	-1%	6%

Table 7. Enrollment by Ethnic Group for 2AT (http://www.deanza.edu/ir/Program_Review_2014-15/AT_Div.pdf).

Job Forecast and Reflection on Enrollment:

Job demand across both divisions continues to be strong. Labor market priorities for the bay area can be found here <https://drive.google.com/file/d/0B7cpF9NO-JvTZ3ZJMkFjdXJMWGc/view> This information is from the BACCC Strong Workforce Program info sheet. Enrollment is up across the divisions. The divisions continue to focus on increasing enrolment and closing the equity gap.

Computer Science is increasing enrolment through initiatives like:

- Rolling out courses in cutting edge topics such as Cloud Security using Strong Workforce monies
- Broadening and deepening our security offerings
- Updating ADT degree in computer science so that more students will automatically earn it as they prepare to transfer
- 2016-17 saw the beginning of Python program which we expect to grow exponentially

Business is adding an Office Worker certificate to meet demand shown in the BACCC Labor market priorities Document.

Design and Manufacturing is expanding 3D printing and robotics programs.

Automotive Technology is adding two certificates: alternate fuels and an entry level light line technician.

Equity:

Table 9.0 displays the success rates and gaps in equity. The Applied Technologies Division has the highest Targeted Group success rate with Automotive Technology at 75%, Design and Manufacturing at 72%. Computer Science is at 60%, although Accounting stayed even at 58%, Business, and Real Estate are over 60%, there has been a small percentage of improvement of one to two percent over 2014-2015. The increase in the Targeted Group success rate is a step in the right direction. The improvements are most likely a result of the Division's Strategic Equity Plan which includes:

- Working with publishers to reduce the cost of textbooks.
- Use Adult Education Grant funds to hire tutors in the divisions.
- Using ebooks and customized editions when available.
- Purchasing some textbooks (e.g. Business 10) and placing them on short term loans in the Library.

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- Adjunct skills courses (.5 unit courses funded by the Tutoring Center, Accounting and Business currently).
- Encouraging students to attend study skills workshops (in time management, test taking skills, and earning extra credit).
- Sharing of best practices among the faculty.
- Teaching Assistants in the CIS Lab.
- CodeLab Tutorial for CIS.

		2013-2014	2014-2015	2015-2016
Accounting	Overall	74%	74%	73%
	Non-Targeted	78%	78%	78%
	Targeted	56%	58%	58%
Automotive Technology	Overall	85%	83%	80%
	Non-Targeted	88%	86%	83%
	Targeted	80%	78%	75%
Business	Overall	69%	71%	71%
	Non-Targeted	75%	77%	75%
	Targeted	57%	58%	61%
Computer Information Systems	Overall	70%	71%	72%
	Non-Targeted	73%	74%	75%
	Targeted	59%	60%	60%
Design and Manufacturing Technologies	Overall	83%	85%	79%
	Non-Targeted	84%	89%	82%
	Targeted	82%	74%	72%
Real Estate	Overall	68%	69%	71%
	Non-Targeted	71%	72%	74%
	Targeted	57%	59%	62%

Table 9. Success Rates and Gaps in Equity