

Evergreen Valley College

Business Information Systems

Program Review

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Department: Business & Workforce Development

Division: Business Information Systems

Program Review: 2015

Last Review: 2009

Area Dean: Dr. Lena Tran

Prepared by: Soledad C. Santos

Summary of the Department/Program

1. Provide a brief summary of your program. Assume that the reader does not know anything about it. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development. Please explain the purpose of your program, what students you serve, what services you provide and why these services are important.

The Business Information Systems (BIS) Program was established in 1985. The division falls under the Business & Workforce Development Department. The Business and Workforce Development has experienced some personnel changes in its leadership. A dean was hired in July 2013.

BIS offers both an associate degree and certificate of achievement in *General Business and Information Processing*. There are three additional certificate programs that are also offered— *Medical Assistant-Front office, Patient Navigator, and Project Management*. New program certificates being considered are *Medical Assistant-Back Office and General Healthcare Infomatic Management and Healthcare Technology Management*. These certificate programs reflect areas in which the demand for qualified applicants is currently needed as recommended by the advisory board. The programs and courses are in constant review to keep abreast of changes in the fields.

2. How does your program define effectiveness, and what measures have you chosen to gauge it?

Effectiveness

Collaboration between the faculty and the advisory board is a major reason why the programs are effective. The board provides current information so that training

reflects what is practiced in industry. Feedback from the advisory board is useful in determining if the courses and programs continue to meet the needs of industry.

3. Please summarize the results of any measures you have applied. What do these results mean for your program?

Measures to gauge it:

The administration of the SLOs (student learning objectives) is used to measure the success of the programs and courses. The results of the assessments determine whether or not the SLOs are being met. The results indicate the effectiveness of the teaching process. Course and programs matrices may be accessed at the college's website at www.evc.edu under Accreditation/SLOs.

The student evaluations that are administered every semester are useful in ensuring that BIS courses are being taught effectively. The feedback from students provides suggestions and ideas on how best to deliver course content so that it is conducive for learning.

Peer evaluations and evaluations done by the dean are also used to determine the effectiveness of course content and teaching methodology. The evaluations are done on a regular basis.

The successful job placement of the students is another indicator of the effectiveness of the BIS programs. There is no tracking system in place that provides data of placement of BIS graduates; however, from time to time, feedback from the students themselves is provided concerning their successful job placement. Students also share with BIS faculty about their successful employment. There is also feedback from some employers about BIS students via the coordinator of job placement at EVC.

4. Where would you like your program to be three years from now?

Three years from now, the program should be current in its programs and courses. This process has already started and will continue until completed. The overall goal of the division is to meet short term and long term needs of the student population and community. This can be done by ensuring that the programs are relevant and accessible to the students and the community.

Curriculum: all courses and programs should be reviewed so that they are current. Delete or replace programs and courses that are no longer relevant. Increase programs and certificates. All programs and courses should be easily accessible on the EVC website at www.evc.edu.

Advisory Board: Increase membership in the advisory board. Membership should be comprised of professionals from the various areas that reflect the certificate and degree programs. This will make the programs effective and appealing.

BIS Faculty: Review the faculty composition to find the best faculty for each specialized area listed in the certificates and programs. The majority of faculty in BIS is adjunct. The remaining full-time faculty is on reduced load. Hire one or two full-time faculty.

PART A: OVERVIEW OF PROGRAM

1. Please state at least three accomplishments for your program which show how it contributes to the College's success.

Three accomplishments are:

- A. Marketing brochures-brochures have been created to showcase BIS programs. Brochures provide visibility for the college and the BIS programs. Brochures are also effective in marketing BIS programs, as prospective students are able to view a snapshot of the courses and programs. Advertising our programs will impact enrollment.
- B. Two programs have been created—Patient Navigator and Project Management. Increasing the number of certificate programs impacts the enrollment.
- C. Enrollment growth in the Medical Assistant-Front Office program has been positive. More students have shown interest in the Medical Assistant-Front Office program. Faculty hires that have a vast experience in the medical field have been very effective for the program. The healthcare industry is growing so this certificate is very appealing to students who want to enter the field or update their skills.

2. State the goals and focus of this department/program and explain how the program contributes to the mission, strategic initiatives, comprehensive academic offerings, and priorities of the College and District.

The goals and focus of BIS are listed below in the division's CTAs.

A. STUDENT CENTERED

Continue to market BIS programs via advertising and high school presentations.

Create a BIS student club.

Increase BIS lab hours for students.

Provide more online and hybrid courses.

Increase programs and course offerings.

B. COMMUNITY ENGAGEMENT

Develop a partnership with the community and local businesses to offer accelerated courses and programs within proximity.

Increase advisory board membership.

C. ORGANIZATIONAL TRANSFORMATION

Complete all curriculum updates and continue to make this process ongoing.

Create new certificates and complete the certificates under consideration.

Complete articulation agreements with high schools, adult education centers, and Metro Ed.

Provide training and staff development opportunities for BIS staff and faculty.

Hire a full time BIS faculty.

EVC's Mission

Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens.

Alignment with EVC's mission

The mission of the BIS program aligns with the college in that the division's emphasis is to provide educational opportunities to a diverse student body and community that would prepare them to meet the changing needs of the business community and high tech industries in Silicon Valley. Students engage in a learning environment in which the tools and technical competencies are highlighted to prepare the students for employment opportunities throughout the Bay area. The division also works with the community to form partnerships to promote programs and activities that would enhance the quality of lives.

EVC's Strategic Initiatives

Student-Centered: provide access to quality and efficient programs and services to ensure student success. Areas of focus are: Access, Curriculum and programs, and student service offerings.

BIS division's response to EVC's strategic initiatives

Accessibility

1. BIS provides accessibility to labs and resources. BIS labs are scheduled to accommodate students to use state-of-the-art technology and resources to complete their coursework.
2. Brochures are available showcasing programs and courses.
3. More hybrid/online course offerings are available to students.
4. Two new certificate programs are now available: Patient Navigator, Project Management.
5. Medical Assistant-front Office has grown in enrollment.

Community Engagement

Course offerings are available to the community throughout the year.

Scheduled community events such as, the Silicon Valley Co-camp, are held at the college.

Partnerships with the business community such as, Metro Ed, allow accessibility to accelerated programs and courses.

Advisory board meetings have taken place, and will be continued.

Organizational Transformation

A program review is being done this semester. Curriculum updates of all programs and courses are in progress and will continue until the process is completed. The goal is to make BIS curriculum accessible on EVC's website and CurricuNet.

Articulation agreements will be reviewed and completed. This is important, as some of the students come from neighboring high schools, Metro Ed, and adult educational centers. The articulation agreements will make the transition to college from high school a smooth and easy process for both students and the college.

Staff development funds are available and the faculty members are encouraged to attend workshops, webinars, conferences, etc. This helps not only the faculty with their training but also benefits the students in receiving current information in BIS courses.

In summary, BIS's CTAs aligns with the college's CTAs in that the objectives and processes are similar—the end result being to provide education and resources so that the students and community are able to reach their goals in improving and bettering their lives.

3. Identify current student demographics. If there are recent changes in student demographics, explain how the program is addressing these changes.

There are no recent changes in demographics. (Appendix A)

4. Identify enrollment patterns of the department/program in the last 6 years and provide an analysis of any notable trends or patterns.

There are more females, ages 25-30, 18-24 in the programs. The highest group is female, age group 18-24 years. Ethnicity shows Asians to be the highest followed by Hispanics.

(Appendix A)

5. Identify department/program productivity (WSCH/FTEF).

Productivity is at about 400. (Appendix A)

6. Identify student success rate and patterns within the department/program paying particular attention to our college's target groups.

Successful completion indicates about 80 percent in BIS courses and programs. (Appendix A)

7. If the program utilizes advisory boards and/or professional organizations, describe their roles.

Advisory board meetings are held at least once or twice a year. The members of the board are comprised of current faculty and industry personnel. The contributions of these professionals are vital in the creation, modification, and validation of the programs and courses. The board keeps the division informed of trends and changes in the way that industry views prospective students, who will eventually become the applicants seeking employment. It is a win-win situation for the college, BIS, and industry.

PART B: CURRICULUM

1. Identify all courses offered in the program and describe how the courses offered in the program meet the needs of the students and the relevant discipline (s).

There are currently 25 courses in the division. The courses are part of a certificate program or an AA degree program. Students who are enrolled in BIS certificate or degree programs take the courses as part of their requirements. Students in other divisions enroll in the courses to meet elective requirements or to enhance or upgrade their knowledge and skills. The programs and courses are reviewed by the faculty and advisory board to ensure that they are relevant and current and meet the needs of industry. Courses must be updated regularly, as this is required by the college curriculum committee and is state mandated.

Course No.	BIS Course Name
002	Intro to Project Management
004	Mastering Microsoft Project

005	Project Integration & Schedule Management
006	Strategic Thinking
007	Business Writing Skills
009	Communication & Teamwork in Project Mgmt.
010	PMP Examination Preparation
011	Computer Keyboarding
012	Business Document Production
016	Medical Front Office Skills
017	Medical Terminology
039	Professional Image
095	Microsoft Windows
101	Professional Business Communication
102	Microsoft Excel
107	PowerPoint for Windows
109	Microsoft Office
121	Web Techniques
135	Human Relations in the workplace
160	Computerized Medical Billing
161	Computerized Medical Procedures
162	Computerized Medical Coding
095	Microsoft Windows
104	Microsoft Access
106	Microsoft Word

(Appendix B-BIS major sheets samples)

2. State how the program has remained current in the discipline.

The program has remained current due to the following:

- a. State-of-the-art computers, equipment, and resources are used in class rooms and labs.
- b. Programs and courses are reviewed and updated. Books and resources must be updated to keep abreast of any changes in the field such as, coding procedures or software versions.
- c. New programs and certificates are being considered and written.
- d. More faculty have been added to support the Medical Office courses.

- e. Advisory board meetings are ongoing to ensure validation of programs and courses.
 - f. Staff development is encouraged for faculty and staff.
3. All course outlines in this program should be reviewed and revised every six years. If this has not occurred, please list the courses and present a plan for completing the process, including timelines and dates for each course.

The chart below lists all the courses that have been completed and the courses that are in progress. The courses are reviewed by faculty then sent through a curriculum approval process that includes the ACCC (All College Curriculum committee) and the use of CurricuNet. Faculty use CurricuNet to create and modify courses. The timeline for completion is by end of spring 2016.

Course No.	In progress	Completed
BIS007		x
BIS011		x
H/O		x
BIS012		x
BIS016		x
BIS017	x	
H/O	x	
BIS39	x	
BIS95	x	
H/O	x	
BIS101	x	
BIS102	x	
H/O	x	
BIS104	x	
BIS106	x	
H/O	x	
BIS107	x	
H/O	x	
BIS109	x	
H/O	x	
BIS121		x
H/O		x
BIS135		x
BIS138		x
BIS160		x
BIS161		x
BIS162		x

4. Identify and describe innovative strategies or pedagogy your program developed to maximize student learning success. How did they impact student learning and success?

The classes that are lecture/lab hold orientations for students to review procedures for the lab component. These orientations are part of the course requirements. Orientations make it easy for the students to understand the expectations of the course. The hybrid and online courses also schedule orientations. Syllabi and courses guidelines are explained further at the orientations. Orientations help in making the labs effective and efficient.

BIS faculty uses Moodle, the course management system, to enhance their courses and provide resources for students. The use of Moodle in classes provides accessibility to all course materials for the students.

A hands-on approach is being used in teaching BIS135. This allows for role play in real world situations. The instructor explained and used ground rules to ensure that students are comfortable in the class with each other. The results indicate that the students like it because it is relevant, and some students have experienced similar situations but were unsure how to resolve the problem at the time. Students have shared after the role play that had they learned the techniques beforehand, they would have been able to resolve the problem with ease.

Infusing firsthand experience in the business world with textbook information is important. Many of the adjunct faculty have industry experience in their respective fields that they include in their lectures.

Speakers from industry are sometimes invited to speak to a class on a certain topic in their area of expertise.

5. Discuss plans for future curricular development/and or program (degrees & certificates included) modification.

The Business Information Processing Specialist certificate is being reviewed and evaluated. Some of the courses have not been successful in enrollment. There is consideration to modify the certificate. This is in progress. All other programs and certificates will be reviewed to ensure that the programs remain relevant and current.

The Medical Assistant-Front Office certificate continues to show growth. A back office certificate is being written to complement the front office certificate so that students will be able to train for both environments, thereby making their skills more valuable and appealing to the employers.

Certificates under consideration are the Medical Assistant-Back Office and General Healthcare Infomatic Management and Healthcare Technology Management.

The timeline for making these modifications is in progress and will be completed in 2016.

6. Describe how your program is articulated with the High School Districts, CCOC (if applicable) and/or other four year institutions. (Include articulation agreements, common course numbering, etc.

The articulations with high schools and metro education centers are coordinated by a counseling staff member. Articulation agreements ensure that the enrollment process for students is smooth as they transition to EVC. The process involves reviewing the content and credits of the high school, adult education courses to the college courses. If the courses are aligned, it would allow the students entering college to receive college credit for the completed courses. This process makes the transition easy to college for the students and benefits the college.

7. If external accreditation or certification is required, please state the certifying agency and status of the program.

NA

Part C: Student Learning Outcomes and Assessment

1. On the program level, list all programs (and degrees) that have current student learning outcomes and provide the culture of evidence.

The courses and programs are listed on the college's website.

Current Student Learning Outcomes: Programs and degrees are available by accessing the EVC website at www.evc.edu, under Academics.

Degrees:

- General Business
- Information Processing Specialist

Certificates of Achievement:

- General Business
- Information Processing Specialist
- Medical Assistant - Front Office
- Project Management
- Patient Navigator

Certificates of Achievement (New Proposals which will be submitted in the near future):

- Medical Assistant-Back Office
- General Healthcare Informatic Management and Healthcare Technology Management

2. List or describe all assessment mechanisms you are using to evaluation course and/or program student learning outcomes. Please provide a link to all course and/or program SLO assessment matrices.

The following assessment tools were used—test, simulations, case studies, presentations. Assessment matrices can be accessed at: www.evc.edu, Accreditation/SLOs.

3. Since your last program review, summarize SLO assessment results at the course and program level (if applicable).

The last program review was done in 2009. SLOs began in 2010. BIS has completed 16 SLO course assessments to date. Three courses are in progress, as these courses have not been offered due to minimum enrollments. Overall, there are very minimal changes, as most of the results are positive in meeting the objectives of the courses. At the program level, the Medical Front Office program is in progress and near completion. The General Business and Information Processing Specialist programs are also in progress. The Patient Navigator and Project Management are new programs, so they will also begin the process soon.

More information can be viewed at the college's website at www.evc.edu, Accreditation/SLOs.

4. What plans for improvement have been implemented to your courses or program as a result of SLO assessment?

Plans for improvement are to continue utilizing results from SLOs. Faculty will continue to improve the learning environment and resources for the students.

5. As a result of SLO assessment data, will you be requesting additional resources for your program or courses (i.e. additional faculty, equipment request, program personnel...)?

Additional requests for resources are not needed at this time. When versions of software change, it is critical that the computer in all classrooms and BIS labs be updated. Class resources must also be current.

Part D. Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and how positions contribute to the program success.
2. List major professional development activities completed in last six years.

Soledad C. Santos: Full time faculty; B.A. University of Guam; M.A., Business, University of Northern Colorado

I have worked in industry, taught in high school, and private schools. I have also been an administrator.

Area of Expertise: Business and Office Technology

How does my position contribute to program success? My degrees and training make me an effective instructor. My industry experience enhances my teaching in providing realistic experiences that I infused in my lectures. As a full-time instructor, I am knowledgeable about the programs in my division—this is important in assisting BIS students with their educational goals.

Professional Development in the past six years:

1. Revised and updated BIS courses and programs.
2. Developed certificate programs and courses.
3. Conducted several workshops at the college.
4. Attended business and technology workshops.
5. Participated in the articulation process with high schools and regional occupational centers.
6. Participated in diversity related activities.

Proposed Professional Development activities:

1. Working on program review
2. Completing curriculum updates and SLOs
3. Completing new certificate programs

Lorenda Wong Carty: Adjunct Faculty; B.S. Business Education, SJSU; MA Business Education, SJSU.

Area of Expertise: I have been teaching Business English, Office skills (typing, shorthand), Office procedures, Business math, and Computer lab.

How does my position contribute to Program Success? Ten years, Milpitas Unified School District; Calaveras Hills Continuation High School teaching Computer application and Pre-Algebra; Nineteen years, Rancho Middle School; Keyboarding, Computers, Math; One year, Ayer High School; Business subjects; Two years, San Jose High School; General business, Typing, and Shorthand.

Professional Development in the past six years: Participated in numerous professional growth workshops and Instruction design programs:

- Digital High School (site rep.)
- Computer Technology Academy
- Cross -Cultural
- Language
- School Site Council
- Coordinate and development of School Library at CHHS
- Site Technology Lead

Proposed Professional Development Activities:

- English Language Development Computer Education
- Language Development Training
- Student Assessment Training
- Understanding by Design

Sally Chumbley: Adjunct faculty and BIS Faculty Coordinator; B.S. in Secondary Education, New Mexico University

Area of Expertise: Worked as a lab assistant in BIS computer labs. Area of expertise at the present time is computer applications, especially in Microsoft word and Excel.

How does my position contribute to program success? Teaching college-level comprehensive classes in Excel, coordinates class standards and evaluations to maintain similar requirements for all classes. Students enrolled in Excel classes are valuable to employers, obtaining a skill that is versatile in any career opportunity of business. Excel critical thinking skills is often required by new applicants for analyzing and problem solving when necessary for a business.

Professional Development in the past six years:

- Continue staying current in Microsoft Excel new updated textbook versions.
- Taken workshops to improve communication skills across the curriculum.
- Participate in the implementation of Patient Navigator program and orientation events
- Attended workshops on assessing Student Learning Outcomes (SLO) and online teaching.

Proposed Professional Development activities:

- Continue taking workshops to improve my skills in Microsoft windows 8/10
- Continue staying abreast of advances and changes in the field.
- Learn more computer applications

Randy Martin: Adjunct faculty, BA, Math and Spanish, Ohio University, M.S., Computer Science, UCLA, MBA, Loyola Marymount University.

Area of Expertise: Taught courses in BIS, General Business, Commercial Applications and English.

How does my position contribute to program success? The courses I teach prepare the students for today and tomorrow challenges, creating students who are contributors as well as earners; making a life-long activity for students to begin their journeys. Graduating successful prepared students for the job market reflects EVC's valuable educational training.

Professional Development in the past six years:

- Continue to teach
- Attend development workshops

Proposed Professional Development activities:

I have attended workshops and seminars as offered to me for new ways to develop my students.

Sunita Rangwala: Adjunct faculty, Certified Professional coder; ICD-10 Certification; Microsoft Office 2007 Specialist Certification; Bachelor's in Medicine, Homeopathic Medical School, Mumbai, India.

Area of Expertise: I have been teaching Medical Terminology, Billing and Coding, Business Communications, Management, Leadership, Microsoft, and Soft Skills Courses.

How does my position contribute to program success? My teaching experience is in diagnostic and procedural coding with CPT, ICD-9, and HCPCS, Medical Terminology, Microsoft office and Soft skills. Other areas of work experiences include leadership, communication, teamwork, and health information technology, clinical and administrative skills in healthcare and educational environments.

Professional Development in the past six years: I have attended learning workshops including professional Leadership conferences:

- ICD-10 online training modules
- Liability of Billers and Coders under FCA Webinar

- Ten Tips to achieve meaningful use
- Microsoft Certifications
- Leadership Conference

Proposed Professional Development Activities:

- Attend workshops and conferences to keep abreast of changes in business and technology.

John Powell: B. S. Bus. Administration, Major: Information Systems,
California State Polytechnic University, Pomona

I am an experienced business development professional with technical marketing expertise. I have a strong technical background in database management systems and IT project management, with an emphasis on design and performance.

I have held the following corporate positions: Partner Alliance Manager; Technical Marketing Manager; Data Warehouse Competency Systems Engineer; Database Administrator; Data Administrator; Systems Engineer; Project Manager; Application Program Developer.

In these capacities, I managed the alliance and technical relationships with several tier-one software partners. I have managed the development of Data Warehouse hardware and In-Memory Database solutions. I've driven the creation of marketing collateral. I have provided pre-sales field support for performance optimization (benchmark testing and tuning). I have designed and written applications as required.

I have performed application development and/or maintenance of applications within the following areas: Patient Billing and Accounts Receivable; Departmental Accounting; Student Class List Generation; Student Grade Reporting; Engineering Configuration Management; Customer Service; Regional Accounting; Regional Distribution Management; Manufacturing Production Configurations; Psychology Reporting. I have also designed databases to support some of these applications.

Technical Environments

Hardware: SUN Servers, IBM & Fujitsu (Amdahl) Mainframes, PC, MAC and Related Technologies

Operating Systems: Solaris OS (UNIX), Linux, Microsoft Windows, MVS

Database Environments: Oracle, Access, IMS, DB2

Methodologies: Entity-Relationship Modeling, Object Oriented Design.

Area of expertise:

Cloud Computing and Virtual Conceptualization; Business Systems Solutions Development

Project Management; Data Warehouse Development; Database Analysis and Design
Market Development Partner Management

How does your position contribute to the program success?

My employment background has enabled me to draw upon real world business experience when presenting course information within the class environment.

Professional development in the last six years:

Continued Professional Development Training (all were train the trainer course):

2010 EMC's Information Storage and Management;

2011 VMware vSphere: 5.5 Install, Configure, Manage;

2012 Citrix Xen desktop 5 Administration;

2014 Certified Ethical Hacker;

2015 EMC Cloud Infrastructure and Services.

Cybersecurity Educators' Symposium

Android Applications Development

Canvas Training

Ivan E. Wood Jr.: Adjunct Faculty; B.S. Business Administration, Delaware State University; A.S. Electronic Technology, Phillips Jr. College; Health and Information Technology, Mission College; Certified Medical Reimbursement Specialist, American Medical Billing Association; Medical Coding and Billing Certificate, Asher College

Area of Expertise: Currently teaching medical billing and coding courses.

How does my position contribute to program success? I have many years of experience in the industry as a Medical Billing Assistant performing payment reimbursement, Insurance claims, medical coding (CPT, ICD-10 & HCPCS), and health and information technology.

Professional Development in the past six years:

- Asher College Medical Advisory Board Team Member
- Asher College Health Services Curriculum Member
- AApc Membership Meetings
- AMBA webinars
- Asher College Compliance Team Member
- Asher College Red Cross drive coordinator

Proposed Professional Development activities:

- Continue taking workshops to improve my skills
- Continue staying abreast of advances and changes in the field

Business Classified Staff

The role of the lab assistants is critical in the BIS lab. They must be familiar with the coursework and faculty expectations in order to assist the students effectively. The individual help from the staff that students receive is vital to the students' success in understanding and completing their assignments.

Kiet Binh Tran: Instructional Support Assistant; supporting students in Accounting, BIS, BUS and CIT courses.

Area of Expertise: Tutoring in programming software-Java, Java script, HTML, Python, Processing and Linux, including Microsoft office and QuickBooks.

Kamala Johari: Instructional Support Assistant; supporting students in Accounting, Excel, BIS and CIT courses.

Area of Expertise: Tutoring in QuickBooks, Microsoft Office Word, Excel, and PowerPoint.

Hansa Shah: Instructional Support Assistant; supporting students in Accounting, BIS and CIT courses.

Area of Expertise: Tutoring in Microsoft Office, QuickBooks, Medisoft, Keyboarding software, and other programming software.

How does my position contribute to program success?

I manage the SARS-TRAK program, coordinate with campus technical support department, administer Microsoft Office Specialist certification exams, create and maintain lab schedules. I also coordinate with campus technical support departments to ensure installation and updates of new software.

3. Identify current schedule for tenure review, regular faculty evaluation, adjunct faculty and staff. (Include student workers)

The tenure review for the only full-time faculty has been completed. Most of the adjunct have been completed or in the process of near completion. Staff members will also be in progress this year. There are two student workers at this time.

4. Describe the department orientation process (mentoring) for new full-time and adjunct faculty and staff.

EVC has an orientation procedure for new faculty; however, there is no written procedure for orientation for BIS faculty and staff. The only orientation is informal that is provided by the BIS Dean with some consultation from the full-time faculty. The full-time instructor has been the resource person for all BIS matters. Faculty members who have worked for some time in the division have also been helpful in assisting new faculty. It has been suggested that there needs to be a formal procedure in place. A formal procedure would help faculty start classes smoothly. There needs to be further discussion on this matter.

Part E. Facilities, Equipment, Materials, and Maintenance

1. Identify and discuss the facilities, equipment, equipment maintenance, and materials allocated to the program. Identify and explain facility needs and rationale.

Currently, there is only one full-time instructor who has an office in proximity to most of the BIS classes. Adjunct faculty share an office space in the Roble building.

There is one BIS lab that serves all students in the areas of BIS, CIT, and Accounting. There are three instructional lab assistants—two of which support the day lab and one who supports the evening lab. All assistants are well versed in the applications used in the lab. The assistants are also in touch with the instructors to ensure that assignments are being done correctly. Assistants also support the instructors who use the lab from time to time for teaching purposes. Occasionally, an instructor is also assigned to the lab.

The lab is open at scheduled times to meet the needs of the students before and after their classes. During open lab hours, the lab is supervised and maintained by the instructional assistants. Software, computers, and any other resources are up-to-date to ensure that they are aligned with those used currently in industry.

2. Describe the use and current technology used to enhance the department/program. Identify projected needs and rationale.

Classes that require the use of computers are scheduled in rooms that are equipped with updated versions of software applications, data projectors, and current supplemental textbooks, such as the coding manuals for medical courses.

It is imperative that BIS keep abreast of current technology to align with industry's job requirements.

3. If applicable, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?

NA

Part F. Future Needs

1. Current Budget

- A. Identify the budget currently allocated for the department/program through the division budget (fund10). Discuss its adequacy in meeting your program's needs.

The current budget for 2015-16 is \$115,239 and is adequate at this time.

- B. Identify any external (fund 17) funding the department/program receives, and describe its primary use.

The external funding for 2015-16 is \$10,795. Its primary use is for any additional resources that are needed for the division.

- C. Explain any grants or other external funding sources (partnerships) for which your program is benefiting from.

The Korean Pathway Trust and VTEA grants assist with any educational needs such as, faculty and staff hires, equipment, and resources.

2. Explain any grants or other external funding sources for which your program would be a good candidate. Do you have plans to apply for such a source?

Not at this time.

3. Please describe any unmet needs for your program and how you plan to address them. Are any additional resources needed to accomplish your program's outcomes?

There are no unmet needs at this time.

4. What faculty positions will be needed in the next six years in order to maintain or build the department? Please explain. What staff positions will be needed in the next six years in order to maintain or build the department? Please explain.

There is a definite need to hire at least one or two faculty for BIS. The areas that need coverage are the BIS courses and the medical courses. Hires should have degrees and experience in the respective fields. The staff positions should be increased if the number of labs and lab hours are increased. Staff members support students, but are also responsible for the maintenance of the labs.

5. Does your program require any additional facilities, equipment, and/or supplies over the next six years (above and beyond the program's current budget)?

The growth of the program and changes in technology are factors in determining the need for additional equipment in the years ahead. BIS must keep up with current technology to ensure alignment with industry.

Part G. Additional Information

Provide any other pertinent information about the program.

No additional information.

APPENDIX A

Overall Completion and Success Rates for Selected Subjects



2010FA		2011SP		2011FA		2012SP		2012FA		2013SP		2013FA		2014SP
Completion Rate	Success Rate	Completion Rate												
86.35%	68.47%	90.25%	68.59%	90.65%	69.06%	83.72%	72.43%	78.21%	70.36%	81.71%	69.71%	83.00%	70.61%	87.28%

Trends for Selected Subjects by

Success	2010FA		2011SP		2011FA		2012SP		2012FA		2013SP		2013FA		2014SP
	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate	Pct Change from Previous Yr	Success Rate
American/Alaska Native	0.00%										100.00%		100.00%		40.00%
Asian	76.32%		####		95.83%	25.57%	70.97%	-8.76%	####	-13.80%	72.73%	2.48%	93.55%	13.24%	86.96%
Asian/Cambodian	100.00%		####		80.00%	-20.00%	100.00%	0.00%	0.00%	-100.00%	72.73%	-27.27%	33.33%	#DIV/0	85.71%
Asian/Chinese	78.57%		####		100.00%	27.27%	100.00%	12.50%	####	-50.00%	100.00%	0.00%	85.71%	71.43%	73.68%
Asian/Indian	84.62%		####		60.00%	-29.09%	100.00%	66.67%	####	50.00%	80.95%	-19.05%	56.25%	-37.50%	75.00%
Asian/Japanese	100.00%														
Asian/Korean															0.00%
Asian/Laotian					100.00%		100.00%								
Asian/Other	0.00%		####		0.00%	#DIV/0	100.00%	0.00%	0.00%	#DIV/0	100.00%	0.00%	0.00%	#DIV/0	88.89%
Asian/Vietnamese	78.75%		####		67.19%	-14.68%	82.28%	7.15%	####	10.43%	69.44%	-15.60%	75.95%	2.37%	92.59%
Black or African American	45.83%		####		40.00%	-12.73%	12.50%	-61.11%	####	-54.55%	44.44%	255.56%	47.37%	160.53%	85.71%
Decline to State	76.92%		####		100.00%	30.00%	57.14%	2.86%	####	0.00%	66.67%	16.67%	100.00%	0.00%	85.71%
Filipino	92.59%		####		86.96%	-6.09%	70.59%	-10.59%	####	-30.00%	70.21%	-0.53%	80.00%	31.43%	81.40%
Hispanic	46.15%		####		40.63%	-11.98%	80.00%	28.57%	####	38.86%	70.18%	-12.28%	77.78%	37.88%	79.03%
Hispanic/Cent Amer	66.67%		####		50.00%	-25.00%			####	0.00%	75.00%		0.00%	-100.00%	
Hispanic/Other	0.00%		####		90.91%	#DIV/0	88.89%	11.11%	####	-12.00%	100.00%	12.50%	66.67%	-16.67%	62.50%
Hispanic/South Amer	20.00%				0.00%	-100.00%	100.00%		0.00%	#DIV/0	0.00%	-100.00%			100.00%
Hisp/Mex Hisp/Amer	58.33%		####		60.61%	3.90%	50.00%	0.00%	####	8.55%	72.50%	45.00%	70.00%	6.40%	76.62%
No Value Entered	0.00%		####						####		81.82%		41.67%	-53.13%	66.67%
Other Non-White	83.33%		####		100.00%	20.00%	100.00%	0.00%	####	0.00%	100.00%	0.00%	50.00%	-50.00%	100.00%
Pacific Islander					100.00%		0.00%		####	0.00%					100.00%
Pac Islander/Guam													100.00%		
Pac Islander/Hawaiian															100.00%
Pac Islander/Other			####								0.00%				
Pac Islander/Samoan					0.00%						100.00%				
Unknown	77.78%		####		0.00%	-100.00%	66.67%	-4.76%	####	#DIV/0	55.56%	-16.67%	0.00%	-100.00%	100.00%
White	81.03%		####		89.29%	10.18%	68.42%	-10.53%	####	-8.36%	47.06%	-31.22%	36.84%	-54.97%	66.67%

Completion	2010FA		2011SP		2011FA		2012SP		2012FA		2013SP		2013FA	
	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr	Completion Rate	Pct Change from Previous Yr
American/Alaska Native	100.00%										100.00%		100.00%	
Asian	84.21%		77.78%		100.00%	18.75%	87.10%	11.98%	100.00%	0.00%	100.00%	14.81%	93.55%	-6.45%
Asian/Cambodian	100.00%		100.00%		100.00%	0.00%	100.00%	0.00%	0.00%	-100.00%	72.73%	-27.27%	66.67%	#DIV/0
Asian/Chinese	100.00%		100.00%		100.00%	0.00%	100.00%	0.00%	50.00%	-50.00%	100.00%	0.00%	85.71%	71.43%
Asian/Indian	100.00%		100.00%		100.00%	0.00%	100.00%	0.00%	90.00%	-10.00%	80.95%	-19.05%	56.25%	-37.50%
Asian/Japanese	100.00%													
Asian/Korean														
Asian/Laotian					100.00%		100.00%							
Asian/Other	100.00%		100.00%		100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Asian/Vietnamese	91.25%		83.93%		85.94%	-8.82%	83.54%	-2.96%	75.81%	-11.79%	76.39%	-8.56%	91.14%	20.23%
Black or African American	58.33%		92.86%		80.00%	37.14%	81.25%	15.00%	27.27%	-65.91%	88.89%	9.40%	52.63%	92.98%
Decline to State	84.62%		66.67%		100.00%	18.18%	57.14%	-14.29%	100.00%	0.00%	100.00%	75.00%	100.00%	0.00%
Filipino	92.59%		94.74%		86.96%	-6.09%	70.59%	-25.49%	78.26%	-10.00%	85.11%	20.57%	95.00%	21.39%
Hispanic	80.00%		97.78%		81.25%	1.56%	91.43%	10.29%	64.10%	-21.10%	85.96%	-5.98%	93.65%	46.10%
Hispanic/Cent Amer	100.00%		66.67%		75.00%	-25.00%			50.00%	-33.33%	75.00%		0.00%	-100.00%
Hispanic/Other	50.00%		100.00%		90.91%	81.82%	88.89%	-11.11%	80.00%	-12.00%	100.00%	12.50%	66.67%	-16.67%
Hispanic/South Amer	20.00%				100.00%	25.00%	100.00%		0.00%	-100.00%	0.00%	-100.00%		
Hisp/Mex Hisp/Amer	58.33%		92.86%		80.00%	37.14%	81.25%	15.00%	27.27%	-65.91%	88.89%	9.40%	52.63%	92.98%
No Value Entered	0.00%		####						####		81.82%		41.67%	-53.13%
Other Non-White	83.33%		####		100.00%	20.00%	100.00%	0.00%	####	0.00%	100.00%	0.00%	50.00%	-50.00%
Pacific Islander					100.00%		0.00%		####	0.00%				
Pac Islander/Guam													100.00%	
Pac Islander/Hawaiian														
Pac Islander/Other			####								0.00%			
Pac Islander/Samoan					0.00%						100.00%			
Unknown	77.78%		####		0.00%	-100.00%	66.67%	-4.76%	####	#DIV/0	55.56%	-16.67%	0.00%	-100.00%
White	81.03%		####		89.29%	10.18%	68.42%	-10.53%	####	-8.36%	47.06%	-31.22%	36.84%	-54.97%

APPENDIX B

MAJOR SHEETS OF CERTIFICATES AND PROGRAMS



BUSINESS AND WORKFORCE DIVISION
LIBRARY/EDUCATION TECHNOLOGY BUILDING
ROOM LE 220
(408) 270-6434

STUDENT SUCCESS CENTER
STUDENT SERVICES BUILDING
ROOM SC-250
(408) 270-6475

CERTIFICATE OF ACHIEVEMENT

2015-2016

MEDICAL ASSISTANT – FRONT OFFICE

The Medical Assistant-Front Office certificate program requires a total of 22 units. Students will learn medical terminology, coding, and billing. Courses in communications, technology, and business are also part of the program. An internship is included to provide practical experience in the healthcare environment. After completion of the program, students can apply for positions such as, medical biller, patient specialist, or office assistant.

Program Learning Outcomes:

- Apply for employment as a Medical Office Assistant or an Office Assistant.
- Secure an entry-level position in an office environment
- Manage the front office in the healthcare environment.
- Handle scheduling appointments
- Read, interpret, and produce medical documents
- Process insurance forms and claims
- Handle patient concerns.
- Handle patients' accounts using a medical billing application

ACCTG	101	Bookkeeping for Small Business	3.0
BIS	007	Business Writing Skills	3.0
BIS	012	Business Document Production	2.0
BIS	016	Medical Front Office Skills	2.0
BIS	017	Medical Terminology	1.0
BIS	102	Microsoft Excel	3.0
BIS	135	Human Relations in the Workplace	3.0
BIS	138	Work Experience	2.0
BIS	160	Computerized Medical Billing or	
BIS	162	Medical Coding	2.0
BIS	161	Computerized Medical Office Procedures	1.0
		Total Units	22.0



BUSINESS AND WORKFORCE DIVISION
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STUDENT SUCCESS CENTER
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(408) 270-6475

CERTIFICATE OF ACHIEVEMENT

2015-2016

BIS-GENERAL BUSINESS

This program is for students who wish to broaden their background in business. Students are introduced to various business areas. The program provides choices for students who wish to further pursue a specific area in business.

Students must complete each course with a grade of "C" or better to be awarded the certificate.

Program Learning Outcomes:

- Provide students with valuable software skills and soft skills so that they can stay current with the evolving employment needs of industry
- Provide our students with a practical working knowledge of industry standard software

ACCTG	030	QuickBooks	3.0
ACCTG	101	Bookkeeping for Small Business	3.0
BIS	012	Business Document Production	2.0
BIS	039	Professional Image	1.0
BIS	095	Microsoft Windows	1.0
BIS	101	Professional Business Communications	3.0
BIS	102	Microsoft Excel	3.0
BIS	109	Microsoft Office	3.0
BIS	121	Web Techniques for Business	1.0
BIS	135	Human Relations in the Workplace	3.0
BUS	082	Introduction to Business	3.0
CIT	010	Introduction to Computing and Information Technology	3.0
ECON	010B	Introduction to Microeconomics Theory	3.0
		Total units	32.0



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 (408) 270-6475

ASSOCIATE IN SCIENCE

2015-2016

BIS-INFORMATION PROCESSING SPECIALIST

This degree program is for students who wish to increase their knowledge and skills to meet the technological changes in the business environment. Students learn to work with the flow of information - entering and processing data and ensuring its accuracy. Opportunities in this field are vast, as all aspects of business are impacted with the efficient use of technology.

Students must complete each major course and major elective course with a grade of "C" or better to be awarded the degree.

Program Learning Outcomes:

- Provide students with valuable software skills and soft skills so that they can stay current with the evolving employment needs of industry
- Provide our students with a practical working knowledge of industry standard software

Major Requirements

BIS	007	Business Writing Skills	3.0
BIS	012	Business Document Production	2.0
BIS	039	Professional Image	1.0
BIS	095	Microsoft Windows	1.0
BIS	101	Professional Business Communications	3.0
BIS	102	Microsoft Excel	3.0
BIS	106	Microsoft Word	3.0
BIS	109	Microsoft Office	3.0
BIS	121	Web Techniques for Business	1.0
BIS	135	Human Relations in the Workplace	3.0
CIT	010	Introduction to Computing & Information Technology	3.0
CIT	040	Web Design: Internet Publishing	3.0

Major Electives

7.0

Electives should come from the following:

ACCTG 030, 101, BIS 016, 017, 105, 160, 161, 162, BUS 001, 060, 060L, 071, 082, 084

Major Requirements	29.0
Major Electives	7.0
General Education	<u>24.0</u>
Total units	60.0