Business Information Systems Program Review
2011-2012

1. Program Description

A. Description

This program provides students with basic computer skills with the goal of employment in business or industry. Emphasis is on (1) Computer applications, with emphasis on business applications   and   (2) Computer Systems with emphasis on office computer systems.

B. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate technological communication systems to deliver and analyze information in a business environment or in any profession.
2. Apply new technology and software as they relate to the operation of a business or any field that requires the use of a computer.
3. Examine future demands in the area of computer technology for businesses and all professions.

C. College Level Student learning Outcomes

1. Critical Thinking and Problem Solving
2. Communication
3. Information Competency

D. Estimated Costs (Required for Certificate of Achievement ONLY)

	Cost
Enrollment Fees	
Books	
Supplies	
Total	N/A

E. Criteria Used for Admission

N/A Advanced courses in BIS are no longer offered.

F. Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

G. Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with

disabilities. With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

H. Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

I. Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.
Proficiency Award:
Administrative Assistant
Computerized Office
Microcomputers: Business Applications

J. Program Strengths, Successes, and Significant Events

1. Fulfilling our role as a source of workforce education.
2. Ongoing high school partnerships
3. Providing transfer students with skills necessary to succeed in advanced courses.
4. BIS courses are required and/or are electives in the following degrees:
   a. Business: General
   b. Business Management
   c. Executive Assistant
   d. Medical Assistant
   e. Medical Transcription

5. Administrative Assistant certificate of completion has proven successful in preparing students for employment.

K. Organizational Structure

President: Robin Calote
     Executive Vice President: Ramiro Sanchez
        Dean: Karen Gorback
           Department Chair: Jeff Stauffer

Instructors and Staff

Name	Jeff Stauffer
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A.E., Ed.D.

Names	
Classification	Only part-time instructors in BIS area due to the retirement of the two full-time instructors. Both had M.B.A.s an over 30 years of teaching experience.
Year Hired	
Years of Work-Related Experience	
Degrees/Credentials	
PT Instructors	Donna Goris, Angel Rocha, Jan Schuette, Alan Walker, Joanne Bidlingmaier, Susie Tramel, Erik Amerikaner, John Habal, John Valenzuela, Tasnim Sharif, Robert Terrazas

2. Performance Expectations

A. Program Student Learning Outcomes   -   Successful students in the program are able to:

1. Demonstrate technological communication systems to deliver and analyze information

B. Student Success Outcomes

1. The program will increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
2. The program will increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.
3. The program will increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of c or better.
4. The program will increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students who receive a grade of C or better.
5. Students will complete the program earning certificates and/or degrees.

C. Program Operating Outcomes

1. The program will maintain WSCH/FTEF above the 525 goal set by the district.
2. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5,000 will be budgeted if funds are available.

D. Courses to Student Learning Outcomes Map

Course to Program-Level Student Learning Outcome Mapping (CLSLO)

    I: This program-level student learning outcome is **INTRODUCED** is this course.

    P: This program-level student learning outcome is **PRACTICED** in this course.

    M: This program-level student learning outcome is **MASTERED** in this course.

    Leave blank if program-level student learning outcome is not addressed.

Courses marked "Delete" are going to be deleted from the program. The proposal is to move BIS courses under the BUS program designation.

Courses	PLSLO #1
BIS V10	P
BIS V13	P
BIS V14	Delete
BIS V40	P
BIS V41	Delete
BIS V42	Delete
BIS V44A	P
BIS V44B	Delete
BIS V47A	P
BIS V47B	Delete
BIS V53	Delete
BIS V55A	Delete
BIS V55B	Delete
BIS V56A	Delete
BIS V56B	Delete
BIS V70	P
BIS V71A	P
BIS V71B	P
BIS V71C	P
BIS V71D	Delete
BIS V73	Delete
BIS V76A	P
BIS V76B	P
BIS V77A	P
BIS V77B	P
BIS V88	
BIS V89	
BIS V90	
BIS V98	P

Business Information Systems Program Review
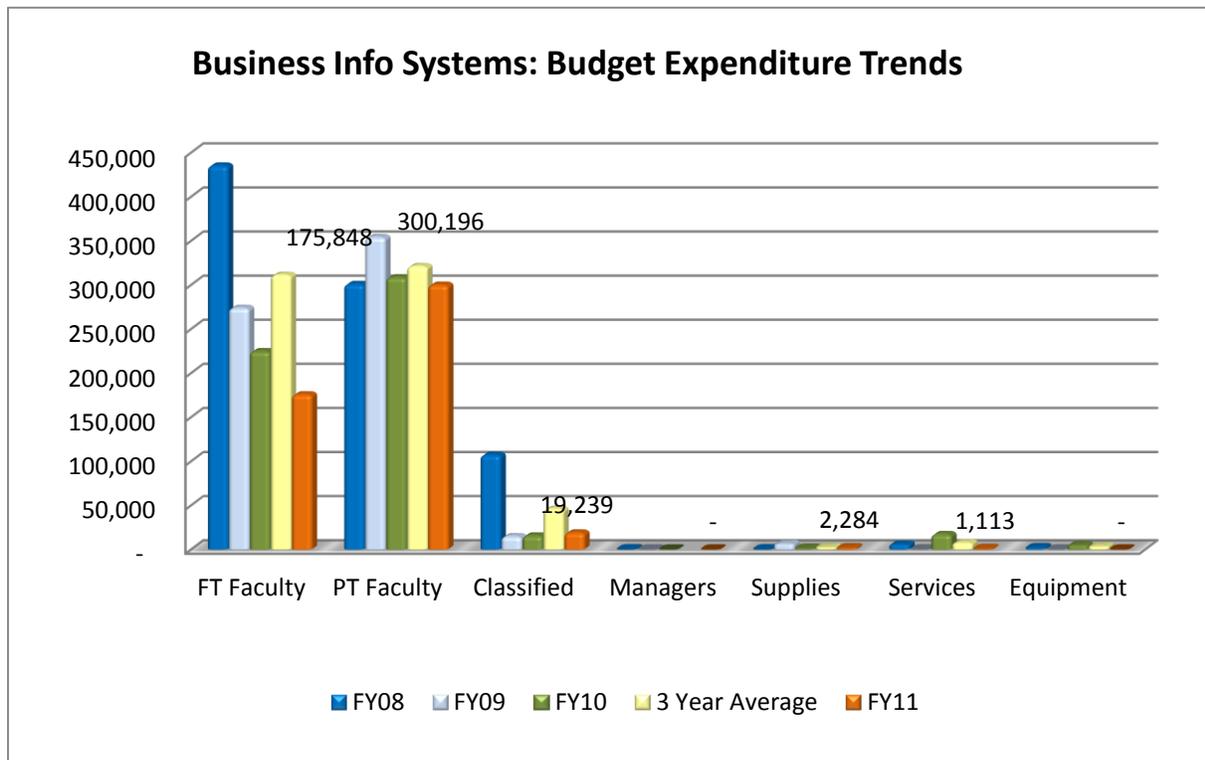## 2011-2012

3. Operating Information

A1: Budget Summary Table

To simplify the reporting and analysis of the Banner budget detail report, the budget accounts were consolidated into nine expense categories. The personnel categories include employee payroll expenses (benefits). The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 expenses. The "FY11 College" expense percentages are included to provide a benchmark to compare the program's expenses to the overall college expenses.

| Category	Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change from	Change from Prior Three
1	FT Faculty	435,366	273,980	224,850	311,399	175,848	-44%	12%
2	PT Faculty	301,044	354,194	308,621	321,286	300,196	-7%	-10%
3	Classified	107,378	15,053	15,821	46,084	19,239	-58%	-1%
6	Managers	459	-	-		-		-8%
7	Supplies	484	6,839	1,573	2,965	2,284	-23%	24%
8	Services	5,999	110	17,476	7,862	1,113	-86%	-17%
9	Equipment	2,549	-	5,301	3,925	-	-100%	-42%
	Total	**853,279**	**650,176**	**573,642**	**692,366**	**498,680**	**-28%**	**0%**

A2: Budget Summary Chart

This chart illustrates the program's expense trends. The data label identifies the FY11 expenses (the last bar in each group). The second-to-last bar is the program's prior three year average.

Business Info Systems: Budget Expenditure Trends

A3: Comparative Budget Changes Chart

This chart illustrates the percentage change from the prior three year average expense to the FY11 expenses. The top bar for each budget category represents the program's change in expenses and includes the data label. The second bar represents the college's change in expenses.

Business Info Systems: Comparative Budget Changes
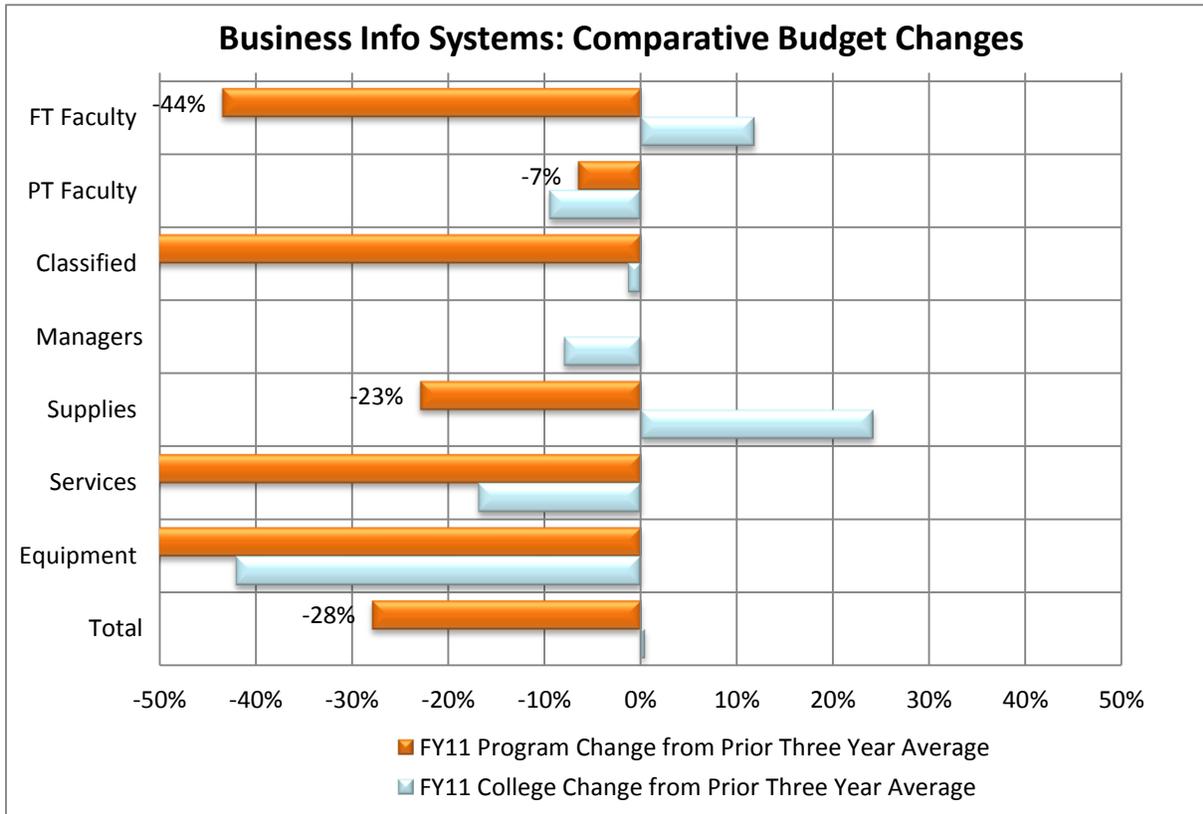
A4: Budget Detail Report

The program's detail budget information is available in *Appendix A – Program Review Budget Report*. This report is a PDF document and is searchable. The budget information was extracted from the District's Banner Financial System. The program budget includes all expenses associated to the program's Banner program codes within the following funds: general fund (111), designated college equipment fund (114-35012), State supplies and equipment funds (128xx), and the technology refresh fund (445). The *Program Review Budget Report* is sorted by program (in alphabetical order) and includes the following sections: total program expenses summary; subtotal program expenses for each different program code; detail expenses by fund, organization and account; and program inventory (as posted in Banner). To simplify the report, the Banner personnel benefit accounts (3xxx) were consolidated into employee type benefit accounts (3xxx1 = FT Faculty, 3xxx2 = PT Faculty, 3xxx3 = Classified, etc.).

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A5: Interpretation of the Program Budget Information

There were two full-time faculty members in the BIS program. They both retired within the past three years. There were four classified personnel associated with the BIS program. Three have retired and one was reassigned.

B1: Program Inventory Table

This chart shows the inventory (assets) as currently posted in the Banner Financial System. This inventory list is not complete and will require review by each program. Based on this review an updated inventory list will be maintained by the college. A result of developing a complete and accurate inventory list is to provide an adequate budget for equipment maintenance and replacement (total-cost-of-ownership). The college will be working on this later this fall.

Item	Vendor	Org	Fund	Purchased	Age	Price	Perm Inv #	Serial #
POweredge Server 2600	Dell Computer C	30033	12813	11/18/2002	9	4,972	N00003304	DNQV121
Infocus X1 Quote MV92410	CDW Governme	34081	793	4/12/2004	7	1,028	N00011126	AHHP40201554
InFocus LP 240 Projector LCD SVG	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011094	AEGN32290239
InFocus LP 240 Projector LCD SVG	Troxell Communi	34081	793	2/3/2004	7	1,242	N00011093	AEGN34690485
C8050A Hp LaserJet 4100N Printer	Sehi Computers	34081	793	6/11/2002	9	1,469	N00003198	SUSJUNG38146
Equipment - Instructional Comput	Dell Computer C	34081	793	5/1/2001	10	1,480	N00002818	HK9JJ01
Equipment - Instructional Comput	Dell Computer C	34081	793	5/1/2001	10	1,504	N00002817	GK9JJ01
Equipment - Instructional Comput	Dell Computer C	34081	793	5/1/2001	10	1,350	N00002821	9P1LJO1
25 Disk Duplicator 52xCDR	Computer Disco	34106	793	8/28/2003	8	1,608	N00003405	2030701981
280-00001-I Haptics Device, Virtua	Immersion Medic	37006	121	6/3/2007	4	7,000	N00018254	6P8RCC1
Konica Minolta 350 Copier	Precision Imagin	37006	121	3/30/2007	4	7,113	N00018286	11224654
Latitude D820, Intel Core Duo, 15.	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018182	80W9PC1
Desktop 3D Scanner, AutoPosition	NextEngine, Inc.	37006	121	5/29/2007	4	2,730	N00018292	1070127515
Latitude D820, Intel Core Duo, 15.	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018181	50W9PC1
Hitachi America Projector Model C	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018331	F7C015161
MacBook Pro, 15-inch, 2.33GHz, p	Apple Computer	37006	121	7/9/2007	4	2,508	N00018303	W872327UXAG
Latitude D820, Intel Core Duo, 15.	Dell Computer C	37006	121	4/9/2007	4	1,653	N00018183	J0W9PC1
Dell Latitude D620 Laptop Comput	Dell Computer C	37006	121	3/29/2007	4	1,704	N00018171	CLP4LC1
Hitachi America Projector Model C	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018262	F7C015187
Hitachi America Projector Model C	Troxell Communi	37006	121	6/18/2007	4	1,341	N00018261	F7C015159
4600 Series Intel Pentium 4, per Qu	Dell Computer C	37006	121	6/30/2004	7	1,075	N00011202	7J6D351
Gateway 960X, per Quote No. 142	Gateway Countr	37006	121	6/2/2004	7	2,994	N00011184	3501726
Cisco 2620 (Router)	Hae Kim	37006	122	5/31/2002	9	370	N00003201	JAB043782Z8
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018029	BWHHWB1
MA710LL/A iMac, 17-inch, 1.83GH	Apple Computer	37010	121	3/12/2007	4	964	N00022213	
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018031	CXHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018026	FTHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018024	DVHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018030	FYHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018023	GXHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018022	GWHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018021	JWHHWB1
Optiplex GX 520n Min Tower Com	Dell Computer C	37010	121	3/27/2007	4	1,121	N00018020	1VHHWB1
List continues with 436 items								

B2: Interpretation of the Program Inventory Information

Adequate at this time.

C1: Productivity Terminology Table

|	
Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4th week of class for fall and spring).
FTES	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTES. Example: 400 student contact hours = 400/525 = 0.762 FTES. The State apportionment process and District allocation model both use FTES as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = 6/30 = 0.20 FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the district practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly produce represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. (20 x 40 x 3) = 2,400 WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: 2,400 WSCH x 35 weeks = 84,000 student contact hours = 84,000 / 525 = 160 FTES (see FTES definition). Simplified Formulas: FTES = WSCH/15 or WSCH = FTES x 15
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

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C2: Productivity Summary Table
This table is a summary of the detail information provided in the *Program Review Productivity Report*. The "3 Year Average" was computed to provide a trend benchmark to compare the results of the prior three years to the FY11 results.   The "FY11 College" percentages are included to provide a benchmark to compare the program's percentages.

Title	FY08	FY09	FY10	3 Year Average	FY11	Program Change	College Change
Sections	88	64	55	69	39	-43%	-12%
Census	958	1,130	1,066	1,051	948	-10%	0%
FTES	78	95	90	87	93	7%	-1%
FT Faculty	1.07	-	1.07	0.71	0.10	-86%	3%
PT Faculty	2.37	3.97	2.64	2.99	3.75	25%	-11%
XL Faculty	-	-	-	-	-	0%	5%
Total Faculty	3.44	3.97	3.70	3.70	3.85	4%	-4%
WSCH	340	359	365	353	362	3%	3%

C3: Comparative Productivity Changes Chart
This chart illustrates the percentage change from the prior three year average productivity to the FY11 productivity. The top bar for each budget category represents the program's change in productivity and includes the data label. The second bar represents the college's change in productivity.
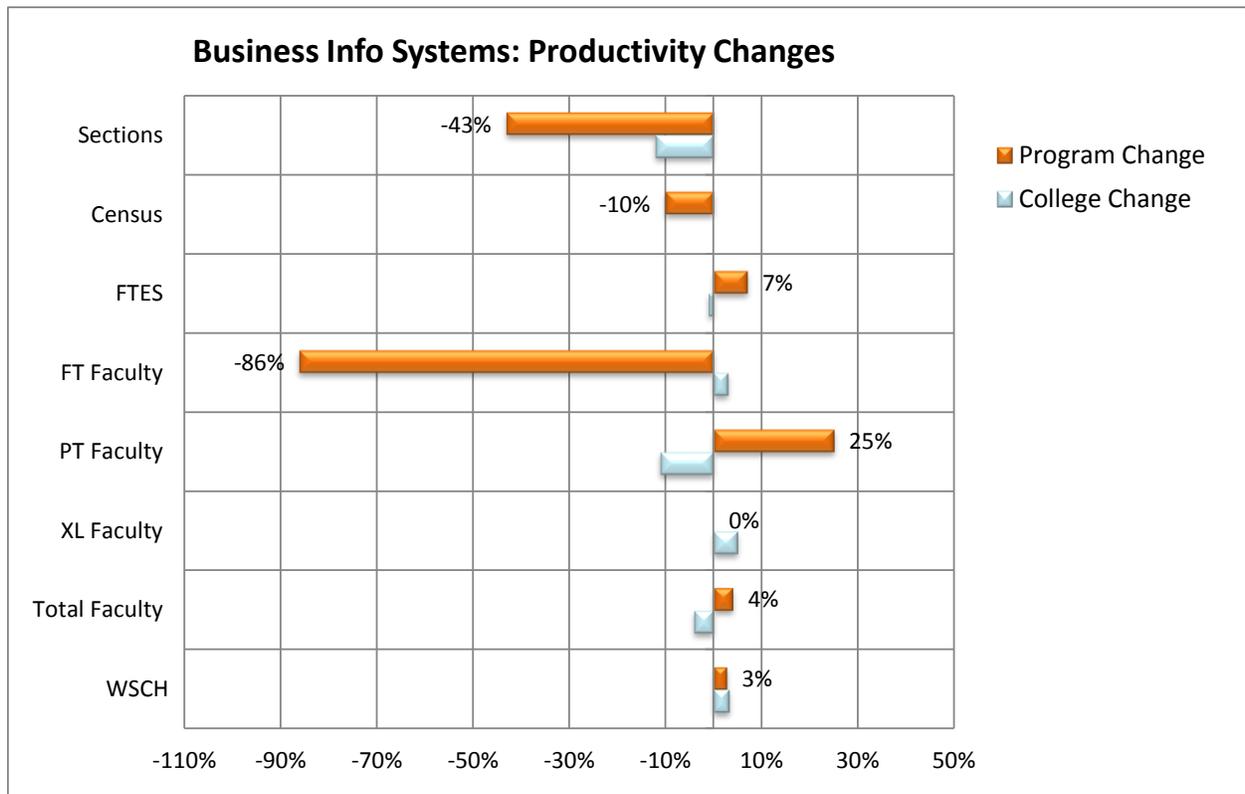
Business Information Systems Program Review

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C4: Interpretation of the Program Productivity Information

1. Two full-time faculty retired.
2. More part-time faculty had to be hired.
3. The open lab was discontinued which resulted in the elimination of all advanced sections for software courses formerly offered. This resulted in a decrease in sections in the BIS program.
4. Multiple sections were also cut due to overall college downsizing.
5. Enrollment also decreased due to fewer courses and sections being offered in the BIS program.
6. The core BIS courses that are currently offered have excellent enrollment.
   a. BIS 40
   b. BIS 44A
   c. BIS 47A
   d. BIS 98
   e. BIS 70
   f. BIS 71A, B, and C
   g. BIS 10
   h. BIS 13

D1: District WSCH Ratio Productivity Table

This table shows the District WSCH ratio (WSCH/FTEF) for each course by year for this program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table distributes FTEF to all cross-listed sections (proportional to census enrollment) but does not include the associated faculty costs of extra large assignment.

District WSCH Ratio = WSCH / (PT FTE + FT FTE).

| District WSCH Ratio: Weekly Student Contact Hours/(FT FTE+PT FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
BISV07	Business Calculations: Excel	550	438	301	418	-	-100%	500	0%
BISV10	Intro to Computer Networking	300	480	380	387	380	-2%	500	76%
BISV13	Computer Maintenance Tech	260	300	330	304	450	48%	500	90%
BISV40	Microcomputers in Business	362	379	371	371	355	-4%	500	71%
BISV44A	Microsoft Word I	875	708	-	1,205	460	-62%	500	92%
BISV44B	Microsoft Word II	815	156	-	397	-	-100%	500	0%
BISV47A	Microsoft Access I	538	723	361	495	440	-11%	500	88%
BISV47B	Microsoft Access II	1,350	496	576	613	-	-100%	500	0%
BISV56A	Microsoft Powerpoint I	178	192	-	185	-	-100%	500	0%
BISV56B	Microsoft Powerpoint II	161	55	-	108	-	-100%	500	0%
BISV70	Computer Fundamentals	400	425	460	431	436	1%	500	87%
BISV71A	Intro to Internet, Web, E-mail	277	947	1,027	605	405	-33%	500	81%
BISV71B	Using the Web for Research	288	811	-	917	453	-51%	500	91%
BISV71C	Creating a Web Page	145	187	218	186	249	34%	500	50%
BISV71D	Dreamweaver Business Website	-	290	360	313	-	-100%	500	0%
BISV76A	Microsoft Excel for Windows I	195	254	238	229	251	10%	500	50%
BISV76B	Microsoft Excel for Windows II	185	159	170	171	-	-100%	500	0%
BISV98	Administrative Assistant	278	308	240	275	300	9%	500	60%
TOTAL	**Annual District WSCH Ratio**	**339**	**359**	**364**	**354**	**364**	**3%**	**500**	**73%**

- BISV07 was deleted. It should be eliminated from the calculations for 2011 and the average.
- BIS V56A, BIS 56B, and BIS 71B were not offered during 2010 or 2011. This error negatively affects the statistics and they should be recalculated.
- BIS 71D was not offered in 2008 nor 2011. Again the statistics need to be adjusted to reflect this.
- BIS 44B was not offered in 2010 nor 2011 and the statistics need to be adjusted.
- BIS 47B and BIS 76B were not offered in 2011 and the statistics need to be adjusted.

D2: District WSCH Ratio Productivity Chart

This chart illustrates the course level District WSCH ratio. The top bar shows the program's three year average. The second bar shows the program's FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart.

Please see above regarding courses that were not offered; therefore, the statistics need to be recalculated.

Business Info Systems: District WSCH Ratio by Course

District Goal = 500
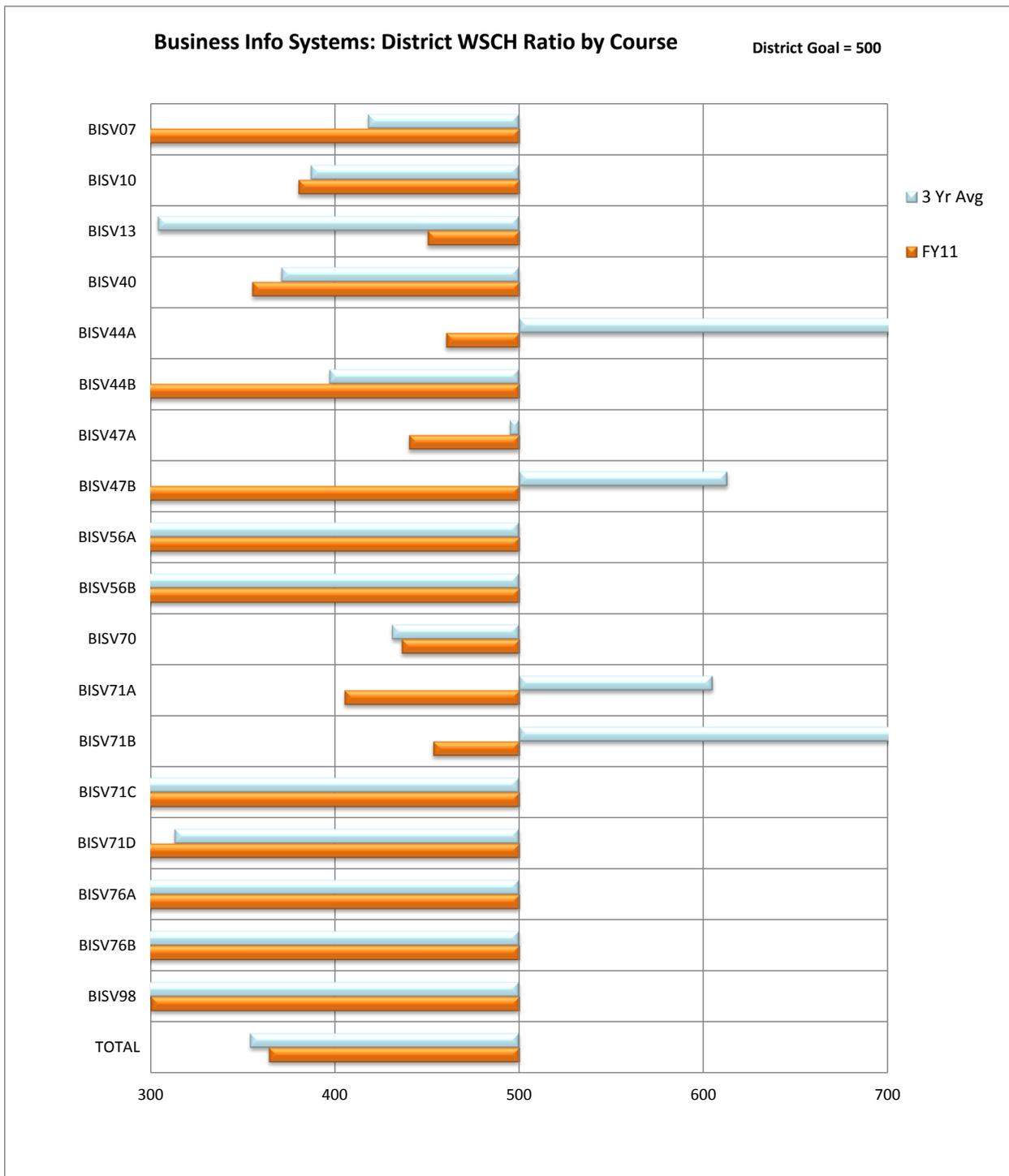
Statistics need to be recalculated to reflect data on page 14 regarding courses not being offered.

D3: College WSCH Ratio Productivity Table

This table shows the College's WSCH ratio (WSCH/FTEF) for each course by year for the program. Courses not offered during FY11 (last year) or without faculty load (independent study) are excluded. Because these are ratios, the combined average is computed using total WSCH and total FTEF (not the average of ratios). The formula used in this table includes the associated faculty costs of extra large sections. Faculty teaching extra large sections are paid stipends equal to 50% of their section FTE assignment for each group of 25 students beyond the first 60 students (calculated in this table as XL FTE). This College WSCH Ratio is a more valid representation of WSCH productivity. The College WSCH Ratio will be used in the program review process.

College WSCH Ratio = WSCH / (PT FTE + FT FTE + XL FTE)

College WSCH Ratio: Weekly Student Contact Hours/(FT FTE + PT FTE + XL FTE)									
Course	Title	FY08	FY09	FY10	3 Yr Avg	FY11	Change	Dist Goal	% Goal
BISV07	Business Calculations: Excel	550	438	301	418	-	-100%	500	0%
BISV10	Intro to Computer Networking	300	480	380	387	380	-2%	500	76%
BISV13	Computer Maintenance Tech	260	300	330	304	450	48%	500	90%
BISV40	Microcomputers in Business	362	379	371	371	355	-4%	500	71%
BISV44A	Microsoft Word I	875	708	-	1,205	460	-62%	500	92%
BISV44B	Microsoft Word II	815	156	-	397	-	-100%	500	0%
BISV47A	Microsoft Access I	538	723	361	495	440	-11%	500	88%
BISV47B	Microsoft Access II	1,350	496	576	613	-	-100%	500	0%
BISV56A	Microsoft Powerpoint I	178	192	-	185	-	-100%	500	0%
BISV56B	Microsoft Powerpoint II	161	55	-	108	-	-100%	500	0%
BISV70	Computer Fundamentals	400	425	460	431	436	1%	500	87%
BISV71A	Intro to Internet, Web, E-mail	277	947	1,027	605	405	-33%	500	81%
BISV71B	Using the Web for Research	288	811	-	917	453	-51%	500	91%
BISV71C	Creating a Web Page	145	187	218	186	249	34%	500	50%
BISV71D	Dreamweaver Business Website	-	290	360	313	-	-100%	500	0%
BISV76A	Microsoft Excel for Windows I	195	254	238	229	251	10%	500	50%
BISV76B	Microsoft Excel for Windows II	185	159	170	171	-	-100%	500	0%
BISV98	Administrative Assistant	278	308	240	275	300	9%	500	60%
TOTAL	Annual College WSCH Ratio	339	359	364	354	364	3%	500	73%

Data needs to be recalculated to reflect courses on p. 14 that were not offered in 2010 and 2011. They are being deleted from the program.
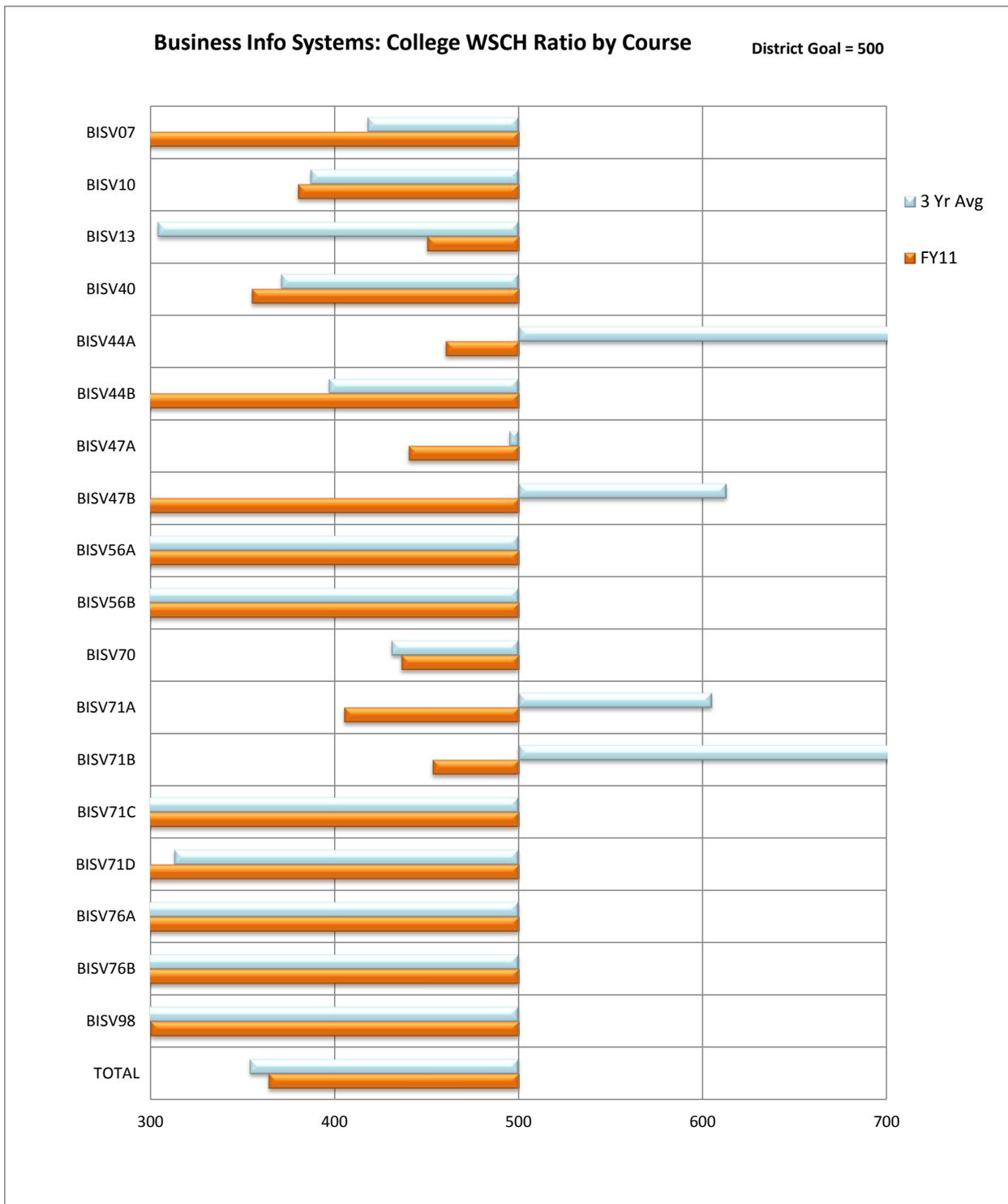
D4: College WSCH Ratio Productivity Chart

This chart illustrates the course level College WSCH ratio. The top bar shows the program's three year average. The second bar shows the FY11 WSCH ratio. The axis represents the District WSCH ratio goal set in 2006. The program's (or subject's) total WSCH ratio is shown as the TOTAL at the bottom of the chart. The computation used for the College WSCH Ratio includes XL FTE (extra-large sections) and the assignment of FTEF to all cross-listed sections (proportional to census enrollment).

Business Info Systems: College WSCH Ratio by Course   **District Goal = 500**

Legend:
- 3 Yr Avg
- FY11

Courses (top to bottom): BISV07, BISV10, BISV13, BISV40, BISV44A, BISV44B, BISV47A, BISV47B, BISV56A, BISV56B, BISV70, BISV71A, BISV71B, BISV71C, BISV71D, BISV76A, BISV76B, BISV98, TOTAL

X-axis: 300, 400, 500, 600, 700

Data needs to be recalculated to reflect courses on p. 14 that were not offered in 2010 and 2011. They are being deleted from the program

D5: Productivity Detail Report

The program's detail productivity information is available in *Appendix B – Program Review Productivity Report*. This report is a PDF document and is searchable. The productivity information was extracted from the District's Banner Student System. The productivity information includes all information associated with the program's subject codes. The *Program Review Productivity Report* is sorted by subject code (alphabetical order) and includes the following sections: productivity measures and WSCH ratios by course by year.

D6: Interpretation of the Program Course Productivity Information

Once the data is recalculated (delete courses that are no longer offered in the BIS program), the productivity will reflect considerably more success by the program courses.

E1: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = 25/35 = 71%
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

E2: Student Success Summary

The following two tables summarize the detail information provided in the *Appendix C - Program Review Student Success Report*.   The first table shows the number of students. The second table shows the percentage of students. Both tables show the distribution of student grades by year for the program (subject). They show the number of students who were counted at census, completed the class (retention), and were successful. The "3 Year Average" was computed to provide a trend benchmark to compare the prior three year expenses to the FY11 success measures.   The "College" success percentages are included to compare the results of the program to the results of the college.

Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BIS	FY08	144	69	55	250	7	132	173	143	973	800	518
BIS	FY09	250	121	56	253	13	138	179	144	1,154	974	680
BIS	FY10	257	101	45	191	17	122	225	115	1,073	848	594
BIS	3 Year Avg	217	97	52	231	12	131	192	134	1,067	874	597
BIS	FY11	248	105	51	135	17	98	190	81	925	735	539

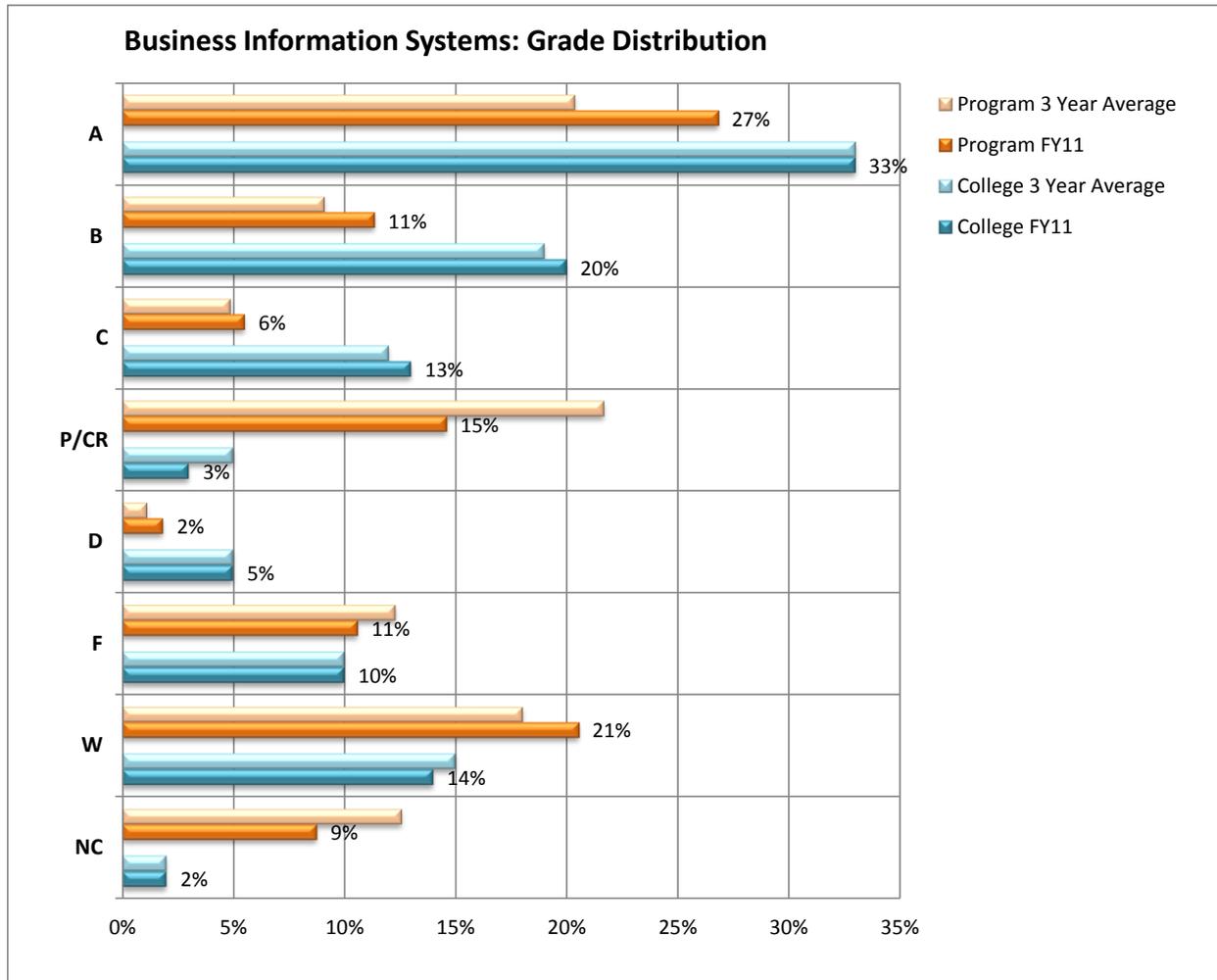| Subject	Fiscal Year	A	B	C	P/CR	D	F	W	NC	Census	Retain	Success
BIS	FY08	15%	7%	6%	26%	1%	14%	18%	15%		82%	53%
BIS	FY09	22%	10%	5%	22%	1%	12%	16%	12%		84%	59%
BIS	FY10	24%	9%	4%	18%	2%	11%	21%	11%		79%	55%
BIS	3 Year Avg	20%	9%	5%	22%	1%	12%	18%	13%		82%	56%
BIS	FY11	27%	11%	6%	15%	2%	11%	21%	9%		79%	58%
College	**3 Year Avg**	**33%**	**19%**	**12%**	**5%**	**5%**	**10%**	**15%**	**2%**		**85%**	**68%**
College	FY11	33%	20%	13%	3%	5%	10%	14%	2%		86%	70%

E3: Retention and Success Rates

This chart illustrates the retention and success rates of students who were counted at census. Each measure has four bars. The first bar represents the program's prior three year average percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Business Information Systems: Retention and Success Rates

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Retain: Program FY11 = 79%, College FY11 = 86%
Success: Program FY11 = 58%, College FY11 = 70%
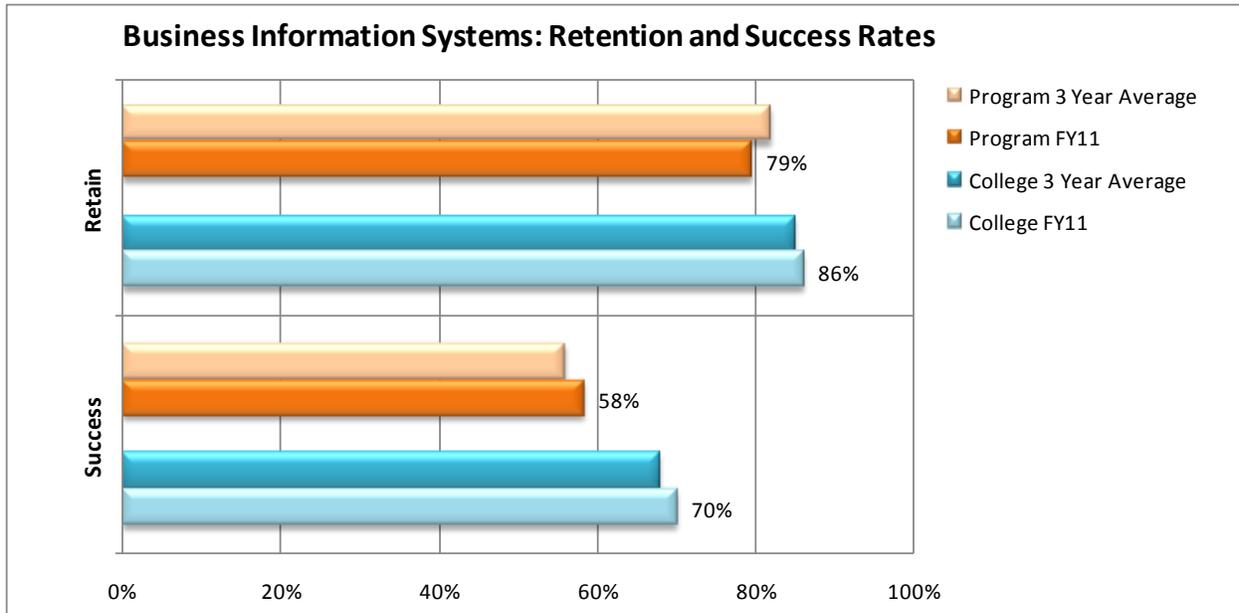
E4: Grade Distribution

This chart illustrates the program's distribution of grades (by subject). Each grade has four bars. The first bar represents the program's prior three year average percent of grades. The second bar shows last year's (FY11) grade distribution percents. The third and fourth bars represent the overall college distribution percents.

Business Information Systems: Grade Distribution

Legend:
- Program 3 Year Average
- Program FY11
- College 3 Year Average
- College FY11

Grade	Program FY11	College FY11
A	27%	33%
B	11%	20%
C	6%	13%
P/CR	15%	3%
D	2%	5%
F	11%	10%
W	21%	14%
NC	9%	2%

X-axis: 0%, 5%, 10%, 15%, 20%, 25%, 30%, 35%

E5: Student Success Detail Report

The program student success detail information is available in *Appendix C – Program Review Student Success Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student success information includes all information associated with the program's subject codes. The *Program Review Student Success Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary and course detail by term. The following table defines the terminology.

E6: Interpretation of Program Retention, Student Success, and Grade Distribution

1. Many of the BIS 50 and BIS 70 series courses were credit no credit.
2. The grade distribution is considered valid and resistant to "grade inflation."Students must demonstrate mastery of the subject matter. They are graded according to skill levels achieved.
3. Retention is somewhat lower in BIS because the average age is older which indicates some students are taking the courses for re-entry to the workforce and/or retraining. They acquire as much of the skill as they need and then drop out due to work demands.
4. Other students withdraw from our courses once they reach a certain skill level due to family demands and job promotion based on the skill level obtained regardless of whether they finish the course.
5. Computer software skills are essential in every profession. Students who transfer and do not have these skills are at a disadvantage. They need more than a cursory overview of the major software programs. It is the community college's obligation to fulfill our role as a provider of not only transfer courses, but also to provide workforce education.
6. BIS students earn fewer D's and F's than the college average. They earn more C's than A's which is a realistic grading curve for college students.
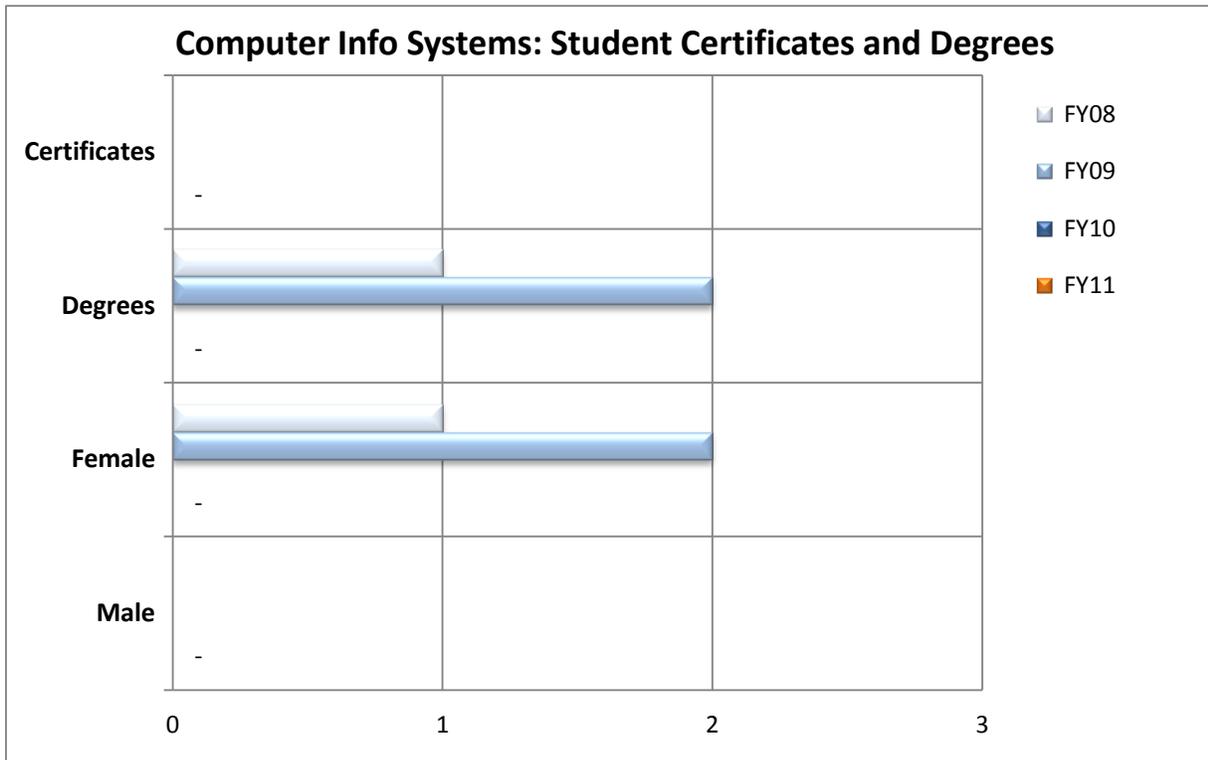
F1: Program Completion – Student Awards
This table shows the number of students who completed a program certificate or degree during the fiscal year. Gender distribution is included. The following chart illustrates this information.

Program	FY	Certificates	Degrees	Female	Male
Office Technology/Office C	FY08	-	-	-	-
Office Technology/Office C	FY09	-	1	1	-
Office Technology/Office C	FY10	1	4	5	-
Office Technology/Office C	FY11	-	2	2	-
Total Awards in 4 Years		**1**	**7**	**8**	**-**

Office Technology : Student Certificates and Degrees
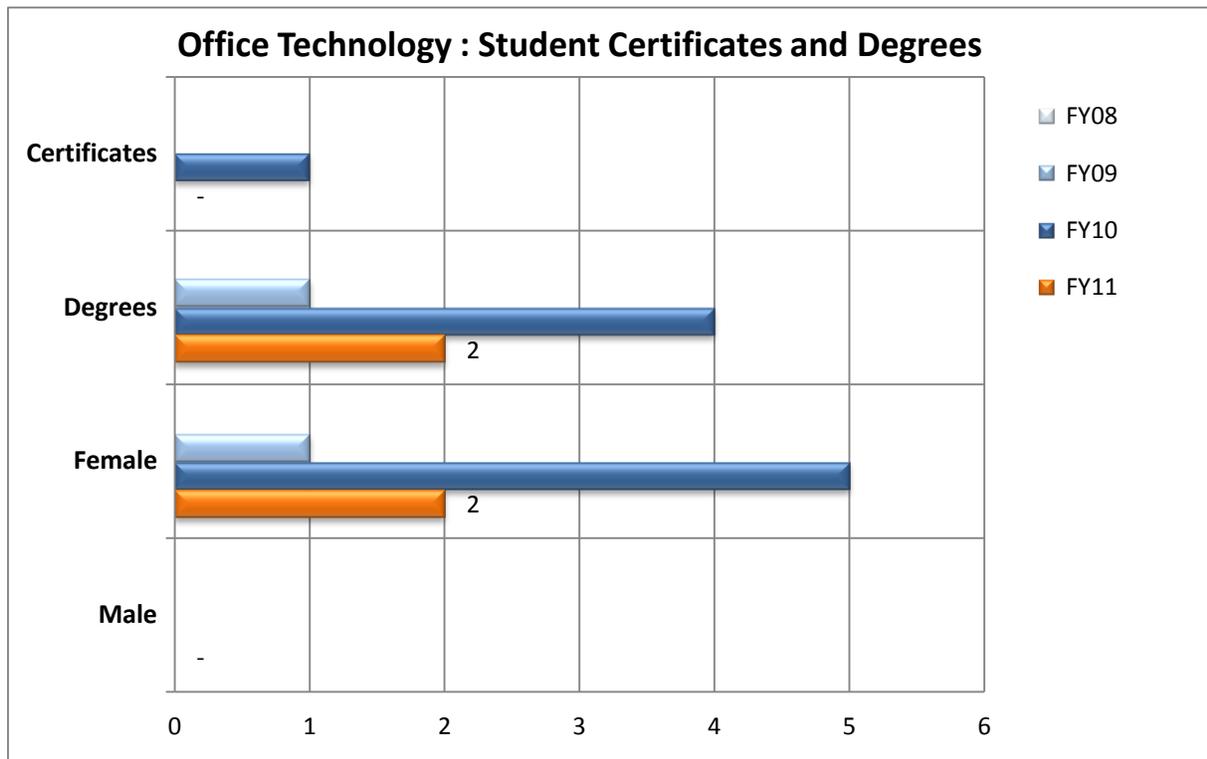
Program	FY	Certificates	Degrees	Female	Male
CIS	FY08	-	1	1	-
CIS	FY09	-	2	2	-
CIS	FY10	-	-	-	-
CIS	FY11	-	-	-	-
Total Awards in 4 Years		**-**	**3**	**3**	**-**

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Computer Info Systems: Student Certificates and Degrees

Legend:
- FY08
- FY09
- FY10
- FY11

F2: Interpretation of the Program Completion Information

BIS awards certificates of proficiency; therefore, they are not reflected in this data.
 CIS certificates were offered based on the CISCO program which was discontinued.

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G1: Student Demographics Summary Tables

This table shows the program and college census enrollments for each demographic category. It also shows the average age of the students. The program FY11 results can be compared to its prior three year average, the college FY11 results, and the college prior three year average.

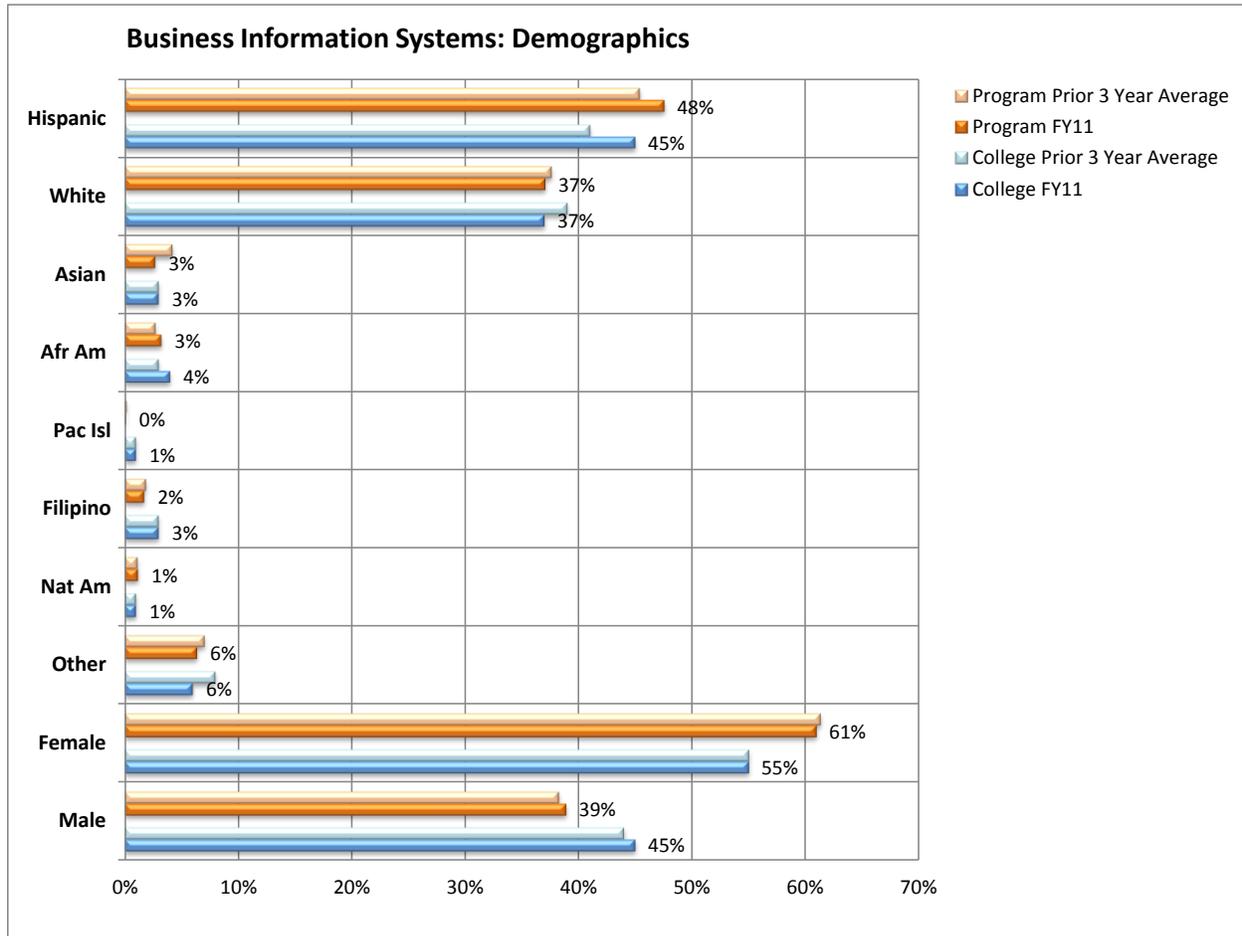| Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BIS	FY08	433	374	39	29	1	14	10	73	590	378	5	37
BIS	FY09	511	455	48	31	3	18	14	74	730	417	7	35
BIS	FY10	507	373	47	26	2	28	12	78	643	430	-	33
BIS	**3 Year Avg**	**484**	**401**	**45**	**29**	**2**	**20**	**12**	**75**	**654**	**408**	**4**	**35**
BIS	**FY11**	**440**	**343**	**25**	**30**	**1**	**16**	**11**	**59**	**564**	**360**	**1**	**31**
College	3 Year Avg	11,806	11,169	988	1,005	217	827	403	2,302	15,888	12,694	134	27
College	**FY11**	**13,034**	**10,566**	**977**	**1,040**	**196**	**886**	**402**	**1,688**	**15,734**	**13,014**	**40**	**24**

This table shows the program and college percentage of census enrollments for each demographic category.

Subject	FY	Hispanic	White	Asian	Afr Am	Pac Isl	Filipino	Nat Am	Other	Female	Male	Other	Avg Age
BIS	FY08	45%	38%	4%	3%	0%	1%	1%	8%	61%	39%	1%	37
BIS	FY09	44%	39%	4%	3%	0%	2%	1%	6%	63%	36%	1%	35
BIS	FY10	47%	35%	4%	2%	0%	3%	1%	7%	60%	40%	0%	33
BIS	3 Year Avg	45%	38%	4%	3%	0%	2%	1%	7%	61%	38%	0%	35
BIS	**FY11**	**48%**	**37%**	**3%**	**3%**	**0%**	**2%**	**1%**	**6%**	**61%**	**39%**	**0%**	31
College	3 Year Avg	41%	39%	3%	3%	1%	3%	1%	8%	55%	44%	0%	27
College	**FY11**	**45%**	**37%**	**3%**	**4%**	**1%**	**3%**	**1%**	**6%**	**55%**	**45%**	**0%**	24

G2: Student Demographics Chart

This chart illustrates the program's percentages of students by ethnic group. . Each group has four bars. The first bar represents the program's prior three year percent. The second bar shows last year's (FY11) percent. The third and fourth bars represent the overall college percents.

Business Information Systems: Demographics

Legend:
- Program Prior 3 Year Average
- Program FY11
- College Prior 3 Year Average
- College FY11

Ethnic Group	Program FY11	College FY11
Hispanic	48%	45%
White	37%	37%
Asian	3%	3%
Afr Am	3%	4%
Pac Isl	0%	1%
Filipino	2%	3%
Nat Am	1%	1%
Other	6%	6%
Female	61%	55%
Male	39%	45%

G3: Student Demographics Detail Report

The program student success detail information is available in *Appendix D – Program Review Student Demographics Report*. This report is a PDF document and is searchable. The student success information was extracted from the District's Banner Student System. The student demographic information includes all information associated with the program's subject codes. The *Program Review Student Demographics Report* is sorted by subject code (alphabetical order) and includes the following sections: comparative summary by year, and detail demographics by term and course.

G4: Interpretation of the Program Demographic Information

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The BIS program's demographic information is within the acceptable range of the college averages. However, the average age for BIS students is considerably older than the average age for other college students, indicating that many re-entry students and incumbent workers take BIS courses to develop or enhance their job skills.   BIS also enrolls more women and more Hispanic students than the college average, suggesting that many BIS courses are still considered "traditional" job training opportunities for women.   Thus, the area of gender equity needs to be given greater attention in upcoming years.

4. Performance Assessment

A1: Program-Level Student Learning Outcomes

Program-Level Student Learning Outcome 1	Performance Indicators
Demonstrate technological communication systems to deliver and analyze information in a business environment or any workplace environment.	Complete the courses taken with a 70% or higher degree of proficiency.
Operating Information	
The 3-year average of success rates for BIS courses falls 10% below the college 3-year average.	
Analysis – Assessment	
The discrepancy may be due to the competency-based education provided in BIS classes which mitigates any type of grade inflation.	

Program-Level Student Learning Outcome 2	Performance Indicators
Apply new technology and software as they relate to the operation of a business office or any field that requires the use of computers.	Completing the courses taken with a 70% or higher degree of proficiency.
Operating Information	
Students demonstrate competency on given software at a success rate that is below the college 3-year average for success.	
Analysis – Assessment	
Once again, the discrepancy may be due to the competency requirements that need to be fulfilled in each BIS course, leading to over-all, lower grades than the college 3-year average.	

4B: Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will maintain or increase its retention rate from the average of the **program's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain or increase the retention rate of the **program's** retention rate for the prior three years.
Operating Information	
The 3-year average for retention is on track to maintain its 3-year average for retention.	
Analysis – Assessment	
Program performing at anticipated retention levels.	

Student Success Outcome 2	Performance Indicators
The program will maintain or increase its retention rate from the average of the **college's** prior three-year retention rate. The retention rate is the number of students who finish a term with any grade other than W or DR divided by the number of students at census.	The program will maintain or increase the retention rate average of the **college** retention rate for the prior three years.
Operating Information	
The 3-year average for retention is comparable to the college 3-year average.	
Analysis – Assessment	
Performing at acceptable levels.	

Student Success Outcome 3	Performance Indicators
The program will maintain or increase the student success rates from the average of the **program's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program will increase student success rate of the **program's** average student success rate for the prior three years.

Operating Information
Student success rates fall below the college average.

Analysis – Assessment
BIS students are evaluated according to objective measures, based on given competencies.   Further, BIS are opting out of courses with a "W" at a greater rate than the college average.   Perhaps students can be referred to counseling or other student services prior to withdrawing from courses.

Student Success Outcome 4	Performance Indicators
The program will maintain or increase the student success rates from the average of the **college's** prior three-year success rates. The student success rate is the percentage of students at census who receive a grade of C or better.	The program student success will be increased to be closer to average of the **college's** student success rate for the prior three years.

Operating Information
Student success rates fall below the college average.

Analysis – Assessment
BIS students are evaluated according to objective measures, based on given competencies.   Further, BIS students are opting out of courses with a "W" at a greater rate than the college average.   We need to give greater care to referring students to student services for assistance before they withdraw.

C. Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will maintain WSCH/FTEF above the 525 goal set by the district.	The program will maintain or increase the efficiency goal of 525 set by the district.
Operating Information	
The BIS program needs to be redesignated as BUS since its courses are an integral part of most BUS degrees and certificates. It should be included in the BUS statistics.	
Analysis – Assessment	

Program Operating Outcome 2	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment. Inventory of all equipment over $200 will be maintained and a replacement schedule will be developed. Service contracts for equipment over $5000 will be budgeted if funds are available.	A current inventory of all equipment in the program will be maintained. Equipment having a value over $5000 will have a service contract. A schedule for service life and replacement of outdated equipment will reflect the total cost of ownership.
Operating Information	
The inventory list is out of date and needs to be reviewed (3B1)	
Analysis – Assessment	

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5. Findings

Finding 1 The core BIS courses are currently integrated into the Business degrees and certificates. They should have the same course designation; therefore, it is proposed that the following courses be changed from BIS to BUS:
   a. BUS V17 = BIS V40 Change title to Computer Literacy.
   b. BUS V19 = BIS V44A No changes other than program and course number.
   c. BUS V20 = BIS V47A No changes other than program and course number

   These courses only need BIS changed to BUS. There would be no title change, no unit changes, etc.

Finding 2 BUSV21 = BIS V98
   BIS V98 is a 16-unit course with a Proficiency Award that needs to be transferred to the BUS department for continued, targeted, short-term job training.
The title of the course would remain the same.

Finding 3 BUS V22 = BIS V70 Computer Fundamentals
The title of the course would remain the same.
The units would be increased to three.

The course would be updated to include Internet tasks such has research and creating a basic business web page.

This would incorporate the material provided in three 16-hour BIS courses which could then be deleted (BIS V71A, BIS V71B, and BIS V71C).

Finding 4 Consider deleting short-term BIS courses that are no longer being offered or are not relevant due to the course content being incorporated into full-semester courses.
BIS V71A, BIS V71B, BIS V71C, BIS V71D, BIS V76A, BIS V76B, BIS V77A, BIS V77B, BIS V53, BIS V56A, BIS V56B.

Finding 5 Evaluate BIS V10 and BIS V13. The facilities for the computer maintenance course is inadequate. Enrollment could be increased if a new classroom was available.

Finding 6 Consider increasing the number of courses (BIS/BUS) offered via distance education. It is a cost-effective way to offer courses. The DE courses do not require classrooms or equipment. Many, if not most, of the Business degrees could be offered online as an alternative to students who cannot attend on-campus courses. The BIS program would be converted to BUS and remain a part of the current Business degrees.

6. Initiatives

Initiative   1
Change core BIS courses to BUS designation.

Initiative ID   BIS-1

Links to Finding 1
These courses are already required for most Business degrees

Benefits: . Moving the BIS courses into the BUS program would be a simpler and more efficient way to present the courses to students and faculty.

Request for Resources
N/A
Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 2

Initiative   Change BIS V70 to a Business designation.

Initiative ID   BIS-2

Links to Finding 3 Change BIS V70 to a Business designation. Increase units from two to three by adding essential course content.

Benefits Students will be more prepared for transfer to four-year campuses and for the workplace. Changing the course designation from BIS program to BUS program unifies the courses.

Request for Resources N/A

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software))	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative   Delete obsolete courses.

Initiative ID   BIS-3

Links to Finding 4 Deleting courses no longer offered.Deleting short-term courses and incorporating the content into existing full-semester courses.

Benefits Updates the full-semester courses. Simplifies the BUS program.

Request for Resources   N/A

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

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6A: Initiatives Priority Spreadsheet

The following blank tables represent Excel spreadsheets and will be substituted with a copy of the completed Excel spreadsheets.

Personnel –Faculty Requests

Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

Personnel – Other Requests

Personnel - Other	Program	Program Priority (0, 1, 2, 3…)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	New General Funds	Other
1												
2												
3												
4												
5												

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Computer Equipment and Software

	Equipment - Computer Related	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Technology Fund	Other
1													
2													
3													
4													
5													

Other Equipment Requests

	Equipment	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Equipment Fund	Other
1													
2													
3													
4													
5													

Facilities Requests

	Facilities	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	Facilities Fund	Other
1													
2													
3													
4													
5													

Other Resource Requests

Other Resources	Program	Program Priority (0, 1, 2, 3...)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	No New Resources Requested	General Fund	Other
1												
2												
3												
4												
5												

6B: Program Level Initiative Prioritization

All initiatives will first be prioritized by the program staff. If the initiative can be completed by the program staff and requires no new resources, then the initiative should be given a priority 0 (multiple priority 0 initiatives are allowed). All other initiatives should be given a priority number starting with 1 (only one 1, one 2, etc.).

6C: Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives (excluding the '0' program priorities) will then be prioritized using the following priority levels:

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6D: Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).

H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

6E: College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the following priority levels.

R: Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.).
H: High – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
M: Medium – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)
L: Low – approximately 1/3 of the total division's initiatives by resource category (personnel, equipment, etc.)

7A: Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the form that explains and supports your position.
The appeal will be handled at the next higher level of the program review process.

7B: Process Assessment

In this first year of program review using the new format, programs will be establishing performance indicators (goals) for analysis next year. Program review will take place annually, but until programs have been through an entire annual cycle, they cannot completely assess the process. However, your input is very important to us as we strive to improve, and your initial comments on this new process are encouraged.