**Sinclair Community College**

**Continuous Improvement Annual Update 2012-13**

**Please submit to your dean and the Provost’s Office no later than Oct. 1, 2012**

**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?*

Degree and certificate completion rates in BIS programs increased 80% from 95 in 2007-08 to 171 in 2008-09. Completion rates jumped another 42% from 171 in 2008-09 to 242 in 2009-10. Completion rates held steady at 244 in 2010-2011. Closer examination reveals that degree completion for the BIS.AAS degree remained steady during the three academic years between 2007 and 2009, and then there was a 35.7% jump in 2010-11 (approximately 2 years after the 2008 economic downturn). Completion rates for BIMO.AAS (Business Information Systems Medical Office) grew 429% over the past four years from 7 students in 2007-08 to 37 students in 2010-11, with the biggest jump (185%) occurring between 2007-08, and a 54% increase in 2010-2011.

During that same time period, completion rates for the BIS certificate programs grew 214% from 56 in 2007-08 to 176 in 2010-11 with significant growth in all three BIS certificate programs. Our short-term Call Center grew 1320% from 5 completers in 2007-08 to 71 completers in 2010-2011, and there was steady growth in our medical office 1-year certificate (257% from 14 to 50) and information processing certificate (900% from 2 to 20). We believe that much of the growth in certificate programs is due to an influx of displaced workers who are eligible to receive funding for training and education under an Individual Training Account (ITA) funds or under the Workforce Investment Act (WIA). These funding sources support one-year educational programs.

Students who complete any of the BIS degree programs will automatically complete the requirements of one or more of the certificate programs. We need to continue to work closely with students and Academic Advisors to encourage students to list certificate programs in their active program list. With all BIS certificates, close collaboration with the financial aid office is essential to ensure that completion of the CRT program before the AAS will not negatively affect student financial aid eligibility.Evaluation of the data above shows that completion rates for degrees and BIS certificates has grown by approximately 160%. A wide range of audiences are served by BIS Department. Over this timeframe BIS has been a primary provider of software and computer concepts curricula for the campus community. BIS courses were required in all degree programs offered by departments within the Business and Public Services Division and were also required in programs in all college divisions.

Factors for Trends: Over this period of time, there was a significant rise in unemployment rates in our local community which spurred enrollment growth in our programs. This likely had a positive impact on BIS completers.

Actions: The department expanded partnerships with Tech Prep programs, other area high school linkages (PSEO and QuickStart), and correctional facilities. To offer increased flexibility for availability of BIS courses, the department increased its offerings through the Learning Centers and online courses.

Implications: While the 2011-12 completion statistics are not included in this report, there is concern that the Q2S conversion may have inflated completion rates for 2011-12 academic year due to attempts to move students quickly through programs before the conversion to semesters. This may cause a spike in completion rates that will not be duplicated in the following year.

Strategies: A growth of 160% in completion rates suggests that the department is headed in the right direction. We need to continue to grow partnerships with high schools, increase our internship opportunities, and develop stronger ties with the business community.

**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.

Overall, BIS course success trends are consistent and are only slightly below that of the division and the college. The Q2S conversion creates a whole new curriculum.The impact of the new curriculum creates unknowns that the department will have to study to determine upcoming adjustments to improve success rates. The following data is based on quarter course curriculum since semester statistics are not yet available.

Student success rates are consistently higher in upper level BIS courses specifically designed for BIS majors in contrast to the introductory level courses that serve multiple audiences. Over the past four years, average success rates for BIS upper level courses have been as follows:

• BIS 270 Internship - 97.8%

• BIS 220 Computer Application for the Medical Office – 95.5%

• BIS 215 Office Practicum - 92.7% (100% of 70 students in 2010 were successful!)

• BIS 202 Advanced Customer Service Techniques- 84.5%

• BIS 252 Medical Transcription II – 83.5%

• BIS 251 Medical Transcription I - 83.5%

Students in these classes are almost exclusively BIS majors. These averages are well above the 2010-11 BPS division success rate of 69% and the college average success rate of 70%.

Student success rates over the past four years in the introductory courses average much lower:

• BIS 101 Intro to PC Keyboarding – 63.5%

• BIS 105 Computer Concepts –dropped from 71% to 57%

• BIS 160 Intro Word, PPT & Excel – dropped from 59% to 55%

Although these courses are required for BIS majors, we know that in our lower level classes we are serving more than just our majors. There has been significant enrollment growth in our lower division courses over the past four years.

Course Increase 2007-08 2010-11

BIS 160 Intro Word, PPT, Excel 58.4% 3,041 4,817

BIS 101 Keyboarding 57.4% 723 1,138

BIS 105 Computer Concepts 24.6% 329 410

The Q2S initiative along with the elimination of the required college-wide general education computer literacy competency is expected to negatively impact enrollment in BIS courses. The department is concerned for students who appear to lack basic computer skills. The assumption that students engaged in other degree programs posess these skills may be a false assumption. In fact, the department believes and sees significant numbers of students who are degree seekers who, indeed, do lack skills needed for their degree programs. Using a computer, and using a computer productively, accurately, effectively, and efficiently are not the same. Data indicates to us in pretests and post-tests that our students are not computer literate upon entry.

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.)

BIS 160 Pre-test/Post-Test Data

Pre-test (results from 41 sections) Post-test (results from 23 sections)

Highest average- 59% Highest average - 95%

Lowest average- 20% Lowest average - 75%

Overall section average- 37% Overall section average - 86%

**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  Completed  No longer applicable | BIS 215 BIS Practicum was changed to BIS 2170 Office Simulation under the semester system. A graded project has been created where student teams will be charged with planning an event around a topic of interest to current students and graduates of the BIS program. Two teams have begun work on different sessions to be offered during fall semester. A third team will assist with the fall BIS Advisory Committee and will collect information from current BIS students and present the information to the Advisory Committee at the meeting on October 19. |
| 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  Completed  No longer applicable | The faculty who teach BIS 1120 Computer Concepts and Applications, 1230 Spreadsheet Software, 1220 Word Processing Software, and 1240 Presentation Software will continue administering a pretest/post-test assessment in these classes to try to determine attainment of course outcomes.  The new template for online courses requires the faculty developer to map individual assignments to the general education and program Standards and Objectives listed for courses. We hope this will provide a streamlined method for pulling data to help us evaluate the effectiveness of assignments in reaching standards and objectives.  In our software application courses, we use publisher-produced skills assessment software – Skills Assessment Manager (SAM) to evaluate student assignments. We plan to work with the publisher to try to map individual tasks assigned to our targeted outcomes, and utilize their reports to extract item analysis for further study.  The department also hopes to map the Standards and Objectives in CMT to the following face-to-face BIS courses: 1220, 1240, 1260, and 1230. This mapping process will provide consistency between online and traditional classes.  Continue to use surveys that can offer insights to how students are learning. |
| 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  Completed  No longer applicable | Since this is our first term in the semester system, we will begin collecting information about emerging needs of students, industry and the community. |

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  Completed  No longer applicable | Item analysis in the newly created assignments in BIS 1120 Computer Concepts and Applications, 1230 Spreadsheet Software, 1220 Word Processing Software, 1240 Presentation Software will allow is to compare results in and across course sections.  The new template for online courses requires the faculty developer to map individual assignments to the general education and program Standards and Objectives listed for courses. We hope this will provide a streamlined method for pulling data to help us evaluate the effectiveness of assignments in reaching Standards and Objectives.  In our software application courses, we use publisher produced skills assessment software – Skills Assessment Manager (SAM) to evaluate student assignments. We plan to work with the publisher to try to map individual tasks assigned to our targeted outcomes, and utilize their reports to extract item analysis for further study. |
| 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  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  Completed  No longer applicable | Created an Adjunct Training Committee to ensure updated information to our part-time faculty.  BIS will be studying the data in DAWN after fall semester; then, if we see trends, take it to our new adjunct training committee to determine a solution.  Cross-reference the pre-test/post-tests where possible between full-time and part-time. |
| 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  Completed  No longer applicable | Student success in doing boot camps to try to get students oriented to ANGEL.  Sinclair Talks topics, e.g., MLA citations and sources workshop for faculty/students, basic computer concepts, customer service, basic computer skills, presentation software, Publisher basics, and other special topics from other software applications. |
| 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  Completed  No longer applicable | As part of the Q2S transition, the BIS department intends to review our success rates to determine areas for improvement. |
| 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  Completed  No longer applicable | The department has mapped six General Education Outcomes to BIS courses that include assignments that currently assess and evaluate these outcomes. |
| 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 | BIS purchased dual monitors for all the high-capacity rooms, and we will be evaluating whether this makes a difference in the upcoming year. |

**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) |
| Oral Communication | | All programs | **2011-2012** | ASSIGNMENTS:  Grading Scale:  Six Customer Service Examples  BIS 215 Office Practicum Group Presentation | AVERAGE SCORE:  93%=A, 84%=B, 75%=C 66%=D  93.25%  All students who completed the assignment earned a passing score.  For the BIS 215 group presentation assignment, a grading rubric is used to provide feedback to students (See Appendix). |
| Written Communication | | All programs | **2011-2012** | ASSIGNMENTS:  Grading Scale:  BIS 201/202 (Service Expectations, Mystery Shop Training, Role Play & Script  BIS 114 Article Summary  BIS 215  Request Letter  Proofing Document  Thank You Letter | AVERAGE SCORE:  93%=A, 84%=B, 75%=C 66%=D  Average grade respectively:  88.39%, 87.33%, 79.64%  See Appendix for detailed analysis  See Appendix for detailed analysis |
| Critical Thinking/Problem Solving | | All programs | **2012-2013** |  |  |
| Values/Citizenship/Community | | All programs | **2013-2014** |  |  |
| Computer Literacy | | All programs | **2014-2015** |  |  |
| Information Literacy | | All programs | **2015-2016** |  |  |
|  | |  |  |  |  |
| **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) |
| 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 | Simulations, Performance appraisals | 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 | Simulations, Performance appraisals | 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 |  |  |

**General Education Outcomes**

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

No, we are not planning changes at this time since the outcome information indicates that students are successfully demonstrating the general education outcomes.

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

N/A

**Program Outcomes**

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

BIS Department plans to review semester curriculum to determine how well our transition plan is working. Until we are further into the academic year, we do not have the data available to evaluate.

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

Studying success rates in the new curriculum is one way to determine whether we have made strides in meeting the department's goals.

**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?

The 5-Year Department Review was completed in Spring 2012. Since that time, the department has been working on semester conversion. No new information is available to report.

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

The department has realized that the mandated semester classroom block scheduling of 50-minute classes is problematic for technology-based instruction. The startup and shutdown times associated with software applications used for instruction reduces the time allotted for student learning. In these courses, we believe in most learning situations a 50-minute schedule is ineffective for student learning, and it is our hope the college will allow computer-based courses special scheduling considerations of not less than 75 minutes.

APPENDIX

Written communication is assessed in several assignments in various courses in the BIS curriculum. For example, in the BIS 215 BIS Practicum class, one assignment has students research a position within their fields, and write (or update) their resume and a cover letter that correlates their skills with those identified in the position posting. The submitted resumes and cover letters are assessed by a Career Services specialist, and the marked up documents are given back to the student with written feedback, with checklists of common issues/corrections related to the issues in the student’s resume, action verbs, examples, and other documents created or adopted by Career Services to provide guidance to students. Students are given a grade of 75% for the assignment (credit for the assignment with an “average” grade), but are also given the opportunity to make the suggested revisions and resubmit the documents for a grade of 100% for the assignment. They don’t have to make all of the suggested revisions, but if they don’t make a particular change they need to explain why they think the revision will not improve their document. Students are also given my written feedback  feedback to writing and to resume review are both very subjective so receiving feedback from more than one source provides students with richer information. Because assessment feedback cannot be tracked with the same precision as evaluated assignment data, we will focus on evaluation of written communication.

Written communication is evaluated in BIS 114 Records Management, BIS 201 Customer Service, and BIS 215 BIS Practicum:

BIS 114 Records Management. Students are assigned an article summary worth 50 points (approximately 9% of the 560 total points for the course). A grading rubric is provided to students that they print and attach to the submitted summary (this also ensures that they have at least looked at the rubric). We spend a portion of a class session discussing the assignment, and students are provided with an example summary, four articles from which to choose, and the grading rubric. Individual student grades from spring quarter 2012 for two sections of BIS 114 (41 students) revealed that all students who completed the article summary earned at least a passing grade of 70% (a “D” using the BIS grading scale). The average grade for the article summary for section Y1 was 84.3% (course grade average was 85.18) and for section Y2 it was 83.18 (course grade average was 87.43). Of the 41 students, 18 (44%) earned a higher grade for the article summary than their overall course grade, 16 students (39%) earned a lower grade for the article summary than their overall course grade, and 7 students (17%) earned the same grade for the article summary as their overall course grade.

BIS 215 BIS Office Practicum has three assignments where student writing is evaluated. There is a request letter, a thank you letter, and a proofing document – assignment instructions can be found in Appendix X). The three assignments were worth a total of 70 points (19.8%) of the total 353 points available for all course assignments. Individual student grades from spring quarter 2012 (34 students) revealed that the majority (70%) of students earned a lower score on the letter assignment than their overall course grade. The average grade earned on the request letter was 75.4% (a “C” using the BIS grading scale) - with 5.8% of students earning an “A” on the assignment, 62% of students earning a “B” (84-92%), 14.7% of students earning a “C”, 5.8% of students earning a “D”, and 11.7% of students earning an “F” because they did not complete the assignment. The proofing assignment has students proofread a document for spelling, grammar, punctuation, and document formatting errors. There are 20 errors in the document and students are graded on how many of the errors they find. The average grade on the assignment was 85%. All students completed and passed the assignment, the lowest score earned was 73% and the highest score earned 96%. The majority of students (50%) earned a “B” on the assignment, 32.4% earned a “C”, 14.7% earned an “A”, and 2.9% earned a “D” on the assignment.

Rubrics used:

Article Grading Rubric

BIS 114.50

Cheryl Reindl-Johnson

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Excellent Very Good Acceptable Marginal Your Score

10 pt. 9 pt. 8 pt. 7 pt. All major key points are summarized in sufficient detail.

10 pt. 9 pt. 8 pt. 7 pt. All supporting points in your summary are paraphrased and quoting is minimal and necessary for coherency.

10 pt. 9 pt. 8 pt. 7 pt. Spelling, punctuation, grammar

10 pt. 9 pt. 8 pt. 7 pt. Well developed paragraphs, effective transitions and fluency, good sentence structure

10 pt. 9 pt. 8 pt. 7 pt. Reference in correct format

Total Points

Group Presentation Rubric

Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

• Each student must actively participation (speak) during the presentation.

• You must use PowerPoint or some other audio/visual tool.

• Presentations should be 10-15 minutes in length.

Excellent Very Good Good Fair Poor

Preparation

5 4 3 2 1

Tool (PowerPoint, handouts, etc.)

5 4 3 2 1

Coverage of Material

5 4 3 2 1

Presence/Style

5 4 3 2 1

Comments:

Total Points \_\_\_\_\_\_/20\_\_\_\_\_

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

**Degree and Certificate Completion**

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

**Course Success Rates**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Department | Department Name | Course | | FY 07-08 | | FY 08-09 | | FY 09-10 | | FY 10-11 | | FY 11-12 (excludes Spring) | |
| 491 | Business Information Systems | | BIS-101 | 63.9% | 64.2% | | 63.3% | | 62.7% | | 60.8% | |
| 491 | Business Information Systems | | BIS-102 | 76.2% | 71.2% | | 74.2% | | 68.1% | | 78.9% | |
| 491 | Business Information Systems | | BIS-103 | 60.0% | 66.7% | | 64.5% | | 80.6% | | 95.7% | |
| 491 | Business Information Systems | | BIS-104 | 59.2% | 65.0% | | 64.4% | | 58.5% | | 55.2% | |
| 491 | Business Information Systems | | BIS-105 | 70.4% | 65.1% | | 57.4% | | 57.0% | | 59.1% | |
| 491 | Business Information Systems | | BIS-109 | . | 66.7% | | . | | . | | . | |
| 491 | Business Information Systems | | BIS-114 | 90.3% | 86.9% | | 80.2% | | 81.9% | | 86.6% | |
| 491 | Business Information Systems | | BIS-116 | . | 100.0% | | 95.5% | | 90.8% | | 95.3% | |
| 491 | Business Information Systems | | BIS-136 | 69.4% | 80.9% | | 87.1% | | . | | . | |
| 491 | Business Information Systems | | BIS-137 | 87.7% | 86.1% | | 75.0% | | . | | . | |
| 491 | Business Information Systems | | BIS-138 | 94.0% | 92.4% | | 92.3% | | . | | . | |
| 491 | Business Information Systems | | BIS-160 | 58.8% | 56.5% | | 54.4% | | 54.9% | | 54.2% | |
| 491 | Business Information Systems | | BIS-161 | 67.5% | 66.4% | | 75.2% | | 70.5% | | 75.5% | |
| 491 | Business Information Systems | | BIS-172 | 93.3% | 92.6% | | 89.5% | | 90.6% | | 81.8% | |
| 491 | Business Information Systems | | BIS-201 | 72.6% | 71.4% | | 67.8% | | 71.6% | | 82.1% | |
| 491 | Business Information Systems | | BIS-202 | 85.8% | 83.3% | | 87.8% | | 80.5% | | 89.3% | |
| 491 | Business Information Systems | | BIS-207 | 88.2% | . | | . | | . | | . | |
| 491 | Business Information Systems | | BIS-215 | 88.9% | 87.2% | | 94.5% | | 100.0% | | 94.8% | |
| 491 | Business Information Systems | | BIS-220 | 94.7% | 100.0% | | 95.7% | | 93.4% | | 94.6% | |
| 491 | Business Information Systems | | BIS-251 | 81.8% | 84.0% | | 78.2% | | 86.7% | | 97.6% | |
| 491 | Business Information Systems | | BIS-252 | 91.3% | 84.2% | | 97.0% | | 100.0% | | 100.0% | |
| 491 | Business Information Systems | | BIS-270 | 97.4% | 95.9% | | 98.2% | | 100.0% | | 95.9% | |
| 491 | Business Information Systems | | BIS-M25 | 79.1% | 83.6% | | 74.6% | | 67.1% | | 58.3% | |
| 491 | Business Information Systems | | BIS-M35 | 69.3% | 69.2% | | 65.5% | | 63.0% | | 70.2% | |
| 491 | Business Information Systems | | BIS-M36 | 58.4% | 65.6% | | 81.3% | | 76.5% | | 77.4% | |
| 491 | Business Information Systems | | BIS-M45 | 63.7% | 72.5% | | 74.1% | | 63.4% | | 64.8% | |
| 491 | Business Information Systems | | BIS-M46 | 62.0% | 48.8% | | 69.2% | | 66.0% | | 53.1% | |
| 491 | Business Information Systems | | BIS-M55 | 62.0% | 65.5% | | 68.4% | | 66.1% | | 67.0% | |
| 491 | Business Information Systems | | BIS-M75 | 54.0% | 53.5% | | 64.5% | | 69.9% | | 71.8% | |
| 491 | Business Information Systems | | BIS-M81 | 87.1% | 88.9% | | . | | . | | . | |
| 491 | Business Information Systems | | BIS-M82 | 72.2% | 100.0% | | . | | . | | . | |
| 491 | Business Information Systems | | BIS-M83 | . | 83.3% | | 100.0% | | . | | . | |
| 491 | Business Information Systems | | BIS-M85 | 54.4% | 59.0% | | 58.6% | | 51.8% | | 63.9% | |
| 491 | Business Information Systems | | BIS-M86 | 79.9% | 73.6% | | 71.3% | | 78.4% | | 86.6% | |