**Sinclair Community College**

**Continuous Improvement Annual Update 2014-15**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2015**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2015**

**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?*

**The Computer Information Systems degree completions numbers have rebounded from the semester conversion fall 2012. The high numbers in academic years 2009-2012 can be attributed to the displaced workers completing their two year contract and the push to get students to graduation before semester conversion. Currently the number of students enrolled in CIS programs has increased from 1,355 in Fall 13 to 1,704 in Fall 14. The department expects enrollment to stay constant and graduation rates to increase due to two additional embedded short term certificates: ITFN.S.STC- IT Fundamentals and a revised short term certificate FTPA1.S.STC Fast Track Programming. Both these short term certificates are embedded in degrees. These two changes accounted for an additional 377 students and is expected to contribute to increased completion numbers.**

**CIS 1111 and 1107 are consider gateway courses for new students. Enrollment in CIS 1107 and CIS 1111 decreased from FY 12-13 but increased from FY 13-14 to FY 14-15.**

**The internship program has been very successful and is an incentive for students to complete their program. For FY 13-14 there have been 126 internship students and at least 85% of our students are employed after the internship either at their internship site or with another employer.**

**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.

**The success rate of CIS courses decreased but is slightly higher than the college and the division.**

**The success rate for CIS 1111 and CIS 1107 for FY 13-14 was 59% and 62%, respectively, while the success rate for all other courses, with the exception of CIS 1130 is 76%. The success rate of CIS 1130 is 69%. There is no clear solution on how to increase the success rates of CIS 1107 and CIS 1111. Perhaps assessing students’ computer literacy before they enroll or providing a computer lab where students can go to get help.**

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.)

**Last year the department suffered the loss of two professors who passed away. This created a void in the user support degree and the student help desk. The department was fortunate to be able to hire 2 new tenure track faculty members. Within the last 2 years the department has hired 4 new faculty members. Within the next couple of years, several very experienced faculty members are planning their retirement. It is important the department plan for these transitions.**

**As stated previously the CIS internship program has been very successful. Part of the success is due to students acquiring job ready skills in the program and part to the division’s Internship Coordinator, Jessy Jones. Prior to Jessy’s arrival, all internship details were handled by the internship instructor. Having 1.5 people dedicated to matching employer needs with student skills has really helped to make the program successful. The FY 13-14 internship data is summarized in the table below**

|  |  |
| --- | --- |
| **Total Interns** | 126 |
| **Used Current Employer** | 15 |
| **Found New Employer** | 111 |
| **Paid** | 74 |
| **Unpaid** | 52 |
| **Employed after internship\*** | 85% |
| **Average Wage** | $12.21 |
| **Average Hours Worked/Week** | 24 |
| **\*Employments stat is based on only those students we have data for** |  |

**As expected, the CIS curriculum continues to evolve to meet the needs of employers and stay current with technology changes. The Network Engineering degree continues to develop curriculum to include equipment from other vendors: VMware, Juniper, and Enterasys.**

**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 X[ ] Completed [ ] No longer applicable [ ]  | **The web development degree (WEDE.S.AAS) combined 4 of the courses into 2 courses.****Network Engineering degree added the Cisco Security course and integrated other vendor’s curriculum into the Network Engineering courses.**  |
| 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 X[ ] Completed [ ] No longer applicable [ ]  | **The department continues to explore new curriculum.**  |
| Explore greater use of on-line, hybrid, and face-to-face delivery formats in all CIS courses. | In progress X [ ] Completed [ ] No longer applicable [ ]  | **Fall 2013, the CIS department started offering Competency Based Learning courses: CIS 1107, CIS 1130, and the Cisco curriculum courses CIS 1411 and 2416. The development of these courses was funded by the TAACCCT Department of Labor grant. Throughout the year other courses were also developed and offered: Core courses include CIS 1111, 1140, 2165; Networking 1510, 2510, 2520; Cisco 2421, 2426.****The department is exploring using a hybrid model of course material delivery to accommodate more students in the NEEN degree.** |
| 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 X [ ] Completed [ ] No longer applicable [ ]  | **The department has increased course offerings at Courseview but enrollment numbers have been disappointing. Perhaps some advertising of CIS courses would help.** **The CIS department offers CIS 1107 and CIS 1111 at the Huber Heights 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 X[ ] Completed [ ] No longer applicable [ ]  | **The courses which were rewritten under the TAACCCT Department of Labor grant, are now designed so assessment is consistent and will be analyzed.** **As the department prepares to transition to the new portal, elearn, faculty have been asked to dump all their gradebooks to Excel spreadsheets and save them. This is in anticipation of our program review in 2017.**  |
| 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 X[ ] Completed [ ] No longer applicable [ ]  | **All CIS degree hours total 63 hours with the exception of the Cyber Investigation Technology, Network Manager and Health Information Technology degrees. The chair of the department is working to decrease the hours. The HIT degree is a transfer degree so he will be working with Miami University/Middletown.** |
| 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 X[ ] Completed [ ] No longer applicable [ ]  | **The success of preparing students for jobs in IT is evidenced through the success of the internship program data.** **The internship instructor visits all internship sites and the feedback from internship sites is very positive.**  |
| 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 X [ ] Completed [ ] No longer applicable [ ]  | **The mentoring program has been very successful. Each new adjunct faculty member is assigned to an experienced full time tenure track or tenured faculty member. Each mentor is given a check sheet and a list of duties.**  |
| . 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 X[ ] 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 X[ ] Completed [ ] No longer applicable [ ]  | **FY 13-14 the department focused on the software and web development degrees with a goal to create a 2 + 2 transfer degree to a Computer Science degree with Wright State University. The department was successful.**  |
| 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 X[ ] 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 new faculty hired last year bring to the department nationally recognized IT certifications and a wealth of experience.**  |
| 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 X [ ] Completed [ ] No longer applicable [ ]   |  |

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| Please respond to the following items regarding external program accreditation. |
| **Date of Most Recent Program Accreditation Review** | Date of most recent accreditation review: \_\_\_\_\_\_\_\_\_\_\_\_\_**OR**[ ]  Programs in this department do not have external accreditation  |
| **Please describe any issues or recommendations from your last accreditation review (if applicable)** |  |
| **Please describe progress made on any issues or recommendations from your last accreditation review (if 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**.

**PLEASE NOTE – FOR THE NEXT TWO YEARS, GENERAL EDUCATION OUTCOME ASSESSMENT WILL BE TEMPORARILY POSTPONED. WE WOULD ASK THAT IN THIS ANNUAL UPDATE YOU IDENTIFY AT LEAST ONE COURSE IN YOUR DEGREE PROGRAM(S) WHERE ASSESSEMENT AT THE MASTERY LEVEL WILL OCCUR FOR THE FOLLOWING THREE GENERAL EDUCATION OUTCOMES:**

* **CRITICAL THINKING/PROBLEM SOLVING**
* **INFORMATION LITERACY**
* **COMPUTER LITERACY**

**NOTE THAT THERE WILL NEED TO BE AT LEAST ONE EXAM / ASSIGNMENT / ACTIVITY IN THIS COURSE THAT CAN BE USED TO ASSESS MASTERY OF THE COMPETENCY.**

**YOU MAY ALSO SUBMIT ASSESSMENT RESULTS FOR THESE GENERAL EDUCATION COMPETENCIES IF YOU HAVE THEM, BUT IT WILL BE CONSIDERED OPTIONAL**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Outcomes** | To which degree(s) is this program outcome related? | Year courses identified where mastery of general education competency will be assessed. | PLEASE INDICATE AT LEAST ONE COURSE WHERE MASTERY OF THE COMPETENCY WILL BE ASSESSED FOR EACH OF YOUR DEGREE PROGRAMS | What were the assessment results for this General Education competency? (Please provide brief summary data)**NOTE: - THIS IS OPTIONAL FOR THE FY 2014-15 AND FY 2015-16 ANNUAL UPDATES** |
| Critical Thinking/Problem Solving | All programs | **2014-2015** | CIS 1111 |  |
| Information Literacy | All programs | **2014-2015** | CIS 1107 |  |
| Computer Literacy | All programs | **2014-2015** | CIS 2170 |  |
| Values/Citizenship/Community | All programs | **2015-2016** | Due in FY 2015-16 |  |
| Oral Communication | All programs | **N/A** | COM 2206/2211 |  |
| Written Communication | All programs | **N/A** | ENG 1101 |  |

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| Are changes planned as a result of the assessment of general education outcomes? If so, what are those changes | **OPTIONAL FOR FY 2014-15** |
| How will you determine whether those changes had an impact?  | **OPTIONAL FOR FY 2014-15** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |
| 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  | 2013-2014 | CIS 2640 uses hands on labs, assignments and exams to assess whether students have mastered this outcome. |  |
| 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  | 2013-2014 | CIS 1111 While the assessments do not specifically assessment cyber crimes they do assess whether students can analyze data. |  |
| 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  |  |       |       |
| 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  |  |       |       |
| 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  | 2013-2014 | CIS 2808 The hands on labs, assignments, and exams assess the outcome. Note, this course is only taught once a year.  |

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| --- | --- |
| Total Enrolled | 11 |
| A | 8 |
| B | 1 |
| Withdraw | 2 |

 |
| Diagnose and prescribe solutions to hardware, networks and operating systems problems. | CIS-1107 CIS-1130 CIS-2550 CIS-2640 CIS-2717  | 2013-2014 | CIS 1130 The final exam assess whether students have mastered the outcome |  |
| 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  | 2013-2014 | CIS 2165 Database Project assignment (7 deliverables - individually graded) - 25% of total grade for course |  |
| 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  | 2013-2014 | CIS 2165 Database Project assignment (7 deliverables - individually graded) - 25% of total grade for courseCIS 1304. Students are assessed using quizzes, labs, final project |  |
| 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 |  | The Cisco curriculum, CIS 1411, 2416, 2421, 2426 use labs, Packet Tracer activities and hands on skills exam to assess whether the student has mastered the outcome. |  |
| 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 1130 The final exam assess whether students have mastered the outcomeCIS 1714 and CIS 2717 are part of the User Support curriculum. The labs and exams are all accumulative. |  |
| 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 2178 NEEN students use project documentation, posts, and capstone presentation CIS 2178 WEDEStudent create and present their personal website.CIS 2178 all other majors worked at the student help desk (SCOPE)CIS 2170 assessments were completely redesigned fall 13. The revised assignment focuses on communication, resume and job search skills, networking, and ethics |  |
| 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 CIS 1350CIS 1202CIS 2207CIS 2212CIS 2217CIS 2222ECO-2160 MAT-1460 MAT-2170  |  | CIS 1111 Weekly assignment, the midterm and final. Students develop, code, test, and document programs that they have written in MIT App Inventor. Fall 2013 CIS 1111 was rewritten to focus on problem solving and critical thinking via the developing, coding, testing programs written in MIT App Inventor. All assignments are assessed using grading guidelines. These guidelines include documentation, execution, correct naming convention as well as did the student solve the problem. Note, the course was completely rewritten spring and summer 14 for delivery fall 14. It was felt the course, using MIT App Inventory, did not teach or assess the outcomes. CIS 1140 Assessment Item: Group assignments and Ethics Project (9 deliverables - individually graded) - 15% of total grade for courseCIS 2217 Assesses the outcome using programming assignments, 2 conceptual exams and 2 practical exams.  |   |
| 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  |  | Fall 2013 CIS 1111 was rewritten to focus on problem solving and critical thinking via the developing, coding, testing programs written in MIT App Inventor. All assignments are assessed using grading guidelines. These guidelines include documentation, execution, correct naming convention as well as did the student solve the problem. Note, the course was completely rewritten spring and summer 14 for delivery fall 14. It was felt the course, using MIT App Inventor, did not teach or assess the outcomes. |   |
| Manage and secure operating systems. | CIS-1107 CIS-1510 CIS-2510 CIS-2515 CIS-2520 CIS-2630 CIS-2640 |  | CIS 1510 uses labs, midterm, and final to assess whether students have mastered the outcome.  |  |
| Research, select, use and troubleshoot hardware and network components or connections appropriate to area of concentration. | CIS-2520 PHY-1100 |  | CIS 2520 uses labs, midterm, and final to assess whether students have mastered the outcome.   |  |
| Use operating system commands to manipulate files and directories and perform systems software troubleshooting. | CIS-1107 CIS-1510 CIS-2510 CIS-2515 CIS-2520  |  | CIS 2510 uses labs, midterm, and final to assess whether students have mastered the outcome.  |  |

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| **Are changes planned as a result of the assessment of program outcomes? If so, what are those changes?**  |  |
| **How will you determine whether those changes had an impact?**  |  |

**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 | FY 13-14 |
| BPS | 0410 | Accounting Instruction | TAXP.STC | 3 | 2 | . | 1 | 2 | 2 | . |
| BPS | 0415 | Computer Info Systms/Academic | BOSS.S.STC | . | . | . | . | . | 2 | 6 |
| 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 | 2 |
| BPS | 0415 | Computer Info Systms/Academic | CYIT.S.AAS | . | . | . | . | . | 1 | 6 |
| BPS | 0415 | Computer Info Systms/Academic | CYSEC.CRT | . | . | . | . | . | 1 | 4 |
| BPS | 0415 | Computer Info Systms/Academic | CYSEC.S.CRT | . | . | . | . | . | 1 | 4 |
| BPS | 0415 | Computer Info Systms/Academic | DA.STC | . | . | . | . | . | 2 | 1 |
| BPS | 0415 | Computer Info Systms/Academic | FTPA1.S.STC | . | . | . | . | . | 1 | 36 |
| 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 | 2 |
| BPS | 0415 | Computer Info Systms/Academic | ISSC.S.STC | . | . | . | . | . | 2 | 7 |
| BPS | 0415 | Computer Info Systms/Academic | ISSC.STC | 2 | 13 | 35 | 20 | 17 | 5 | 3 |
| 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 | 4 |
| BPS | 0415 | Computer Info Systms/Academic | MCSA.S.STC | . | . | . | . | . | . | 15 |
| BPS | 0415 | Computer Info Systms/Academic | MSSC.AAS | 1 | 13 | 23 | 23 | 25 | 11 | 3 |
| BPS | 0415 | Computer Info Systms/Academic | MSSC.S.AAS | . | . | . | . | . | 6 | 12 |
| BPS | 0415 | Computer Info Systms/Academic | NEA.S.STC | . | . | . | . | . | 6 | 31 |
| BPS | 0415 | Computer Info Systms/Academic | NEA.STC | 65 | 43 | 76 | 81 | 91 | 42 | 5 |
| BPS | 0415 | Computer Info Systms/Academic | NEEN.AAS | 24 | 26 | 27 | 54 | 44 | 29 | 5 |
| BPS | 0415 | Computer Info Systms/Academic | NEEN.S.AAS | . | . | . | . | . | 15 | 22 |
| BPS | 0415 | Computer Info Systms/Academic | NEMA.AAS | 18 | 22 | 32 | 20 | 21 | 11 | 3 |
| BPS | 0415 | Computer Info Systms/Academic | NEMA.S.AAS | . | . | . | . | . | 11 | 15 |
| 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 | 3 |
| BPS | 0415 | Computer Info Systms/Academic | SODE.S.AAS | . | . | . | . | . | 3 | 31 |
| BPS | 0415 | Computer Info Systms/Academic | SOHO.STC | 3 | 1 | . | . | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | USSU.AAS | 14 | 17 | 17 | 18 | 28 | 14 | 1 |
| BPS | 0415 | Computer Info Systms/Academic | USSU.S.AAS | . | . | . | . | . | 5 | 11 |
| BPS | 0415 | Computer Info Systms/Academic | UST.S.STC | . | . | . | . | . | . | 2 |
| BPS | 0415 | Computer Info Systms/Academic | WA.STC | 2 | . | 1 | . | . | . | . |
| BPS | 0415 | Computer Info Systms/Academic | WEDE.AAS | 13 | 13 | 10 | 12 | 25 | 9 | 4 |
| BPS | 0415 | Computer Info Systms/Academic | WEDE.S.AAS | . | . | . | . | . | 3 | 5 |
| BPS | 0415 | Computer Info Systms/Academic | WW1.S.STC | . | . | . | . | . | 3 | 10 |
| 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**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Department** | **Department Name** | **Course** |  | **FY 07-08** | **FY 08-09** | **FY 09-10** | **FY 10-11** | **FY 11-12** | **FY 12-13** | **FY 13-14** |
| 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% | 59.9% |
| 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% | 61.3% |
| 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% | 70.5% |
| 0415 | Computer Info Systms/Academic | CIS-1140 |  | . | . | . | . | . | 74.3% | 78.3% |
| 0415 | Computer Info Systms/Academic | CIS-1202 |   | . | . | . | . | . | 62.9% | 46.1% |
| 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% | 56.7% |
| 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% | 60.7% |
| 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% | 84.2% |
| 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% | 87.5% |
| 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% | 70.1% |
| 0415 | Computer Info Systms/Academic | CIS-2170 |   | . | . | . | . | . | 91.3% | 94.6% |
| 0415 | Computer Info Systms/Academic | CIS-2178 |  | . | . | . | . | . | 89.8% | 97.4% |
| 0415 | Computer Info Systms/Academic | CIS-2207 |   | . | . | . | . | . | 60.3% | 65.5% |
| 0415 | Computer Info Systms/Academic | CIS-2212 |  | . | . | . | . | . | 76.0% | 63.0% |
| 0415 | Computer Info Systms/Academic | CIS-2217 |   | . | . | . | . | . | 50.0% | 77.5% |
| 0415 | Computer Info Systms/Academic | CIS-2222 |  | . | . | . | . | . | 92.9% | 90.5% |
| 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% | 59.1% |
| 0415 | Computer Info Systms/Academic | CIS-2269 |   | . | . | . | . | . | 100.0% | 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% | 73.5% |
| 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% | 93.8% |
| 0415 | Computer Info Systms/Academic | CIS-2319 |   | . | . | . | . | . | 85.7% | 94.1% |
| 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% | 77.3% |
| 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% | 76.9% |
| 0415 | Computer Info Systms/Academic | CIS-2426 |   | . | . | . | . | . | 89.3% | 96.7% |
| 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% | 76.4% |
| 0415 | Computer Info Systms/Academic | CIS-2515 |  | . | . | . | . | . | 100.0% | 100.0% |
| 0415 | Computer Info Systms/Academic | CIS-2520 |   | . | . | . | . | . | 88.0% | 89.3% |
| 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% | 87.5% |
| 0415 | Computer Info Systms/Academic | CIS-2560 |   | . | . | . | . | . | 100.0% | 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% | 95.8% |
| 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% | 85.5% |
| 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% | 87.5% |
| 0415 | Computer Info Systms/Academic | CIS-2717 |  | . | . | . | . | . | 85.1% | 88.7% |
| 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% | 81.8% |
| 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% | . |