**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:** 0415 – Computer Information Systems

Year of Last Program Review: FY 2011-2012

Year of Next Program Review: FY 2016-2017

**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?*

**FY 11-12 was the last academic year on the quarter calendar and, across the college, every effort was made to encourage students to complete their programs before the switch to the semester calendar. It was anticipated and, in fact it occurred, that an increase of completions in FY 11-12 would negatively impact completions in FY 12-13. It is hoped that completions will return to a more normal level as the college adjusts to the semester calendar. Until that is confirmed, no changes in strategy are anticipated.**

**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.

**Course success rate in the Computer Information Systems (CIS) Department declined modestly as it did across the Business & Public Services (BPS) Division and the college as a whole. The success rate dipped when compared to the rate of FY 11-12 as students tried to complete courses and programs under the quarter calendar. The success rate was not significantly lower when compared to FY 10-11, however. A further review of data for FY 13-14 is needed before determining if an action is appropriate.**

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.)

**Numerous changes have been submitted and approved through CMT that will affect multiple course, certificates and programs. One example, will be the introduction of Microsoft Server 2012 in multiple courses as a replacement for Server 2008; it is hoped that this will attract additional students. Curriculum changes in the NEEN program have added content specific to other vendors, e.g., Enterasys and Juniper, that might attract students seeking a broader experience. Over a dozen courses have been modified to provided Competency Based delivery under the TAACCCT Department of Labor grant; these changes may well attract additional students. All these changes have the potential to increased enrollment and both certificate and degree completions.**

**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** |
| Explore development of new courses, including courses on Cyber Security and Information Assurance, Data Analysis and Analytics, Games, Graphics and Visualization, Health Care Information Technology, Mobile Computing Devices, courses of Virtualization, and especially VMWare and Microsoft Hyper-V, Network Engineering courses on Enterasys and Juniper Equipment, Microsoft Windows PowerShell Task Automation Framework. | In progress XX  Completed  No longer applicable | **The four core courses in the NEEN degree have been revised to include content relevant to Enterasys and Juniper hardware; routers, switches and other hardware have been acquired from those vendors for use in the NEEN program. One instructor has been certified in VMWare products and it is anticipated that various courses will be revised to include new content. The Cyber Security course work will be revised as necessary to renew the college's designation as a Center of Academic Excellence in Information Assurance Education (CAE2Y).** |
| Explore development of new programs, including Cyber Security and Information Assurance (CSIS) Certificate, Health Care Information Technology (HCIT) Certificate, Mobile Computing Device (MCD) Certificate, Cyber Security and Information Assurance (CSIA) AAS Degree, Data Analysis and Analytics (DAA) AAS Degree, Health Care Information Technology (HCIT) AAS Degree, Mobile Computing Device (MCD) AAS Degree. | In progress XX  Completed  No longer applicable | **Discussions have been held with Industry Advisory members and other IT professionals regarding new course work in software for mobile devices. Similarly, the existing certificate in Data Analytics is being revisited to insure its relevance.** |
| Explore greater use of on-line, hybrid, and face-to-face delivery formats in all CIS courses. | In progress XX  Completed  No longer applicable | **Much work has been done, in cooperation with Distance Learning and under the TAACCCT Department of Labor grant to modify existing courses for delivery in a competency based mode. Over a dozen courses have been so modified and more are in process.** |
| Explore offerings at Courseview, all satellite locations, high schools, WPAFB, MVCTC, Miami Valley Research Park, and Kettering-Dwight L. Barnes Community and Continuing Education Center. | In progress XX  Completed  No longer applicable | **Increased course offerings have been provided at Courseview and Huber Heights; the department has worked closely with the Assistant Dean there to deliver courses and programs. A position has been advertised, candidates have been interviewed and, it is anticipated, a full time tenure track faculty person will soon be on board and assigned to Courseview. This should have significant impact on the growth of programs at that location.** |

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** |
| Most of the data provided in the self-study regarding assessment were course success rates. While this can be a valuable data point, assessment data needs to be more focused and targeted. Course success rates do not provide much data regarding how well specific outcomes in the course are being met. Other assessment strategies need to be developed. As the department noted in its self-study, “A consistent assessment for every faculty to use for all courses is needed for general education outcomes. Consistent collection of these results would be helpful to identify areas of improvement.” The department is encouraged to develop a formal assessment plan that specifies the exams, assignments, and activities in classes that will be used to demonstrate that students are achieving general education and program outcomes. Thought will need to be given to how data will be collected, analyzed, and reported. It was mentioned in the review team meeting that the department is talking about developing pre/post measures for program outcomes – it is also recommended that the department move toward development of these measures. | In progress XX  Completed  No longer applicable |  |
| The department is responsible for overseeing a large number of academic programs. Where possible, it is beneficial to students for degree programs to be as short as possible without sacrificing quality and the ability to prepare students for transfer or employment. It is recommended that the department review its academic programs to explore whether there are opportunities for trimming credit hours, although it is emphasized that lowering program credit hours should never be done in a way that would compromise the preparation of our graduates. | In progress XX  Completed  No longer applicable | **Progress was made in several areas in this regard. For example, the WEDE program was revised and program hours were reduced to 60. This was, in part, the result of creating two new course which combined the content previously found in four courses in that program. The NEMA and MSSC programs were merged into a single program in which electives were eliminated. Although no reduction in hours was realized the simpler, more streamlined program could lead to improved competion rates. The SODE program was the subject of much discussion with the goal of combining it with the WEDE program; no conclusions were reached, however. Further review and discussion is anticipated.** |
| Related to exploring whether degree programs should be shortened, it is also recommended that the department work to be sure its programs are current and are preparing students adequately for the types of jobs they will be applying for at the time they leave Sinclair. | In progress XX  Completed  No longer applicable | **Continued regular meetings with Advisory Committee members and attendance at local and regional meetings of IT Professionals will maintain the currency of courses and programs.** |
| The adjunct mentoring program that the department has under development has the potential to have a great impact on adjuncts. It is recommended that the department pursue this program and provide updates through the Annual Update process every year on how well it is working. | In progress XX  Completed  No longer applicable | **The program continues with each adjunct assigned a faculty mentor; that mentor provides instructional content and pedagogical consultation. Mentors are compensated for their efforts. All feedback is positive but largely anecdotal. No quantitative data to support the value of these efforts is currently available.** |
| .  There are a number of higher education competitors for this department – the department should carefully examine these competitors and think about ways that they could increase their market share by attracting students to Sinclair instead of these competitors. This would be beneficial for both the department and the students who would be recruited who would have otherwise gone to other educational providers. | In progress XX  Completed  No longer applicable | **With no resources within the department to devote to marketing our programs, we are limited to college wide marketing efforts to positively impact our programs and enrollments. To date, those efforts have not produced measurable positive results.** |
| The department has an aggressive Action Plan – however, given that there are constraints in terms of the resources that can be devoted to its activities, it is recommended that the department formalize priorities that it will focus on in terms of implementation of the Action Plan. This is also true of the degree programs that the department is considering developing – since new degree development is a time consuming process, it is recommended that the department prioritize development of one or two degree programs it feels would be most likely to lead to gainful employment for students in areas where there are great opportunities for employment. | In progress  Completed  No longer applicable |  |
| The department has done a good job of keeping up with trends in the field, and the department is encouraged to continue to look at emerging technologies and trends and to explore developing courses and programs in response where appropriate. | In progress XX  Completed  No longer applicable | **Continued regular meetings with Advisory Committee members and attendance at local and regional meetings of IT Professionals will maintain the currency of courses and programs.** |
| With the current emphasis on completion at the institution, the department is encouraged to make sure that its activities are well aligned with Sinclair’s and the state’s completion goals, and that the department is actively working to increase completion rates. | In progress XX  Completed  No longer applicable |  |

**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**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** | **SCOPE lab performance; Capstone course performance.** | **This student driven project seeks to provide service to students, faculty and staff with PC related issues. Add performance stats here.** |
| 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 Methods  Used | What were the assessment results?  (Please provide brief summary data) |
| Demonstrate creative and critical thinking skills in the analysis of digital crimes and cyber security issues, problem solving strategies, research, analysis, synthesis, evaluation, assessment, adaption and application of computer forensic techniques. | | CIS-1111 CIS-2640 CJS-2111 CJS-2209 CJS-2295 PHY-1100 PHY-1110 |  | CIS 2640: Students draft, write, and present a security analysis in a team format. The analysis includes problem solving, synthesis, evaluation, assessment, adaption, and application as they address security concerns and problems, many of which, cannot be eliminated entirely. | CIS 2640: Students submit an outline of their planned security analysis paper at midterm, and write a research and analysis paper detailing their finding, conclusions, and recommendations. Keypoints and concepts from their work is then shared with the class during a group presentation at the end of the term. |
| Demonstrate the manner of evidence collection consistent with standard criminal justice chain of Develop programs, databases and business techniques to identify and/or resolve cyber crimes, including the development of plans for incident analysis and avoidance. | | BIS-1120 CIS-1111 CIS-2165 ECO-2160 MAN-2150 MAT-1460 MAT-2170 |  | CIS 2165: Locally developed exams, performance appraisals | CIS 2165: Database Project assignment was used to assess this database development outcome. CJS students performed at a 70% or higher on the outcome of applying databases to actual situations and business problems. They were able to complete the steps involved in database design and development, along with constructing and using a relational database. |
| Demonstrate the manner of evidence collection consistent with standard criminal justice chain of Display professional oral and written communication skills and collaborate with a team to deliver and implement a project plan in the business and criminal justice environment to address cyber security problems. | | CJS-1102 CJS-2295 COM-2225 ENG-1101 SCC-1101 |  | From the CJS department  CJS 1102, CJS 1105,and CJS 1110 simulations and scenarios to expose the students to real or fictional cases. | The student demonstrate their knowledge by taking a case, scenario, or simulation from incident through the court process. Students must demonstrate the chain of custody as well as the preservation of evidence and the documentation of the crime. |
| Demonstrate the manner of evidence collection consistent with standard criminal justice chain of evidence procedures to maximize prosecutorial effectiveness while minimizing legal defense challenges and legal liabilities. | | CJS-1104 CJS-2111 |  | From CJS department  CJS 1125, 2111 and 2295Assessment methods are diverse as the law enforcement agencies are similar but different in the services provided to the public. Scenario and simulation essay and/or role playing are the preferred methods of assessment. | Given the use of google maps and real crime statistics from local agencies students can assess the issue or issues of an area and then provide an explanation for increased or decreased police presence in an area. The students explore additional technology that allows for the human personnel to address the immediate needs |
| Demonstrate the process to find and recover data artifacts present, deleted or hidden to preserve the verifiable integrity of digital evidence. | | CIS-2808 CJS-2295 |  | CIS 2808: This course uses in class labs, assignments, exams and participation in assessing whether students have met the outcomes. | CIS 2808: This class has only met twice since it is a new course in a new degree.   |  |  |  | | --- | --- | --- | |  | 13/SP | 12/SP | |  | Success Rate | Success Rate | | Course |  |  | | CIS-208 |  | 100.00% | | CIS-2808 | 92.31% |  | | Total | 92.31% | 100.00% | |
| Diagnose and prescribe solutions to hardware, networks and operating systems problems. | | CIS-1107 CIS-1130 CIS-2550 CIS-2640 CIS-2717 |  | CIS 1107: In each topic of CIS1107 students are presented labs that related to the topics in the course including hardware, networks, and operating systems.  In class students are presented exercises that include identifying hardware and software to answer questions and perform actions in the exercises  CIS 1130: Standardized assessments for use by all instructors have been designed using objective questions for theory related material, declarative short written questions to demonstrate understanding, and hands-on scenario questions to show usable knowledge and competency | CIS 1107: Students must review the lab, diagnose problems, identify solutions, and provide proof of success by submitting a screen capture image. In addition, each lab includes questions that must be answered in full sentences explaining the problem and solution.  Faculty monitor progress and answer questions in real time. Students submit exercises for review. These exercises correspond to homework labs that are required for grade  CIS 1130 |
| Apply programming, database, operating systems and business application skills to solve and troubleshoot business and information technology problems related to area of concentration. | | BIS-1120 CIS-2165 |  | CIS 2165 Locally developed exams, performance appraisals | CIS 2165: Database Project assignment, exams, chapter homework assignments, and group exercises were used to assess this outcome. CIS students performed at a 70% or higher on the outcome of applying database skills to solve and troubleshoot business problems. They were able to complete the steps involved in database design and development, identify the concepts of relational models, normalization, security and database integrity along with utilizing query languages to manipulate a DBMS. |
| Apply programming, website design, database, operating systems and business application skills to solve business and information technology problems. | | BIS-1120 CIS-1304 CIS-2165 CIS-2309 CIS-2314 CIS-2319 |  | CIS 2165: Locally developed exams, performance appraisals | CIS 2165: Database Project assignment, exams, chapter homework assignments, and group exercises were used to assess this outcome. CIS students performed at a 70% or higher on the outcome of applying database skills to solve and troubleshoot business problems. They were able to complete the steps involved in database design and development, identify the concepts of relational models, normalization, security and database integrity along with utilizing query languages to manipulate a DBMS. |
| Configure routers and switches and networks, troubleshoot network components and connections. | | ACC-1210 BIS-1120 CIS-1107 CIS-1111 CIS-1130 CIS-1140 CIS-1411 CIS-2165 CIS-2416 CIS-2421 CIS-2426 CIS-2640 COM-2225 ECO-2160 ENG-1101 MAN-2150 MAT-1460 MAT-2170 PHY-1100 SCC-1101 |  | CIS 2416 Assessment Methods Used:  1. Chapter tests and final exam.  2. In class labs on networking equipment.  3. Packet Tracer simulation labs on PC or laptop.  CIS 2421: Assessment Methods Used:  1. Chapter tests and final exam.  2. In class labs on networking equipment.  3. Packet Tracer simulation labs on PC or laptop. | CIS 2416 This course introduced the student on the configuration and troubleshooting of routers in a network. The chapter tests provided questions through memorization of facts or through exhibits on router configuration and troubleshooting. The average student score was an 84%. The final exam average score was a 73%. There were in class labs on the routers where students configured and troubleshoot scenarios from the lab manual. The average score was an 88%. Lastly the students for homework did Packet Tracer simulation labs which they had to configure and troubleshoot scenarios from the exercise. The average score was an 85%.  CIS 2421: This course introduced the student on the configuration and troubleshooting of switches and wireless routers in a network. The chapter tests provided questions through memorization of facts or through exhibits on switch or wireless configuration and troubleshooting. The average student score was an 88%. The final exam average was a 78%. There were in class labs on the switches and wireless routers where students configured and troubleshoot scenarios from the lab manual. The average score was an 89%. Lastly the students for homework did Packet Tracer simulation labs which they had to configure and troubleshoot scenarios from the exercise. The average score was a 91%. |
| Demonstrate ability to research, select, use and troubleshoot hardware and network components or connections appropriate to area of concentration. | | CIS-1130 CIS-1714 CIS-2717 PHY-1100 |  | CIS 1714 and IS 2717: Every assessment is used to assess this outcome. Assessments given are Mid-term, Final, and graded labs. | 1714 had a 92.1% success rate for 2012, CIS-2717 had a 85.1% success rate for 2012. For example CIS-1714 lab 4.2 has students use Event Viewer to analyze, document, and trouble shoot problems happening with the OS. |
| Demonstrate effective oral and written communication skills as well as teamwork skills in the delivery of customer service, project planning and project completion in the information technology business environment. | | CIS-1140 CIS-2170 CIS-2178 CIS-2520 COM-2225 ENG-1101 SCC-1101 |  | CIS 2170 assesses this outcome through feedback from the employer feedback forms, internship visits and written papers and discussion forums.  CIS 2178: CIS 2178 is the CIS capstone course. Students are assessed as to how well they apply the skills they learn in the classroom to the workplace. Students either do their Capstone class at an external organization or on campus in our SCOPE lab. Students working in the SCOPE lab are assessed as to how well they perform as a desktop support person in a real world work. | CIS 2170:The success rate for CIS 2170 is very high since this is one of the last courses students take. Students are motivated to do well since the internship could be converted to a full time job or receive positive letters of recommendations The success rate ranges from 88.89% to 100%.  CIS 2178: Each student will self-assess through tracking of their completed service tickets of clients’ computer repairs, upgrades and diagnoses. Each student will handle intake, service, customer support, trouble shooting, record keeping, and team work while servicing the needs of the clients in the SCOPE Lab. Through the usage of Service Tickets, customer log book entries, customer satisfaction reports, and instructor’s interactions each student will be aware of their progress. Each Capstone student will process from intake to completion an average of 18 service tickets during the semester with a customer satisfaction rating of at least 85%.  During the past semester the assessments show a customer satisfaction rate of 93% for customer satisfaction reports and an intake service tickets completed at 13 units per student. Students were assessed using the telephone to handle customer interactions, services, and information collections. |
| Design, document and implement computer software solutions and websites given definition of a problem and requirements for a solution. | | ACC-1210 CIS-1111 CIS-1140 ECO-2160 MAT-1460 MAT-2170 |  | CIS 1111: Fall 2012 the online line CIS 1111 was changed to focus on problem based learning using MIT App Inventor. Spring 2013 the face-to-face classes were also converted to the same problem based learning. CIS 1111 assigns tutorials, projects, and project based exams. The projects and the exams assess how well students can design a solution to a problem. | CIS 1111: The success rates are lower than the department and certainly further research is needed. The success rates for the course range from 53.9% to 81.82%. The success rate prior to the introduction of MIT App Inventor are higher than current success rate though that may be attributed to a 16 week term vs. an 11 week term. |
| Design, document and implement computer software solutions given definition of a problem and requirements for a solution. | | ACC-1210 CIS-1111 CIS-1140 ECO-2160 MAT-1460 MAT-2170 |  | CIS 1140: Locally developed exams, performance appraisals | CIS 1140: Exams, chapter homework assignments, group exercise and the IT Ethics project were used to assess this outcome. CIS students performed at a 70% or higher on the outcome of designing and documenting computer solutions. Students were able to identify the phases of the Systems Development Life cycle and complete the documentation including project plans, process models, data models and user interface designs. |
| Manage and secure operating systems. | | CIS-1107 CIS-1510 CIS-2510 CIS-2515 CIS-2520 CIS-2630 CIS-2640 |  |  |  |
| Research, select, use and troubleshoot hardware and network components or connections appropriate to area of concentration. | | CIS-2520 PHY-1100 |  | CIS 2520: Assessments are designed to test knowledge needed in the discipline that tend to be known or not known (Features of a product, terminology) with standardized objective questions. Critical thinking is assessed by written assignments and short essay/answer type questions on exams. Demonstration of competency in selecting, building, and troubleshooting is shown with hands-on tasks in exams, and group project work applying course material. |  |
| Use operating system commands to manipulate files and directories and perform systems software troubleshooting. | | CIS-1107 CIS-1510 CIS-2510 CIS-2515 CIS-2520 |  | |  |  | | --- | --- | |  |  | | |  |  | | --- | --- | |  |  | |

**General Education Outcomes**

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

**No changes are planned.**

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

**NA**

**Program Outcomes**

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

**No changes are planned.**

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

**NA**

**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?

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

**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 | 0415 | Computer Info Systms/Academic | BOSS.S.STC | . | . | . | . | . | 2 |
| BPS | 0415 | Computer Info Systms/Academic | BOSS.STC | 11 | 11 | 29 | 37 | 8 | 2 |
| BPS | 0415 | Computer Info Systms/Academic | BOSS2.STC | . | . | 1 | 1 | 1 | . |
| BPS | 0415 | Computer Info Systms/Academic | CIS.AAS | 2 | . | . | . | 1 | . |
| BPS | 0415 | Computer Info Systms/Academic | CYIT.AAS | . | . | . | . | 1 | 2 |
| BPS | 0415 | Computer Info Systms/Academic | CYIT.S.AAS | . | . | . | . | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | CYSEC.CRT | . | . | . | . | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | CYSEC.S.CRT | . | . | . | . | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | DA.STC | . | . | . | . | . | 2 |
| BPS | 0415 | Computer Info Systms/Academic | FTPA1.S.STC | . | . | . | . | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | FTPA1.STC | . | 2 | 4 | 2 | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | FTPA2.STC | . | 1 | 3 | 2 | 2 | . |
| BPS | 0415 | Computer Info Systms/Academic | HD.STC | 7 | 6 | 16 | 18 | 7 | 7 |
| BPS | 0415 | Computer Info Systms/Academic | ISSC.S.STC | . | . | . | . | . | 2 |
| BPS | 0415 | Computer Info Systms/Academic | ISSC.STC | 2 | 13 | 35 | 20 | 17 | 5 |
| BPS | 0415 | Computer Info Systms/Academic | JEDI.STC | 6 | . | 2 | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | LAS.AAS | . | 1 | . | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | LSNE.S.STC | . | . | . | . | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | MSSC.AAS | 1 | 13 | 23 | 23 | 25 | 11 |
| BPS | 0415 | Computer Info Systms/Academic | MSSC.S.AAS | . | . | . | . | . | 6 |
| BPS | 0415 | Computer Info Systms/Academic | NEA.S.STC | . | . | . | . | . | 6 |
| BPS | 0415 | Computer Info Systms/Academic | NEA.STC | 65 | 43 | 76 | 81 | 91 | 42 |
| BPS | 0415 | Computer Info Systms/Academic | NEEN.AAS | 24 | 26 | 27 | 54 | 44 | 29 |
| BPS | 0415 | Computer Info Systms/Academic | NEEN.S.AAS | . | . | . | . | . | 15 |
| BPS | 0415 | Computer Info Systms/Academic | NEMA.AAS | 18 | 22 | 32 | 20 | 21 | 11 |
| BPS | 0415 | Computer Info Systms/Academic | NEMA.S.AAS | . | . | . | . | . | 11 |
| BPS | 0415 | Computer Info Systms/Academic | SNP.STC | . | 1 | 1 | 1 | . | 1 |
| BPS | 0415 | Computer Info Systms/Academic | SODE.AAS | 13 | 19 | 22 | 26 | 28 | 18 |
| BPS | 0415 | Computer Info Systms/Academic | SODE.S.AAS | . | . | . | . | . | 3 |
| BPS | 0415 | Computer Info Systms/Academic | SOHO.STC | 3 | 1 | . | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | USSU.AAS | 14 | 17 | 17 | 18 | 28 | 14 |
| BPS | 0415 | Computer Info Systms/Academic | USSU.S.AAS | . | . | . | . | . | 5 |
| BPS | 0415 | Computer Info Systms/Academic | WA.STC | 2 | . | 1 | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | WEDE.AAS | 13 | 13 | 10 | 12 | 25 | 9 |
| BPS | 0415 | Computer Info Systms/Academic | WEDE.S.AAS | . | . | . | . | . | 3 |
| BPS | 0415 | Computer Info Systms/Academic | WW1.S.STC | . | . | . | . | . | 3 |
| BPS | 0415 | Computer Info Systms/Academic | WW1.STC | 2 | 1 | . | 9 | 2 | 2 |
| BPS | 0415 | Computer Info Systms/Academic | WW2.STC | 4 | 1 | 5 | 2 | 6 | 4 |

**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** |
| 0415 | Computer Info Systms/Academic | CIS-100 | 66.4% | 66.6% | 60.1% | 56.9% | 66.2% | . |
| 0415 | Computer Info Systms/Academic | CIS-101 | 94.4% | 100.0% | 100.0% | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-107 | 74.3% | 74.7% | 67.2% | 63.4% | 69.8% | 75.9% |
| 0415 | Computer Info Systms/Academic | CIS-1107 | . | . | . | . | . | 65.7% |
| 0415 | Computer Info Systms/Academic | CIS-111 | 73.3% | 71.4% | 76.4% | 72.6% | 67.0% | 81.8% |
| 0415 | Computer Info Systms/Academic | CIS-1111 | . | . | . | . | . | 57.3% |
| 0415 | Computer Info Systms/Academic | CIS-112 | 63.4% | 70.4% | 58.8% | 69.0% | 69.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-1130 | . | . | . | . | . | 67.1% |
| 0415 | Computer Info Systms/Academic | CIS-1140 | . | . | . | . | . | 74.3% |
| 0415 | Computer Info Systms/Academic | CIS-1202 | . | . | . | . | . | 62.9% |
| 0415 | Computer Info Systms/Academic | CIS-130 | 75.7% | 78.3% | 77.9% | 72.5% | 85.7% | . |
| 0415 | Computer Info Systms/Academic | CIS-1304 | . | . | . | . | . | 71.9% |
| 0415 | Computer Info Systms/Academic | CIS-131 | 71.9% | 83.3% | 77.8% | 78.4% | 86.2% | . |
| 0415 | Computer Info Systms/Academic | CIS-134 | 91.9% | 90.9% | 100.0% | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-136 | 77.4% | 69.5% | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-137 | 72.2% | 63.9% | 78.6% | 63.6% | 69.3% | . |
| 0415 | Computer Info Systms/Academic | CIS-138 | 83.3% | 100.0% | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-1411 | . | . | . | . | . | 72.7% |
| 0415 | Computer Info Systms/Academic | CIS-143 | 66.7% | . | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-147 | 85.7% | 73.9% | 75.0% | 66.7% | 69.2% | . |
| 0415 | Computer Info Systms/Academic | CIS-148 | 90.9% | 77.8% | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-1510 | . | . | . | . | . | 83.8% |
| 0415 | Computer Info Systms/Academic | CIS-162 | 89.5% | 97.2% | 97.4% | 95.6% | 97.8% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-164 | 72.3% | 87.5% | 91.3% | 85.4% | 91.2% | 91.7% |
| 0415 | Computer Info Systms/Academic | CIS-166 | 95.0% | 92.3% | 87.2% | 83.3% | 94.4% | . |
| 0415 | Computer Info Systms/Academic | CIS-1714 | . | . | . | . | . | 92.1% |
| 0415 | Computer Info Systms/Academic | CIS-206 | 97.7% | 97.0% | 95.2% | 88.4% | 83.3% | . |
| 0415 | Computer Info Systms/Academic | CIS-207 | 100.0% | 100.0% | 95.1% | 95.1% | 93.1% | 87.5% |
| 0415 | Computer Info Systms/Academic | CIS-208 | . | . | . | . | 100.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-210 | 79.3% | 82.2% | 73.8% | 67.9% | 76.5% | 84.6% |
| 0415 | Computer Info Systms/Academic | CIS-212 | . | . | . | . | 75.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-213 | . | . | . | . | 100.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-2165 | . | . | . | . | . | 68.8% |
| 0415 | Computer Info Systms/Academic | CIS-2170 | . | . | . | . | . | 91.3% |
| 0415 | Computer Info Systms/Academic | CIS-2178 | . | . | . | . | . | 89.8% |
| 0415 | Computer Info Systms/Academic | CIS-2207 | . | . | . | . | . | 60.3% |
| 0415 | Computer Info Systms/Academic | CIS-2212 | . | . | . | . | . | 76.0% |
| 0415 | Computer Info Systms/Academic | CIS-2217 | . | . | . | . | . | 50.0% |
| 0415 | Computer Info Systms/Academic | CIS-2222 | . | . | . | . | . | 92.9% |
| 0415 | Computer Info Systms/Academic | CIS-223 | 93.3% | 81.0% | 91.2% | 76.7% | 83.3% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-224 | 83.3% | . | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-225 | 87.5% | 82.6% | 82.4% | 92.6% | 91.4% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2268 | . | . | . | . | . | 66.7% |
| 0415 | Computer Info Systms/Academic | CIS-2269 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2297 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-230 | 83.3% | 89.7% | 83.4% | 78.2% | 86.1% | 89.7% |
| 0415 | Computer Info Systms/Academic | CIS-2309 | . | . | . | . | . | 89.3% |
| 0415 | Computer Info Systms/Academic | CIS-231 | 85.7% | 68.9% | 80.4% | 88.6% | 87.2% | . |
| 0415 | Computer Info Systms/Academic | CIS-2314 | . | . | . | . | . | 95.7% |
| 0415 | Computer Info Systms/Academic | CIS-2319 | . | . | . | . | . | 85.7% |
| 0415 | Computer Info Systms/Academic | CIS-232 | 90.0% | . | 66.7% | 100.0% | 77.8% | . |
| 0415 | Computer Info Systms/Academic | CIS-233 | 74.6% | 77.5% | 71.5% | 75.2% | 83.6% | . |
| 0415 | Computer Info Systms/Academic | CIS-234 | 83.3% | 65.9% | 78.3% | 77.8% | 91.4% | 50.0% |
| 0415 | Computer Info Systms/Academic | CIS-236 | 95.0% | 76.5% | 81.5% | 77.8% | 88.4% | 84.6% |
| 0415 | Computer Info Systms/Academic | CIS-238 | 86.3% | 94.0% | 91.3% | 94.2% | 94.2% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-241 | 72.4% | 67.6% | 74.4% | 80.5% | 79.5% | . |
| 0415 | Computer Info Systms/Academic | CIS-2416 | . | . | . | . | . | 65.9% |
| 0415 | Computer Info Systms/Academic | CIS-242 | 74.0% | 77.2% | 79.8% | 83.3% | 91.6% | . |
| 0415 | Computer Info Systms/Academic | CIS-2421 | . | . | . | . | . | 75.0% |
| 0415 | Computer Info Systms/Academic | CIS-2426 | . | . | . | . | . | 89.3% |
| 0415 | Computer Info Systms/Academic | CIS-243 | 90.0% | 87.8% | 95.2% | 91.5% | 93.5% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-244 | 91.3% | 100.0% | 91.8% | 95.5% | 91.9% | 87.0% |
| 0415 | Computer Info Systms/Academic | CIS-251 | 86.7% | 75.0% | 35.3% | 92.1% | 82.5% | . |
| 0415 | Computer Info Systms/Academic | CIS-2510 | . | . | . | . | . | 85.4% |
| 0415 | Computer Info Systms/Academic | CIS-2515 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2520 | . | . | . | . | . | 88.0% |
| 0415 | Computer Info Systms/Academic | CIS-253 | 85.2% | 82.9% | 78.9% | 76.7% | 92.2% | . |
| 0415 | Computer Info Systms/Academic | CIS-2530 | . | . | . | . | . | 80.0% |
| 0415 | Computer Info Systms/Academic | CIS-2535 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-255 | . | . | . | 88.9% | 100.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-2550 | . | . | . | . | . | 79.3% |
| 0415 | Computer Info Systms/Academic | CIS-2560 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-257 | 100.0% | 100.0% | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-259 | 100.0% | 100.0% | 84.6% | 100.0% | . | . |
| 0415 | Computer Info Systms/Academic | CIS-261 | . | . | 92.3% | 87.5% | 77.3% | . |
| 0415 | Computer Info Systms/Academic | CIS-2630 | . | . | . | . | . | 95.0% |
| 0415 | Computer Info Systms/Academic | CIS-264 | 94.3% | 96.4% | 90.4% | 96.0% | 91.8% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2640 | . | . | . | . | . | 92.1% |
| 0415 | Computer Info Systms/Academic | CIS-265 | 69.4% | 71.3% | 61.6% | 62.0% | 71.9% | 65.8% |
| 0415 | Computer Info Systms/Academic | CIS-268 | 63.6% | 73.5% | 69.6% | 73.0% | 70.7% | 71.4% |
| 0415 | Computer Info Systms/Academic | CIS-269 | . | . | . | 71.4% | 60.0% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-270 | 100.0% | 88.2% | 100.0% | 96.2% | 97.9% | 91.7% |
| 0415 | Computer Info Systms/Academic | CIS-271 | 72.7% | 81.5% | 90.5% | 78.0% | 81.9% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2711 | . | . | . | . | . | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2717 | . | . | . | . | . | 85.1% |
| 0415 | Computer Info Systms/Academic | CIS-272 | 84.6% | 80.3% | 87.5% | 80.0% | 74.3% | . |
| 0415 | Computer Info Systms/Academic | CIS-273 | 83.3% | 73.6% | 81.4% | 89.1% | 86.3% | . |
| 0415 | Computer Info Systms/Academic | CIS-274 | 86.1% | 84.1% | 84.2% | 77.4% | 76.9% | . |
| 0415 | Computer Info Systms/Academic | CIS-275 | 100.0% | . | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-277 | . | 72.7% | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-278 | 98.6% | 100.0% | 100.0% | 99.1% | 99.1% | . |
| 0415 | Computer Info Systms/Academic | CIS-279 | 100.0% | . | 94.4% | 100.0% | 90.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-280 | 78.4% | 83.5% | 83.3% | 77.7% | 85.0% | . |
| 0415 | Computer Info Systms/Academic | CIS-2808 | . | . | . | . | . | 92.3% |
| 0415 | Computer Info Systms/Academic | CIS-281 | 83.3% | 54.1% | 85.4% | 75.9% | 79.0% | 78.6% |
| 0415 | Computer Info Systms/Academic | CIS-284 | 93.1% | 77.1% | 76.3% | 85.0% | 96.4% | . |
| 0415 | Computer Info Systms/Academic | CIS-285 | 90.9% | 100.0% | . | . | 92.9% | . |
| 0415 | Computer Info Systms/Academic | CIS-288 | 90.9% | . | . | . | . | . |
| 0415 | Computer Info Systms/Academic | CIS-297 | 89.5% | . | 89.7% | . | 88.5% | 80.8% |
| 0415 | Computer Info Systms/Academic | CIS-9232 | . | . | . | . | . | 100.0% |