**Sinclair Community College**

**Continuous Improvement Annual Update 2013-14**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2013**

**Department:** 0491 – Business Information Systems

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2016-17

**Section I: Department Trend Data, Interpretation, and Analysis**

**Degree and Certificate Completion Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Degree and Certificate Completion Trend Data (Raw Data is located in Appendix A*): i.e. What trends do you see in the above data? Are there internal or external factors that account for these trends? What are the implications for the department? What actions have the department taken that have influenced these trends? What strategies will the department implement as a result of this data?*

BIS degree and certificate completion rates peaked in 2011 with 269 students, after a steady rise that began in 2008-09. This coincides with both the economic recession that began in 2008 and drove students back to college, and Sinclair’s push to have students complete degrees and certificates before our change to semesters in Fall 2012. In 2008-09 when the economic recession began, 171 students completed BIS degrees and/or certificates (an 80% jump over the 95 students who earned certificates or degrees in 2007-08). Degree/certificate completion rates jumped another 38.5% to 242 completers in 2009-10, stayed steady with 244 completers in 2010-11, and increased another 9.3% to peak at 269 completers in 2011-12. In 2012-13 degree/certificate completion rates dropped 31.9% to 183, almost back to the 2008-09 rate.

**Course Success Trend Data – OVERALL SUMMARY**

Please provide an interpretation and analysis of the Course Success Trend Data (Raw Data is located in Appendix A). Looking at the success rate data provided in the Appendix for each course, please discuss trends for high enrollment courses, courses used extensively by other departments, and courses where there have been substantial changes in success.

Student success rates are still considerably higher for end of program courses where students enrolled in the classes are BIS majors. In 2012-13, BIS 2170 Office Simulation had a 91.7% success rate, BIS 2180 Medical Office Simulation had a 90.5% success rate, and BIS 2270 BIS Internship had a 100% success rate. Those success rates are comparable to their quarter course equivalent average success rates over the previous 4 years.

Quarter Average Semester Success Rate 2012-13

Course Course

BIS 116 95.15% became BIS 2180 90.50%

BIS 220 96.30% Course not converted

BIS 215 92.60% became BIS 2170 91.70%

BIS 270 97.80% became BIS 2270 100%

In our Top 45 courses, BIS 1100 Introduction to Computers and Keyboarding and 1120 Computer Concepts and Applications, our success rates are much lower, and dropped considerably from their quarter equivalent courses.

Quarter Average Semester Success Rate

Course Course 2012-13 Difference

BIS 101 65.05% became BIS 1100 55.80% -10.9%

BIS 104 60.18%

BIS 105 61.54% became BIS 1120 49.60% -16.0%

BIS 160 57.50%

We believe that the 10.9% drop in success rates in BIS 1100 is due in large part to combining the BIS 104 content with the keyboarding class during semester conversion. The students who enrolled in BIS 104 were beginning students who had little or no previous computer experience. Spreading the computer basics content across 10 weeks allowed students time to absorb and practice the concepts over time. In the BIS 1100 course, the concepts content has been condensed, and it has been pushed to the first 5 weeks of the semester before the keyboarding content begins. We believe that the beginning level content needs to be separated from the keyboarding content.

We saw an even bigger drop (16%) in success rates for BIS 1120 Computer Concepts and Applications. We believe that a slight decrease was to be expected as students and faculty adjusted to the semester calendar, and this is reflected in the slight drop in success rates (BPS approximately 3% drop, Collegewide approximately 5.5% drop) during FY 2012-13 after the conversion to semesters. We did make some adjustments to the course between fall 2012 and spring 2013 semester, and this may have helped lead to a slight increase in success rates between Fall (48.41%) and Spring (50.9%).

Please provide any additional data and analysis that illustrates what is going on in the department (examples might include accreditation data, program data, benchmark data from national exams, course sequence completion, retention, demographic data, data on placement of graduates, graduate survey data, etc.)

The BIS department is in the process of collecting data for the BIS 1120 Computer Concepts and Application class using pre-test and post-test scores. We began gathering this data Fall, 2013, so the data is not yet available. We intend to use this information to assist us with analzing the curriculum to predict areas of concern and to make improvements to both our success rates and retention rates.

Additionally, we gather graduation data using a Survey Monkey survey to help us determine whether we are meeting our outcomes. The current survey has been included as a separate file with this Annual Update.

**Section II: Progress Since the Most Recent Review**

Below are the goals from Section IV part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year.

|  |  |  |
| --- | --- | --- |
| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Cheryl Reindl-Johnson is working to create a BIS Networking Group for new and continuing BIS students and graduates. She will work with BIS 215 Office Practicum class to organize an event each term that will provide information on current trends in technology and an opportunity for BIS students to network with each other on a regular basis | In progress [x] Completed [ ] No longer applicable [ ]  | Students in the spring section of BIS 2170 Office Simulation created a BIS Facebook Page to attempt to give BIS students and alumni an avenue to connect with each other. After evaluating the Facebook Page, for a variety of reasons it was determined to not be the best conduit to create a BIS networking group. Students currently enrolled in BIS 2170 are working on creating content that will be posted on a “LinkedIn” BIS Networking Group. LinkedIn was designed specifically for individuals and groups to build a professional online presence. |
| The Q2S initiative was a prime driver in thoroughly evaluating existing curriculum and resulted in a total realignment and modification of course content and offerings to meet the demands of evolving student learning needs. With the launch of these new courses in Fall 2012, we intend to study the impact of these changes on student learning to determine if further modifications are necessary. | In progress [x] Completed [ ] No longer applicable [ ]  | The BIS department will be putting through requests for a few changes in the BIS curricula this fall that we believe will remove barriers and result in higher success rates. |
| BIS is always looking for new ways to meet student needs and interests. We are interested in offering courses in new and emerging technologies; however, without the Special Topics courses (297) that we used to be able to offer, we are struggling with how to encourage innovative curriculum. There could be opportunities to offer courses such as mobile applications, Web applications, social media, and slate computing if we have an avenue available to deliver these types of topics. | In progress [x] Completed [ ] No longer applicable [ ]  | One of the curricular changes we will be requesting is to change course BIS 1250 from Desktop Publishing to a more generic Specialized Business Applications course. We would like to broaden its content to allow us to teach a variety of business applications (Outlook, OneNote, Quicken, MS Project, GoogleDocs, etc.). Students could repeat the course as long as the topic was different, but it would only count once toward fulfilling a degree requirement. This would also allow community members and BIS alumni to return to take a course in new or specialized software to expand their skill set. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year.

|  |  |  |
| --- | --- | --- |
| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department’s use of common assignments and exams is an important step in taking assessment to the next level. The review team recommends that the department begin capturing the results of these assignments and exams so that analysis can be done to provide evidence of student achievement of course and program outcomes.  | In progress [x] Completed [ ] No longer applicable [ ]  | Last year we continued to use a common pre-test and post-test in all BIS 1120 Computer Concepts and Applications sections. These tests have students performing hands-on tasks in a simulated software environment. While the pre-test averages gave us insight into how well students know the software when they arrive in class and how well those who complete the course know the software at the end of the term, we weren’t able to really dig into student performance data across sections. A three-member BIS faculty team has worked within our training and assessment software (SAM) to pull better data from the system. During the upcoming academic year we will be able to complete a much more thorough analysis of the data on overall student performance, as well as analyze the data at the question level (frequency analysis) across all sections of BIS 1120. |
| Helping students understand the ethical use of information technology currently isn’t a part of the mission statement for this department. Given the importance of ethical practice in information systems, it is recommended that the department mission statement and perhaps the program outcomes be revised to incorporate this. Also, student learning should also be mentioned more prominently in the mission statement. Currently the mission statement begins with “the mission of the Business Information Systems (BIS) department is to provide quality instruction” – perhaps “quality instruction” should be replaced by “student learning”. | In progress [ ] Completed [x] No longer applicable [ ]  | The mission of the Business Information Systems (BIS) department is to provide a rich course environment that fosters student learning and quality instruction. BIS courses and programs are designed to expose students to medical and business technology, current software applications, and skills and procedures relevant to today’s business environment. Business analysis and problem solving are core components of our curriculum with emphasis on ethics, professional behavior, and customer service.  |
| The department has done an admirable job of mentoring adjunct faculty, and has done a considerable amount of work ensuring that courses taught by adjuncts are comparable to courses taught by full-time faculty. The level of standardization in this department presents an opportunity to compare sections taught by full-time faculty and sections taught by adjuncts in terms of performance on exams, assignments, and final grades. This could serve as an important tool in identifying possible areas where more work with adjuncts may be needed. | In progress [x] Completed [ ] No longer applicable [ ]  | As mentioned above, a three-member BIS faculty team has worked within our training and assessment software (SAM) to pull better data from the system. When the pre-test and post-test are scheduled by our SAM faculty administrator, we can also analyze the data across sections allowing us to analyze section level results to compare: • Day classes that tend to include more traditional students who are straight out of high school, to evening classes which tend to include more non-traditional students  • Face-to-face to online sections  • Full semester classes to 12-week or 8-week sections • Sections taught by full-time faculty versus adjunct faculty |
| The department has adopted a flexible approach to meeting the needs of other departments now that BIS 160 is not required in as many programs in semesters, and the department is strongly encouraged to continue this approach. One suggestion that was made during the review session was the possibility of BIS boot camps. The department is encouraged to explore these kinds of innovative approaches. The department is also encouraged to think about how to approach outreach to other departments to let them know of the opportunities that BIS offers for training their students. Also, the department will want to ensure that the content provided for other departments is offered at the level that students need, and not above what they require for success in their programs. Given typical success rates in BIS 160 in quarters, an examination of areas where students struggled in the past may prove invaluable when these courses are being developed. | In progress [x] Completed [ ] No longer applicable [ ]  | Several BIS faculty members (Jennifer Day, Anita Gilkey, Cheryl Reindl-Johnson, Jennifer Romero, and Brad West) worked with Peter Bolmida to develop a series of computer workshops for Sinclair Talks – a series of free, non-credit workshops offered to students, staff, and faculty of the college.  Computer skills series: Basic Survival Skills – Jennifer Romero Managing your computer files - Cheryl Reindl-Johnson Comp skills series:Word 101 - Brad West Comp skills series:PowerPoint - Brad West Comp skills series: Word APA & MLA citations- Brad WestBrad West has created software demos on using citation and bibliography tools in Word that are in use by members of Sinclair's English department. |
| The department is encouraged to keep an eye on success rates in courses, and with the standardized exams and assignments there is the opportunity to pinpoint areas where students may not be mastering material at the level they could be and for identifying specific areas where improvements could be made. While most departments watch success rate trends, this department is uniquely positioned to more precisely identify where improvement is needed. | In progress [x] Completed [ ] No longer applicable [ ]  | As mentioned above, a three-member BIS faculty team has worked within our training and assessment software (SAM) to pull better data from the system. When the pre-test and post-test are scheduled by our SAM faculty administrator, we can also analyze the data at the question level (frequency analysis) across all sections to examine: • What content (specific skills that are used across applications and groups of skills by application) most students (70% or more) come to the class knowing; • What content most students do not know when they begin the class • What content most students struggle with at the end of the class • How many students are able to complete these “difficult”  tasks when tested at the application level during the semester versus in the post-test at the end of the semester |
| The measurement of achievement of general education outcomes by surveys is an excellent effort at general education assessment by the department. It is recommended that the department explore ways to supplement this with direct measures of general education outcome attainment. The current survey results provide strong evidence, which would be even stronger if paired with direct evidence of student performance (e.g., scores from assignments that demonstrate written communication skills). | In progress [x] Completed [ ] No longer applicable [ ]  | We have begun reporting on general education assignment results in several classes. Last year we provided information on Oral Communication and Written Communication. This year's Annual Update contains information about Critical/Thinking and Problem solving.  |
| The department has put some thought into how to handle teaching BIS content in some of the high capacity rooms that they are currently using. The department is encouraged to continue to pursue ways to improve instruction and learning in these rooms.  | In progress [ ] Completed [ ] No longer applicable [x]  |       |

**Section III: Assessment of General Education & Degree Program Outcomes**

The Program Outcomes for the degrees are listed below. **All program outcomes must be assessed at least once during the 5 year Program Review cycle, and assessment of program outcomes must occur each year**.

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| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Critical Thinking/Problem Solving | All programs | **2012-2013** | BIS 1400: Mystery Shopper PaperBIS 1220 and BIS 1240 - Series of exercises analyzing problems in various software filesBIS 1240 Service Learning ProjectBIS 1100 Final Computer Research ProjectBIS 2180 – Medisoft SimulationBIS 2170 Series of assignmentsBIS 2270 Employer Assessment | The Mystery Shop paper is assigned to teams of 4 or 5 students. Students use information from lessons learned throughout the course to shop an actual establishment. Students use a common evaluation tool to determine the effectiveness of service, then they discuss the outcomes in a formal paper.Average grade for Mystery Shop paper: BIS 1400.332 FA12 - 15.03/25 (60%) BIS 1400.333 FA12 - 14.06/25 (56%) BIS 1400.355 SP13 - 16.04/25 (65%) BIS 1400.226 SU13 - 16.95/25 (68%)Class average scores greater than 80%Project required students to analyze problems, repair, and train users in use of a PowerPoint presentation for Hospice of DaytonGrade Scale:93%-A; 84%-B; 75%-C; 66%-D; <66%-FStudents are assigned a research project evaluating types of personal computers to include advantages/disadvantages of features and provide supportive analysis on final decisions regarding suitability for their personal use.Overall results proved poor as demonstrated by average scores of 70% and 57% for groups analyzed. Students were not effective in conducting appropriate analysis of information nor were they able to effectively use problem-solving strategies. This course is often taken at the beginning of a student's program.Students completed a simulation project in Medisoft Patient Accounting software that requires appointment scheduling, processing patient registration, medical cases, transactions, insurance claims, payment entry, and a series of reports.Fall 2012 – scores ranged from 70% to 100% with an average score of 85.6%Spring 2013 – scores ranged from 80% to 95% with an average score of 89.5%Summer 2013 – scores ranged from 80 to 95% with an average score of 89.5%This capstone course at the end of students' program includes a series of assignments that requires students to apply knowledge/skills gained throughout the program (keyboarding, office application software, business math, document formatting, written communication, to simulated, real-world business projects. Fall 2012 - final course grades ranged from 66.3% - 95%, with an average score of 87%.Spring 2013 - final course grades ranged from 71.6% - 96.9%, with an average score of 86.5%BIS students completing an internship are evaluated by their internship supervisor on a number of skills/factors using a rating scale of 4=excellent, 3=good, 2=average, 1=poor. Below is a list of four Critical Thinking/Problem Solving skills included on the assessment and the average score earned by students enrolled in the internship in the previous academic year (on the above 4 point scale): \*Seeks clarification, develops  options, applies solution: - 3.8 \*Plans effectively, oranized, goal  oriented - 3.8 \*Processes new information,  comprehends effectively, uses  multiple approaches - 3.6 \*Understands his/her impact on team  and organization - 3.7 |
| Values/Citizenship/Community | All programs | **2013-2014** |  |  |
| Computer Literacy | All programs | **2014-2015** |  |  |
| Information Literacy | All programs | **2015-2016** |  |  |
| Oral Communication | All programs | **2016-2017** |  |  |
| Written Communication | All programs | **2016-2017** |  |  |
|  |  |  |  |  |
| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment MethodsUsed | What were the assessment results? (Please provide brief summary data) |
| Display good human relations skills in various settings such as one-to-one, team and groups. | SCC 1101,COM 2206,COM 2225,A&H Elect,BIS 1400,BIS 2170 | 2013-2014 | Simulations, Performance appraisals |       |
| Practice professional attitude and work ethics related to situations in business and industry. | BIS 2270 | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, the majority of BIS 215 students rated their profes¬sional attitude and work ethics as Very Good (34.1%) and 15.8% rated themselves as Excellent; at the end of their program 100% of students rate their attitude and work ethic as at least Good (4.7%) and 95.4% rating themselves as Very Good (44.2%) or Excellent (51.2%) |
| Apply appropriate customer service skills in a variety of settings such as face-to-face, telephone and online. | BIS 1400,BIS 2270 | 2012-2013 | BIS 1400 Pre-Test & Post-TestSimulations, Performance appraisals | A 50 question multiple choice test was given to each student during week 1 of the course. The same test was given during week 16 of the course.Class Averages for Pre and Post Test Scores:BIS 1400.332 FA12 - Pre-Test 72.1%; Post-Test 86% BIS 1400.333 FA12 - Pre-Test 75.3%; Post-Test 87.5%BIS 1400.355 SP13 - Pretest 76.5/100; Postest 88/100BIS 1400.226 SU13 - Pretest 75.04/100; Postest 88.7/100BIS students completing an internship are evaluated by their internship supervisor on a number of skills/factors using a rating scale of 4=excellent, 3=good, 2=average, 1=poor. Below is a list of five interpersonal skills included on the assessment which are essential when dealing with internal and external customers, and the average score earned by students enrolled in the internship in the previous academic year (on the above 4 point scale): \*Adequate verbal skills necessary for  job - 3.6 \*Listens attentively - 3.9 \*Cooperative, courteous, manages  conflict effectively - 3.8 \*Respects diversity and others'  opinions - 3.9 \*Works well in team environment - 3.9.This was a skill that 100% of students perceived to be at least Average before they began the degree program, in fact 29.6% of BIS 215 students rated their skills as Excellent (91%) or Very Good (20.5%) when they started; at the end of the program 97.7% of students rate themselves as Excellent (55.8%) or Very Good (41.9%). |
| Use specialized terminology effectively. | ENG 1101,ENG 1199,LAW 1101,Nat Sci Elect.BIS 1100,BIS 1120,BIS 2140, | 2012-2013 | BIS 1100 Online Simulations and Exams BIS 2140 Quizzes and TestSimulations, Performance appraisals | Grade Scale: (93%-A; 84%-B; 75%-C; 66%-D; <66%-F) BIS 1100 contains two distinct learning components: Computer Concepts and Keyboarding. For the Concepts portion, two groups of students were assessed using graded online training experiences followed by simulated practical quizzes focused on using software and/or Windows functions. In addition, students are also assessed by online objective quizzes. Average score results for: Training: 62% and 55%;  Simulated quiz portion: 64% & 65%;  Objective quiz portion: 68% & 61%. This course is not restricted to BIS majors, and it is often the first course in a student's program.Eight quizzes and four tests were given over twelve chapters of content. Fall 12 - Quiz scores ranged from 30-100% with an average score of 80.3%. Test scores ranged from 50-100% with an average score of 76.5%.Spring 13 - Quiz scores ranged from 0-100% with an average score of 78.7%. Test scores ranged from 0-96% with an average score of 80.6%.Summer 13 - Quiz scores ranged from 0-100% with an average score of 77.2%. Test scores ranged from 64-98% with an average score of 84.6%.Before they began the degree program, 0% of BIS 215 students rated their skills as Very Good or Excellent, in fact 29.5% had No skill, 25% had Poor skills, and 31.8% had Average skills; at the end of their program 77.4% of students rated their skills as Very Good (58.8%) or Excellent (18.6%) |
| Assess business problems using analytical and critical thought processes to identify the best technology solution. | BIS 1100,BIS 1120,BIS 1200,BIS 1220,BIS 1230,BIS 1240,BIS 1250,BIS 1260,BIS 1300,BIS 2170 | 2013-2014 |       |       |
| Apply quantitative skills appropriate to business information occupations. | ACC 1210,ECO 2160,MAT 1120,BIS 1230 | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, 0% of BIS 215 students rated their skills as Excellent, and only 20.5% as Very Good, in fact, 18.2% of students rated their skills Poor (11.4%) or No skill (6.8%); at the end of the program 79.8% of students rate their skills as Very Good (53.5%) or Excellent (16.3%) |
| Manage the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. | MAN 1107,MAN 2150,BIS 2140,BIS 2170,BIS 2270, | 2011-2012 | Simulations, Performance appraisals | Before they began the degree program, only 27.3% of BIS 215 students rated their knowledge as Very Good or Excellent, in fact 15.9% had No skill and 24.1% had Poor skills; at the end of the program 76.8% of students rate their knowledge as Very Good (51.2%) or Excellent (25.6%) |
| Explain the flow of information, media and documents throughout the life cycle; input, processing, output, distribution, use, storage, retrieval and disposition. | MAN 1107,MAN 2150 | 2012-2013 | BIS 2140 Quizzes and Tests\*\*2140 should be listed in this area not in the one above. | Eight quizzes and four tests were given over twelve chapters of content. Fall 12 - Quiz scores ranged from 30-100% with an average score of 80.3%. Test scores ranged from 50-100% with an average score of 76.5%.Spring 13 - Quiz scores ranged from 0-100% with an average score of 78.7%. Test scores ranged from 0-96% with an average score of 80.6%.Summer 13 - Quiz scores ranged from 0-100% with an average score of 77.2%. Test scores ranged from 64-89% with an average score of 84.6%. |

**General Education Outcomes**

1. Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes?

In BIS 1100, there is a need to help students improve critical thinking (CT) and problem-solving (PS) skills. Faculty teaching BIS 1100 will collaborate in developing additional teaching and learning experiences to support student development in these areas. Attention will focus on adapting a rubric to more acurately track results specific to CT & PS.

1. How will you determine whether those changes had an impact?

Track and compare results using new rubric and implemented learning exercises.

**Program Outcomes**

1. Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?

In BIS 1100, there is a obvious need to provide teaching and learning support to a population of students who have poor computer skills. In spite of what most people believe, a significant number of students at Sinclair do not effectively nor efficiently operate a computer. The BIS department is exploring the potential of developing a basic computer concepts course to meet this need. BIS was required to eliminate BIS 104 during the semester transition. As evidenced in the results presented in this report, evidence seems clear that five weeks of computer concepts instruction is inadequate. We are hoping to get approval by next year to create and implement a course that focuses soley on basic computer skills.

1. How will you determine whether those changes had an impact?

The BIS department would hope to see improved success rates in the BIS curriculum by providing student-centered learning experiences based on a solid foundation.

**Improvement Efforts**

1. What were the results of changes that were planned in the last Annual Update? Are further changes needed based on these results?

What were results of planned changes – since last year’s update occurred right after our full department review and at the very beginning of our first term in the semester curriculum, our only plan was to monitor our first year in semesters. The results of that monitoring is contained in this report

1. Are there any other improvement efforts that have not been discussed in this Annual Update submission?

Not at this time

**APPENDIX – PROGRAM COMPLETION AND SUCCESS RATE DATA**

**Degree and Certificate Completion**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Division | Department | Department Name | Program | FY 07-08 | FY 08-09 | FY 09-10 | FY 10-11 | FY 11-12 | FY 12-13 |
| BPS | 0491 | Business Information Systems | BIAO.AAS | 3 | 5 | 3 | 1 | 2 | 1 |
| BPS | 0491 | Business Information Systems | BILO.AAS | . | 6 | . | . | . | . |
| BPS | 0491 | Business Information Systems | BIMO.AAS | 7 | 20 | 24 | 37 | 41 | 22 |
| BPS | 0491 | Business Information Systems | BIMO.S.AAS | . | . | . | . | . | 10 |
| BPS | 0491 | Business Information Systems | BIPCA.AAS | 6 | 11 | 8 | 2 | 7 | 2 |
| BPS | 0491 | Business Information Systems | BIS.AAS | 23 | 18 | 18 | 28 | 21 | 20 |
| BPS | 0491 | Business Information Systems | BIS.S.AAS | . | . | . | . | . | 9 |
| BPS | 0491 | Business Information Systems | BUIP.CRT | 2 | 11 | 22 | 20 | 27 | 15 |
| BPS | 0491 | Business Information Systems | BUMS.CRT | 14 | 25 | 40 | 50 | 52 | 21 |
| BPS | 0491 | Business Information Systems | BUMS.S.CRT | . | . | . | . | . | 2 |
| BPS | 0491 | Business Information Systems | CC.STC | 5 | 30 | 79 | 71 | 77 | 56 |
| BPS | 0491 | Business Information Systems | MESO.AAS | . | . | . | . | . | 1 |
| BPS | 0491 | Business Information Systems | MS.CRT | . | 1 | . | . | . | . |
| BPS | 0491 | Business Information Systems | OIS.AAS | 1 | 1 | . | . | . | . |
| BPS | 0491 | Business Information Systems | PCB.CRT | 1 | 9 | 7 | 2 | 9 | 1 |
| BPS | 0491 | Business Information Systems | SA.S.STC | . | . | . | . | . | 3 |
| BPS | 0491 | Business Information Systems | SA.STC | 33 | 34 | 41 | 33 | 33 | 20 |

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** |
| 0491 | Business Information Systems | BIS-101 | 63.9% | 64.2% | 63.3% | 62.7% | 60.2% | 76.0% |
| 0491 | Business Information Systems | BIS-102 | 76.2% | 71.2% | 74.2% | 68.1% | 78.4% | . |
| 0491 | Business Information Systems | BIS-103 | 60.0% | 66.7% | 64.5% | 80.6% | 92.7% | 78.6% |
| 0491 | Business Information Systems | BIS-104 | 59.2% | 65.0% | 64.4% | 58.5% | 53.8% | . |
| 0491 | Business Information Systems | BIS-105 | 70.4% | 65.1% | 57.4% | 57.0% | 57.8% | 96.4% |
| 0491 | Business Information Systems | BIS-109 | . | 66.7% | . | . | . | . |
| 0491 | Business Information Systems | BIS-1100 | . | . | . | . | . | 55.8% |
| 0491 | Business Information Systems | BIS-1120 | . | . | . | . | . | 49.6% |
| 0491 | Business Information Systems | BIS-114 | 90.3% | 86.9% | 80.2% | 81.9% | 83.8% | . |
| 0491 | Business Information Systems | BIS-116 | . | 100.0% | 95.5% | 90.8% | 94.3% | 100.0% |
| 0491 | Business Information Systems | BIS-1200 | . | . | . | . | . | 69.0% |
| 0491 | Business Information Systems | BIS-1220 | . | . | . | . | . | 47.1% |
| 0491 | Business Information Systems | BIS-1221 | . | . | . | . | . | 92.6% |
| 0491 | Business Information Systems | BIS-1230 | . | . | . | . | . | 66.7% |
| 0491 | Business Information Systems | BIS-1240 | . | . | . | . | . | 71.6% |
| 0491 | Business Information Systems | BIS-1250 | . | . | . | . | . | 55.6% |
| 0491 | Business Information Systems | BIS-1260 | . | . | . | . | . | 63.4% |
| 0491 | Business Information Systems | BIS-1300 | . | . | . | . | . | 83.7% |
| 0491 | Business Information Systems | BIS-136 | 69.4% | 80.9% | 87.1% | . | . | . |
| 0491 | Business Information Systems | BIS-137 | 87.7% | 86.1% | 75.0% | . | . | . |
| 0491 | Business Information Systems | BIS-138 | 94.0% | 92.4% | 92.3% | . | . | . |
| 0491 | Business Information Systems | BIS-1400 | . | . | . | . | . | 79.6% |
| 0491 | Business Information Systems | BIS-1410 | . | . | . | . | . | 53.8% |
| 0491 | Business Information Systems | BIS-160 | 58.8% | 56.5% | 54.4% | 54.9% | 54.6% | 66.1% |
| 0491 | Business Information Systems | BIS-161 | 67.5% | 66.4% | 75.2% | 70.5% | 76.5% | 86.0% |
| 0491 | Business Information Systems | BIS-172 | 93.3% | 92.6% | 89.5% | 90.6% | 79.7% | 91.7% |
| 0491 | Business Information Systems | BIS-201 | 72.6% | 71.4% | 67.8% | 71.6% | 79.0% | 100.0% |
| 0491 | Business Information Systems | BIS-202 | 85.8% | 83.3% | 87.8% | 80.5% | 89.5% | 58.8% |
| 0491 | Business Information Systems | BIS-207 | 88.2% | . | . | . | . | . |
| 0491 | Business Information Systems | BIS-2140 | . | . | . | . | . | 81.0% |
| 0491 | Business Information Systems | BIS-215 | 88.9% | 87.2% | 94.5% | 100.0% | 92.5% | 100.0% |
| 0491 | Business Information Systems | BIS-2170 | . | . | . | . | . | 91.7% |
| 0491 | Business Information Systems | BIS-2180 | . | . | . | . | . | 90.5% |
| 0491 | Business Information Systems | BIS-220 | 94.7% | 100.0% | 95.7% | 93.4% | 97.7% | . |
| 0491 | Business Information Systems | BIS-2270 | . | . | . | . | . | 100.0% |
| 0491 | Business Information Systems | BIS-2297 | . | . | . | . | . | 100.0% |
| 0491 | Business Information Systems | BIS-251 | 81.8% | 84.0% | 78.2% | 86.7% | 95.1% | 85.7% |
| 0491 | Business Information Systems | BIS-252 | 91.3% | 84.2% | 97.0% | 100.0% | 100.0% | 100.0% |
| 0491 | Business Information Systems | BIS-270 | 97.4% | 95.9% | 98.2% | 100.0% | 97.4% | 100.0% |
| 0491 | Business Information Systems | BIS-9036 | . | . | . | . | . | 57.1% |
| 0491 | Business Information Systems | BIS-9046 | . | . | . | . | . | 55.3% |
| 0491 | Business Information Systems | BIS-9086 | . | . | . | . | . | 66.7% |
| 0491 | Business Information Systems | BIS-M25 | 79.1% | 83.6% | 74.6% | 67.1% | 61.4% | 74.1% |
| 0491 | Business Information Systems | BIS-M35 | 69.3% | 69.2% | 65.5% | 63.0% | 69.9% | 86.5% |
| 0491 | Business Information Systems | BIS-M36 | 58.4% | 65.6% | 81.3% | 76.5% | 76.5% | 75.0% |
| 0491 | Business Information Systems | BIS-M45 | 63.7% | 72.5% | 74.1% | 63.4% | 63.7% | . |
| 0491 | Business Information Systems | BIS-M46 | 62.0% | 48.8% | 69.2% | 66.0% | 55.8% | 64.5% |
| 0491 | Business Information Systems | BIS-M55 | 62.0% | 65.5% | 68.4% | 66.1% | 66.0% | . |
| 0491 | Business Information Systems | BIS-M75 | 54.0% | 53.5% | 64.5% | 69.9% | 70.9% | 75.0% |
| 0491 | Business Information Systems | BIS-M81 | 87.1% | 88.9% | . | . | . | . |
| 0491 | Business Information Systems | BIS-M82 | 72.2% | 100.0% | . | . | . | . |
| 0491 | Business Information Systems | BIS-M83 | . | 83.3% | 100.0% | . | . | . |
| 0491 | Business Information Systems | BIS-M85 | 54.4% | 59.0% | 58.6% | 51.8% | 64.1% | . |
| 0491 | Business Information Systems | BIS-M86 | 79.9% | 73.6% | 71.3% | 78.4% | 82.6% | 61.9% |