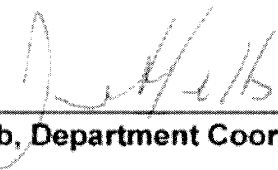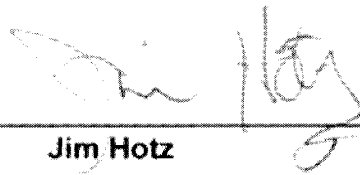# Grossmont College

Computer Science and Information Systems Department

Program Review

Spring 2015

Program Review Signoff Sheet
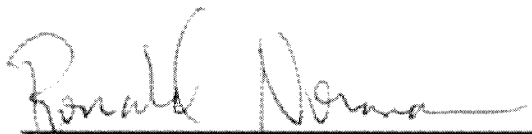# Full Time Department Members

_____   _____
Janet Gelb, Department Coordinator   Jim Hotz

_____   _____
Mike Qualls   Clifton Quinn

_____
Ronald Norman

Adjunct Department Members

Azhar Antwan   Cory Ornelas
George Bonilla   MonaLisa Patnaik
Ronald Burgher   George Sfakianakis
Paul Cornish   Barbara Smith
Kathleen Cudahy   Linda Snider
Donna Dockter   Sosha Thomas
Rolando Giron   Thomas Trzos
J. Roberto Guzman   Kenneth Umbarger
Tom Harrisburg   James Waters
Eric Lund   Billie Williams
Ramin Moshiri   Michael Wilson

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SECTION 1 – BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.

General Description. The Computer Science and Information Systems (CSIS) Department offers a variety of computer related curricula that prepare a student for a career in this rapidly and constantly changing and high-demand area. There are four related, but distinct areas of emphasis designed to provide corresponding job entry skills. These are:

1. Computer Programming
2. Local Area Network Support Specialist
3. Small Computer Specialist
4. Web Design

Each area of emphasis can lead to an Associate degree or to a Certificate of Achievement.

As mentioned above, the CSIS disciple continues to change ever so fast making it difficult to stay current and relevant in the recent budget crisis years. Nonetheless, the full time and adjunct faculty have consistently collaborated to keep out course offerings and our classroom labs as close to state-of-the-art as possible. A few of our recent successful highlights include:

- In Computer Programming, we have added four new courses – Introduction and Intermediate C# Programming and Introduction and Intermediate Visual Basic (VB) Programming.
- Several of our computer programming and web design courses are now being offered in hybrid and/or online format (CSIS-119, 132, 288, 289, 290, 291, 293, and 296).
- Small Computer Specialist Area of Emphasis now has a dedicated lab with hardware (complete systems with swappable disk drives) to support hands-on experiences with hardware, operating system, and networking assembly and disassembly.
- Web Design Area of Emphasis has been completely redesigned with new courses having been developed and the content brought in-line with needs of industry and the changing face of software development for the web.
- Local Area Network Support Specialist Area of Emphasis courses have been redesigned and all courses in the emphasis are now offered online or in hybrid format.

In addition to providing courses in the above areas of emphasis, the department is cooperating with other divisions and departments across Grossmont College in order to provide cross listed or team taught courses that assist not only in the infusion of computer skills into those other areas of discipline, but also to introduce those students

to computers in more detail. Some examples include 1) recent collaboration with the BOT department to identify candidate courses, 2) developing a course in conjunction with the Business department adding an emphasis on added content in "marketing a business through the Internet", and 3) continued collaboration with the AOJ department and their forensics program with the cross listing of a computer forensics course.

In recent years there has been cross-campus discussion related to a Computer Literacy course being added to General Ed or infusing a variety of General Ed courses with computer literacy content. No decisions have been reached on these efforts to date.

CSIS Vision and Mission. In a Strategic Planning Meeting held on 4/21/06, members of the department developed the following vision and mission statements:

> **Vision Statement:** Students in the Grossmont College CSIS Department shall have access to high quality technology based instruction in the use of computers for the purposes of academic transfer, career enhancement, and/or personal development.

> **Mission Statement:** The Grossmont College CSIS Department will provide quality education to students based on a comprehensive, relevant curriculum that provides students with the ability to transfer, enter the workforce, and/or promote life-long learning.

CSIS Department Concerns (Challenges) & Trends. Major concerns (challenges) and trends that exist within the department today are:

1. A very positive trend over the last several years is the increased student demand for our programming courses. This is wonderful as there was a significant downturn in enrollment ten years ago as a result of the "dot.bomb" era in 2000-2004. There now is a sense among students and within the community that computer programming is once again a highly sought-after skill set for career opportunities.
2. The greatest concern for our department is that of upcoming retirements for four of our five full-time faculty members. These retirements could commence as early as 2015 for one faculty member and the other three potential retirements could take place by 2017. This will leave a huge knowledge gap in our department if we are not allowed to hire replacement(s) soon. The department lost a full-time faculty member due to an unexpected death a few years ago and that position has never been filled.
3. An ongoing challenge is to continue to identify and attract highly skilled adjunct faculty who are on the cutting edge of the new technologies we are constantly addressing. There is competition for these folks among the colleges in San Diego County as well as a need to offer attractive remuneration and benefit incentives. The AFT Union is working to address these needs, and we expect to be able to attract more highly skilled instructors who are presently working in the CSIS industry.

4. An ongoing concern is having significant technology budget each year to keep both our computer classroom hardware (~100 PCs) and software as close to state-of-the-art as possible. Along with this concern is another which allows our full time faculty to have their office and/or portable hardware/software at state-of-the-art so they can be evaluating, researching, and testing new hardware and/or software for potential introduction into our curricula.
5. Another ongoing concern is the potential for duplication of courses and/or course content by other divisions and departments here at Grossmont College that result in a reduction in course enrollment. (Photoshop, Dreamweaver, Web Development, Video editing are examples that have actually occurred). Enrollment in all the departments concerned would have benefited by a collaborative effort in the development of these courses.
6. Another ongoing concern is the development of full offering programs (CIS and CS) at Cuyamaca College that mirror Grossmont CSIS department offerings and also result in a reduction in course enrollment. We continue to work collaboratively with the CIS/CS department at Cuyamaca College in order to offer these duplicated courses that traditionally have low enrollment only once per year at each of the colleges so that students will hopefully not have to deal with cancelled courses and be able to continue with their educational goals and completion of their degrees and certificates.

Changes/Needs Over the Next Three Years. How well we address our concerns and challenges will determine our exact needs over the next three years. Our current number of full-time faculty will not be sufficient to meet student demand should one or more retirements take place. Increasing student enrollment will require the identification and hiring of new full-time faculty and highly skilled adjunct faculty with the required skill sets. Full-time faculty will require training/education funds to be set aside and identified in a "hard" budget line-item to enhance and/or acquire new skills. We believe that we have sufficient facilities to meet increased enrollment. As technology needs change, we will require the purchase of new classroom software and hardware and possible server hardware.

Program Goals

1.2 Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your most successful and least successful goals and answer the following questions:

  For your most successful goal:
  a) What activities did you undertake to achieve this goal?
  b) Report and explain the data you have to verify progress toward your goal.
  c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

  Most Successful Goal: Provide curriculum that is up-to-date and prepares students for academic transfer, filling industry demanded occupations, and/or

enhancing their own personal development.

a) The three major activities that the department undertook to attain this goal are:
   1. Introduction of new/revised curriculum and programs of study
   2. Acquisition of new computer classroom technology including infrastructure, facilities, and technical expertise to support it
   3. Continual learning by existing full and adjunct faculty as well as hiring additional adjunct faculty who have the expertise needed to deliver the up-to-date instruction

   Discussion: The past six academic years have been extremely challenging and threatened our ability to deliver on this major goal due to the on-going budget cuts being received by the College each year. Understandably, those reductions trickled down to all academic and administrative departments. These cuts were 100% out of our control but through our department leadership we were able to negotiate through these budget cuts holding fast to what was most crucial to student success, namely the three items listed above. Even though we lost a full-time faculty member during this period due to her untimely death, the department's remaining full and adjunct faculty members rose to the occasion by assimilating additional teaching assignments.

b) The data that CSIS has to verify the progress towards this goal are the student enrollments in our five new programming courses: CSIS-288, 289, 290, and 291 along with the modifications made to the CSIS-119 and 132 courses. Enrollments (demand) has consistently increased with each semester in which these new courses are offered. Another data point is the approximately 146 new classroom PCs equipped with the most recent versions of several software tools including Windows 7 Operating System when no other academic or administrative departments within the district had migrated from Windows XP to Windows 7. Our department led the way on this migration. The final data point for progress towards this goal revolves around the full-time and adjunct faculty who have had to become masters of this new technology in order to use and teach it even when professional development funds were scarce for supporting this activity.

c) These achievements have helped the college move forward with numerous goals ranging from student success and instructor preparedness to developing community partnerships and responding to community needs. Instructors across disciplines, namely AOJ, BOT, and BUS, have enhanced some of their course content to take advantage of the new and evolving CSIS technology. In so doing, they also have attracted additional student demand thus increasing off-campus relationships that help the college better understand the needs of the community in order to better prepare and place students into four-year academic institutions and/or the workforce upon completion of courses and graduation.

Footnote: As in previous CSIS program reviews, goals and/or their associated

activities are always ongoing. With the constantly changing face of information technology (IT), a goal is never completely met but is instead always in a state of "being" met. New and/or modified curriculum is always being developed, new methods of instruction (hybrid, online) are being applied to existing offerings, and faculty is continually undergoing education through conferences, seminars, or other training offerings. Even though our department course enrollments are increasing, our faculty must not rest on this trend because student success in our discipline is a moving target, one that we readily accept the challenge of attempting to meet or exceed.

For your least successful goal:
   a) What challenges or obstacles have you encountered?
   b) Has this goal changed and why?

Least Successful Goal: Two come to mind rather than one. Lack of adequate professional development funds and approval to offer new courses with limited enrollment.

a.1) Not being reimbursed for professional development travel and attendance at **high-value** conferences, workshops, seminars, etc. has forced our full-time faculty to be reticent with respect to attending such venues since the majority of the cost to attend would come out of their own personal "pocket". Most high-value events in our discipline occur outside of San Diego and often outside of California making the cost prohibitively high to attend. In addition, high-value events, ones that are well-attended by IT professionals, cost several hundred dollars per day. The opportunity to form personal networks (communities) of IT professionals is limited since faculty have to decline attendance due to cost. There really is no substitute for what is being said here! Nonetheless, the full-time faculty have availed themselves of as much virtual and video-based events as possible given the cost for these is generally less (but one gets what one pays for as the saying goes). There is little or no opportunity to network and/or ask questions and/or offer comments in these virtual and video events. The CSIS faculty have been able to barely maintain currency and relevancy albeit not in the most effective and efficient manner that should be afforded to high-value individuals.

a.2) Protyping new courses, regardless of the course number, has been a major challenge for CSIS. As the IT discipline and technologies continue to evolve, our department needs the ability to offer a new/proposed course at least once with little enrollment in order to "seed" such a course (ie. Have students talk to other students about the course and help market it by word of mouth) for the next time it would be offered. We have not been allowed to do this during this review cycle due to budget considerations. This does pose a serious dilemma for the department because it is really challenging to offer a new course (iPhone for example) and have enrollment set at a minimum of 20 students by the administration. One possible solution would be enrollment averaging but

that solution has not been agreed to by the administration.

b) These two goals have not changed. We have managed them as best we can but could certainly use more cooperation and assistance from the administration to more successfully meet these challenging goals.

Implementation of Past Program Review Recommendations

1.3 Your program **6-year Unit Plan** in **Appendix 1** contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own)

The Program Review Committee offers the following recommendations:

1. Continue to provide curriculum that is up-to-date and prepares students for industry demand occupations.

The demand for our Computer Programming Area of Emphasis has "skyrocketed" over the last few years. As a result, we have added additional sections of CSIS-112 and 119 which are gateway courses leading to the programming course sequence, and added additional sections of our CSIS-293 Introduction to Java Programming course and CSIS-296 Introduction to C++ Programming. In addition, we have added four (4) new courses – CSIS-288 Introduction to Visual Basic Programming, CSIS-289 Intermediate Visual Basic Programming, CSIS-290 Introduction to Microsoft C# Programming, and CSIS-291 Intermediate C# Programming.

We continue to modify our Local Area Network (LAN) Support Specialist Area of Emphasis due to continuous technology changes, and we have modified our Web Design Area of Emphasis to attract more students who are interested in this discipline.

We continue to monitor the proliferation of mobile devices and their impact upon both our students and industry. We have integrated mobile device concepts and hands-on experiences into several of our courses and created one Android Mobile Device course (CSIS-295 Android Application Development with Java).

2. Upgrade computer classrooms and lab facilities with new state-of-the-art equipment that meets industry standards.

Thankfully sufficient budget was available to allow CSIS to replace all of its 146 classroom computers and faculty office computers prior to the start of the fall semester 2013. This is in line with our expectations to continually upgrade and/or replace these essential resources for providing the most recent software for our students.

One reason new hardware and software is required every two (2) years is due to the

fact that textbook and software publishers evolve their books and software (e.g., Microsoft Office) every few years. Also, although industry as a whole is often slow to migrate to new versions of standard software, such as Windows Operating System, software vendors sunset (i.e., stop supporting) older generations of popular software. For example, Microsoft sunset Windows XP Operating System in April 2014. This situation created a significant and time-consuming project for ICS to upgrade just about all hardware and software on campus in spring 2014.

3. **Investigate funding sources to support faculty training and acquisition of state-of-the-art equipment for faculty to understand and use new technology.**

The CSIS faculty have investigated various funding avenues over the years. Beyond Professional Development Funds AND personal faculty contributed funds, nothing has surfaced as viable. We have explored "lab fees", "computer fees", "club fees", and "subscription fees", as well as attempted to attract donations/contributions from various for-profit and non-profit organizations in which we have either donated faculty time (e.g., Shakti Rising, San Diego Rescue Mission), or have placed our student interns into their organizations.

We have also sought funds from publishers (after adoption of their books and technology) and, on a rare and exceptional basis, they have contributed travel fees or waived conference admission fees in order to afford our faculty to attend an important training event.

4. **Continue collaborating with other departments on campus in the development of cross-discipline courses.**

We continue to cooperate and collaborate well with cross-campus departments that have a genuine interest in developing such coursework. BOT, Business, Multimedia and AOJ are our best cooperators/collaborators rather than competitors. Beyond specific coursework we have collaborated with the Business department to incorporate our CSIS-110 Principles of Information Systems into the Business Administration Transfer Model Curriculum (TMC). In addition to these collaborations, CSIS collaborates very closely with our sister departments at Cuyamaca College to be sure we do not duplicate courses in which neither college would get sufficient enrollment if there were two equivalent classes during the same semester. Finally, CSIS has proposed or at least brought up for discussion in the appropriate committee setting(s) the idea of a Computer Literacy General Education course or at least the infusion of Computer Literacy concepts within existing General Education courses so that all Grossmont College students could benefit regarding computer literacy (and security) rather than just portions of the students who take technology-focused courses. To date, these discussions/proposals have not met with any decision(s) to implement something.

5. **Enlist the support of the college administration and Community Relations Department to improve and implement department marketing strategies.**

The CSIS department has enlisted the support of the college administration and its Community Relations Department to improve and implement department marketing strategies. One way this is being done is through our department's website which will undergo a transformation during AY 2014/15. We have sought a marketing budget from administration and it has declined to provide any.

The department has made itself available to high schools in the district and has assisted in various campus "outreach" events. We also have an informal student "computer gaming club" which has attracted a number of new students each semester.

CSIS faculty have also participated since 1995 in the San Diego County SD4C university and community college computer science and information systems faculty symposiums which meet once every semester. A different institution hosts these semi-annual symposiums and Grossmont CSIS has hosted it many times since its inception showcasing (marketing) the campus, facilities, classrooms, tech mall and computer labs.

6. **Create network administrator position to expand and improve upon technical support for the CSIS department.**

With the support of the administration as well as IS and ICS, CSIS has been able to create a full-time system/network administrator position for our computer classroom labs as well as various other technology resources. This person is our "front-line" technology "go-to" person when we have any needs and/or challenges with the technologies that are installed in our classrooms as well as in our offices and portable devices which now include laptops, tablets and iPads.

Both IS and ICS have done a very good job of supporting us given their staff and budget constraints. As an example of these constraints, the lead technician responsible for installation and some maintenance of our labs (done in concert with our network administrator) is continually being given new responsibilities for of provisioning and maintaining just about all of the campus technologies (Microsoft & Apple). As a result he is spread quite thin, and, even though he is quite proficient, inherent delays in schedule happen causing us great concern just before the beginning of each semester. CSIS plans to have all technology upgrades (hardware/network/software) completed at least three (3) weeks prior to the start of a semester in order to mitigate "surprises", and ICS tries to meet that schedule but our requirements are triaged with those across campus for this single individual. We would highly recommend a second person in ICS to handle all of the campus needs.

7. **Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.**

With the assistance of the adjunct faculty, the full-time faculty have created and/or revised SLOs for all CSIS courses during this period. New courses, of course, require SLOs and that was done by the full-time faculty who were creating the course(s).

The CSIS faculty also agreed on the assessment methods for each of the courses and many of those courses have had assessments completed and submitted. SLO data has been monitored and evaluated, and course adjustments have been made in those cases where SLOs were not being met by at least 70% of the students taking the course. In some cases the course content and/or delivery emphasis was modified to better emphasize a particular SLO so that students would be more successful when they were evaluated (tested) with questions that pertain to that SLO.

SLO activity is a fluid process which is in place to promote continuous improvement which ultimately should lead to higher levels of student success, a goal the full-time and adjunct faculty have always hoped to accomplish as professional instructors, even before the notion of SLO emerged onto the college scene in the early 2000's.

8. **Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.**

The CSIS department faculty evaluate courses every academic year. Sometimes course modifications are made, sometimes existing courses are removed, and sometimes new courses (and programs) are added. The IT discipline demands constant "adjustments" (care and feeding as we like to call it) due to the fast and evolving nature of IT.

SECTION 2 – CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions,** insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

Course outlines for the department older than 2009 are in the process of being reviewed and updated during the current academic year. These courses are ones that the department has not offered for several years due to low enrollment and/or the budget situation.

Problem solving, quantitative reasoning, and knowledge-based critical thinking are reinforced across the department's curriculum. The department makes a conscious effort to explicitly and deliberately link all technological advances to foundational theory and current industry practices. This provides students a basis upon which to evaluate competing technologies (e.g., Microsoft vs Linux/Unix for example) and their implementations as they are encountered in future endeavors. The hallmark of the department continues to be the emphasis placed upon college level note taking abilities and, towards that end, our outlines have been updated to include the use of the latest hands-on technology at our disposal. Our courses consistently incorporate reading and writing components through lab exercises, short answer exam questions, exam essays, projects, and papers. Through evaluations and mentoring, the department makes every effort to monitor whether these skills and processes are also being integrated into course sections taught by adjunct faculty. The department long ago established and will continue to evaluate the learning outcomes to be accomplished by students in each course. The department measures this progress in a variety of ways with an emphasis on student projects as a mode of testing higher-level student conceptualization.

With the above as the focus, the majority of our department's course outlines need to be updated every couple of years to reflect industry changes. With constant changes in the IT industry, the CSIS department is constantly writing new or revising existing curriculum to reflect the new technology and required professional skills to support that technology. It is for this reason that it has been extremely difficult to constantly update our old course outlines while writing new or revising existing curriculum to support the changes taking place in business and industry.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? You are encouraged to use feedback from your Faculty Survey discussion.

The CSIS department has not had a new full-time faculty member since January 2006, however orientation of our new adjunct faculty members, which occurs almost every semester, provides a good example of our thoroughness to insure success for the new faculty member. In the last few semesters, several new adjunct faculty members have commented, anecdotally, that our orientation far exceeds the orientation that they received at other colleges in the county. The following are normal procedures within the department. We first provide all the important "on campus" components such as a campus tour, classroom and office space (if available) key(s), parking sticker, introductions around campus, classroom setup, and review of course outlines and materials showing how the course(s) fit into the curriculum (bigger picture). Informally, we then usually grab lunch and/or coffee/soda with the new faculty member and share the expectations, history, and general attitude of the department.

During the semester's Professional Development Week, which precedes the beginning of course instruction, all CSIS full and adjunct faculty are deeply involved in department planning ranging from the writing of SLO's and schedules to discussions of the most recent past semester's strengths and weaknesses. All new faculty members (full and adjunct) are strongly encouraged to collaborate collegially for their scheduled course(s) as it is (or has been) taught by another more experienced instructor in order to gather ideas and a better understanding of our expectations as well as a better understanding of what the students expectations and questions might be.

The CSIS department's full-time faculty maintain high standards and a high level of communication thanks in large part to the physical organization and size of the department. This attitude is modeled every day by our current full and adjunct faculty, and that modeling helps our new faculty members to willingly adhere to the same standards of excellence. New faculty members know that they can communicate with any of the "old" faculty to seek out any answers to questions that surface throughout the semester. We foster an open communication environment for our faculty team members.

2.3 Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

The CSIS department dedicates itself to being as close to the cutting edge of instruction content and technology as possible in line with our financial budget and

industry standards and guidelines. Doing so contributes to our student's successes in obtaining relevant career opportunities and/or transferring to four year institutions to continue their education.

We maintain this high standard in many ways. Department members constantly avail themselves of new IT content offerings, gain hands-on experience with emerging hardware and software, and keep abreast of industry IT trends and movements. For example, industry's embrace of "the cloud" has all of us utilizing and experimenting with various "cloud" technologies. Another very important way to keep current is by utilizing tech-savvy adjunct instructors who typically have "day" jobs within the IT industry and bring a wealth of knowledge and experience with them into the classroom. Some of the full-time faculty also have on-going, time-limited, IT industry experience working with local non-profit organizations (e.g., Shakti Rising, San Diego Rescue Mission, East County Economic Development Corporation). Finally, recent faculty sabbaticals have focused on emerging technologies (e.g., web development, Windows 8.x or beyond operating system, gaming, 3D utilization, and multimedia).

As has been and will continue to be emphasized in this review document, the IT industry is a rapidly changing ecosystem measured in months rather than years. The CSIS faculty **thrive** on this aspect of our career choice. Our roles are never boring, continually changing, bringing more and more excitement to our discipline as time marches on. Simply stated, we love doing what we do because of these characteristics and because we have the opportunity to influence our students and guide them as they pursue their academic interests.

Our full and adjunct department member's passion for excellence and relevancy is showcased in the preparation, content, materials, outlines/syllabus, and delivery of our classroom, hybrid, and online instruction.

2.4 Analyze the data in Appendix 3 - Grade Distribution Summary. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment. You have many options here. Some departments compare full-time to part-time grade distributions. Some compare grade distributions from multiple section courses. The program review research liaison, Bonnie Ripley, can help you with this matter. She will be providing you with some data as well)

The CSIS department has purposely chosen to analyze three of our most popular courses, each of which has two or more offered sections each semester – CSIS-110, CSIS-119, CSIS-293. Why? Because they are our most popular courses, they are very rigorous in content, and they represent the most meaningful courses to analyze as we move forward beyond the review time period of this document.

The three (3) charts below represent six years of grade distributions for our CSIS-110 Principles of Information Systems course which has averaged 307 semester enrollments over this review period **not** including Withdrawals. We consistently offered between 10 and 12 sections of this course each semester. This course is articulated with both the UC and CSU as well as being the equivalent course to SDSU's College of Business MIS-180 course which is required of all business majors. The course content is mostly determined by our articulation agreement with SDSU and we offer these sections in all three formats – traditional classroom, hybrid, and 100% online..

CSIS-110 Fall Averages

	A	B	C	D	F	W
	96	100	59	16	30	66
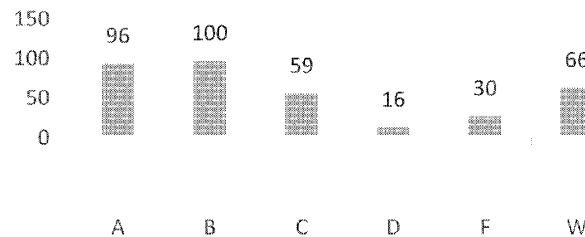
CSIS-110 Spring Averages

	A	B	C	D	F	W
	107	91	66	17	32	66
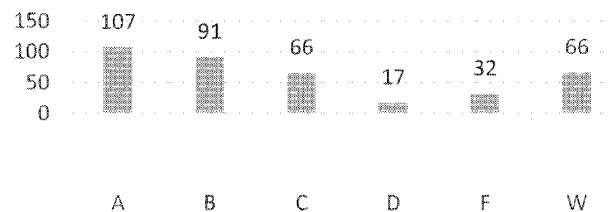
CSIS-110 Overall Average

	A	B	C	D	F	W
	102	95	62	17	31	66
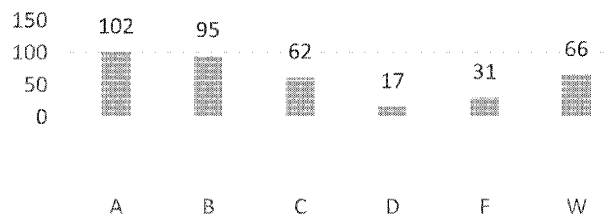
Analyzing the above data one can see that approximately two-thirds (66%) of the students earn grades of A or B which on the surface might seem a bit high. Anecdotally, we believe that the high number of Withdrawals (consistent average of 66 per semester over this review period) are students who would have earned a letter grade of C, D or F but chose to withdraw from the course due to their performance (or lack thereof). Based on some exit interviews with students who withdraw, we find four main reasons for withdrawing: 1) not achieving a grade of B or better and need to, so will retake the course, 2) too much work given their personal schedule for the semester, 3) did not take the course seriously, and 4) limited command of the English language.

Because we have reasonable information about the nature of and quantity of withdrawals, we are not concerned with the high percentage of A or B grades earned in this course. Interestingly, probably 90% or more of the students taking this course will not take any other course in our department as they have different academic goals that do not include computer science type courses.

Another very important course for CSIS is our CSIS-119 Introduction to Computer Programming course because it is the entry level or gateway course for all CSIS students interested in our various Areas of Emphasis within the department. In the first four years (eight semesters) of this review period we offered two sections of this course – one traditional classroom and one 100% online. The last two years of this review period we offered three sections each semester with two of the three being held in the traditional classroom strategy and the third one being conducted 100% online.

We chose to have the new sections of this course be held in the traditional classroom strategy because we had fairly consistently observed (and now the data validates this) that roughly two-thirds (66%) of students who withdrew from the course were from the online section. Conversely, and positively, we were observing similar letter grades earned regardless of classroom or online delivery. We know that students are more able to finish the course with the classroom strategy yet we know some students can be successful in the online strategy so we decided to keep both strategies in play. Beyond this review period when we can introduce new sections of this course we will probably use the traditional classroom strategy or offer a hybrid section to see how students do in this mixed strategy.

The three charts below represent six years of grade distributions for our CSIS-119 Introduction to Computer Programming course which has averaged 43 semester enrollments over this review period **not** including Withdrawals. This course is articulated with both the UC and CSU, and, as we stated above, is our entry or gateway course for all of our follow-on programming courses. Success in this course really is a strong indicator of a student's aptitude for doing computer programming. So, the instructors often tell students at the beginning of this course that, if they do not do well in this course, do not consider it a failure – rather consider it a learning experience that could possibly show them that computer programming is not a discipline that they will be successful in and probably not enjoy doing as a career choice. This is one of the benefits of our CTE division entry-level courses – students can experiment with various career type courses for trial and error. It is our belief that "failure" as one usually defines it is not applicable for the students taking these gateway courses, but rather consider it a "success" to help them determine what they might be best suited for and follow a plan of study that emphasizes and facilitates their aptitude.

CSIS-119 Fall Averages

	A	B	C	D	F	W
Count	14	14	9	3	5	13

CSIS-119 Spring Averages

	A	B	C	D	F	W
Count	13	10	11	2	6	15

CSIS-119 Overall Average

	A	B	C	D	F	W
Count	13	12	10	2	6	14
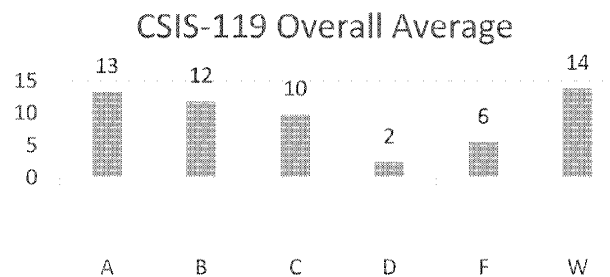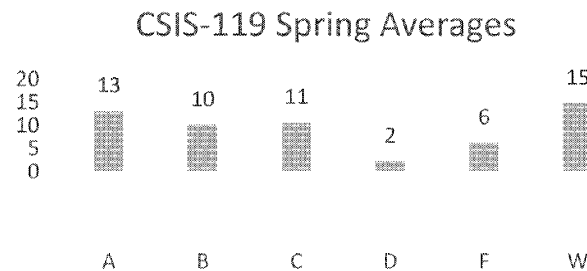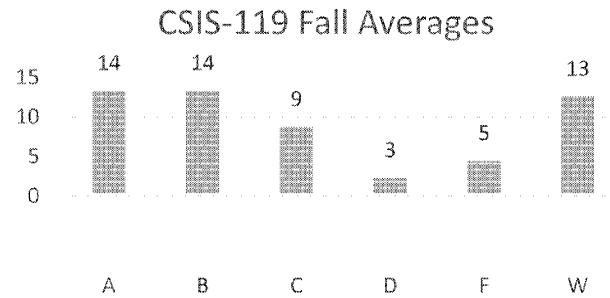
Looking at the above charts, we believe that the large number of Withdrawals (W) skews the grade distributions favorably towards A's and B's. Students tend to withdraw from this course for three reasons: 1) not achieving a grade of B or better and need to, so will retake the course, 2) too much work given their personal schedule for the semester, 3) discover that they really do not have the aptitude for computer programming.

The third course that we chose to analyze for this review is CSIS-293 Introduction to Java Programming. We offer two or more sections of this course each semester during the review period – one is traditional classroom and lab and the other is 100% online. This course averages 33 enrolled students each semester **not** counting Withdrawals.

The following three charts represent a summary for this course similar to the charts presented earlier in this section.

CSIS-293 Fall Averages

Grade	Count
A	10
B	9
C	8
D	3
F	6
W	13

CSIS-293 Spring Averages

Grade	Count
A	11
B	8
C	5
D	1
F	5
W	16

CSIS-293 Overall Average

Grade	Count
A	11
B	8
C	6
D	2
F	5
W	14
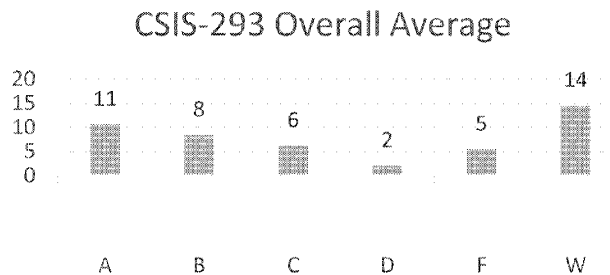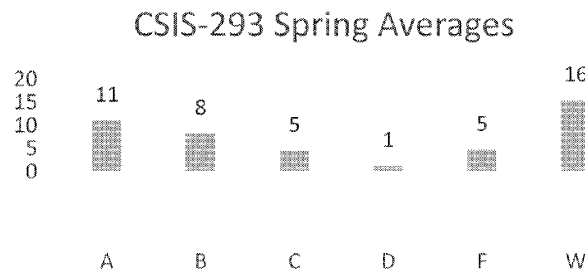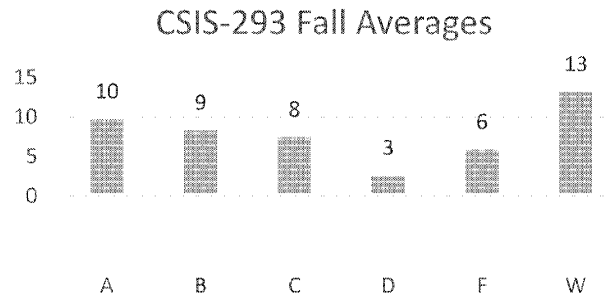
Analyzing the above data, we find similar percentages as we did in the other two courses – approximately sixty percent (60%) of the grades were either A or B. Once again we find that the Withdrawals were from students who were not doing well (a grade of B or better) in the course, and, with a 12 week "withdraw" period, a high percentage of students took advantage of this opportunity.

Looking at the detail data for the Withdrawals over the twelve (12) semesters of this review study (not shown in the above graphs), we again point out that more students withdraw from an online section of this course than do the traditional classroom students. Approximately 60% of the withdrawals are from online students. We can only hypothesize about this and say that students who do not have face-time with a live instructor are perhaps more likely to withdraw because they have no personal connection with the instructor. But, this is just a hunch.

Earlier, we mentioned that a student doing well in our CSIS-119 gateway to programming course usually would be successful with follow-on computer programming courses, such as CSIS-293; however, looking at the above data, one comes to the

conclusion that success in a programming course is not a guarantee based on doing well (passing) the introductory programming course (CSIS-119).

2.5 Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

Given the inherent nature of academic freedom, consistency across multiple section courses utilizing multiple instructors is challenging but can be mitigated with focused attention by the full-time lead faculty member for each of these multiple section courses. Our most challenging multiple section course is CSIS-110 (Principles of Information Systems). The main reason for this is because we offer about a dozen sections each semester requiring many adjuncts to teach the course. Our lead faculty for this course has implemented several, recent standards including standardized electronic content delivery for both the textbook content/exams as well as the "hands-on" lab applications/exercises/exams.

We have just completed our first academic year with these enhancements and several adjustments were implemented going into the second semester to further enhance grading consistency across all sections of the course. Discussion, both one-on-one and within the faculty group who teach this course as a whole, has taken place during Professional Development week and during the semester. Needless to say, variances still occur due to differences in philosophy about the emphasis on and/or amount of content detail expected from each instructor. All instructors agree on the standardized list of topics that are covered and meet the Student Learning Outcomes (SLO) but the level of detail of each of those topics is subjective and fluid based on the knowledge and expertise of each instructor.

Suffice it to say that our full-time faculty have been and continue to be acutely aware of the challenges in delivering a consistent course of instruction across all sections of this course, and, as a result, invest considerable effort into neutralizing this challenge.

Our analysis shows that all of our other multiple section courses (four or five courses) generally have statistically insignificant grading differences whether the multiple sections are taught by the same or different instructor.

2.6 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

Several years ago the CSIS faculty noticed the huge Wait List of students wanting to register for our CSIS-119 Introduction to Computer Programming course. As a result, we have increased the number of sections of this course from three to five in fall 2014. Prior to that and due to student demand, we increased our CSIS-112 Windows Operating System course sections from two to three.

Complimentary to the above, the faculty created four new programming courses – CSIS-288 (Introduction of Visual Basic Programming), CSIS-289 (Intermediate Visual

Basic Programming), CSIS-290 (Introduction to Microsoft C# Programming) and CSIS-291 (Intermediate Microsoft C# Programming). These programming languages added to our existing sequence for both Java and C++ thus giving students a broader selection of languages to choose from.

Another set of courses was created several years ago along with a new academic area of emphasis for Software Engineering. These courses (some revisions to existing courses and a couple of new courses) along with the Software Engineering Area of Emphasis were approved by the college Curriculum Committee at least six years ago. The following year the course revisions and the Software Engineering Area of Emphasis appeared in the Grossmont College Catalog as expected. Then something very strange happened and the Software Engineering Area of Emphasis was dropped from the following year's catalog without any notification to the CSIS department. To make this long story shorter, the Software Engineering Area of Emphasis is still not listed in the 2013-14 College Catalog due to some administrative oversights that have yet to be resolved. This process snafu has been very frustrating to our department faculty.

The CSIS faculty are currently researching and evaluating the need for new courses covering mobile devices, database administration, and information assurance and security.

2.7 How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

As the number of competing electronic devices emerge, our course and curricula challenges will persist – basically, forever! For example, as of this writing there are three competing platforms (hardware/software) for non-mobile devices – Microsoft's Windows, Unix/Linux, and Apple's OS X). Mobile device platforms now have three competing technologies – Google's Android, Apple's iOS, and Microsoft's Windows. As you can see, only one of those technologies (Windows) exists on both mobile and non-mobile devices. The CSIS faculty are aware of these five (Windows is duplicated) competing platforms/technologies and addresses them via our continually evolving course content.

As mobile devices become more pervasive it becomes more important that our courses emphasize both industry as well as personal computing device information assurance and security. Research has shown that more than 90% of personal computing devices contain little, if any, security software. And, perhaps even more importantly, the vast number of consumers do not even give consideration to such protection software on their mobile devices.

Our CSIS department faculty have infused information assurance and security content within all relevant courses to make our students more mindful of these serious issues; however our faculty attempts to interest our colleagues across campus to either create a General Education Computer Literacy course (including information assurance and security) or infuse one or more existing General Education Computer Literacy courses with these concepts has fallen on "deaf ears". Realistically, we probably will not get their

attention and acceptance until some major catastrophe occurs with respect to information assurance and security.

2.8 If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes? (Please see Bonnie Ripley if you need help on finding the applicable data.)

Looking back to our analysis in Section 2.4, we noted that our online sections typically had more students who withdraw than do traditional classroom or hybrid sections. We offered some anecdotal reasons for this, not backed by any of our data. We continue to discuss the value of offering online sections of these multi-section courses and feel that we still need to make online sections available for those students who would otherwise not take the traditional classroom or hybrid sections for personal, work-related, or schedule reasons. So, we must live with the withdrawals, possibly until the college tightens up the withdrawal timeframe. As was noted earlier, withdrawals certainly distort the number of A's and B's earned in a course (as well as C's, D's, and F's).

We note here though that we have added hybrid sections and these tend to be a nice option for students who just cannot invest as much classroom time as is required for the traditional classroom sections of courses. Feedback from students has been very favorable for these hybrid sections.

2.9 If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

The CSIS Department currently has two courses, CSIS-172 and CSIS-190, articulated with the Grossmont Union High School District. Having only a few articulated courses is consistent with all of the community college departments like ours within San Diego County. However, we are cognizant of, and supportive of the importance of our local K-12 School Districts to the relative success of attracting soon-to-be-graduated high school seniors into Grossmont College and our department. Therefore, we are very supportive of any assistance that we can provide.

Our department does allow and has had many Grossmont Middle College High School students enrolled in our introductory courses, such as CSIS-110, 112, and 119. Our experience with these young students has been very impressive, and we continue to welcome and support those students who enroll in our courses.

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any

areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

The CSIS department continues to enjoy an excellent relationship with Grossmont College's Articulation Officer. Over the years, our Articulation Officer has been absolutely essential in our garnering of articulation agreements both locally with SDSU and UCSD as well as statewide. Constant course updating along with meetings and discussions with faculty at both Universities help keep us aligned.

San Diego State University (SDSU) is our primary transfer institution. SDSU specific articulation agreements include: CSIS 110 (MIS 180), 165 (CS 237), 293 (CS 107, COMPE 160), 294 (CS 108), 296 (COMPE 160), and 297 (CS 108)

All of the remaining CSIS department's courses allow the students general transfer credit to SDSU or any other CSU.

University of California, San Diego (UCSD) specific articulations include: CSIS 293 (CSE 8A, CSE 8AL), 294 (CSE 11, CSE 12), and 297 (CSE 12)

The following list of courses allow the students general transfer credit to any UC:
>CSIS 110 Principles of Information Systems
>CSIS 119 Introduction to Computer Programming
>CSIS 151 Introduction to PhotoShop
>CSIS 165 Assembly Language and Machine Architecture
>CSIS 190 Digital Multimedia I
>CSIS 220 Software Engineering I
>CSIS 221 Software Engineering II
>CSIS 270 Advanced Computer Programming
>CSIS 288 Introduction to Visual Basic Programming
>CSIS 289 Intermediate Visual Basic Programming
>CSIS 290 Introduction to C# Programming
>CSIS 291 Intermediate C# Programming
>CSIS 293 Introduction to Java Programming
>CSIS 294 Intermediate Java Programming
>CSIS 296 Introduction to C++ Programming
>CSIS 297 Intermediate C++ Programming

>One area of interest left to discuss here revolves around the California **Transfer Model Curriculum (TMC)** and **SB 1440 Information.** The CSIS department has reviewed the TMC for Computer Science and found that we do not have a course or more that would fulfill course requirements. The Business Administration TMC does allow for a 3-unit Business Information Systems

course in which our CSIS-110 (Principles of Information Systems) could be a candidate. No decision has been made to include this course as of yet. As of the end of this review period (Spring 2013) there have been indications that a new TMC is being created – an Information Technology TMC. This TMC could potentially be one in which CSIS has at least one course that would align very nicely with one (or more) of the courses in such a TMC but that is still TBD!

SECTION 3 – OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1** - Annual Progress Reports, as well as **Appendix 1 –** SLO Assessment Analyses and **Appendix 4 –** Course-to-Program SLO Mapping document, answer the following questions:

3.1 What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

The college's SLO process has been in existence for many years, commencing prior to the six years this report covers. Early in the process the CSIS department, recognizing the value of SLOs, established the practice of meeting and working on SLO's during each semester's professional development week. At our department wide meetings we worked together to formulate program level SLO's and then broke down into individual course groups of faculty to write specific course level SLO's. Completing the process in this way allowed us to include adjunct faculty as well as all full time faculty and allowed us to work through the SLO process in a timely manner. After the writing of SLO's was completed we continued our meetings during flex weeks to 1) Assess the past semesters assigned SLO's (as designated by the department's six year SLO plan), and 2) Coordinate as a group the current semester's SLO plan. Throughout the semester we also informally discuss the assessment taking place within our specific courses.

In our faculty's opinion, the area of the SLO process that needed improvement from the beginning was a clearer/succinct set of definitions including many examples from which to draw upon. Not having this "in the beginning" caused some consternation among faculty members that was resolved by having the SLO Coordinator visit with us to talk this through. We suspect this situation has been addressed by the current SLO Coordinator and now is in place for future use.

Our faculty really appreciated that the SLO Coordinator created a SLO website in which all of our courses and their SLOs could be posted and visible to everyone. This site also helped inform our faculty of how other department faculty perceived the definitions within the SLO process.

3.2 Using your course-level SLO Assessment Analyses (Appendix 1), this is part of your annual reporting process, and your Course-to-Program SLO Mapping Document (Appendix 4), discuss your students' success at meeting your Program SLOs.

The CSIS department's program-level SLOs are written in such a way that each program SLO is covered and can be assessed in every currently-being offered

course. We intentionally did this in order to allow a consistency in which course-level SLOs would integrate well with the program-level SLOs. As a result, and after several years of analysis and evaluation, the program-level SLOs are still applicable across the curriculum. CSIS as a discipline is quite homogeneous and hence does not have SLO anomalies that some other cross-campus disciplines/departments may have. As of this writing, our course-to-program SLO mapping document is working as we had intended and hoped for.

As we continue to assess our individual course SLOs we have found that students have struggled with a few of our program-level SLOs. As identified in past assessment analysis and more recently re-discovered both through the formal SLO assessment instruments as well as informally and anecdotally through discussions with students and student evaluation surveys, we believe the main reason for those students who are experiencing lower levels of student success in our program remains a lack of oral and written preparation. We often discover students finding their way into our courses not having the required English speaking and writing preparation, but manage to be successful with the analytical content and their performance on that content. Students are apparently allowed to enroll in our courses without having the necessary English skills that are required for college-level courses taught using the English language. We do believe that we would see much higher levels of success program-wide if there were minimal requirement standards for the English language before allowing entry into college level courses.

3.3 Based on your discussion in Section 3.2, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping document in Appendix 4. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

As the CSIS department faculty continue to evaluate and assess the program-level to course-level SLOs, we believe our current mapping is above average with some mapping bordering on excellence in our opinion. As has been mentioned earlier in this document, our program-level SLOs and course-level SLOs must be continually monitored simply due to the continual, almost every semester, content changes that occur within each of our courses. We strongly believe in continuous process improvement and the SLO process assists us with focused attention on student success.

3.4 How has the SLO process affected teaching and learning in your department?

As you would expect, teaching and learning are fluid, every moving targets. No single instructor, let alone a whole department of instructors with dozens of courses, has ever

"arrived". Continuous process improvement, mentioned above, is one of the hallmarks of the SLO process and student success.

The CSIS faculty believe that the SLO process has improved upon the older, long-standing process of establishing learning objectives for programs and courses. The fact that the SLO process has leadership support and endorsement from the very top of the college (and district) is strong motivation for the CSIS faculty to embrace this process and utilize it to further enhance student success.

SECTION 4 – STUDENT ACCESS

4.1   How does facility availability affect access to your program?

The CSIS department and its students enjoy its "own" set of computer classrooms in building 55, specifically rooms 530, 531, 532, 533, and 534. Other departments on campus may also schedule classes in these rooms when there is availability. In addition to this, there are a small number of computers in the Tech Mall that are reserved for CSIS students, mainly because these computers have additional software on them to complement the software that is installed on our computers in our classrooms and used by various instructors for various courses.

One challenge that has affected us over the last few years is gaining IS approval for the full-time faculty to have the latest versions of software (e.g. Windows 7 and now Windows 8.x) on our campus office computers. We have the need to be researching, evaluating, testing, etc. the newest software as it becomes available and we run into negativity or "we don't support that so you can't have it" attitudes in IS. We faced similar challenges when we tried to acquire Apple iPads. Fortunately, we now have them but that was a couple of year effort to get them.

Our CSIS faculty needs are beyond the needs of the campus administration staff as well as most, if not all, of the remaining faculty. Unfortunately, we are often treated just like the rest of the campus faculty and staff.

4.2   Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

As was mentioned in 4.1, our availability is quite good to meet the needs of our curriculum and students. We do our best to offer a blend of classroom, hybrid, and online sections of courses providing students with a few options depending on their needs and preferences.

Through our grant programs with software vendors, we are allowed to offer our students fully-functional versions of the classroom computer software for use by them on their own personal computing devices. This gives most students the option of working on lab assignments at home rather than come to campus to utilize the tech mall small group of computers set aside for CSIS students as well as our "open lab" times in our own building 55 classrooms. This is not to say that we do not need both of these resources (the tech mall computers and our classroom computers) because many students do prefer to be on campus when they do their lab work.

4.3   Based on your analysis of the Student Survey results in Appendix 5, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

When it comes to student access for <u>new</u> courses, we believe, anecdotally, that faculty talking about the new course(s) in his/her existing course along with students taking the course the first time it is offered is the best form of marketing to reach enrollment minimums the second time the course is offered. As was mentioned earlier, getting administration to approve a course with less than minimum enrollment is very difficult, almost impossible, to do (unless the course is required as part of a sequence in which some form of accreditation is required and that includes the course.)

Looking at the Student Survey results for question #1, it appears that close to 73% of students "hear" about one of our courses through a Class Schedule or the College Catalog. Only about 12% of students "hear" about our courses from a family member, friend, or other student. The survey allowed for multiple responses so these percent's are not necessarily mutually exclusive (too bad). What can be suggested is that the Class Schedule and/or College Catalog be available throughout each semester so students can peruse it.

One form of marketing that does not seem to be a benefit to CSIS or our students is public media (radio, TV, newspaper, ad) which represented a small 0.3% of students utilize this form of communication for courses.

An interesting result from the survey related to course offerings, communication, and resources is the response to question #3 – How many courses have you taken in this department? Over half (55.4%) of the respondents indicated that they have only taken one (1) course in our department. We are not confounded by this statistic because we offer CSIS-110 Principles of Information Systems which is a directly transferrable equivalent course to San Diego State University's College of Business Administration's MIS-180 course. We typically offer about 12 sections of this course each semester with an average of 30 students in each section. Students will take this course in our department and then will rarely take any other course in our department. This is completely understandable and acceptable to us as we provide a valuable course equivalent to well over 300 students each semester.

Another interesting observation from the Student Survey Results impacts communication. Question #4 – This Class was delivered… - shows that only 1.3% of the survey respondents were taking the course online. This statistic is significant as it asserts that CSIS is not getting much student feedback from online students. Because of this low number, the student responses represent either classroom (50.3%) or hybrid (48.4%) students. Surely there needs to be some research done to identify way(s) online student responses can be gathered to achieve a much higher response rate.

Faculty-student communication is primarily facilitated via face-to-face, email, telephone, and Blackboard.

4.4   What implications do these findings from 4.3 have for your program?

The implications below follow directly from the response paragraphs in 4.3.

CSIS, along with the college, needs to specifically identify how to more effectively market new courses through various means. The assumption here is that administration will probably not give approval to run new courses with low enrollment numbers, therefore we need to figure out additional marketing strategies beyond the ones mentioned above to help increase the enrollment for a new course up to or exceed the enrollment minimum enforced by administration.

Regarding the Class Schedule and Course Catalog…the earlier in the semester the Class Schedule is made available to students the better it will be. As to the Course Catalog, continuing to publish the catalog online each academic year should be sufficient.

At this point in time, CSIS does not feel that public media is a good resource to make our courses known. This could be changed if there were a highly-focused (on CSIS department offerings) public media campaign to attract potential students.

Offering an equivalent SDSU course (CSIS-110) to students who take no other CSIS course can skew our Student Survey results. We certainly want feedback from those 600+ students each academic year, but perhaps their responses should be isolated from the other CSIS student surveys so we can focus on the two quite different groups of students.

Our Student Survey response rate from our online students was 1.3%. Surely there needs to be some college or district research done to identify way(s) online student responses can be more effectively gathered to achieve a much higher response rate.

4.5   Based on your analysis of questions 3 through 16 in the Appendix 5 - Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.

The responses to questions **12A-1** and **12A-2** are interesting to CSIS faculty and are deserving of comments here. Of 317 students responding to the survey, only 66 of them (21%) responded to question 12A-1. Our interpretation of this suggests that 79% of the respondents did not utilize the additional campus resource (**Assessment & Testing Center**). 70% (46) of these 66 students **voluntarily used** additional campus resources (Assessment & Testing Center) while taking the course. We think this speaks loudly

regarding the ability of our students to search out additional resources to assist them in being successful in their course(s). But, the responses to question 12A-2 casts a dark shadow on our interpretation of these data. 110 students (35% of the 317) responded to question 12A-2 which is a better response rate but still low in our opinion. That is a 14% increase over question 12A-1 responses which is puzzling because we do not know if these 110 students also includes the 66 who responded to 12A-1 or not. Regardless of whether we take the position that the bulk of the 66 students are also ones who responded to question 12A-2, it is upsetting to our CSIS faculty that 66% (two-thirds), 73 of the 110 students, responded that these other campus resources (Assessment & Testing Center) were **not helpful** to them being successful in completing the course(s).

A final comment regarding these two questions suggests that students may not have understood one or both of them as 110 students responded to question 12A-2 even though only 66 students responded to question 12A-1. This seems strange to us that more students responded about the resource being helpful or not helpful than actually indicated that they utilized the resource.

We want to briefly discuss the responses to questions **12B-1** and **12B-2** here. These questions refer to the additional campus resource called the **English Writing Lab**. Only 53 (17%) of the 317 students said that they utilized this campus resource, 46 (87%) of them voluntarily utilized this resource. 124 (39%) of the 317 students responded to question 12B-2. This again confounds us as more students responded to question 12B-2 than 12B-1 (similar to 12A-1 & 12A-2). Regardless, again, a very high 70% (83 of 124 students) of these students indicated that this resource was **not helpful** to them.

The opposite and positive results were interpreted by us for questions **12C-1** and **12C-2**. These questions related to the **Tech Mall** campus resource. 155 (49%) of the 317 students responded to question 12C-1 while 140 (44%) of the 317 responded to question 12C-2. These numbers make more sense to us. 92% of the 155 students **voluntarily used** this campus resource making it a very valuable resource for our students. 84% (118 of 140 responses) indicated that this resource **was helpful** to them and contributed to their success in the course(s).

Similar results/responses were noted by us for questions **12J-1** and **12J-2** which referred to our **CSIS Department Computer Labs**. This is as we had hoped and validates the need for CSIS to maintain its own computer labs. CSIS maintains about 20 hours of "open" lab time each week with student tutors available to assist students who utilize this resource.

We could make similar and confounding comments regarding the **Math Study Center, Tutoring Center, DSPS,** and **EOPS** campus resources as we did for 12A, & B questions but will not do so here.

The remaining campus resources – **Library – online resource, On-campus Library,** and the **Blackboard Help Line** – were found to be **helpful** to those students who responded to those questions.

Finally, the survey's question **13** validates our overall course content as **96.4%** (292 of 303 responses) indicated that the content they learned in the course would be valuable to them over and above the value contribution to their academic goals.

The CSIS faculty do not intend to make any changes or improvements to the curriculum or instruction as a result of these interpretations, however, we do plan to notify the various campus resources that were indicated with a percent greater than 50% as **not helpful** of these results as information that could be helpful to them for their own continuous process improvement, and we should let the team who created this survey know these confounding results as well.

4.6   Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (Appendix 5)

One of our ongoing activities to promote computer literacy and computer security is to actively integrate these topics into all of our CSIS courses and to encourage departments across the campus and district to consider doing the same in many of their courses in an effort to raise the computer literacy and computer security of all students, not just CSIS students.

Another ongoing task, to both market the strengths of our department's services and courses, as well as to provide the students at Grossmont College the ability to enhance their 'real-world' skills, we are working to introduce a General Education "Computer Literacy" course. We feel that this is a much-needed course here at Grossmont College and that it truly is needed by many of our campuses existing and future students. To date this suggestion has not received the needed support across campus to make it a reality.

Many of our full and/or adjunct faculty promote our programs and courses through their various affiliations with part-time consulting work, career jobs (our adjuncts), and professional associations. All of these are networking opportunities to market our CSIS programs.

Another marketing tool that we have overhauled during this Review Period is a complete redesign of our CSIS department's website which is much more informative than it used to be. It also includes notices of interest to students in advance of and during registration periods related to available (and new) courses.

Although we wish we had a specific marketing dollar budget to work with as we saw

appropriate, we attempt to take advantage of every "free" opportunity to increase awareness. For example, our Computer Gaming Club is one vehicle that attracts students to our programs.

Perhaps the most effective "free" marketing tool available to us, similar to other departments on campus, is to use student to student word of mouth recommendations as well as instructor to student word of mouth recommendations to promote various courses within the context of another course where appropriate. We believe this tool accounts for such high (close to 100%) fill rates for the bulk of the courses that we offer. We also are encouraged each semester at the high number of students on the Wait Lists (due to high demand and limited resources set by the administration which we have little control over). We have been able with administration approval and/or juggling other courses out of the schedule to add additional sections of courses based on Wait List demand from the prior semester.

Finally, we would welcome any available support or assistance from the district's marketing efforts. Targeted marketing to specific target audiences, such as Information Technology, Web Design, or Computer Science, would go a long way to help us promote our programs. Generic marketing for the entire campus/district proves to be less useful to our specific department although promoting the very good reputation of Grossmont College overall in the media is always a very good thing.

4.7 Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

CSIS has done a very good job of eliminating under-enrolled courses within its current curriculum. Our biggest challenge is attracting sufficient enrollment for <u>new</u> courses which can very easily not attract the minimum number of students set by the administration no matter how the course is marketed. Our best marketing comes from our own students who take a course and then "sell" the merits of the course to their peers and friends.

CSIS desperately needs a "seed" mechanism each semester whereby we are allowed to offer at least one (new) course with expected low enrollment. Administration would have to agree to do this and so far, they have not agreed. Not having this advantage continues to make it very challenging for CSIS to offer new courses.

4.8 Based on an analysis and a review of your 6-year Unit Plan (Appendix 1), what specific strategies were utilized to address <u>access</u> issues of special populations (e.g. ethnicity, age, and gender)?

The CSIS department has instituted many strategies to address access issues of special populations. The following list represents those strategies.

- Online, hybrid, and evening classes are a benefit to the adult learner as well as the college-age students, both of whom could have family and/or job responsibilities
- Online and hybrid classes are a benefit to disabled students in that these sections allow less on-campus meeting times (if any)
- CSIS tutoring helps academically under prepared students and those with limited English speaking and/or comprehension abilities
- Referrals to BOT open-entry classes help academically under prepared students and those with limited English skills
- Disabled access is provided in each of the CSIS computer classrooms (computer equipment, hardware and software, desk and chair access)

SECTION 5 – STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize <u>success</u> issues of special populations (e.g. ethnicity, age, and gender). Please consult Appendix 10 for data that will be provided to you by the research liaison. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

To begin with, the past many semester's Professional Development Weeks have offered staff development activities that include instruction in learning styles, course delivery, and cultural and age diversity. Many of our faculty have availed themselves of these activities in order that these principles become integral to developing, implementing, and delivering both online and in class curriculum.

During this Review Period our CSIS full-time faculty gender ratio has changed from 66% male to 80% male due to a sudden death of one of our full-time female instructors and not being able to replace this faculty position since then. It was not our intent to increase the male ratio but it just happened. Historically, across the entire United States, Computer Science and Information Systems programs average about 80% male students to 20% female. According to the Gender data graphs in Appendix 10, approximately 68% of our students were male during the review period and 32% were female, regardless of fall or spring semester. Based on these percentages we believe we are successful in our current approach to attracting female students, even beyond the U.S. norms. Our CSIS male/female ratios are a bit different than Grossmont College as a whole which has an average of 57% females and 43% males. We believe the difference for CSIS versus Grossmont College is understandable as our percentages are more in line with Computer Science percentages across the nation.

The average age of our full-time faculty is well over 50 while the average age of our adjuncts is in the 40's. We do not believe that there is any significant correlation between the advancing age of our faculty and the age groups of our students. During the review period we found that our age group percentages were almost identical from fall to spring semester. Those percentages are approximately 22% (age 19 or less), 40% (age 20-24), 16% (age 25-29), 18% (age 30-49), and 4% (age 50+). Our CSIS percentages compare favorably with Grossmont College percentages with about the same percentage (within 1% to 2%) excepting for "Age 19 or less" (30% for the College), and "Age 20-24" (37% for the College). We don't have any concrete evidence why these two categories have the variance that they do.

With respect to ethnicity, all five of our full-time faculty are classified as white-Non Hispanic. There is some ethnic diversity within our adjunct faculty ranks as we have

faculty that represent the Asian, African-American, Hispanic, and White-Non Hispanic ethnicities. Not being allowed to hire any full-time faculty during the review period has prevented CSIS from changing the ethnicity of the full-time faculty, however, we have hired adjuncts during the review period and those hires have impacted the ethnicity of that group of faculty. Our percentages of the four (4) largest ethnic groups mentioned in the instructions above remain almost identical between fall and spring semesters. Those percentages are 49% (White-Non Hispanic), 12% (Asian), 6% (African-American), 17% (Hispanic), and 16% (all other or non-reported). These percentages are fairly consistent with Computer Science ethnicity percentages across the United States. It is interesting to note that the number of African-Americans that pursue Computer Science degrees averages less than 10% nationwide. Comparing our CSIS Ethnicity percentages with those of Grossmont College, we find that the college has an average of only 46% (White-Non Hispanic) compared to our 49%; College Asian is 7% to our 12%; and College Hispanic is 23% compared to our 17%. African-American and Other are essentially the same. Anecdotally, nationwide the percent of Asians in Computer Science programs is generally higher which may account for our CSIS percentage being higher than the college's for Asian ethnicity.

Turning to the **Appendix 10** graphs that represent **Success/Retention**, we observe similar percentages between males and females – 60.6% and 63.2% "Success", 14.7% and 11.5% "Not Success", and 24.7% and 25.3% "Withdrawal" respectively. The Female Success and Not Success percentages appear to be more favorable but we must keep in mind that less than 35% of our students are female. Withdrawal percentages (about 25%) are unexplainable due to no further information being provided to us. Anecdotally, students that withdraw tend to over-extend themselves, take classes they do not have the recommended/required prerequisites for, or have changes in their personal life that impact the course(s) they are enrolled in.

Looking at the five (5) graphs in Appendix 10 that represent **Success/Retention by Age Group**, we conclude that in general there are no statistically significant differences between the different age groups with respect to "Success", "Not Success", and "Withdrawal". The percentages appear, in general, to parallel the ones for male and female.

Looking at the nine (9) graphs in Appendix 10 that represent **Success/Retention by Ethnicity**, we conclude that, in general, Asian and White-Non Hispanic have similar percentages as do males and females. We observe some variation when we look at both African-American and Hispanics. In general, African-Americans have about a 45% Success rate and Hispanics have about a 55% Success rate. These lower success rates could be attributed to our void in full-time faculty representing these ethic groups. Once again, administration will not allow us to add any full-time faculty so we have no way to address this with full-time faculty ethnicity ratios.

In summary for this item, CSIS believes that we are doing well with respect to all special populations, and acknowledge that we are willing to enact any strategies that the administration or other academic departments have promoted that have been proven to better meet the needs of these special populations.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

Perhaps one of the CSIS's most visible (across the campus) activities to encourage students to be actively engaged in the learning process is our Computer Gaming Club led by Instructor Paul Cornish. Members of the club engage in club challenges periodically in Griffin Gate as well as participated during a recent campus Open House.

Another CSIS activity that assists our students so they can be actively engaged is our use of student lab tutors. Each day of the week we have several hours of "open lab" time in our computer classrooms and each of these lab times is monitored by one or more student lab tutors who are there to assist students who ask for help to better understand homework and project assignments. The lab tutors are not allowed to do the work for the student, nor are they allowed to tell the student exactly how to do it (the steps to complete the assignment). They can remind students about textbook and/or lab book content that might be helpful as well as give general guidance that could allow the student to better remember and think about solving the problem on his/her own. CSIS has been using lab tutors very successfully for many years.

Some CSIS instructors hold "office hours" (or portions of them) in our computer classrooms (instead of in their faculty office) so that they can also assist the students with whatever homework or projects they are working on.

Several of our CSIS courses are of the hybrid format and those instructors typically utilize the "flipped" classroom technique during their classroom meeting time(s) each week. Students prepare ahead of class (a novel idea!) and then bring their questions and issues with them to the class meeting time. There the instructor (and possibly other students) can engage the student and help him/her address his/her specific needs and challenges. In this "flipped" classroom environment, often instructors will utilize students who understand what is required and allow them to assist other students while the instructor is helping other students. Again, students are not allowed to do the work for other students nor tell them how to solve the problem(s) they are facing. We have found this model to be very beneficial as a typical faculty to student ratio of 1:20 or more really needs additional tutors otherwise students come to class and wait around for the instructor. To be clear, students do NOT help other students with graded assessments of any type; only the instructor is allowed to consider doing this.

CSIS Instructors who are currently teaching an online and either a hybrid or a classroom section of the same class often will invite online students to attend any of the classroom meetings on a space available basis that will not exceed fire marshal requirements.

CSIS students have the entire World Wide Web at their disposal to seek out tutorials and videos that could help them with the content they are focusing on throughout the course. This resource has become invaluable to many of our students and to many of our instructors to point out as reference material.

One final activity should be mentioned here because it is perhaps our biggest transformation that CSIS has taken during this review period to help promote students to be more actively engaged in their courses. Our CSIS-110 Principles of Information Systems course enrolls close to 700 students each academic year. This course is articulated with SDSU's MIS-180 course, a course which is required of all SDSU College of Business students (several thousand each year). During this review period we have migrated from a hard-copy textbook and a hard-copy lab book with lab assignments in it to e-books for both the textbook and the lab book. In addition, the e-lab book includes self-paced tutorials for students to move at their own pace through the lab material. Our first full academic year of using the "e" approach was 2013-2014 and was not without its technical and administrative challenges. Nonetheless, the students appeared to be more fully engaged with both the textbook content as well as the lab content. Feedback was overwhelmingly positive from the students and we are now in our second full academic year of utilizing the electronic content/lab material strategy.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

Informally the CSIS department is in contact with many other departments socially; we also have developed relationships more formally through committee work and on staff development trips. Building these relationships has allowed us to enhance student learning in a number of ways. We have several cross-listed learning community courses, including links with BOT, AOJ, and Business.

As was mentioned above, CSIS's most visible (across the campus) activity is our Computer Gaming Club led by Instructor Paul Cornish. Members of the club engage in club challenges periodically in Griffin Gate as well as participated during a recent campus Open House.

In addition to the above, our CSIS computer classrooms in building 55, rooms 530 through 534 are used for both academic instruction for CSIS students as well as available ("open") lab times for CSIS students when classroom instruction is not in session in order to allow our students to have access to our computers and lab tutors who are there to give guidance and support help to them as they work on their coursework. These same rooms are also available for use by other academic departments throughout the semester as well as during the summer months. A few of the academic units that have taken advantage of this include AOJ, Business, Psychology, ESL, and Anthropology.

Our CSIS curriculum has several courses within it that are cross listed with courses from other academic units on campus. For example, CSIS-260 Information Security is cross listed with Administration of Justice's AOJ-260 course.

CSIS is just beginning discussions for an exciting "partnership" with National University to assist our students with their pursuit of a bachelor's degree after they finish at Grossmont College. The discussions are in the early, formative stages as we conclude this 6-year review period.

5.4 Based on an analysis of "Reports" data (This is found on the intranet under "Reports" and will be provided to you), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

We believe our CSIS response to this Section is included in our response in Section 5.1.

5.5 If state or federal licensing/registration examinations govern the program, please comment on student success.

There are NO state or federal licensing/registration examinations that govern our CSIS program.

5.6 Referring to Appendix 6- Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

As shown in Appendix 6 CSIS degree and certificate counts have ranged from a low of 3 degrees and 5 certificates in 2006/07 to a high of 13 degrees in 2007/08 and 12 certificates in 2012/13. There is a small increase in both degrees and certificates from the start of this review period to its end, but the increase is not that impressive. The greatest number of both degrees and certificates during this review period was in our Lan Support Specialist Area of Emphasis and the second largest number of degrees and certificates was in our Computer

Programming Area of Emphasis. These low numbers are expected and anticipated as a result of the career fields within the department. Careers within the CSIS discipline usually, but not always, require a minimum of a Bachelor's Degree thus most students do not focus on obtaining an associate degree from Grossmont College while attending CSIS courses. Instead CSIS remains primarily a transfer department or career change/upgrade, and our department goals focus on meeting the needs of these diverse student populations.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.

The CSIS department has provided students in the Grossmont Middle College High School program for high school juniors and seniors the opportunity to take one or more of our introductory CSIS courses – most often it is our CSIS-110 Principles of Information Systems course but could also include CSIS-112 (Windows Operating Systems) or CSIS-113 (Unix/Linux Operating Systems) courses and possibly others depending on the students' backgrounds. Overall, these high school students do very well in these courses attesting to their commitment to their education.

CSIS has participated in the Grossmont College Open House events throughout the academic years. In addition CSIS has coordinated articulation of courses with the local high school district.

Finally, as mentioned in Section 5.3, CSIS is just beginning discussions for an exciting "partnership" with National University to assist our students with their pursuit of a bachelor's degree after they finish at Grossmont College. The discussions are in the early, formative stages as we conclude this 6-year review period.

SECTION 6 – STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services).

Perhaps CSIS department's greatest demand for services is requested of the college/district Information Technology/Systems technical team. Because CSIS maintains five (5) classroom computer labs with about 146 computers, we require IT technical support prior to the beginning of each semester and periodically throughout the semester as issues arise, new software updates arrive, hardware issues arise, and network issues surface, etc. In addition, faculty office and laptop computers often need similar support prior to and during any given semester. Their role is extremely critical to our mission and for strong student success.

CSIS Department makes full use of the other support services offered throughout the campus. Most faculty members have a referral statement in their syllabus reminding students to access the LTRC and make full use of the computer resources there to complete assigned activities and access additional information on instructor web pages and the internet. We also work closely with the tutoring center whenever possible to employ CSIS tutors whose availability is announced in class and posted throughout the appropriate classrooms. We have also worked with the English Reading Center by referring students to the center should they need assistance with English. In classes where papers are required, students are strongly encouraged to seek guidance from the English Writing Center on campus.

A constant theme across all of our courses is the faculty recommendation to students to seek help early and often from the available resources on campus.

6.2 Analyze the results of the Student Survey - Appendix 5 and describe student utilization and satisfaction with campus resources as it relates to your program (i.e. availability, usage, etc.).

Our Section 4.5 response covers the response for this section also. But, to quickly summarize from Section 4.5 here is what the survey revealed to us.

A very high 66% (two-thirds), 73 of the 110 students who responded, responded that **Assessment & Testing Center** was **not helpful** for them to be successful in completing the course(s).

The **English Writing Lab** was rated **not helpful** by a very high 70% (83 of 124 students who responded) of the students.

A very high 92% of the 155 responding students **voluntarily used** the **Tech Mall** campus resource thus making it a very valuable resource for our students. 84% (118 of 140 responses) indicated that this resource **was helpful** to them and contributed to their success in the course(s).

Similar to the Tech Mall results/responses were noted by us for questions which referred to our **CSIS Department Computer Labs**. This is as we had hoped and validates the on-going need for CSIS to maintain its own computer labs.

Referring back to Section 4.5's comments related to the survey questions 12A & B, we could make similar and confounding comments regarding the **Math Study Center, Tutoring Center, DSPS,** and **EOPS** campus resources.

The remaining campus resources – **Library – online resource, On-campus Library,** and the **Blackboard Help Line** – were found to be **helpful** to those students who responded to those questions.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

The CSIS department utilizes the Institutional Research Office (IRO) for annual program review updates, student success studies, and of course we have relied heavily on the "Program Review Warehouse" of data to complete this study.

In addition, CSIS uses the IRO data to assist with semester course scheduling, accessing and using data stored in/on Tracdat, adjunct faculty teaching load and preferences, student enrollment data/information, distance education data and departmental grade distributions in various formats (by course, by instructor, etc.).

6.4 Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

The main resource for CSIS courses is the reserve book shelf. Most, if not all, of our courses have the required text available for 3 hour interlibrary loan. In the past having one copy of the course textbook seemed to be sufficient for the demand to utilize it; however, in recent years we are finding that more and more students are simply not purchasing textbooks for a variety of reasons and therefor tend to rely on the reserve textbook making the demand for the single copy a challenge for students who usually expect to go over to the library as they need the book and then come to find that the book is already checked out.

The CSIS library liaison is Patti Morrison and he/she is doing very well. She is available to assist us regarding textbook matters/issues, and assisting full-time and adjunct faculty with completion of their semester course textbook forms.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

Referring back to our Section 4.5 response, you will find that the student survey data related to these services was confounding to our faculty. We anecdotally know that students do make use of the Counseling Center, EOPS, and DSPS. Perhaps the most beneficial of these services for our students is the DSPS Center, and our faculty communicate through email and direct interactions (phone & face-to-face) with DSPS staff in order to effectively facilitate student test taking and any other necessary accommodations to ensure student success. However, because we find the data to be confounding, there is little additional response that we can make here.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the Student Survey in Appendix 5, how do students respond to the use of technology?

CSIS faculty, being technology individuals, make good use of technology to both enhance teaching and learning as well as to communicate with students to increase student success. Our use of technology often starts before students even set foot into the real or virtual classroom. Many of us make use of the contact information provided on WebAdvisor to send out a mass email to registered students preparing them in advance for their upcoming class. This may include the syllabus, recommended textbook(s) to purchase, along with other helpful information. We then continue this use of technology throughout the semester utilizing instructor webpages (which are often updated with new information on a weekly basis), emails, and/or Blackboard Announcements, etc. The department's full and adjunct faculty are encouraged to be accessible via email every day. Many faculty often respond to students within moments of receiving email. Most importantly from a student perspective, most of the department now securely posts grades or scores/points online (Blackboard or other resource) in real time so that students have constant up to date information and can always be aware of where they stand in our courses. Our department's web page(s) is also useful to assist students with department/curriculum information.

With respect to "How do students respond to the use of technology?", as was pointed out in detail in our response to Section 4.5, our CSIS students found both the **Tech Mall** and our **CSIS Computer Labs/Classrooms** to be very beneficial to them for their success in CSIS course(s). Every one of our CSIS courses has a hands-on computer component (lab) associated with it making the use of technology essential for successful completion of the course. They also rated access to and response from instructors highly beneficial to their success.

6.7 Identify and explain additional technological resources that could further enhance student learning.

To further enhance student learning or to just keep pace with the current state of the art technologies that students should learn about and become proficient with, CSIS faculty need to have access to more technical devices, not just Windows-based personal computers and laptops (which we greatly appreciate having). Devices such as Android mobile devices (tablets and Smart Phones) along with Apple mobile devices (iPad, iPhone) need to be issued to CSIS faculty who need to incorporate these devices into various courses. It is rather embarrassing for CSIS faculty to have students teach them about the technologies that they should already be familiar with simply because CSIS does not have the financial resources to provide our faculty with the devices or our district IS service group refuses to allow us to have them because of their inability (for whatever reason) to fully support such devices.

There is a constant need for our CSIS computer labs/classrooms to be outfitted with the latest hardware, software, and networking technologies available. Again, it is embarrassing to have students having newer technologies than do the faculty.

Finally, there is a very strong world-wide IT industry movement to "cloud" computing and CSIS has yet to research and evaluate this strategy due to push-back from the district IS staff citing lack of security, budget, and support.

6.8 Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

CSIS has scheduling "control" over five (5) computer classrooms throughout this review period. This is essential for our continued success as a department that offers high-quality, relevant computer-based courses/curriculum that afford students to be successful in pursuing their academic interests whether they be first-time preparation for a career, renewal or upgrade of their existing career, or transferrable to four-year institutions.

Currently the CSIS department labs are being used by various academic and student services departments. This process is being conducted on availability by the use of the facility request process. This allows academic departments which need the use of computers for instructional purposes to use the labs for teaching, internet research and projects.

With the administration's approval to add additional sections of courses or new courses in the past two years, we are finding that our scheduling is approaching maximum utilization counting our "open lab" times as well. We are excited that the 500 classroom building is on the list for replacement in the coming years and when this occurs we intend to make our facility requirements known throughout the planning cycle for the replacement building.

CSIS also would prefer a larger "reserved" section of computers in the Tech Mall for our CSIS students. These computers have the necessary software installed on them for our courses whereas the basic tech mall computers do not.

SECTION 7 – COMMUNITY OUTREACH AND RESPONSE

7.1 How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

Our CSIS full-time and adjunct faculty are very active in the "community". All of us realize that our disciple is a highly marketable discipline and networking with various "colleagues" is essential for staying current and relevant in our field as well as promoting our courses and programs to others who are influential. Here are a sample of ways our faculty interact in the community:

- Interaction with IT professionals locally as well as across the US and in other countries as well (Ukraine and England for example)
- Interaction with CS and IS faculty in community college Region 10 as well as with similar faculty at SDSU, UCSD, USD, National University, and CSU, San Marcos.
- Attend national and international conferences
- Participate in local chapters of national IT users groups
- Volunteer technical (IT) services to non-profits and service organizations such as Shakti Rising, San Diego Rescue Mission, and the Rotary Club
- Follow and participate in the activities of the Northern California/Oregon/Washington/Nevada Mid-Pacific Information & Communication Technologies Center (MPICT) organization hosted by San Francisco Community College

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In Appendix 7, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

At least 20 years ago, the CSIS department recognized the problem inherent in all of the San Diego County community colleges in Region 10 developing advisory committees from a limited pool of industry representatives. There would not be enough industry personnel with enough time to contribute to all community colleges. As a result, Grossmont and other community colleges, in cooperation with SDSU created the SD4C Advisory Consortium. SD4C is an acronym for "San Diego Community College Computer Consortium".

This is a group of Computer Information Systems, Computer Science and Business faculty from community colleges and universities throughout San Diego County. SD4C started in 1995 and one of the main focuses at that time was with the SDSU College of Business MIS faculty wanting to inform the community colleges of upcoming changes in their business and computer information systems offerings. Janet Gelb and Jim Hotz joined the initial members from Mesa College, City College and SDSU (Ronald Norman was one of the SDSU SD4C founding professors back then and is now full-time in our CSIS department) to discuss issues that might affect the student's ability to transfer to the four year universities. Each year this group has grown with all of the San Diego county community colleges and SDSU, USD, UCSD, CSU San Marcos, and National University having faculty representation today.

The SD4C Consortium meets twice a year near the end of each semester to discuss major issues of concern to all. Each gathering is held at a different campus based on a rotating volunteerism to host. This also provides each of us an opportunity to tour the facilities of other colleges and acquire ideas that may benefit our students. The discussions have expanded from curricula issues to student challenges, transfer issues, instructional issues, lab setups, equipment purchases and the collaborative hiring of adjunct faculty. These gatherings are very informative, interactive and exciting. All college faculty get an excellent chance to learn what is happening at other institutions, form bonds with colleagues, as well as establish collegial relationships. In our field of study, changes are occurring at such a rapid pace that this type of collegiality and discussion is a very welcome event.

Principal recommendations of the committee have typically dealt with the desirability, advisability, and/or problems associated with the introduction of different software and hardware packages. This together with industry requirements and recommendations, have been of most value as we plan our curriculum enhancements and revisions each academic year. As an example, at one of the gatherings this past year (Spring 2013) attendees addressed the issues of Office 2013 and the various publisher's implementation of computer-supported Office 2013 content and testing. Feedback from attendees who had already tried the various online tools provided invaluable feedback for those colleges yet to adopt Office 2013 and the publisher's online tools. Another hot topic during the 2013-14 academic year was the potential migration from Windows 7 Operating System to Windows 8.1 Operating System and its impacts.

With this information known, our CSIS faculty were able to specify new hardware and software for each of our computerized classrooms/labs. We implemented Office 2013 utilizing the publisher's online delivery software in Fall 2013 semester but decided to not implement Windows 8.1 as that software required significant training and we also knew that the IT industry was "dragging its feet" moving from Windows 7 to Windows 8.1.This decision allowed the CSIS department to take a somewhat slower migration path, possibly being deferred to Fall 2015 with Windows 9 (Announced by Microsoft on September 30, 2014).

SECTION 8 – FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in Appendix 8) has resulted in improvement in curriculum, instruction, and currency in the field. (Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom - a couple of examples with details will suffice)

Computer technology has arguably been the fastest changing area there is in our culture and economy. Over the past few years, even with the current downturn in the economy there is a continued need for advancement. In order to successfully enter the job market, it is essential that CSIS majors develop their skills and abilities using current technology and systems as faculty need to be able to take advantage of new teaching modalities as they explore the challenge of making education accessible to all.

The department goals are all ongoing. In the IT field, technology is changing so rapidly that as soon as a goal is met, it becomes out-of-date resulting in the need for a constantly new and modified curriculum, infrastructure and updated facilities. A stronger updated faculty knowledge base is required for us to maintain industry requirements and standards.

Both our full-time and adjunct faculty are engaged in continuous professional development activities during their personal/free time throughout the calendar year. Many of our adjuncts work full-time in the I.T. industry and therefore continue to stay relevant with the latest technologies. Our full-time faculty engage in allowed consulting activities during the academic year as well as more actively engage in professional activities during the traditional semesters and the summer months. For example, during the summer of 2013 Ron Norman self-taught himself several website design/development languages. These skills were utilized a year later (beyond this review period) when he taught an Intermediate C# course for the first time.

Clifton Quinn did his sabbatical in the Spring of 2013 and focused his professional development on enhancing his personal website development skills and upgrading a few of our web development courses as a result which had a direct impact and improvement on these courses. During his sabbatical he was able to enroll in four courses in the most current areas of Web Development. This is a subject area that has experienced constant change for the past twenty years, and, over the past five years, experienced exponential change with the advent of laptops, netbooks, smartphones, and countless viewing devices. The current courses of CSIS 132 - Introduction to Web Development and CSIS 133 - Intermediate Web Development have been created as a direct result of Clifton's sabbatical. He states, "I have been able to use the time to take relevant and current courses, as well as meet with educators and be able to work

together on creating courses that are relevant and current to the needs of today's students." Clifton also states, "Taking Professional Development time to attend Web-related courses and conferences, such as the *An Event Apart* conference, and the *Cengage Learning* conferences have helped me incredibly for my in-class lectures and demonstrations. In this field it is difficult to keep up-to-date, and yet it is necessary."

The CSIS full-time faculty has in the past been able to attend conferences and workshops due to VTEA funds. As of late these funds have become limited to budget constraints resulting in professional development opportunities funding for conferences and workshops to be discontinued or seriously limited. Although some department faculty still travel to local conferences and workshops, financial assistance would definitely increase attendance at theses professional development activities.

All CSIS faculty attend subject related webinars and online training, conferences and workshops. Janet Gelb has been actively involved with region 10 "Doing what Matters", a grant offered at San Diego City College. She has attended numerous free workshops with local business advisory groups. She also has attended national and international conferences, and is an active participant in the state-wide initiatives (OEI, IMAC, C-ID).

Both Jim Hotz and Janet Gelb have attended numerous training sessions with the publishers to vet books and a digital presence for the CSIS-110 (Principles of Information Systems) course. Gelb and Hotz have taken the lead in creating instructional support materials for CSIS-110 students, training of CSIS-110 full-time and adjunct faculty in the use of the digital support materials. Janet has also taken the lead in distance education (online) in the department and throughout the college attending ITC, is an active member of SDDICCA region 10 DE committee, STEM initiative, McGraw Hill faculty support, and monthly state DE webinars.

8.2 Describe any innovative professional development activities your program has created.

Clifton Quinn was actively involved in Grossmont's Professional Development Week each semester during academic years 2011 and 2012 as co-chair of the Professional Development committee. His work as co-chair was extensive and involved proposal reviews and meetings throughout each semester as well as during summer months. His leadership brought several innovative ideas to Professional Development Week.

During this Review Period Quinn was also able to create and lead the following Professional Development Week workshops:
  1. Build a Web Site in one Hour: in this workshop I was able to show faculty members how to get started with a good-looking and professional website running on the WordPress platform. Since this workshop, many faculty members have asked me for help and thanked me for showing them this tool.

2. Utilizing TED: In this workshop, the focus was on exposing faculty to the awesome videos available on the TED (Technology, Entertainment and Design) website. There is content here that is applicable to many of the Grossmont College faculty. Many faculty members had not seen this content before.

3. Utilizing the Khan Academy: Wow! What a wonderful tool for any faculty teaching in the subjects of Math, Economics, Science, Health Science and Business. The Khan Academy is free and available to the world, and many people still do not know about it. This workshop has been offered several times and the attendees were thrilled with the content.

During this review period Ronald Norman had prepared and delivered a Personal Computer Security Workshop during Grossmont's Professional Development Week between 2006 and 2010 timeframe, presenting the workshop in at least 7 or 8 semesters.

During this review period Mike Qualls utilized self-directed and funded research to remain current in technologies applicable to the classroom as well as those brand-new and emerging topics that will be of importance in the very new future. These research activities have included:

1. **The Java Programming Language**. New versions of Java typically contain new and/or modified capabilities that are of importance to the classroom. In the last 6 years, we have adopted Java Versions 5, 6, 7, and most recently 8. Qualls continues to research those versions and write sample/demonstrative software that enhance his professional skills and classroom activities for his students.

2. **Virtual Reality**. News resources today are full of announcements – some hype, some real – regarding Virtual Reality. Virtual Reality has been an emerging technology for quite some time but now is just starting to influence business and military information systems, extending beyond just the gaming industry. We will continue to monitor this area in order to consider course-related content in the future.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

CSIS has had two faculty members represent the department on the Academic Senate for the duration of this review period (Janet Gelb and Ronald Norman). Clifton Quinn was also a member of the Academic Senate during some of this review period by virtue of his position as co-chair of Professional Development Week.

Janet Gelb served on the chairs/coordinators council and the academic senate over all of the semesters of this review period as well as being an important member of the TTLC and currently its co-chair, Distance Education subcommittee chair, Curriculum Committee, Accreditation Committee, Hiring Committee, Discipline Committee , facilities and building redevelopment, and new technology planning task.

SECTION 9 – STAFFING TRENDS AND DECISION-MAKING

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	6	6	6	6	5	5	5
# of PT faculty	20	19	28	27	20	21	19
Total Full Time FTEF (+ X-Pay)	5.65	6.52	6.67	5.95	5.80	5.75	3.71
Total Reassigned Time	.583	.583	.583	.583	.583	.583	.583
Total Part Time FTEF	6.72	6.22	5.29	4.91	3.91	4.30	5.83
Total FTEF	12.78	13.09	12.87	11.87	10.06	10.53	9.55
FT% of Total FTEF	44.21%	49.81%	54.1%	54.05%	50.49%	44.77%	38.91%
Total Earned WSCH	3727.00	3730.00	4409.50	4796.00	4440.00	4707.00	4163

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

The most important and absolutely crucial trend is the loss of one full-time faculty member (Diane Maine-Stafford) at the start of the Fall 2010 semester. This loss was caused by a sudden and unexpected illness diagnosed in May followed by her death in early September. **To date,** CSIS has not been allowed to fill this vacancy and it has taken several adjunct faculty members to pick up the teaching load she was carrying, to say nothing about the extra time investment by our department coordinator to continue to fill those classes semester after semester with adjuncts. This staff reduction also placed additional pressure and time commitments on each of the remaining full-time

faculty members to pick up portions of the shared department assignments that are continually done within each department across campus.

The next most important trend does not even show up on this grid/chart. Four (4) of the remaining five (5) full-time faculty members are within one to three years of retirement which would significantly deplete our full-time staff **almost rendering our CSIS department defunct** unless the administration allows us to systematically begin to replace each of these faculty members immediately. This situation will be emphasized again during the remainder of this review document in order to underscore its importance to the survival of our and the college's CSIS department.

The chart shows a nice bell curve for adjunct (part-time) faculty (# of PT Faculty) with the height occurring during 2008 and 2009. This can be basically explained based on the decline in computer science and Information Systems personnel demand (real or perceived) across the US prior to 2008 followed by the realization that these types of career opportunities were not going "overseas" (as predicted) and the demand gained momentum again. Even though the momentum was there, the California State budget put a serious grip/hold on course offerings, even forcing cancellation of courses **without any regard for demand**, in the 2010 through 2012 years. This forced CSIS to reduce the number of adjunct faculty, a decision forced upon us. As a result, it has left a very bad "taste" in the minds of potential CSIS adjuncts making it rather difficult (and time consuming) to line up adjuncts each semester as the CSIS program gains momentum and the state budget constraints are relaxing (beyond the timeframe of this Review).

The CSIS reassigned time remained relatively low and flat during these years which emphasizes the fact that our full-time faculty have its "hands full" just filling all the course sections that are being demanded by students which does not allow for much release/reassign time.

Our full-time faculty % to total FTEF is below 50% in four of the seven time periods which is not the desired percent the department wishes to achieve but our hands are tied, again due to not being allowed to hire full-time faculty. The curve over these time periods is bell shaped however the last time period has a very low % (38.91%) which is lower than any of the other periods. This just may be a trend, and, if so, one which is very concerning to us. This 38.91% percent could drop even lower with the retirement of just one full-time faculty member and that retirement could come at the end of the current academic year (which is beyond the end of the review period in this document).

The Total PT FTEF numbers resemble an upside down bell-shaped curve as we are assigning multiple course sections to a single adjunct rather than hiring an additional adjunct. The Total FT FTEF shows a consistent (except for 2007) decline which again highlights the need for at least one new full-time faculty member be hired immediately.

Total Earned WSCH values also approximate a bell shaped curve which is explainable similarly to how we explained the bell shaped curve for the # of PT Faculty above.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

As is the unfortunate norm in other departments across campus, the CSIS department continues to fall woefully short of meeting the state mandated 75% full-time 25% part time ratio. In addition to this, during this review period, the department has been forced by the administration to cut courses and unfortunately most of those were taught by our adjuncts. This action has reduced our adjunct pool by about 33% (28 high to 19 low). A side effect of this is that it has decreased the diversity and stability of the department as well as making life difficult for our reliable long term adjuncts.

Historically, the most difficult part-time staffing issue for the CSIS department has been keeping the good adjuncts we find. As a result of Grossmont College's embarrassing part-time pay scale as well as the College's physical location, qualified adjunct instructors are much more likely to take an assignment in other districts throughout the county when a conflict occurs. This presents a big problem for the department; in order to successfully teach courses integrated into the department, in terms of rigor and philosophy, extensive training is often required. This is especially true for the CSIS courses that include a lab such as CSIS-110, and the programming courses. Unfortunately, it is common to have a full time instructor devote much time to training a part timer only to then have the part timer quickly move on when a better opportunity (which almost any opportunity is) is presented.

Related to the above (better opportunity), many of our adjuncts teach courses at other colleges within the county and live closer to one of those campuses and are paid higher wages at them as well. So, if they are offered a second course at one of those campuses they are likely to give it strong consideration over teaching a single course for CSIS. East San Diego County is not known for housing highly qualified software engineers. That distinction resides in North County (along the coast and in Rancho Bernardo/Poway areas).

Another on-going challenge with hiring of adjuncts is the repeatability factor for being able to teach the same course multiple times. As we all know, any instructor (full or part-time) invests a huge amount of course preparation before, during, and after a course is taught. Being able to teach the same course a second, third, or more times makes it an attractive course to offer part-timers but during this review period we could not "guarantee" an adjunct of this due to budget woes!

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

The CSIS department could not do what it does as successfully as it does (for our students success) without the full-time assistance of our lab manager – Donald Crain. He has been a valuable contributor to our department for many years. He is given direction by our department coordinator – Janet Gelb – and oversees the five (5) computer classrooms with at least 146 personal computers installed in them. In addition, he offers assistance to all the full and adjunct instructors for their use of these computers as well as for the full-time instructor's office computers, department issued laptop computers, tablets, and iPads.

Listed below is a representative list of the tasks assigned to Mr. Crain each semester and he continues to do a fantastic job to keep our courses running smoothly:

- Maintains CSIS hardware inventory records of all 5 labs and the hardware collection of the CSIS 114 class. Surpluses old equipment.
- Works with scheduler and Department Coordinator to schedule short term events in the CSIS labs. Prepares the labs for these short-term events.
- Compiles the CSIS Open Lab user head counts to maintain data records of Open Lab usage.
- Collects applications, interviews, and processes hiring paperwork for student tutoring staff. Gives the tutoring staff their daily assignments. Performs monthly processing of tutor timesheets to submit to payroll.
- Develops Open Lab schedule each semester.
- Maintains and troubleshoots computer hardware in CSIS labs and contacts ICS and IS for escalation of issues.
- Develops software request forms each semester to prepare for software deployment in August and January each year.
- Works with Network Specialists to clone and test the computers in the 5 CSIS labs twice per year (August and January).
- Makes requests of ICS for the creation of student web containers for CSIS web development classes.
- Makes requests of ICS for the creation of student Linux accounts for CSIS 113.
- Cleans all CSIS computer equipment and furniture on a regular basis.
- Maintains lab furniture and contacts operations when a fix is needed.
- Administers the Department's Microsoft Academic Dreamspark subscription and creates each student's Dreamspark account.
- Reports problems with air conditioning/heating/electrical systems to Operations.

- Performs all ordering for the CSIS Department, including office supplies, paper, toner, audio/visual equipment, laptops, software, printers, tablets and other peripherals.
- Performs grading of CSIS 110 student work submitted by faculty using instructor Jim Hotz's grader software.
- Requests creation of student web containers and Linux accounts each semester.
- Develops finals schedule for each instructor/course/classroom.
- Performs support functions for faculty as they arrive via e-mail, phone or in-person.
- Maintains CSIS budget spreadsheet. Works with the Department Chair on budget transfers and other budget issues.
- Maintains Novell Server for the CSIS 140 course.
- Maintains the CSIS department's college website

Each semester CSIS is allocated a block of hours to hire student workers as lab tutors and CSIS makes complete/full use of these hours hiring at least four (4) to five (5) students each semester. Continuity of these student workers from semester to semester until they move to another college (or other opportunity) is valuable in that training is minimized for returning student workers.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

The CSIS department continues to be a very collegial department thanks to the long-standing leadership of our department coordinator – Janet Gelb. She makes sure that all voices are heard, and, during this review period, we do not believe that she has missed leading a single departmental meeting which is very impressive and speaks to her commitment as she continues to tirelessly play this role for us. We are indebted to her for her doing this for so long.

The CSIS department full-time faculty meets regularly to attend to the multitude of issues that arise in an active department. Departmental decisions are generally accomplished by discussion which could carry over to multiple meetings depending on the topic's complexity and impacts. After exhausting the discussion, we then take a vote of the full-time faculty. Before the vote we generally illicit input, comments, feedback from all of our adjuncts in order to maintain a diverse range of ideas as well as get additional input views from their perspectives. CSIS also holds two "mandatory" four (4) hour meetings annually that involve all part-time and all full-time faculty. These meetings are used to do brainstorming on topics, elicit the opinions and knowledge of all faculty, and keep all of us informed about curriculum, labs, and department, division, and college matters. Several of our adjuncts have commented anecdotally that these meetings are very helpful to them and are not done at some of the other county community colleges where they teach.

When decisions involve cross-campus departments, the affected departments assign task forces to facilitate the interdepartmental interaction and planning which emphasizes collegiality.

As a department, we are regular users of eMail as a mechanism to keep our adjuncts current with what the full-time faculty are focusing on, what issues have risen (if any), what actions/results are required or recommended, etc. This tool is very effective because all of our faculty utilize eMail several times a day. Over the years, the usage of eMail by all of our faculty has reduced the amount of face-to-face (formal or informal) meetings needed and makes us as a group more efficient as well.

SECTION 10 – FISCAL PROFILE AND EFFICIENCY

Refer to Appendix 9 – Grossmont WSCH Analysis (provided by the research liaison) for efficiency. Appendix 3 has the sections and enrollment. Appendix 12 – Fiscal Data: Outcomes Profile (provided by the research liaison) also has enrollment information.

10.1   Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.
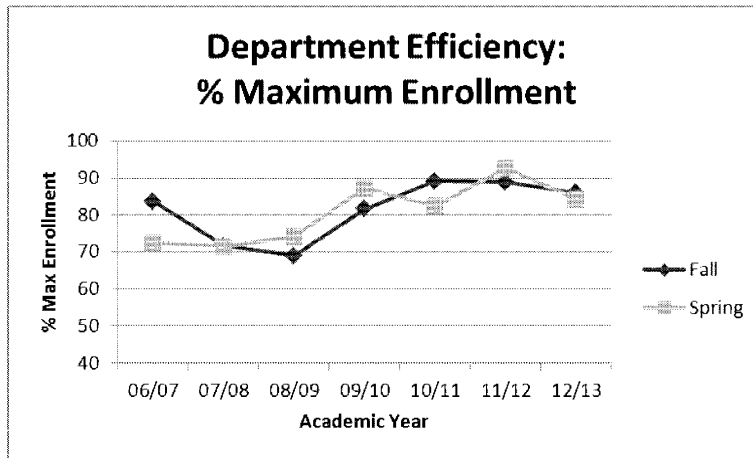
The chart above is copied from Appendix 9 and will be used in our discussion here. The trends seen over this program review time period can be explained in large part by analyzing the California state budget circumstances. In terms of enrollment and sections offered, the CSIS department, like most of Grossmont College, was growing in 2006 and 2007. During this time period we were able to offer many sections increasing access for many students. This also allowed us to improve individual contact with students through the teaching of classes which were not enrolled at the maximum capacity. Starting with the financial crises in 2008 and continuing through 2012 the repeated devastating funding cuts to community college education by the State of California impacted the department just as it did the college and district. During this time period we saw a continued increase in enrollment as those recently unemployed along with those seeking a competitive advantage enrolled in community colleges. Unfortunately, during this same time period, due to funding constraints, our section offerings had to be greatly reduced. This has had two major impacts. First, we have had to limit access to students as a result of limiting the variety of times we offer courses as well as having to turn students away from classes enrolled over the course max (our Wait Lists were large in many of our courses). Thus, while our class size and thus efficiency have gone up (per the above chart), it has not necessarily translated to increased student success. Most recently, near the end of the program review

cycle we have seen our efficiency max out and as sections, which are now full, continued to be cut to the end of this review period we have experienced a modest increase in enrollment numbers in all programs within the department.

We expect that our enrollment numbers will be increasing as we move into a friendlier budget season for California. This will allow us to introduce much needed sections of our highly demanded courses.

10.2 Analyze the Earned WSCH/FTEF data in Appendix 9 - Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.
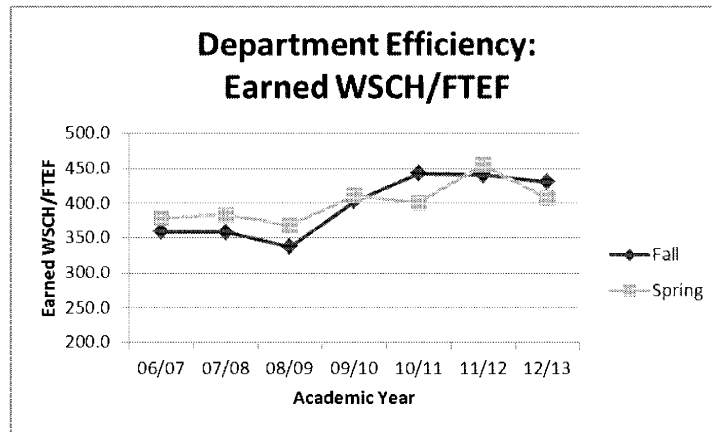
The chart above is copied from Appendix 9 and will be used in our discussion here. The trends seen over this program review time period show a favorable upwards trend starting in 2009/10. This has occurred because of a number of factors. First, we have experienced an increase in student enrollment. This combined with the fact that we were cutting sections means that students have fewer options and most of our course sections have been packed to enrollment capacity. As is the case across campus, for the past few semesters all of our courses have been full with many students on the Waitlist, and this has caused our "efficiency" to rise. Before this general run on courses campus wide we had experienced, most notably, increased enrollment specifically in our CSIS-110 (Introductory) and programming courses.

Although our WSCH/FTEF numbers have steadily increased and remained above 400, we realize that the desired campus efficiency goal is over 500. However, not all departments should be expected to meet his goal, especially a department like CSIS which has a highly technical set of courses/content that demands personal one-on-one time with students which makes it highly unlikely that our course section enrollments can rise above 25 (on average) and still yield great student success.

10.3 Using Appendix 11 - Program Data Elements and Appendix 12 - Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

1. Semester & Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
2. Enrollment	1005	1035	1018	978	915	974	1014	1011	970	986	1007	904	867	878
3. Earned WSCH/FTEF	359.6	378.7	358.5	383.2	337.16	368.12	402.61	410.73	442.64	400.96	440.24	454.55	430.36	406.69
4. Total FTES					353.68		389.4		444.43		330.67		313.27	
5. Cost/FTES					$2,965.70		$2,587.20		$1,973.43		$2,503.64		$2,825.94	
6. Total Cost/Fiscal Year					$1,048,909.00		$1,007,456.00		$877,052.00		$827,880.00		$885,281.00	
7. Total Revenue	$0.00		$0.00		$1,614,489.07		$1,777,544.80		$2,028,747.40		$1,509,452.34		$1,430,024.29	
8. Other Revenue					$16,659.00									

The chart above is copied from Appendix 12 and will be used in our brief discussion here. The trends seen over this program review time period show that the CSIS department's cost per FTES is hovering somewhere between $2,500 and $2,965 each academic year. This puts CSIS a bit above the "typical values" across the campus which are a bit below $2,500 per our research liaison for this review study.

One explanation for this is that four of our five full-time faculty have over 15 years with the district, with three having over 20 years. In addition to this, one of these full-timers also has an earned Ph.D. placing him in the furthest salary column. Another contributor to this cost is the fact that several of our adjunct faculty members have been teaching for CSIS for many years thus their salaries are higher.

We would like to think that CSIS is a money maker for the college, however without knowing the college-wide overhead we cannot explicitly make this claim. The numbers in the chart above do show a strong $600,000 to over $1,000,000 difference between CSIS Total Cost/Fiscal Year (Line 7) and CSIS Total Revenue (Line 7).

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

The CSIS Department has not received any outside monetary subsidy, however, during the review period instructors have received grants from software manufacturers to provide software to students at virtually no cost. Those grants included:

1. Spring 2008: Acquire an academic grant for MyEclipse software which is an Eclipse software plug-in to support UML diagrams for my CSIS 220/221 courses. Retail

value of the grant is $64/seat x 24 seats = $1,500+. In addition we also have up to another 24 time-sensitive (12/31/08) licenses to allow students to download and install this software on their home/personal computers.

2. Spring 2012: Obtained academic (free) grant from San Diego based Axure.com for a site license of its Axure RP Wireframe software to be used by students. Individual seat license cost was $269.

3. Spring 2012: Obtained academic (free) site license grant for Visual Logic software which would allow CSIS-119 students to use this software to visually draw executable flow charts so they could actually see the execution of their program logic. Value put at over $10,000.

4. There has been a continual financial benefit for our students from VTEA funds throughout the duration of this review period.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:
- **teaching and learning**
- **student access and success**
- **implementing and executing the department's vision and mission statement**
- **fiscal stability**

From Section 1.1, the CSIS department's Vision and Mission Statements are:

Vision Statement: Students in the Grossmont College CSIS Department shall have access to high quality technology based instruction in the use of computers for the purposes of academic transfer, career enhancement, and/or personal development.

Mission Statement: The Grossmont College CSIS Department will provide quality education to students based on a comprehensive, relevant curriculum that provides students with the ability to transfer, enter the workforce, and/or promote life-long learning.

Since first establishing the above Vision and Mission statements in April of 2006, the CSIS department faculty has been committed to those statements as the basis for all that is done within the department.

The CSIS department continues to maintain a long-standing history of academic excellence that values hard work and academic integrity. The department provides outstanding, transfer-level and continuing education, lecture and lab-based instruction (face-to-face, hybrid, and online) to its students, who overwhelmingly intend to transfer to a four-year university. Our success (which translates to student success) in these programs is possible because of a shared commitment to high standards, meaningful and challenging curricula, maximum student contact, intradepartmental harmony, and enthusiasm for our respective areas of emphasis within the CSIS department.

Faculty members in the department continue to develop and maintain innovative methods of instruction, including the "flipped classroom" strategy, to ensure increased access and success for all students. With a high number of students taking multiple courses throughout the department we are also able to concentrate our efforts on those students who are especially dedicated and interested, often times helping to directly place them into internship and/or "foot-in-the-door" entry-level employment opportunities.

The CSIS full-time and adjunct faculty also have an impact beyond our department,

working closely with colleagues from across campus, students in Grossmont's Middle-College, government agencies, non-profit organizations, and the equivalent departments at area community colleges as well as four-year universities to promote collegiality and maintain community contacts.

During this review period we have had the amazing benefit of having Janet Gelb as our department coordinator. Her leadership has taken us through the ups and downs of the state budget crises and she has done a fantastic job keeping the essence of our department intact, according to our vision and mission statements.

One of our core, long-standing strengths is our faculty's ability to anticipate and assimilate the rapid-paced dynamics of information technology into our labs and courses. For example, the Windows 9 operating system for PCs/laptops/smartphones will be announced by Microsoft at the end of September 2014. One of our professors has been researching this area for several years and will provide guidance for us as we move into future academic years.

A weakness related to the above strength is that of the administration placing what we believe to be artificial "minimum seat counts" on course sections evenly applied across the entire campus. When we are creating a new course we will rarely achieve that minimum "seat count" simply due to limited number of students. As a result, we have not been able to offer new courses during this review period. We believe the administration should allow one or two semesters to "seed" the course with students who will then spread the word about the new course, subsequently meeting the minimum seat count.

A follow-on weakness to the above strength is the rapidly approaching retirement of four (4) of our five (5) full-time faculty members. One may retire as early as 2015 with three more following within two to three years. This will create a huge knowledge gap in our department unless new full-time hires can be accomplished now.

Another CSIS strength is our ability, with campus budget, to reinvent our classroom labs (about 100 PCs) every two years with the latest hardware, networking, and software upgrades. Without the expertise of our CSIS Lab Manager, Donald Crain, along with support from Instructional Computer Services (ICS), we would not be able to accomplish this. These labs are critical to our student's success and we are also grateful that a few of the Tech Mall computers are equipped to match our computer labs so our students can use them during their study times.

A weakness related to the above strength would be the continual "buffeting" from the district IT department which is rarely, if ever, up to date for supporting the latest (or close to latest) hardware and software. Some recent examples include Windows 7, Windows 8.1 tablets, and iPads. CSIS should be close to the leading edge with technology whether the rest of the campus is or not. This concerns us greatly.

A strength for our continued student success is our flexibility to offer multiple sections of our most demanded courses in a variety of formats including classroom, hybrid, and 100% online. Our faculty are well-trained to handle any of these diverse formats as well as being prepared and already utilizing the "flipped" classroom strategy to facilitate even greater student success.

The weakness with the above strength is just a fact of life – different formats require different preparation, delivery, and execution so an instructor who has more than one of these formats for the same course basically has to prepare different course materials. As you can imagine, this takes additional time on the part of the instructor.

Another strength for our CSIS department is our complete "buy in" to the Student Learning Objectives (SLO) campaign that began about the same time as the beginning of this review period. Each of our full-time instructors has participated in SLO workshops and has contributed to the assignment of SLOs for every course within our curriculum. In addition to getting the SLOs established, faculty have also assessed SLOs in many of the courses and reported the outcomes, most of which have been favorable/successful for the student.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

Our basic concerns were identified in Section 1.1 however we will re-state those here.

Our student enrollment appears to be gradually returning to levels last seen just past the turn of the century. Will we be able to meet student demand? We would like to think so.

Perhaps the greatest concern for our department is that of upcoming retirements for four of our five full-time faculty members. These retirements could commence as early as 2015 for one faculty member and the other three potential retirements could take place by 2017. This will leave a huge knowledge gap in our department if we are not allowed to hire replacement(s) soon. The department lost a full-time faculty member due to an unexpected death a few years ago (2010) and that position has never been refilled.

An ongoing challenge is to continue to identify and attract highly skilled adjunct faculty who are on the cutting edge of the new technologies we are constantly addressing. There is competition for these folks among the colleges in San Diego County as well as a need to offer attractive remuneration and benefit incentives. The AFT Union is working to address these needs, and we expect to be able to attract more highly skilled instructors who are presently working in the CSIS industry.

An ongoing concern is having significant budget each year to keep both our computer classroom hardware (146 PCs) and software as close to state-of-the-art as possible. Along with this concern is another which allows our full time faculty to have their office and/or portable hardware/software at state-of-the-art so they can be evaluating, researching, and testing new hardware and/or software for potential introduction into our curricula.

Another of our concerns will be the transition period of time which might occur during the next review cycle related to the demolition of our faculty offices and classrooms in buildings 54 and 55 along with the construction of a replacement (set of) building(s) – Proposition V money. We will need to be able to duplicate and improve on what we already have so as to not disrupt the continuity and flow of our courses and labs during this transition period which could span several years. Student success will be negatively impacted if this transition period and associated re-location of facilities is not handled with the utmost expert and professional care.

Another concern related to the above one will be the strong desire and need for our department's collective "voice" be heard with respect to the new construction and facilities it will house. We recently toured Palomar College's equivalent CSIS facilities and they are outstanding; we hope ours can meet or exceed those.

11.3 **Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.**

1. **Recommendation:** CSIS be allowed to hire one new full-time faculty member during AY 2014/15 followed by at least one each succeeding year to replace the anticipated retirements. **Justification:** One full-time faculty retirement occurring in 2015 and three more to follow within the next two to three years leaving only one full-time faculty member.
2. **Recommendation:** CSIS full-time faculty be given strong and active participation starting with the planning phase for the replacement building(s) with associated facilities within them for buildings 51 through 55. **Justification:** We know our departmental needs better than any other person or group on campus.
3. **Recommendation:** Continue to provide curriculum that is up-to-date, relevant, and prepares students for industry demand occupations as well as transfer to universities. In order to do this we will need to update current courses and add new courses on an annual basis. **Justification:** Student Success depends on it.
4. **Recommendation:** CSIS needs to provide technology (hardware and software) that reflects industry standards and supports the new/revised curriculum by upgrading and expanding computer classrooms and lab facilities with new state-of-the art equipment that meets industry standards. **Justification:** Student Success

depends on it.
5. **Recommendation:** More funds to support faculty learning and training and more funds to support faculty equipment for research and development in new technologies. **Justification:** Student Success depends on it.
6. **Recommendation:** Continue to provide CSIS technical support for CSIS faculty and students by retaining our current full-time lab manager and the student workers hired each semester to support student learning in our open lab sessions. **Justification:** Student Success depends on it.
7. **Recommendation:** Develop a computer literacy GE course for the college. **Justification:** All campus students (not just CSIS) should be better equipped prepared for computer literacy and computer and personal gadget security.
8. **Recommendation:** Improved marketing of the department's curriculum. A stronger support from the college/district marketing department to assist in the marketing of the CSIS program to potential students. **Justification:** Increased student demand equaling higher enrollments.
9. **Recommendation:** Continue to collaborate with the CIS department at Cuyamaca College to align new courses. **Justification:** Do not duplicate course content which causes the two departments to compete for the same students.
10. **Recommendation:** A stronger and more effective collaboration between other departments on campus in the development of cross discipline courses. **Justification:** Student Success depends on it and departments should not be competing for the same student taking the same course.
11. **Recommendation:** Create additional articulation agreements with the UC, CSU, USD, and National Universities. **Justification:** Give our students more transfer options that include units taken in Grossmont's CSIS department.

APPENDIX 1 – Annual Program Review Updates

Six-Year Department/Unit Plan

Department/Unit Name <u>Computer Science Information Systems</u> - Month/Year <u>10/09</u>

Instructions:
This Six-Year Unit Plan details the goals that you have for your department/unit in a number of areas, as well as the strategies that you plan to implement to achieve those goals. Each year, this plan will inform and be implemented through the activities in your various annual action plans. In addition, this plan is organized so that the work eventually accomplished in the areas listed can be used to complete key sections of your next program review document.
Please fill out all portions as completely as possible. Some units in student and administrative services will need to indicate where the sections do not apply.

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO YOUR DEAN IS FRIDAY, NOVEMBER 6, 2009.

Remember, for your Six-Year Plan, you are developing your department/unit goals and strategies (activities) for each of the areas listed as plan sections on the following pages. Your goals and activities may support one or more of the following College Strategic Planning Priority Goals that are provided here for your reference:

Student Access
   Goal 1: Better serve students in historically under-served populations
   Goal 2: Respond to changing community needs
Learning and Student Success
   Goal 3: Provide an Exceptional Learning Environment to Promote Student Success
   Goal 4: Promote Student Success for Historically Under-served Populations
   Goal 5: Promote Student Success for Historically Under-prepared Populations
Robust Fiscal and Physical Resources
   Goal 6: Promote Institutional Effectiveness
   Goal 7: Develop and maintain an exceptional learning environment
   Goal 8: Maximize Revenue from Traditional and Non-Traditional Sources
Economic and Community Development
   Goal 9: Enhance Workforce Preparedness
   Goal 10: Develop Innovative Partnerships That Meet Long-term Community Needs
Value and Support of Employees
   Goal 11: Promote Employee Success

BACKGROUND

A. Please provide a list of your most recent program review recommendations.
   1. Continue to provide curriculum that is up-to-date and prepares students for

industry demand occupations.
2. Upgrade computer classrooms and lab facilities with new state-of-the-art equipment that meets industry standards.
3. Investigate funding sources to support faculty training and in the use of new technology.
4. Continue collaborating with other departments on campus in the development of cross- discipline courses.
5. Enlist the support of the college administration and Community Relations Department to improve and implement department marketing strategies.
6. Create network administrator position to expand and improve upon technical support for the CSIS department.
7. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course program improvement.
8. Using the Course History Information Report, continue to submit curriculum modification of proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

B. If applicable, please provide a list of any advisory committee recommendations.
   None

C. If applicable, please provide a list of any certification/accreditation recommendations.
   None

PLAN SECTIONS
In each section, answer the questions as completely as possible. **Remember that you are discussing long-term plans for the next six years**.

D. Community Outreach/Response
   1. What is/are your six-year goal(s) in this area?
      1. Build articulation agreements
      2. Identify target population and target marketing accordingly
      3. Market the CSIS programs to business and industry, high school graduates, students at four year universities, and adult reentry students.
      4. Build and maintain a strong strategic partnership with business and industry.
      5. Continue outreach to the community to attract more students
      6. Maintain a Business Advisory Council with an annual meeting.

   Briefly explain:
      a. Why each 6-year plan goal was chosen (include any supporting data)
         1. Increase enrollment
         2. Grow FTES and revenue
         3. Serve a larger diverse student population

    4. Meet the needs of students for both employment and transfer to a 4 year university

  b. How each 6-year plan goal above supports the college strategic planning priority goals
    1. Increase enrollment in diverse populations supporting the mission of the CSIS department to support student needs and those business and industry.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
  1. Diverse instruction in support of students reaching their educational goals and to obtain employment in local business.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
  1. Information can be obtained from Districtwide Academic, Student and Planning Services, transfer center and articulation office.

E. <u>Student Success and Support</u>
  1. What is/are your six-year goal(s) in this area?
    1. Focus group to identify student and industry needs
    2. Build a department student internship plan
    3. Develop a strategic partnership with industry
    4. Attract more female students and prepare them for careers in Computer Science and Information Technology
    5. Collaborate with other departments to develop computer literacy skills for all students and course work that is relevant to multiple disciplines
    6. Continue developing more distance learning and hybrid courses
    7. Continue on an ongoing basis, to plan on equipping the CSIS computer labs with upgraded technology
    8. Maintain currency of software library with subscription and maintenance agreements
    9. Improve the tutoring program for educationally disadvantaged students, especially those who do not have access to a computer at home. Increase the quality and quantity of tutoring available and improve the training given to tutors

Briefly explain:
  a. Why each 6-year plan goal was chosen (include any supporting data)
    1. Provide more diverse educational opportunities to a larger population of students who need IT and CS skills

  b. How each 6-year plan goal above supports the college strategic planning

priority goals
1. Increase enrollment in CSIS classes
2. Greater opportunity for all students to increase their computer skills and succeed in other academic goals
3. Curriculum development by exploring new industry technologies

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
   1. Open house meetings
   2. Tech Prep
   3. Articulation agreements with the local high schools and 4 year universities.
   4. Improve the CSIS tutoring program as a way of providing work experience for CSIS students.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
   1. Information can be obtained from Districtwide Academic, Student and Planning Services, transfer center and articulation office.

F. Department/Unit Resources and Development
   1. What is/are your six-year goal(s) in this area?
      1. Upgrade and expand the existing labs through the Grossmont College ICS three (3) year "rollover". This will allow the department to continue to maintain currency and keep up with the requirements of the IT industry.
      2. Continue to update various software applications and operating systems to meet the needs of business with new and emerging technologies.
      3. Explore new industry technologies and add new courses to support these technologies.
      4. Upgrade hardware in our labs to keep pace with current industry standards.
      5. Maintain an interactive and informative CSIS website with information about new course offerings.

   Briefly explain:
      a. Why each 6-year plan goal was chosen (include any supporting data)
         1. Improve opportunities to all students by offering more current technology, courses online and in the hybrid format thus providing greater access to a diverse population of students.
         2. Increase enrollment.
         3. Help students develop real-world job skills
         4. Internship program
      b. How each 6-year plan goal above supports the college strategic planning priority goals
         1. Attract more students and prepare them for careers requiring IT skills

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
    1. Replace and upgrade software with the latest versions with software license agreements
    2. Collaborate with IS, ICS departments on an ongoing basic plan to support equipping of the labs with upgrade technology in order to support advanced and new course offerings.

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
    1. CSIS labs will be continuously aligned hardware and software with industry standards

G. Faculty/Staff Professional Development
    1. What is/are your six-year goal(s) in this area?
        1. Support faculty in their design and implementation of staff development and training plans that will provide for maintaining currency in the IT field

    Briefly explain:
        a. Why each 6-year plan goal was chosen (include any supporting data)
            1. More faculty training would bring current technology into the classroom
            2. Continue improving and developing new curriculum to bring course in alignment with industry needs
            3. Explore new industry technologies and add new courses to support these technologies.

        b. How each 6-year plan goal above supports the college strategic planning priority goals
            1. Develop new advanced teaching methods to better serve students in the continually changing IT world.

    2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
        1. Submission of individual personal development plans
        2. Provide opportunities for faculty to attend technology expos, conventions and hands on training workshops

    3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
        1. Development of new courses to meet the needs of the changing IT industry.

H. Curriculum Development
    1. What is/are your six-year goal(s) in this area?
        1. The CSIS department will continue to provide quality education to students based on a comprehensive, relevant curriculum that provides students with

the ability to transfer, enter the workforce, and promote life-long learning.
2. Revise and update current courses and expand the CSIS curriculum to reflect industry needs.
3. Collaborate with other college departments and divisions in order to provide cross listed and team taught courses that assist not only in the infusion of computer skills into those other discipline areas, but also to introduce those students to computers in more detail.
4. Expand our online and hybrid course offerings.
5. Work with business and industry to develop new courses and curriculum in support of the new technology.

Briefly explain:
    a. Why each 6-year plan goal was chosen (include any supporting data)
        1. To keep current with new trends in the IT industry by continually updating the existing programs and courses.
        2. Offer new programs and courses relevant to community needs in new industry technologies.

    b. How each 6-year plan goal above supports the college strategic planning priority goals
        1. Maintain current curriculum with new courses and modification of existing ones.

2. What strategies/activities would you undertake to accomplish each 6-year plan goal?
    1. Development of interdisciplinary courses that will lend themselves to further integration with other campus courses.
    2. Market new programs and courses to the high school graduate and those re-entry adults who are needing to upgrade their skills for career advancement

3. How will you demonstrate that you have accomplished each 6-year plan goal (be sure to include how data will be collected/assessed)?
    1. Track WSCH and FTES.

I. <u>Staffing Needs</u>
1. Please explain your projected needs for staffing (include data to support your needs)?
    1. At the present moment, due to the skills and talent we have on our staff, as well as taking into account the anticipated demand for new classes, we feel that our current staffing level is adequate. The one area where we have a specific need is in being able to attract and retain highly qualified adjunct staff for classes as the need arises.

J. <u>Student Outcomes</u>

If you are in an instructional area and have not done so already, complete your six-year student outcome assessment plan by going to
http://www.grossmont.edu/student_learning_outcomes/SLO%20Spreadsheet%20home.htm, clicking on your department link, and completing the spreadsheet. **NOTE: the student outcome plan Spreadsheet** was due online by October 2.

THE DEADLINE FOR SUBMITTING THIS COMPLETED SIX-YEAR DEPARTMENT/UNIT PLAN TO <u>YOUR DEAN IS FRIDAY, NO</u>VEMBER 6, 2009

Grossmont College

Computer Science Information Systems

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

Fall 2007

SCHOOL

YEAR	FALL SEMESTER		SPRING SEMESTER		COST/FTES	COMMITTEE RECOMMENDATION
	WSCH/FTEF	% of MAX WSCH	WSCH/FTEF	%ofMAXWSCH		
01/02	428	80%	410	80%	$1,833	
02/03	392	81%	381	79%	$2,140	
03/04	419	86%	392	75%	$1,943	MAINTAIN
04/05	414	79%	384	72%	$2,211	
05/06	377	73%	395	70%	$3,608	

The CSIS Department is commended for the following:

1. Having a department vision and mission statement.
2. Creating an industry advisory consortium with other local community colleges, SDSU, UCSD, CSUSM, and private universities.
3. Developing 21 online or hybrid courses.
4. Providing access for working students and those with disabilities by offering online and hybrid courses, tutoring, and modification to work stations as needed.
5. Continuing leadership on the Instructional Computing and Distance Education Committees as well as developing and implementing the distance education plan.
6. Modifying and adding courses as well as maintaining faculty expertise in staying abreast of technological advances.
7. Actively involving adjunct faculty in departmental decisions.

The Program Review Committee offers the following recommendations:
1. Continue to provide curriculum that is up-to-date and prepares students for industry demand occupations.
2. Upgrade computer classrooms and lab facilities with new state-of-the-art equipment that meets industry standards.
3. Investigate funding sources to support faculty training and acquisition of state-of-the-art equipment for faculty to understand and use new technology.
4. Continue collaborating with other departments on campus in the development of cross-discipline courses.
5. Enlist the support of the college administration and Community Relations Department to improve and implement department marketing strategies.
6. Create network administrator position to expand and improve upon technical support for the CSIS department.
7. Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi. Use student-learning outcome data for continued course and program improvement.
8. Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

College President   Department Chair   Academic Program Review Chair

APPENDIX 2 – Catalog Descriptions

Appendix 2 – Catalog Descriptions - insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

CSIS Associate Degree Programs from the 2014-15 Catalog

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Grossmont College Catalog 2014-2015   Computer Science Information Systems

COMPUTER SCIENCE INFORMATION SYSTEMS

The Computer Science Information Systems curricula provides a foundation in computing and information systems serving the diverse goals of the Grossmont community: employment in various phases of the computing industry, transfer to a baccalaureate institution for continued study in the computer and information sciences, training in selected topics for application in other professions or for personal enrichment, and advanced study for returning computing professionals. Throughout, emphasis is placed on blending fundamental theory and technique with practical applications in business, scientific and academic computing. A guiding principle is the use of intense hands-on instruction with state-of-the-art computer technology.

Five related but distinct areas of emphasis designed to provide corresponding job entry points are available as two-year curricula: Computer Programming, Small Computer Specialist, Local-Area Network (LAN) Support Specialist, Web Design and Software Engineering. Completion of the Computer Science Information Systems core courses or their equivalent plus any one area of emphasis satisfies the major requirements for the Associate Degree.

Career Opportunities
Computer Support Specialist
Communications Technician
Computer Maintenance Technician
Computer Systems Analysts*
Database Administrators*
Information Specialist*
LAN (Local Area Network) Administrator
Network Systems & Data Communication Analysts
Office Administrators
Programmer
Software Engineers*
Software Technician
Systems Analyst*
Technical Support Representative
*Bachelor's Degree or higher required.

The Program-level Student Learning Outcome (PSLOs) below is an outcome that students will achieve after completing specific degree/certificate requirements in this program.
Students will transfer, enter the workforce and promote life-long learning.

Equivalent Course List
The following Grossmont and Cuyamaca College courses are considered similar enough to be treated as equivalent. No Modification of Major forms will be required for the departments to accept these courses from Cuyamaca College.

Grossmont Course	Similar Cuyamaca Course
CSIS 110	CIS 110
CSIS 112	CIS 190
CSIS 113	CIS 191
CSIS 114	CIS 120
CSIS 119	CS 119
CSIS 133	CIS 212
CSIS 134	CIS 211
CSIS 135	CIS 215
CSIS 136	CIS 216
CSIS 137	GD 222
CSIS 165	CS 289
CSIS 172	CIS 105
CSIS 174	CIS 140
CSIS 190	CIS 221
CSIS 213	CIS 291
CSIS 276	CIS 240
CSIS 288	CS 180 A-B-C-D
CSIS 289	CS 280 A-B-C-D
CSIS 293	CS 182
CSIS 294	CS 282
CSIS 296	CS 181
CSIS 297	CS 281

Associate Degree Major Requirements

Area of Emphasis
Computer Programming
An area of emphasis intended for the two-year vocational student who plans to gain entry level employment as a programmer for systems. Students who complete the sequence successfully are able to write or maintain code for program modules from design documents and specifications prepared by senior programmers or analysts.
Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Computer Science Info. Systems 112 or	Windows Operating Systems	3
Computer Science Info. Systems 113	Introduction to Linux	(3)
Computer Science Info. Systems 119	Introduction to Computer Programming	3
Computer Science Info. Systems 280	Job Search Assistance and Retention	2
Computer Science Info. Systems 281 or	Directed Work Experience	2
Computer Science Info. Systems 282	Directed Work Experience	(3)
	Total	10-11

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Select TWO (2) of the following sequences:

Subject & Number	Title	Units
Computer Science Info. Systems 288 and	Introduction to Visual Basic Programming	(4)
Computer Science Info. Systems 289 or	Intermediate Visual Basic Programming	(4)
Computer Science Info. Systems 290 and	Introduction to C# Programming	(4)
Computer Science Info. Systems 291 or	Intermediate C# Programming	(4)
Computer Science Info. Systems 293 and	Introduction to Java Programming	(4)
Computer Science Info. Systems 294	Intermediate Java Programming and Fundamental Data Structures	(4)
or		
Computer Science Info. Systems 296 and	Introduction to C++ Programming	(4)
Computer Science Info. Systems 297	Intermediate C++ Programming	(4)
	Total	16

Select ONE (1) of the following courses (the course cannot be part of the prior sequence):

Subject & Number	Title	Units
Computer Science Info. Systems 165	Assembly Language and Machine Architecture	4
Computer Science Info. Systems 220	Software Engineering I	3
Computer Science Info. Systems 270	Advanced Computer Programming	3
Computer Science Info. Systems 276	Introduction to SQL	3
Computer Science Info. Systems 288	Introduction to Visual Basic Programming	4
Computer Science Info. Systems 290	Introduction to C# Programming	4
Computer Science Info. Systems 293	Introduction to Java Programming	4
Computer Science Info. Systems 295	Android Application Development with Java	4
Computer Science Info. Systems 296	Introduction to C ++ Programming	4
	Total	3-4
	Total Required	29-31
	Plus General Education and Elective Requirements	

Area of Emphasis
Local Area Network (LAN) Support Specialist

An area of emphasis leading to an entry level position which specializes in the planning, installation, development, operation and maintenance of local area networks (LANs). Students completing this sequence will be expected to assist LAN managers in large and medium-sized organizations. Advanced students may be assigned as the sole LAN support person in a smaller firm.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Computer Science Info. Systems 110	Principles of Information Systems	4
Computer Science Info. Systems 112	Windows Operating System	3
Computer Science Info. Systems 113	Introduction to Linux	3
Computer Science Info. Systems 114	Small Computer Systems	3
Computer Science Info. Systems 119	Introduction to Computer Programming	3
Computer Science Info. Systems 140	Introduction to Local Area Network (LAN) Management	4
Computer Science Info. Systems 142	Introduction to Networking	2
Computer Science Info. Systems 143	Local Area Networks	2
Computer Science Info. Systems 144	Wide Area Networks	2
Computer Science Info. Systems 145	Introduction to TCP/IP	2
Computer Science Info. Systems 280	Job Search Assistance and Retention	2
Computer Science Info. Systems 281 or	Directed Work Experience	2
Computer Science Info. Systems 282	Directed Work Experience	(3)
	Total	32-33

Select ONE (1) of the following courses:

Subject & Number	Title	Units
Business 120	Financial Accounting	4
Business 128	Business Communication	3
Computer Science Info. Systems 146	Network Security	3
Computer Science Info. Systems 147	Internet Marketing	3
Computer Science Info. Systems 276	Introduction to SQL	3
	Total	3-4
	Total Required	35-36
	Plus General Education and Elective Requirements	

Area of Emphasis
Small Computer Specialist

An area of emphasis aimed at preparing students for positions involving direct use of computers for business administration, decision support, and financial applications. Students who complete this sequence are qualified to enter careers in which they function as end users, application developers and computer support technicians.

Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Computer Science Info. Systems 100	Basic Keyboarding	1
Computer Science Info. Systems 112	Windows Operating System	3

Computer Science Info. Systems 172	Introduction to Microcomputer Applications	2
or		
Computer Science Info. Systems 110	Principles of Information Systems	(4)
Computer Science Info. Systems 173	Microsoft Word	3
Computer Science Info. Systems 174	Microsoft Access	3
Computer Science Info. Systems 175	Microsoft Excel	3
Computer Science Info Systems 177	Microsoft Power Point	3
	Total	18-20

Select ONE (1) of the following:

Subject & Number	Title	Units
Computer Science Info. Systems 113	Introduction to Linux	3
Computer Science Info. Systems 114	Small Computer Systems	3
Computer Science Info. Systems 132	Introduction of Web Development	3
Computer Science Info. Systems 147	Internet Marketing	3
Computer Science Info. Systems 176	Computerized Accounting Applications	2
Computer Science Info. Systems 281	Directed Work Experience	2
	Total	2-3
	Total Required	20-23
	Plus General Education and Elective Requirements	

Recommended Electives:

Subject & Number	Title	Units
Business 110	Introduction to Business	3
Business 120	Financial Accounting	4
Business 121	Managerial Accounting	4
Business 125	Business Law	3
Business 128	Business Communication	3
Communication 122	Public Speaking	3

Area of Emphasis
Web Design

An area of emphasis in preparing students for entry-level positions creating websites. The curriculum provides the student with practical experience using state of the art software and hardware typically found in the field of professional web design.
Note: All courses must be completed with a letter grade of "C" or higher.

Subject & Number	Title	Units
Computer Science Info. Systems 110	Principles of Information Systems	4
or		
Computer Science Info. Systems 105	Introduction to Computing	(3)
Computer Science Info. Systems 112	Windows Operating Systems	3
Computer Science Info. Systems 132	Introduction to Web Development	3
	Total	9-10

Select THREE (3) of the following courses:

Subject & Number	Title	Units
Computer Science Info. Systems 133	Intermediate Web Development	3
Computer Science Info. Systems 135	JavaScript Programming	3
Computer Science Info. Systems 136	Dynamic Web Applications	4
Computer Science Info. Systems 137	Introduction to Flash	3
Computer Science Info. Systems 147	Internet Marketing	3
Computer Science Info. Systems 151	Introduction to Photoshop	3
or		
Computer Science Info. Systems 152	Introduction to 3D Animation Applications	(3)
Computer Science Info. Systems 190/ Multimedia 190	Digital Multimedia	4
Computer Science Info. Systems 293	Introduction to Java Programming	4
	Total	9-12
	Total Required	18-22
	Plus General Education and Elective Requirements	

Certificate of Achievement
Any student who chooses to complete only the requirements for one of the areas of emphasis plus the Computer Science Information Systems core curriculum qualifies for a Certificate of Achievement in:

- Computer Science Information Systems – Computer Programming
- Computer Science Information Systems – Small Computer Specialist
- Computer Science Information Systems – Web Design
- Computer Science Information Systems – Local Area Network (LAN) Support Specialist

An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.
Note: All courses must be completed with a letter grade of "C" or higher.

CROSS-CULTURAL STUDIES

The Cross-Cultural Studies major prepares students to transfer to four-year institutions for continued study in African American Studies, Mexican American/Latino Studies, Asian American Studies, American Indian Studies, or Women's Studies. The program outlined below partially fulfills lower division requirements in those areas. For special requirements, transfer students should consult the catalog of the transfer institution for specific requirements. Cross-cultural classes in general are helpful for further studies in such diverse fields as history, sociology, ethnic studies, third world studies and political science.

Career Opportunities
Curator*
Diplomat Corps*
Foreign Officer*
Import/Export Agent+
Lawyer*
Law Enforcement*
Museum Technician

CSIS Course Descriptions from the 2014-2015 Academic Year Catalog

COMMUNICATION 240 †
Speech and Debate Competition III
3 units, 2 hours lecture, 3 hours laboratory
This course is designed for students to develop speaking and argumentation skills by competing in multiple intercollegiate speaking competitions, festivals or public events as members of the Grossmont Speech and Debate Team. Emphasis is on group and oral performance for team competition at state and national tournaments. Students will focus on multiple events from parliamentary debate, platform speaking, extemporaneous speaking, or oral interpretations events. Competition at two or more tournaments or public speaking activities required.
Transfers to CSU

COMMUNICATION 241 †
Speech and Debate Competition IV
3 units, 2 hours lecture, 3 hours laboratory
This course is designed for the student who has competed in intercollegiate forensics tournaments, and wants to focus on one or more specific areas of emphasis as a member of the Grossmont Speech and Debate Team. Team leadership skills, debate theory, research analyzing political and social issues, directing and writing of readers theatre, and coaching skills, may be selected as possible focus areas. Competition at three or more tournaments or public speaking activities required.
Transfers to CSU

COMMUNICATION 298 ††
Selected Topics in Communication
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in communication not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class. Pass/No Pass only.
Non-associate degree applicable

COMMUNICATION 299A †
Selected Topics in Communication
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in communication not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Associate degree applicable

COMMUNICATION 299B †
Selected Topics in Communication
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in communication not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Arts, Languages and Communication in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.
Baccalaureate level-CSU transfer

COMPUTER SCIENCE INFORMATION SYSTEMS (CSIS)

COMPUTER SCIENCE INFORMATION SYSTEMS 100 †
(Business Office Technology 100)
Basic Keyboarding
1 unit, 3 hours laboratory
A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers. The course is taught on computers using appropriate software. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, understanding of basic vocabulary and concepts used in keyboarding operations for inputting and retrieving information, and composition at the keyboard. For students with physical disabilities that may impair proficiency, emphasis will be on quality of output instead of speed, and on the use of alternative input devices.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 105 †
Introduction to Computing
3 units, 2 hours lecture, 3 hours laboratory
This is an introductory small computing course for those desiring beginning computer knowledge and skills. It includes an overview of a typical personal computer system including input and output devices, the processor, and storage devices. Also included is hands-on experience with a computer and popular applications software. Emphasis will be placed on those skills and knowledge needed to use and maintain a home or small business computer.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 110 †
Principles of Information Systems
4 units, 3 hours lecture, 3 hours laboratory
This is an introductory course in Information Technology to develop basic knowledge of computers and information systems with an emphasis on business and business related applications. The broad overview of topics includes computer organization, data processing systems, hardware and software, database management systems, networking, e-commerce, ethics and security and application software. The lab portion of the course will consist of hands-on problem-solving software applications emphasizing the use of spreadsheets and databases for business
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 111 †
Beginning Web Page Design
3 units, 2 hours lecture, 3 hours laboratory
A beginning web site creation course emphasizing creation and implementation using current web authoring software. This course is intended for the beginner at web page creation. This class provides hands-on instruction in the use of one or more state-of-the-art software WYSIWYG (What-You-See-is-What-You-Get) tools for creating simple business or personal web sites. This class will cover the essential skills involved in developing, modifying and publishing web sites utilizing modern technology.
Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.
†† This course meets all Title 5 standards for Nondegree Credit.

COMPUTER SCIENCE INFORMATION SYSTEMS 112 †

Windows Operating System

3 units, 3 hours lecture

This course introduces the Microsoft Windows family of operating systems concentrating primarily on the most current version. Coverage begins with the desktop graphical user interface, and ends with the configuration and maintenance of Windows as might be required of a home or small business user. Topics will include hardware and software installation and configuration, networking to a LAN and to the Internet, security and file sharing, administrative tools, scripting and batch files, and maintenance and performance tuning. The course will also cover file systems, storage devices, communication devices, command line options, registry repairs, disaster recovery and troubleshooting. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 113 †

Introduction to Linux

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 112 or equivalent.

This course introduces the student to Multi-user, multitasking operating systems using the Linux Operating System (OS). Topics include: general operating system design, examination and comparison of different types of OS, security concerns and log-on procedures, file creation and manipulation, files and file system, UNIX utilities, shell commands, and process creation and control. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 114 †

Small Computer Systems

3 units, 2 hours lecture, 3 hours laboratory

This course is designed for the individual responsible for selecting and maintaining a small computer for business or personal use. Topics include: the fundamentals of supporting and troubleshooting computer hardware and software and the maintenance and upgrade procedures, an overview of industry trends, types of small computers available, performance/cost issues, peripheral devices and methods of determining current and future needs. This course serves as a resource for the acquisition of appropriate skills for the A+ Core Hardware and OS Technologies certification exam. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 119 †

Introduction to Computer Programming

3 units, 3 hours lecture

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 112 or equivalent.

An introductory course in computer programming as a foundation for more advanced programming, computer science, computer networking, or software engineering courses. Emphasis is on the development of problem solving skills as it introduces students to computer programming principles and best practices using modular and Object Oriented programming concepts. Attention to: development of effective software engineering practices emphasizing such principles as analysis and design decomposition, encapsulation, procedural abstraction, testing and software reuse. Students learn and apply: standard programming constructs, problem-solving strategies, the concept of an algorithm, fundamental data structures, and the machine representation of data. *Transfers to: CSU, UC*

COMPUTER SCIENCE INFORMATION SYSTEMS 132 †

Web Development Fundamentals

3 units, 2 hours lecture, 3 hours laboratory

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 105 or 110 or equivalent.

This course is a survey of technologies, protocols, languages and tools used for web development. Students will create and publish a working commercial website using existing content, templates and databases. This course will provide an introduction to mark-up languages, development tools, site maps and back-end databases. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 133 †

Introduction to Dreamweaver

3 units, 2 hours lecture, 3 hours laboratory

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 132 or equivalent.

This course provides hands-on instruction in the use of common software tools used by web developers. A variety of industry utilized mark-up language tools will be used to build a working commercial website. Students will analyze, design and develop components similar to those introduced in the introductory course. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 134 †

Web Publishing I

3 units, 2 hours lecture, 3 hours laboratory

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 132 or equivalent.

This course will focus on techniques for designing and creating simple web presentations. Students will use web authoring and graphics software to develop a small web site. Students will apply principles of good web design to create a web site that is attractive, organized, easy to navigate, and quick to download. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 135 †

JavaScript Programming

3 units, 2 hours lecture, 3 hours laboratory

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 133 or equivalent.

An introductory course in JavaScript programming focusing on creating dynamic web pages. The course will include embedding JavaScript in HTML, event-handling, and writing and calling JavaScript functions. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 136 †

Dynamic Web Applications

4 units, 3 hours lecture, 3 hours laboratory

Prerequisite: A "C" grade or higher or "Pass" in CSIS 133 and 115 or equivalent.

Recommended Preparation: CSIS 135.

This course introduces the students to the Visual Studio web development environment and the creation of ASP.NET pages using VB or C#. The students will design and create interactive web pages whose content is database generated. The course may also explore the use of additional development environments utilizing prewritten wizard generated pages. *Transfers to CSU*

COMPUTER SCIENCE INFORMATION SYSTEMS 137 †

Introduction to Flash

3 units, 2 hours lecture, 3 hours laboratory

Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 105 or 110 or equivalent.

This course introduces the fundamentals of creating graphics, animation and interactivity in web page design. Concepts focus on development and implementation of expressive web-based animation using software such as Macromedia Flash. Students will create animations, interactive controls and web interfaces. *Transfers to CSU*

† This course meets all Title 5 standards for Associate Degree Credit.

155

COMPUTER SCIENCE INFORMATION SYSTEMS 140 †
Introduction to Local Area Network (LAN) Management
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 112 and 143.
Subjects covered include an orientation to and instruction in the use of both standalone and networked configurations, and communication equipment. Instruction is given in the use of the most current industry-based network operating systems, and communication equipment, network administration programs and related application software. Topics will include Local Area Network (LAN) topologies with internetworking devices, software directory design, user groups, security rights, network menus and login scripts, and electronic mail. The course will include extensive hands-on experience and is designed to help students gain an understanding of the management of a LAN.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 142 †
Introduction to Networking
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 105 or 110 or equivalent.
This course introduces the student to the underlying concepts of data communications, telecommunications and networking. It provides a conceptual view of networking and will bring together the acronyms, protocols, and components used in today's networks.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 143 †
Introduction to Local Area Networks
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 142 or equivalent.
This course is designed to bring the student up-to-date on the latest concepts of Local Area Networks (LAN) technologies. It provides a comprehensive introduction to the concepts, technologies, components and acronyms inherent in today's local networking environment. Students will learn the fundamental principles of LAN protocols and the most widely used network operating systems.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 144 †
Wide Area Networks
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 143 or equivalent.
This course is designed to provide the student with conceptual and working knowledge of how Local Area Networks communicate over a wide area. This course will introduce the student to telephony, the technology of switched voice communications and will provide the understanding how communication channels of the public-switched telephone networks are used for data communications, and how voice and data communications are integrated. Analog versus digital transmission, circuit types, and different modes of communicating information from source to destination over a wide area are discussed.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 145 †
Introduction to TCP/IP
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 144 or equivalent.
This course introduces the student to the operation of the Transmission Control Protocol/Internet Protocol (TCP/IP) standard and related protocols. This course will cover the underlying components and protocols that make up the Internet. Tools used to navigate and access information on the Internet will be studied. Demonstrations will be given on some of the more popular Internet navigation tools, such as Internet Explorer, Mozilla and Firefox.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 146 †
Network Security
3 units, 2 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 140 or 141, and 145 or equivalent.
This course provides the fundamental knowledge needed to analyze risks and then design and implement a solution for a network system including a workable security policy that protects information assets from potential intrusion, damage or theft. Students will learn which countermeasures to deploy to thwart potential attacks. This course will also prepare students for CompTIA's Security† Exam.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 147 †
(Business 147)
Internet Marketing
3 units, 3 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in Business 146 and CSIS 133 or equivalent.
This course will provide students with skills on how to achieve online marketing success and how to integrate their Web presence with off-line traditional marketing methods. The course will provide students with a basic working knowledge of methods used to help drive traffic to a web site, how to attract visitors and turn those visitors into customers. Search engine optimization, search engine marketing, social media marketing, affiliate marketing, directory submission, and email marketing will be examined. Students will learn how to employ market research, acquire traffic, and how to track visitor trends.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 151 †
Introduction to Photoshop
3 units, 3 hours lecture
This course provides the student with step-by-step instructions on how to create cutting-edge graphics and special effects with Photoshop. Using hands-on real world projects, the student will learn the optimal use of layers, layer effects, photo retouching, color adjustments, working with masks and layers, and composites. The student will learn how to create images of different formats for different applications and how to create files for the array of digital devices available today. This is not an artistic design course, but emphasizes tools used by the Photoshop software application.
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 152 †
INTRODUCTION TO 3D ANIMATION APPLICATIONS
3 units, 3 hours lecture
This course provides the student with a broad introduction to the basics of 3D animation and modeling with a focus on its use in video games and game character creation. Also included are overview of the career in the field of 3D visualization, the industry standard tools, the terms, and resources. This is not an artistic design course, but emphasizes mastering the tools and techniques.
Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

156

COMPUTER SCIENCE INFORMATION SYSTEMS 160 †

Introduction to Video Game Development
3 units, 3 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 or 105 or equivalent.
This course provides an introduction to the theory and practice of video game design and development. Students will survey the historical, technological, business, social and psychological aspects of the video gaming industry; analyze popular PC, handheld, and console games; understand the roles of the development team members; and design and create their own game using an existing game engine.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 161 †

Intermediate Video Game Development
3 units, 3 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 160 or equivalent.
This course will provide students with the theory and practice of computer game design and development. Students will build on their knowledge of PC and console game theory, designing and creating their own games. This course will emphasize game story development and game character development as it pertains to designing a viable video game project. Sprite animation, input controls and sound programming will be covered. Students will be introduced to 3D animation software. This course is intended for non-computer programmers.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 165 †

Assembly Language and Machine Architecture
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 296 or equivalent.
This is an introductory course in assembly language programming and machine architecture for small computers. Topics covered include number theory, registers, memory, CPU, linkers, debuggers, basic language syntax and high-level language/operating system interface. This course is intended for persons with a prior background in any other programming language, and will emphasize those applications not easily performed using higher-level languages.
Transfers to CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 172 †
(Business Office Technology 172)

Introduction to Microcomputer Applications
2 units, 2 hours lecture
Recommended Preparation: CSIS 105 or 110 or BOT 096 and 097 and the ability to type 25 words per minute verified by a typing certificate or BOT 100 or 101 or CSIS 100.
This class introduces a student to microcomputer application software. It is taught using a Windows operating system and IBM-compatible microcomputer, using business software in a hands-on lecture approach. Topics include the use of microcomputers for word processing, spreadsheet, database, electronic publishing and presentation functions.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 173 †

Microsoft Word
3 units, 3 hours lecture
Instruction in the use of a word processing software package to create, update, and retrieve business reports using a computer. A word processing package will be used to give the student a solid background in word processing applications. This course is beneficial for those individuals who wish to use the computer to prepare documents for business or personal use.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 174 †

Microsoft Access
3 units, 3 hours lecture
Instruction in the use of database software to create, update, and retrieve business information on a computer. Software packages will be utilized to give the student a solid background in database applications. This course is beneficial for those individuals who wish to use the computer to file and retrieve data.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 175 †

Microsoft Excel
3 units, 3 hours lecture
This course consists of use of electronic spreadsheets and how they are utilized in the financial planning process. This course is especially beneficial for students, teachers, and professionals who are using or who plan to use, computers in a business environment.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 176 †
(Business 176, Business Office Technology 176)

Computerized Accounting Applications
2 units, 2 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" or concurrent enrollment in BUS/BOT 109 or BUS 120.
An introductory course of computerized accounting functions utilizing an integrated general ledger software package. This course is especially beneficial for students, teachers and professionals who are using or who plan to use computerized accounting packages in a business environment.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 177 †

Microsoft PowerPoint
3 units, 3 hours lecture
This course is designed for students who want to become proficient in Microsoft PowerPoint. Students will learn how to create dynamic, professional looking PowerPoint presentations in order to enhance oral presentations, including creation of custom slides containing animation effects, diagrams, charts, tables, pictures, shapes, video, and sound.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 180 †

Fundamentals of Database Design
3 units, 3 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 174 or equivalent.
This course introduces the student to fundamental design strategies of relational data models for organizations. Concepts will include assessing organizational needs, logical design and application generating tools, normalization strategies, database architectures, data models, integrity rules, and query formulation skills. Students will formulate, design, implement, and manipulate databases using a commercial software package.
Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

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COMPUTER SCIENCE INFORMATION SYSTEMS 190 †
(Multimedia 190)
Digital Multimedia I
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: *A "C" grade or higher or "Pass" in CSIS 110 or CSIS 105 or ART 170 or equivalent.*
This interdisciplinary course is an introduction to the theory and practice of digital media as the digital integration of art, video, graphics, sound, and music for design and production in art, communications, entertainment, science, engineering and industrial applications. This course is an overview of simple 2D and 3D graphics and animation, digital still-image processing, digital sound and music generation, and the steps involved in multimedia. Instructors from the departments involved will participate in team teaching this class.
Transfers to: CSU, UC (credit limited: see page 39)

COMPUTER SCIENCE INFORMATION SYSTEMS 195 †
Video Editing on the PC
3.5 units, 3 hours lecture, 1.5 hours laboratory
Recommended Preparation: *A "C" grade or higher or "Pass" in CSIS 105 or 110 or equivalent.*
This course introduces the fundamentals of a non-linear video editing software application using a personal computer. This is a hands-on course in which students will gain practical experience in editing digital footage.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 196 †
Interactive Multimedia Authoring
2 units, 1 hour lecture, 2 hours lecture/lab
Recommended Preparation: *A "C" grade or higher or "Pass" in CSIS 110 or equivalent.*
An applications-based course using a multimedia authoring package such as Macromedia Director. Concepts focus on building cross-platform multimedia applications and presentations. The lab will focus on producing interactive multimedia titles for CD-ROM and Internet delivery. The goal is to develop a visual language that will make various multimedia elements come to life, work together and support the functions of the screen and audio.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 199
Special Studies or Projects in Computer Science Information Systems
1-3 units, 3-9 hours
Prerequisite: *Consent of instructor.*
Individual study, research or projects in the field of computer science information

systems under instructor guidance. These fields can be oriented to operations, programming and systems, or software concentrations including databases system. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

COMPUTER SCIENCE INFORMATION SYSTEMS 213 †
Intermediate UNIX
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: *A "C" grade or higher or "Pass" in CSIS 112 and 113 or equivalent.*
An intermediate course in operating system theory and the current implementation of at least one operating system. The course will include the analysis of general and specific operating system services and the configuration and installation of operating systems and application suite software suitable for a business or individual. The course will emphasize a 'project team' approach to the completion of exercises and projects that require hands-on practice.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 220 †
Software Engineering I
3 units, 3 hours lecture
Recommended Preparation: *A "C" grade or higher or "Pass" in CSIS 110 and 115 or 293 or 296 or equivalent.*
Students learn and apply an industry accepted software development methodology that addresses the systems development life cycle. The life cycle includes identifying, analyzing and documenting the problem/requirements; planning the system development process; designing the solution; and creating a prototype of the solution. The skills, tools and methodologies are provided to qualitatively analyze and optimize systems solution, and to make decisions as software engineers.
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 221 †
Software Engineering II
3 units, 3 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in CSIS 220 or equivalent.*
Students learn and apply software and information systems quality assurance best practice techniques including unit testing, integration testing, system testing, acceptance testing, regression testing; test plan and test case design, and validation and verification. Students will also learn and apply best practices for software and information systems maintenance
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 260 †
(Administration of Justice 260)
Information Security
3 units, 3 hours lecture
This course focuses on procedures, policies, and equipment designed to protect private and government proprietary and intellectual information and investigate breaches of security. This course also examines the collection, analysis, and preservation of digital evidence from computer crime scenes. Emphasis is placed upon knowledge of investigative principles, applicable case law, physical and technical security, security management responsibilities, and countermeasures designed to protect and analyze information collection, storage, processing, and transmission.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 270 †
Advanced Computer Programming
3 units, 3 hours lecture
Prerequisite: *A "C" grade or higher or "Pass" in CSIS 155 or 230 A-B-C-D or 296.*
Recommended Preparation: *Based upon the backgrounds of students who have successfully completed this course, the Computer Science Information Systems Department strongly recommends completion of or concurrent enrollment in CSIS 291 or 297.*
This course emphasizes the design and development of reliable, useable, and maintainable software systems using modern design methods (top-down, object-oriented), programming languages, and operating systems. Emphasis is on proper design and implementation of small as well as large projects. Topics include: inter-process communication, mixed language modules and libraries, project management, documentation techniques, and the use of Computer-Aided Software Engineering (CASE) tools. Specific projects will address such systems as graphic libraries, graphic user interfaces (GUI), Terminate-and-Stay Resident (TSR) programs, interrupt handlers, etc.
Transfers to: CSU, UC

† This course meets all Title 5 standards for Associate Degree Credit.

COMPUTER SCIENCE INFORMATION SYSTEMS 276 †
Introduction to SQL
3 units, 3 hours lecture
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 274 A-B-C-D or equivalent.
This is an introductory course in SQL (Structured Query Language) programming intended for persons with basic computer literacy skills. The course is designed to teach students the fundamentals of good relational database design and how to use and maintain a database using the industry-standard data query and manipulation language SQL. Students will use SQL to create tables, keys and indexes, handle security in the database and perform simple and complex queries.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 280 †
Job Search Assistance and Retention
2 units, 2 hours lecture
Corequisite: CSIS 281 or 282.
This course is designed to prepare the CSIS student for the world of work and to provide support and guidance through the Directed Work Experience program. This course will provide comprehensive and valuable skills that are needed to successfully secure employment in the Information Technology field. Topics covered include expectations of employers, resume preparation, interview techniques, job retention and self marketing. Students will prepare a personal profile folder to use as a resource when seeking employment.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 281 †
Directed Work Experience in Computer Science Information Systems
2 units, 10 hours work experience per week
Prerequisite: Last semester in CSIS certificate program or equivalent.
Corequisite: CSIS 280 or BOT 106.
A work experience course to enable the Computer Science Information Systems student to gain practical experience in computer science information systems occupations leading to a position in an IT department. Trainee spends a minimum of ten hours weekly in on-the-job-training. (Not open to students with credit in CSIS 282) For work experience requirements, see page 30.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 282 †
Directed Work Experience in Computer Science Information Systems
3 units, 15 hours work experience per week
Prerequisite: Last semester in CSIS certificate program or equivalent.
Corequisite: CSIS 280 or BOT 106.
A work experience course to enable the Computer Science Information Systems student to gain practical experience in computer science information systems occupations leading to a position in an IT department. Trainee spends a minimum of fifteen hours weekly in on-the-job- training. (Not open to students with credit in CSIS 281) For work experience requirements, see page 30.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 288 †
Introduction to Visual Basic Programming
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 119 or equivalent.
This course is designed to provide students with an introduction to Visual Basic programming in the Visual Studio integrated development environment. Emphasis will be on learning the fundamentals including sequence, decision and repetition. The course will also focus on object-oriented design, testing, and debugging on a Windows .NET platform.
Transfers to CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 289 †
Intermediate Visual Basic Programming
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 288 or equivalent.
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 132.
This course is designed to provide students with intermediate problem-solving and computer program design, primarily in a web-based environment using Visual Basic and ASP.X.
Transfers to CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 290 †
Introduction to C# Programming
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 119 or equivalent.
This course is designed to provide students with an introduction to C# programming in the Visual Studio integrated development environment. Emphasis will be on learning the fundamentals including sequence, decision and repetition. The course will also focus on object-oriented design, testing and debugging on a Windows .NET platform.
Transfers to CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 291 †
Intermediate C# Programming
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 290 or equivalent.
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 132 or equivalent.
This course is designed to provide students with intermediate problem-solving and computer design, primarily in a web-based environment using Microsoft C# and ASP.X.
Transfers to CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 293 †
Introduction to Java Programming
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 110 and 119 or equivalent.
An introductory course in Java programming focusing on object-oriented methodology. The course will include using objects from the standard Java Class Library, writing and using new objects, developing inheritance hierarchies of classes, using polymorphism to build extendible systems, and the development of windowed, GUI, event driven applications.
Transfers to CSU, UC

† This course meets all Title 5 standards for Associate Degree Credit.

COMPUTER SCIENCE INFORMATION SYSTEMS 294 †
Intermediate Java Programming and Fundamental Data Structures
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 293 or equivalent.
This course is the continuation of CSIS 293. Students will concentrate more on the Java techniques available for the development of large, complex systems. Students will utilize the concepts of Abstract Data Type to analyze real world requirements and design class structures to meet those requirements. In particular, students will apply these skills to the understanding and use of Data Structures. The course will progress from arrays, to linear lists, to stacks, queues, deques, and trees. Big-Oh notation will be introduced and used for the analysis and comparison of algorithms to perform sorting and searching of the structures. Students will become familiar with design techniques and tools (such as UML) necessary to develop larger programs and to contribute to multi-programmer teams. Java will be used extensively in the development of program solutions.
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 295 †
Android Application Development with Java
3 units, 2 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 293 or equivalent.
This course is intended to give the student basic and intermediate skills in the development of applications for any Android powered smart phone. Students will utilize the Java programming language and a modern Integrated Development Environment (IDE) to analyze and design real world applications. By the end of the class, they will register as Android Developers and submit an application to the Android Market maintained by Google, Inc. They will become skilled in use of the Android Application Programming Interfaces (API's) to develop applications that exhibit and/or utilize desirable attributes such as: 1) web browsing with Adobe Flash Player; 2) use of Google Maps; 3) location awareness with the ability to utilize/generate visual/audible directions; 4)complex Graphic User Interfaces (GUI) based on and using Android widgets; 4) development of and/or integration with telephony and networking applications; 5) sprite animation; 6) open GL graphics; 7) game development using existing game engines.
Transfers to CSU

COMPUTER SCIENCE INFORMATION SYSTEMS 296 †
Introduction to C++ Programming
4 units, 3 hours lecture, 3 hours laboratory
Recommended Preparation: A "C" grade or higher or "Pass" in CSIS 119 or equivalent.
This is an introductory course in C++ programming. Topics covered include basic language syntax, functions, data types, pointers, strings, structures, software tools, and an introduction to classes. This course is intended for persons with a prior background in any programming language.
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 297 †
Intermediate C++ Programming
4 units, 3 hours lecture, 3 hours laboratory
Prerequisite: A "C" grade or higher or "Pass" in CSIS 296 or equivalent.
This second course in C++ programming explores some of the more advanced concepts of the language including object oriented programming, error handling, and data structures.
Transfers to: CSU, UC

COMPUTER SCIENCE INFORMATION SYSTEMS 298 ††
Selected Topics in Computer Science Information Systems
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in Computer Science Information Systems not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to the community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class. Pass/No Pass only.
Non-associate degree applicable

COMPUTER SCIENCE INFORMATION SYSTEMS 299A †
Selected Topics in Computer Science Information Systems
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in Computer Science Information Systems not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to the community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.
Associate degree applicable

COMPUTER SCIENCE INFORMATION SYSTEMS 299B †
Selected Topics in Computer Science Information Systems
1-3 units, 3-9 hours
Prerequisite: Varies with topic.
Selected topics in Computer Science Information Systems not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Career and Technical Education/Workforce Development in relation to the community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.
Baccalaureate level-CSU transfer

COUNSELING (COUN)

COUNSELING 095 ††
Academic and Financial Aid Planning
.5 units, 8 hours lecture session
This course will familiarize students with: (a) financial aid resources available to them to meet educational expenses; (b) Grossmont College's Financial Aid Satisfactory Academic Progress policy; (c) federal/state regulations for determining and maintaining eligibility for financial aid eligibility; (d) the student's rights and responsibilities in receiving aid. Students will learn how to prepare an income and expense budget. They will receive an overview of campus resources. Finally, they will develop a two-year Student Educational Plan to meet their objectives. This course is offered on a Pass/No Pass basis only. (Non-degree credit course)

COUNSELING 104 †
Introduction to College Success Strategies
1 unit, 1 hour lecture
This course is designed to equip students with the skills they need to be successful in college. An overview of college expectations, student responsibilities, successful student behavior, and study skills will be presented. Students will be exposed to strategies for goal setting, educational planning, time management, textbook reading, note-taking, and test preparation. They will also be introduced to degree/transfer programs and campus resources.

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† This course meets all Title 5 standards for Associate Degree Credit.
†† This course meets all Title 5 standards for Nondegree Credit.

APPENDIX 3 – Grade Distribution Summary

Grade Distribution Summary – Fall 2006

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GRD361                        G R O S S M O N T   C O L L E G E                              PAGE   18
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BUSINESS AND PROFESSIONAL STUDIES                              BUSINESS AND PROFESSIONAL STUDIES
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              S.T.                                                     TOTAL    TOTAL
              WKS  HRS    A    B    C    D    F    I    CR   NC    W    ENR      WSCH  INSTRUCTOR

CSIS 096   COMPUTER BASICS FOR THE OFFICE
  4347       17   2.0                                         1    1    2       1.9   ANDERSEN
      COURSE TOTAL                                            1    1    2       1.9

CSIS 097   WINDOWS BASICS FOR THE OFFICE
  4349 ** 17   0.0                                                 1    1       0.0   ANDERSEN
      COURSE TOTAL                                                             0.0

CSIS 100   BASIC KEYBOARDING
  4351       17   3.0    1    2                                    2    5       8.7   SMERK
  4354       17   3.0    1                                              1       2.9   THOMAS
  4355 ** 17   0.0                                                 1    1       0.0   MCMANUS
      COURSE TOTAL       2    2                                    2    6      11.6

CSIS 105   INTRODUCTION TO COMPUTING
  4360        5.0    6    3    2    3    1                         7   22     110.0   SMITH       PT
  4361        5.0    8    2    3    1    1              1          9   25     125.0   SMITH       PT
      COURSE TOTAL      14    5    5    4    2              1         16   47     235.0

CSIS 110   PRINCIPLES/INFORMATION SYSTEMS
  4368        6.0   23    8    1              1                    4   37     222.0   PATCHETT    PT
  4374        6.0    4   15    8    1    4                         5   37     228.0   QUALLS
  4375        6.0   11   12    4    1    2              1          4   35     210.0   MAYNE-STAFFORD
  4378        6.0   18    4                                        1   23     138.0   OLSON       PT
  4382        6.0   12   14   10         1                         4   41     246.0   QUINN
  4383        6.0    7   13    4         4                         5   33     198.0   NORMAN
  4385N       6.0    5    4    1         4         1               2   17     102.0   FLORES      PT
  4386N  13   7.4    9   11    5    2    5                        13   45     175.9   QUINN
  4387        6.0    6    4    3    2    4                        16   35     204.0   GELS        XP
  4388    8   6.0    2    1         2    2                        14   23      24.7   HOTZ
  4389    8   6.0    4    2    2    2    1                        14   25      30.2   HOTZ
      COURSE TOTAL     101   90   38   10   28         1    1     82  351    1778.8

CSIS 112   WINDOWS OPERATING SYSTEMS
  4391        3.0    2    2    6    4    4                         5   23      69.0   NORMAN
  4392        3.0    2    7    6    1    2              1          3   22      66.0   NORMAN
      COURSE TOTAL       4    9   12    5    6              1          8   45     135.0

CSIS 113   INTRODUCTION TO UNIX
  4397        3.0    5    1    1         2                        10   19      45.0   MAYNE-STAFFORD
      COURSE TOTAL       5    1    1         2                        10   19      45.0

CSIS 114   SMALL COMPUTER SYSTEMS
  4398        5.0    4    4    4    1                              2   15      70.0   WATERS      PT
      COURSE TOTAL       4    4    4    1                              2   15      70.0

CSIS 115A  .NET PROGRAM-VISUAL BASIC/C#
  4399N       6.0    7    3    1         1                         6   18     108.0   GILLESPIE   PT

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)
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          S.T.                                                    TOTAL   TOTAL
          WKS  HRS    A    B    C    D    F    I    CR   NC    W    ENR    WSCH  INSTRUCTOR

CSIS 115A .NET PROGRAM-VISUAL BASIC/C#     (CONT"D)
     COURSE TOTAL        7    3    1         1                    6    18   108.0

CSIS 119  PROGRAM DESIGN AND DEVELOPMENT
     4402       3.0     2   10    5    1    4                     3    25    75.0  NORMAN
     4404       3.0     4    5                              13   22    66.0  QUALLS
     COURSE TOTAL       6   15    5    1    4                    16   47   141.0

CSIS 120  COMPREHNSIVE WORD LEVEL I
     4320 ** 17  0.0                                              1    1     0.0  PRESSHALL
     COURSE TOTAL                                                      0.0

CSIS 123  COMPREHNSIVE EXCEL LEVEL I
     4326 ** 17  0.0                                              3    3     0.0  MCMANUS
     COURSE TOTAL                                                      0.0

CSIS 124  COMPREHNSIVE EXCEL LEVEL II
     4328    17  2.0     1                                        1    2     1.9  MCMANUS
     COURSE TOTAL        1                                        1    2     1.9

CSIS 126  COMPREHNSIVE ACCESS LEVEL I
     4332 ** 17  0.0                                              1    1     0.0  THOMAS
     COURSE TOTAL                                                      0.0

CSIS 127  COMPREHNSIVE ACCESS LEVEL II
     4334 ** 17  0.0                                              1    1     0.0  MCMANUS
     COURSE TOTAL                                                      0.0

CSIS 128  COMPREHNSIVE ACCESS LEVEL III
     4336 ** 17  0.0                                              1    1     0.0  MCMANUS
     COURSE TOTAL                                                      0.0

CSIS 129  COMPREHNSVE POWERPOINT LEVEL I
     4338 ** 17  0.0                                              1    1     0.0  SIKES
     COURSE TOTAL                                                      0.0

CSIS 134  WEB PUBLISHING I
     4409       5.0     6    3    1    1    2         3           7    23   115.0  QUINN
     4411       5.0     8    1    3         1         3           9    25   125.0  QUINN
     COURSE TOTAL      14    4    4    1    3         6          16    48   240.0

CSIS 135  JAVASCRIPT PROGRAMMING
     4413       5.0     4                   3                     5    12    60.0  WILSON      PT
     COURSE TOTAL       4                   3                     5    12    60.0

CSIS 136  WEB PUBLISHING II
     4414N      5.0     4    1         1    2                     4    12    55.0  EISENBERG   PT
     COURSE TOTAL       4    1         1    2                     4    12    55.0

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)
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Grade Distribution Summary – Fall 2006

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. . . . . . . . . . . . . . . . . . . . . . . . . . .                 . . . . . . . . . . . . . . . . . . . . . . .

          S.T.                                                            TOTAL    TOTAL
          WKS  HRS    A     B     C     D     F     I    CR   NC    W      ENR     WSCH  INSTRUCTOR

CSIS 137  WEB ANIMATION
  4415        5.0     3     7                       1          8     19    100.0  SANDRONI       PT
     COURSE TOTAL     3     7                       1          8     19    100.0

CSIS 141  NETWORK ANALYSIS/SYSTEMS INTGR
  4418N       4.0     3     1     1           2                4     11     40.0  BALDWIN        PT
     COURSE TOTAL     3     1     1           2                4     11     40.0

CSIS 142  INTRODUCTION TO NETWORKING
  4421     8  4.0     1     4     1     4                      6     16     18.3  GELB
     COURSE TOTAL     1     4     1     4                      6     16     18.3

CSIS 143  INTRO TO LOCAL AREA NETWORKS
  4423     8  4.0     3     4     1     1                      6     15     16.5  GELB
     COURSE TOTAL     3     4     1     1                      6     15     16.5

CSIS 145  INTRODUCTION TO TCP/IP
  4425     8  4.0           1           2     8               9     20     20.1  SEEGER         PT
     COURSE TOTAL           1           2     8               9     20     20.1

CSIS 146  NETWORK SECURITY
  4426N       5.0     5                       2               3     10     50.0  LYCAN          PT
     COURSE TOTAL     5                       2               3     10     50.0

CSIS 151A INTRO TO COMPUTER GRAPHICS
  4427N       3.0    15                 1     1               4     21     63.0  DEAN           PT
     COURSE TOTAL    15                 1     1               4     21     63.0

CSIS 151D INTRO TO COMPUTER GRAPHICS
  4428        3.0     3     5     2     3     1               7     21     63.0  CUDAHY         PT
  4430        3.0     6           2           1         1     5     15     45.0  CUDAHY         PT
  4431        3.0    10     2     3           3               4     22     63.0  DEAN           PT
     COURSE TOTAL    19     7     7     3     5         1    16     58    171.0

CSIS 160  INTRO/VIDEO GAME DEVELOPMENT
  4434        3.0    15     5     1           2               2     25     75.0  CORNISH        PT
     COURSE TOTAL    15     5     1           2               2     25     75.0

CSIS 165  ASSEMBLY LANG/MACHINE ARCHITEC
  4435N       6.0     2     5     4           1               8     20    120.0  HOTZ           XP
     COURSE TOTAL     2     5     4           1               8     20    120.0

CSIS 172  INTRO MICROCOMPUTER APPLICATNS
  4437     8  4.0     1                       1                      2      3.7  KELLENBERGER   PT
     COURSE TOTAL     1                       1                      2      3.7

CSIS 174B COMPUTER DATABASE PKGS
  4443     8  4.0     4     2     2     1     8               2     19     31.1  KELLENBERGER   PT
     COURSE TOTAL     4     2     2     1     8               2     19     31.1
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.........................................              ..........................................

         S.T.                                              TOTAL   TOTAL
         WKS  HRS    A    B    C    D    F    I    CR   NC   #  ENR    WSCH  INSTRUCTOR

CSIS 175B COMPUTER ELEC SPREADSHEET PKGS
     4447     8  4.0    3         5    1    4                    7   20    23.8 KELLENBERGER    PT
        COURSE TOTAL    3         5    1    4                    7   20    23.8

CSIS 176  COMPUTERIZED ACCT APPLICATION
     4456        2.0                   1                             1     2.0 MCADAMS
     4457N**      0.0                                          1     1     0.0 MCADAMS
        COURSE TOTAL                   1                             1     2.0

CSIS 190  DIGITAL MULTIMEDIA I
     4462N       6.0    4              1                       2     7    42.0 CALIGIURI       PT
        COURSE TOTAL    4              1                       2     7    42.0

CSIS 217  WEB GRAPHICS I
     4467N**      0.0    2                                     2     4     0.0 CALVERT         PT
        COURSE TOTAL                                                 0.0

CSIS 251D INTERMEDIATE COMPUTER GRAPHICS
     4472N       3.0    4    3                                 3    10    30.0 CALIGIURI       PT
        COURSE TOTAL    4    3                                 3    10    30.0

CSIS 276  INTRODUCTION TO SQL
     4474N     8  6.0    4    1    2         1                 7    15    21.9 MAYNE-STAFFORD
        COURSE TOTAL    4    1    2         1                 7    15    21.9

CSIS 281  DIRECTED WORK EXP IN CSIS
     4475 **      0.0    3                                           3     0.0 GELB
        COURSE TOTAL                                                 0.0

CSIS 293  INTRO TO JAVA PROGRAMMING
     4476        6.0    4    2    3    3    1                  7    20   114.0 QUALLS
     4477        6.0    4    3    1         1                 11    20   108.0 QUALLS
        COURSE TOTAL    8    5    4    3    2                 18    40   222.0

CSIS 296  INTRO TO C++ PROGRAMMING
     4480        6.0    5    1    3    1    2         1        3    16    96.0 HOTZ
        COURSE TOTAL    5    1    3    1    2         1        3    16    96.0

CSIS 299  COMPUTER FORENSICS
     4481M       3.0    1    5              1                 1     8    24.0 MEHLHOFF        PT
     4496     8  3.0    2                   3         2       1     8     9.6 PATCHETT        PT
     4497N**      0.0    1         1                                 2     0.0 ROTH            PT
        COURSE TOTAL    3    5              4         2       2    16    33.6

        SUBJECT TOTAL   268  185  102  40   95        14    2  279   985  4063.2

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      S.T.                                                 TOTAL    TOTAL
      WKS  HRS   A    B    C    D    F    I    CR   NC    W  ENR     WSCH INSTRUCTOR

CSIS 096  COMPUTER BASICS FOR THE OFFICE
  4190 ** 17  0.0                                        2    2      0.0 SIKES
     COURSE TOTAL                                                    0.0

CSIS 097  WINDOWS BASICS FOR THE OFFICE
  4191    17  2.0                              1        1    2      1.9 PRESSNALL
     COURSE TOTAL                              1        1    2      1.9

CSIS 100  BASIC KEYBOARDING
  4193    17  3.0                   1                   1    2      2.9 PRESSNALL
  4194    17  3.0    3              1                   3    7     11.7 MCMANUS
  4195    17  3.0         1                             2    3      2.9 DOHERTY
  4197    17  3.0    1              1                        2      5.6 SMERK
     COURSE TOTAL   4    1          3                   6   14     23.3

CSIS 105  INTRODUCTION TO COMPUTING
  4203     5.0   5    3    2                           10   20    100.0 SMITH        PT
  4204     5.0  10    2    3         1                  8   24    120.0 SMITH        PT
     COURSE TOTAL  15    5    5         1               18   44    220.0

CSIS 110  PRINCIPLES/INFORMATION SYSTEMS
  4205     6.0  15   15    3                            8   38    228.0 PATCHETT     PT
  4206     6.0   6    8   10    2    4                  4   36    216.0 QUALLS
  4209     6.0   4   11    8         3                  7   33    192.0 MAYNE-STAFFORD
  4212     6.0  17    9    8    2    3                  3   42    252.0 NORMAN
  4214     6.0  23    7    1    1    2                  2   36    216.0 NORMAN       XP
  4219     6.0  21    6    4                                31    186.0 OLSON        PT
  4220N 12  8.0   7    9   10    1    7                  8   42    186.5 QUINN
  4221N    6.0  15    3    2                   2         2   24    144.0 HARRISBURG   PT
  4223     6.0   5    5    5    4    3                 14   36    216.0 GELB         XP
  4224   8 12.0   4    2    3    1    1                  9   20     60.3 HOTZ
  4225   8 12.0   3    3    4    2    1                 14   27     71.3 HOTZ
     COURSE TOTAL 120   78   60   13   26               68  365   1968.1

CSIS 112  WINDOWS OPERATING SYSTEMS
  4227     3.0        6    6    1    2                  6   21     63.0 NORMAN
  4229     3.0   1    3    5    2    6                  4   21     63.0 NORMAN
     COURSE TOTAL   1    9   11    3    8               10   42    126.0

CSIS 113  INTRODUCTION TO UNIX
  4233     3.0   4    2    1         3                 11   21     63.0 MAYNE-STAFFORD
     COURSE TOTAL   4    2    1         3               11   21     63.0

CSIS 114  SMALL COMPUTER SYSTEMS
  4234     5.0        4    3    1    1                  6   15     75.0 WATERS       PT
     COURSE TOTAL        4    3    1    1                6   15     75.0

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        S.T.                                                        TOTAL    TOTAL
        WKS  HRS    A     B     C     D     F     I     CR    NC   W  ENR     WSCH INSTRUCTOR

CSIS 115A .NET PROGRAM-VISUAL BASIC/C#
  4235N       6.0    8     3     1           3                    6   21     126.0 GILLESPIE      PT
     COURSE TOTAL    8     3     1           3                    6   21     126.0

CSIS 115C .NET PROGRAM-VISUAL BASIC/C#
  4237     8 12.0    2     2                 2                   15   21      32.9 HOTZ           XP
     COURSE TOTAL    2     2                 2                   15   21      32.9

CSIS 119  PROGRAM DESIGN AND DEVELOPMENT
  4239        3.0    1     5     4     2     4                    5   21      63.0 NORMAN
  4241        3.0    5     5     2           3                   11   26      78.0 QUALLS
     COURSE TOTAL    6    10     6     2     7                   16   47     141.0

CSIS 120  COMPREHNSIVE WORD LEVEL I
  4245 ** 17  0.0                                                 1    1       0.0 SMERK
     COURSE TOTAL                                                             0.0

CSIS 123  COMPREHNSIVE EXCEL LEVEL I
  4251    17  2.0    2           1                                3    6       5.8 GILLESPIE
     COURSE TOTAL    2           1                                3    6       5.8

CSIS 124  COMPREHNSIVE EXCEL LEVEL II
  4253 ** 17  0.0                                                 2    2       0.0 ANSPACH
     COURSE TOTAL                                                             0.0

CSIS 126  COMPREHNSIVE ACCESS LEVEL I
  4257    17  2.0    1                                                 1       1.9 ANDERSEN
     COURSE TOTAL    1                                                 1       1.9

CSIS 127  COMPREHNSIVE ACCESS LEVEL II
  4259    17  2.0    1                                            1    2       1.9 MCMANUS
     COURSE TOTAL    1                                            1    2       1.9

CSIS 128  COMPREHNSIVE ACCESS LEVEL III
  4261    17  2.0    1                                                 1       1.9 MCMANUS
     COURSE TOTAL    1                                                 1       1.9

CSIS 129  COMPREHNSVE POWERPOINT LEVEL I
  4263    17  2.0          1                                           1       1.9 GILLESPIE
     COURSE TOTAL          1                                           1       1.9

CSIS 130  COMPREHNSVE POWERPOINT LEVEL II
  4265    17  2.0                1                                     1       1.9 ANDERSEN
     COURSE TOTAL                1                                     1       1.9

CSIS 132  EXPLORING THE INTERNET
  4271        2.5    5     1                                      1    7      17.5 OLSON          PT
     COURSE TOTAL    5     1                                      1    7      17.5

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)
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            S.T.                                                       TOTAL    TOTAL
            WKS   HRS    A    B    C    D    F    I    CR   NC    W     ENR      WSCH  INSTRUCTOR

CSIS 134  WEB PUBLISHING I
   4273          5.0    5    6    2    1              6          6      26      130.0 QUINN
   4275          5.0    5    1    4         1         2          6      19       95.0 QUINN
       COURSE TOTAL    10    7    6    1    1         8         12      45      225.0

CSIS 136  WEB PUBLISHING II
   4278N         5.0    4                                        6      10       50.0 EISENBERG    PT
       COURSE TOTAL     4                                        6      10       50.0

CSIS 137  WEB ANIMATION
   4260          5.0    4    1              2         2          6      15       75.0 SANDRONI     PT
       COURSE TOTAL     4    1              2         2          6      15       75.0

CSIS 142  INTRODUCTION TO NETWORKING
   4287      8   4.0    1    1    3    1    2         10        18       14.6 GELB
       COURSE TOTAL     1    1    3    1    2         10        18       14.6

CSIS 143  INTRO TO LOCAL AREA NETWORKS
   4293      8   4.0    2              1    1         12        16        7.3 GELB
       COURSE TOTAL     2              1    1         12        16        7.3

CSIS 144  WIDE AREA NETWORKS
   4299N     8   4.0    2         2         1          5        10        3.1 SEEGER       PT
       COURSE TOTAL     2         2         1          5        10        3.1

CSIS 145  INTRODUCTION TO TCP/IP
   4301N     8   4.0    2    1    1         6          6        16       18.3 SEEGER       PT
       COURSE TOTAL     2    1    1         6          6        16       18.3

CSIS 151A INTRO TO COMPUTER GRAPHICS
   4303N         3.0    5         1         1          4        11       33.0 DEAN         PT
       COURSE TOTAL     5         1         1          4        11       33.0

CSIS 151D INTRO TO COMPUTER GRAPHICS
   4304          3.0    7    2    4                    6        19       57.0 CUDAHY       PT
   4305          3.0    2    1    1    2    3         10        19       57.0 CUDAHY       PT
   4309          3.0    5    2    1         4         11        23       69.0 DEAN         PT
       COURSE TOTAL    14    5    6    2    7         27        61      183.0

CSIS 160  INTRO/VIDEO GAME DEVELOPMENT
   4312          3.0    4    9         2    1          6        22       66.0 CORNISH      PT
       COURSE TOTAL     4    9         2    1          6        22       66.0

CSIS 172  INTRO MICROCOMPUTER APPLICATNS
   4316      8   4.0    1    2    1                    1         5        7.3 KELLENBERGER PT
       COURSE TOTAL     1    2    1                    1         5        7.3

CSIS 173B COMPUTER WORD PROCESSING
   4318      8   4.0    2    4    1    1    6          7        21       25.6 KELLENBERGER PT
       COURSE TOTAL     2    4    1    1    6          7        21       25.6
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         S.T.                                                          TOTAL   TOTAL
         WKS  HRS    A     B     C     D     F     I    CR    NC    W    ENR    WSCH  INSTRUCTOR

CSIS 190   DIGITAL MULTIMEDIA I
  4330N        6.0    2                                              1     3    18.0  CALIGIURI
     COURSE TOTAL      2                                             1     3    18.0

CSIS 195A  VIDEO EDITING ON THE PC
  4332N        4.5    5     1                 1                      1     8    36.0  FLORES          PT
     COURSE TOTAL      5     1                 1                      1     8    36.0

CSIS 217   WEB GRAPHICS I
  4338N**      0.0    1                                                    1     0.0  CALVERT         PT
     COURSE TOTAL                                                          1     0.0

CSIS 219   WEB GRAPHICS III
  4341N**      0.0    1                                                    1     0.0  CALVERT         PT
     COURSE TOTAL                                                          1     0.0

CSIS 281   DIRECTED WORK EXP IN CSIS
  4357 **      0.0    2                                                    2     0.0  GELB
     COURSE TOTAL                                                          2     0.0

CSIS 293   INTRO TO JAVA PROGRAMMING
  4363        6.0     4     2     3           1                      6    16    96.0  QUALLS
  4365        6.0     3     4     2                       1         12    22   132.0  QUALLS
     COURSE TOTAL      7     6     5           1           1         18    38   228.0

CSIS 296   INTRO TO C++ PROGRAMMING
  4368     8 12.0     5     3     5           1                      6    20    76.8  HOTZ            XP
     COURSE TOTAL      5     3     5           1                      6    20    76.8

CSIS 297   INTERMEDIATE C++ PROGRAMMING
  4370N    8 12.0     5     3     5                                  5    18    71.3  SFAKIANAKIS     PT
     COURSE TOTAL      5     3     5                                  5    18    71.3

CSIS 299   COMPUTER FORENSICS
  4371N        3.0    4     1     2     1     1                      7    16    48.0  MEHLHOFF        PT
  4372N        3.0    5                       2                      4     8    24.0  WILSON          PT
  4373         3.0   10     4     3     2                            2    21    63.0  CORNISH         PT
  4374N**      0.0    2                                                    4     0.0  ROTH            PT
  4376N     8  3.0    3     1     1     2     2           2     2    11    24    17.8  EISENBERG       PT
  4378      8  3.0    5                                              1     6     6.9  PATCHETT        PT
     COURSE TOTAL     24     6     6     5     5           2     2    25    75   159.7

     SUBJECT TOTAL   269   165   131    32    90          13     3   320  1023  4114.0
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** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

Grade Distribution Summary – FALL 2007

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GRD361                              G R O S S M O N T   C O L L E G E                        PAGE  18
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BUSINESS AND PROFESSIONAL STUDIES                                   BUSINESS AND PROFESSIONAL STUDIES
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            S.T.                                                              TOTAL    TOTAL
            WKS  HRS   A    B    C    D    F    I    CR   NC    W     ENR    WSCH  INSTRUCTOR

CSIS 096  COMPUTER BASICS FOR THE OFFICE
   4347    17  2.0                                    1    1            2      3.9  SNIDER
      COURSE TOTAL                                    1    1            2      3.9

CSIS 100  BASIC KEYBOARDING
   4352    17  3.0    1                                                1      2.9  PRESSNALL
   4353    17  3.0                   3                            3    6      8.7  GILLESPIE
   4355    17  3.0    1               1                                2      5.8  MCMANUS
      COURSE TOTAL    2               4                           3    9     17.4

CSIS 105  INTRODUCTION TO COMPUTING
   4360        5.0    6    4    1                                 9   20     90.0  SMITH          PT
   4361        5.0    8    2    2                                 5   17     85.0  SMITH          PT
      COURSE TOTAL   14    6    3                                14   37    175.0

CSIS 110  PRINCIPLES/INFORMATION SYSTEMS
   4368        6.0   22    6    5                                 6   39    234.0  PATCHETT       PT
   4374        6.0   10    4   12              8                  6   40    240.0  LYCAN          PT
   4375        6.0    9    6    6    3    1                       8   33    198.0  MAYNE-STAFFORD
   4378        6.0    5   15    8                                 2   30    180.0  QUINN
   4382        6.0    3   16    9    1    4                       5   38    228.0  NORMAN
   4383        6.0    8   13   11    2    4                       5   41    246.0  NORMAN
   4384        6.0   15   11    5    2    2                       1   36    216.0  OLSON          PT
   4385N       6.0   13    6              2                       4   25    144.0  HARRISBURG     PT
   4386N   13  7.4    7   15    4         5                      11   42    170.4  QUINN
   4387        6.0    4    6    5    4    4                       9   32    192.0  GELB           XP
   4388    8  6.0    3    3    9    2    2                        8   27     52.1  HOTZ
   4389    8  6.0    4    4    4    3    1                        6   22     43.9  HOTZ
      COURSE TOTAL  101  105   78   17   33                      71  405   2144.4

CSIS 112  WINDOWS OPERATING SYSTEMS
   4391        3.0         3    3    4    2                      11   23     63.0  NORMAN
   4392        3.0    3    3    6    4    1                      12   29     87.0  NORMAN         XP
      COURSE TOTAL    3    6    9    8    3                      23   52    150.0

CSIS 113  INTRODUCTION TO UNIX
   4397        3.0    5    2    4    5    1                       7   24     72.0  MAYNE-STAFFORD
      COURSE TOTAL    5    2    4    5    1                       7   24     72.0

CSIS 114  SMALL COMPUTER SYSTEMS
   4398        5.0    1    4    4         3                       7   19     95.0  WATERS         PT
      COURSE TOTAL    1    4    4         3                       7   19     95.0

CSIS 119  PROGRAM DESIGN AND DEVELOPMENT
   4402        3.0    4    9    7                                 5   25     75.0  NORMAN         XP
   4404        3.0    8    3                                      5   16     48.0  QUALLS
      COURSE TOTAL   12   12    7                                10   41    123.0

CSIS 120  COMPREHENSIVE WORD LEVEL I
   4320 ** 17  0.0                                                1    1      0.0  SIKES

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Grade Distribution Summary – FALL 2007

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CSIS 120 COMPREHNSIVE WORD LEVEL I (CONT'D)															
COURSE TOTAL													0.0		
CSIS 123 COMPREHNSIVE EXCEL LEVEL I															
4326	17	2.0		2		1					5	8	5.8	MCMANUS	
COURSE TOTAL				2		1					5	8	5.8		
CSIS 124 COMPREHNSIVE EXCEL LEVEL II															
4328	17	2.0	1		1							2	3.9	MCMANUS	
COURSE TOTAL			1		1							2	3.9		
CSIS 125 COMPREHNSIVE EXCEL LEVEL III															
4330 **	17	0.0									1	1	0.0	MCMANUS	
COURSE TOTAL													0.0		
CSIS 126 COMPREHNSIVE ACCESS LEVEL I															
4332 **	17	0.0									1	1	0.0	SIKES	
COURSE TOTAL													0.0		
CSIS 127 COMPREHNSIVE ACCESS LEVEL II															
4334	17	2.0	1									1	1.9	MCMANUS	
COURSE TOTAL			1									1	1.9		
CSIS 128 COMPREHNSIVE ACCESS LEVEL III															
4336	17	2.0	1									1	1.9	MCMANUS	
COURSE TOTAL			1									1	1.9		
CSIS 129 COMPREHNSVE POWERPOINT LEVEL I															
4338 **	17	0.0									1	1	0.0	SIKES	
COURSE TOTAL													0.0		
CSIS 132 INTRO TO WEB DEVELOPMENT															
4407		5.0	9	2	1	1					8	21	105.0	FLORES	PT
COURSE TOTAL			9	2	1	1					8	21	105.0		
CSIS 133 WEB DEVELOPMENT TOOLS															
4410		6.0	7	2	1			1			5	16	96.0	QUINN	
COURSE TOTAL			7	2	1			1			5	16	96.0		
CSIS 135 JAVASCRIPT PROGRAMMING															
4413		5.0	9	2							1	12	55.0	WILSON	PT
COURSE TOTAL			9	2							1	12	55.0		
CSIS 137 WEB ANIMATION															
4415		5.0	1	6		2					4	13	65.0	SANDRONI	PT
COURSE TOTAL			1	6		2					4	13	65.0		

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CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Grade Distribution Summary – FALL 2007

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        S.T.                                                    TOTAL   TOTAL
        WKS  HRS    A    B    C    D    F    I   CR   NC    W    ENR     WSCH  INSTRUCTOR

CSIS 141   NETWORK ANALYSIS/SYSTEMS INTGR
   4418N     4.0    2    4         1    1                   2    10     36.0  UMBARGER      PT
     COURSE TOTAL    2    4         1    1                   2    10     36.0

CSIS 142   INTRODUCTION TO NETWORKING
   4421    8  4.0         6    3         3                   6    18     21.9  GELB
     COURSE TOTAL         6    3         3                   6    18     21.9

CSIS 143   INTRO TO LOCAL AREA NETWORKS
   4423    8  4.0    2    3    2         1                  10    18     14.6  GELB
     COURSE TOTAL    2    3    2         1                  10    18     14.6

CSIS 144   WIDE AREA NETWORKS
   4424    8  2.0    1    2    2    3                        8            7.3  SEEGER        PT
     COURSE TOTAL    1    2    2    3                        8            7.3

CSIS 145   INTRODUCTION TO TCP/IP
   4425    8  4.0    1         2    1    7                   4    15     20.1  SEEGER        PT
     COURSE TOTAL    1         2    1    7                   4    15     20.1

CSIS 146   NETWORK SECURITY
   4426N     5.0    8                                       8           40.0  LYCAN         PT
     COURSE TOTAL    8                                       8           40.0

CSIS 151A  INTRO TO COMPUTER GRAPHICS
   4427N     3.0    4         5                             6    15     42.0  DEAN          PT
     COURSE TOTAL    4         5                             6    15     42.0

CSIS 151B  INTRO TO COMPUTER GRAPHICS
   4428       3.0    5    4    1         3                   3    16     48.0  CUDAHY        PT
   4430       3.0    8    4              1                   5    18     48.0  CUDAHY        PT
   4431       3.0    6    2    3         3                  12    26     75.0  DEAN          PT
     COURSE TOTAL   19   10    4         7                  20    60    171.0

CSIS 160   INTRO/VIDEO GAME DEVELOPMENT
   4434       3.0    3    8    3                             9    23     66.0  CORNISH       PT
     COURSE TOTAL    3    8    3                             9    23     66.0

CSIS 165   ASSEMBLY LANG/MACHINE ARCHITEC
   4435       5.0    5    2    5    1    1                  10    24    132.0  HOTZ
     COURSE TOTAL    5    2    5    1    1                  10    24    132.0

CSIS 172   INTRO MICROCOMPUTER APPLICATNS
   4437    8  4.0    3         1                             1     5      7.3  KELLENBERGER  PT
     COURSE TOTAL    3         1                             1     5      7.3

CSIS 175B  COMPUTER ELEC SPREADSHEET PKGS
   4447    8  4.0    4    2    1         7                   4    18     25.6  KELLENBERGER  PT
     COURSE TOTAL    4    2    1         7                   4    18     25.6
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Grade Distribution Summary – FALL 2007

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           S.T.                                                       TOTAL    TOTAL
           WKS  HRS    A    B    C    D    F    I    CR   NC      W    ENR      WSCH  INSTRUCTOR

CSIS 176  COMPUTERIZED ACCT APPLICATION
   4457N       2.0         1                                      1     3       6.0  GILLESPIE
     COURSE TOTAL          1                                      1     3       6.0

CSIS 190  DIGITAL MULTIMEDIA I
   4462N       6.0    5    1    1         1                             8      48.0  CALIGIURI      PT
     COURSE TOTAL    5    1    1         1                              8      48.0

CSIS 217  WEB DESIGN
   4467N**     0.0    3                                                 3       0.0  CALVERT        PT
     COURSE TOTAL                                                       0.0

CSIS 218A GRAPHIC EDITING TOOLS
   4468N**     0.0    4                                                 4       0.0  CALVERT        PT
     COURSE TOTAL                                                       0.0

CSIS 230A DESKTOP PUBLISHING
   4470N**     0.0    2    1                                            3       0.0  ROTH           PT
     COURSE TOTAL                                                       0.0

CSIS 260  INFORMATION SECURITY
   4473       3.0    1    1    1                                  4     7      21.0  MEHLHOFF
     COURSE TOTAL    1    1    1                                  4     7      21.0

CSIS 276  INTRODUCTION TO SQL
   4474N      3.0    4    1    1                                  6    12      33.0  MAYNE-STAFFORD
     COURSE TOTAL    4    1    1                                  6    12      33.0

CSIS 281  DIRECTED WORK EXP IN CSIS
   4475 **    0.0    2                                                  2       0.0  GELB
     COURSE TOTAL                                                       0.0

CSIS 293  INTRO TO JAVA PROGRAMMING
   4476       6.0    2    3    2    1                             5    13      78.0  QUALLS
   4477       6.0    3    4    2    1                             6    16      90.0  QUALLS
     COURSE TOTAL    5    7    4    2                            11    29     168.0

CSIS 294  INTERMED JAVA PROG/DATA STRUCT
   4478    @  6.0    6    2    1                                  8    17      24.7  QUALLS
     COURSE TOTAL    6    2    1                                  8    17      24.7

CSIS 296  INTRO TO C++ PROGRAMMING
   4480       6.0    5    3    1    1              1              6    17     102.0  HUTZ
     COURSE TOTAL    5    3    1    1              1              6    17     102.0

CSIS 299  EXTENSIBL MARKUP LANGUAGES-XML
   4482N      3.0    2    3              1                        4    10      30.0  WILSON         PT
   4486N   @  3.0    6    1                        1         1    1     9      11.0  EISENBERG      PT
   4488    @  3.0    2              1         1                   3     7       5.5  PATCHETT       PT

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BUSINESS AND PROFESSIONAL STUDIES                              BUSINESS AND PROFESSIONAL STUDIES
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           S.T.                                                       TOTAL    TOTAL
           WKS  HRS    A    B    C    D    F    I    CR   NC      W    ENR      WSCH  INSTRUCTOR

CSIS 299  EXTENSIBL MARKUP LANGUAGES-XML  (CONT'D)
     COURSE TOTAL   10    4              2         1         1    8    26      46.5

     SUBJECT TOTAL 255  206  145   42   75         4         2  275  1004    4148.2
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Grade Distribution Summary – SPRING 2008

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BUSINESS AND PROFESSIONAL STUDIES                         BUSINESS AND PROFESSIONAL STUDIES
. . . . . . . . . . . . . . . . . . . . .                 . . . . . . . . . . . . . . . . . . . . .

              S.T.                                              TOTAL   TOTAL
              WKS  HRS    A    B    C    D    F    I    CR   NC   W  ENR   WSCH INSTRUCTOR

CSIS 096   COMPUTER BASICS FOR THE OFFICE
   4190 **  17  0.0                                              3     3    0.0 DOHERTY
        COURSE TOTAL                                                        0.0

CSIS 100   BASIC KEYBOARDING
   4193     17  3.0              1              1                2     4    5.8 MCMANUS
   4194     17  3.0    7    1                                          8   23.3 GILLESPIE
   4195     17  3.0    1    1    1                               3     6    8.7 ANSPACH
   4196 **  17  0.0                                              2     2    0.0 SIKES
        COURSE TOTAL         8    3    1              1          5    18   37.8

CSIS 105   INTRODUCTION TO COMPUTING
   4203         5.0   11    1         1    1                    11    25  120.0 SMITH          PT
   4204         5.0    2    4    3                        1      5    15   75.0 SMITH          PT
        COURSE TOTAL        13    5    3    1    1         1     16    40  195.0

CSIS 110   PRINCIPLES/INFORMATION SYSTEMS
   4205         6.0   21    4         1                          3    29  174.0 PATCHETT       PT
   4206         6.0    6    9    9    1    4                     7    36  210.0 LYCAN          PT
   4207         6.0    2   13    9    3    1         1          4    33  198.0 QUALLS
   4209         6.0    7    7   17    2    1                     4    38  228.0 QUINN
   4212         6.0   11   15    9    1    1                     4    41  246.0 NORMAN
   4213         6.0    7   10    2    1                         12    32  192.0 MAYNE-STAFFORD
   4214         6.0    5   11   11    2    4                     5    38  228.0 NORMAN         XP
   4219         6.0   19    5    1                               3    28  162.0 OLSON          PT
   4220N        6.0    4   12    5              3               17    41  234.0 QUINN
   4221N        6.0   15    2         1    3                         21  126.0 HARRISBURG     PT
   4223         6.0    4    6    7    1    3                    14    35  204.0 GELB           XP
   4224       8 12.0    1    3    1    1    2                     7    15   43.9 ROTZ
   4225       8 12.0    2    7    4    3    1                     9    26   93.3 ROTZ
        COURSE TOTAL       104  104   75   17   23         1     89   413 2339.2

CSIS 112   WINDOWS OPERATING SYSTEMS
   4227         3.0    4    5    5    1    4                      5    24   72.0 NORMAN
   4229         3.0    2    4    6         3              1     10    26   78.0 NORMAN
        COURSE TOTAL        6    9   11    1    7              1  15    50  150.0

CSIS 113   INTRODUCTION TO UNIX
   4233         3.0    4    4    1    1    2                      5    17   48.0 MAYNE-STAFFORD
        COURSE TOTAL        4    4    1    1    2                 5    17   48.0

CSIS 114   SMALL COMPUTER SYSTEMS
   4234         5.0    4    5    2    1    1                      2    15   75.0 WATERS         PT
        COURSE TOTAL        4    5    2    1    1                 2    15   75.0

CSIS 115C  INTRO TO VB/C# PROGRAMMING
   4237       8 12.0    3    1    1              1               6    12   32.9 ROTZ
        COURSE TOTAL        3    1    1              1           6    12   32.9

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         S.T.                                                      TOTAL     TOTAL
         WKS   HRS    A     B     C     D     F    I    CR   NC   W   ENR     WSCH INSTRUCTOR

CSIS 119  PROGRAM DESIGN AND DEVELOPMENT
  4239       3.0     2     6    11                 3             3    25     75.0 NORMAN
  4241       3.0     7           1                 2            12    22     63.0 QUALLS
     COURSE TOTAL    9     6    12                 5            15    47    138.0

CSIS 120  COMPREHNSIVE WORD LEVEL I
  4245 ** 17  0.0                                                1    1      0.0 THOMAS
     COURSE TOTAL                                                            0.0

CSIS 123  COMPREHNSIVE EXCEL LEVEL I
  4251    17  2.0                       1                        2    3      1.9 PRESSNALL
     COURSE TOTAL                       1                        2    3      1.9

CSIS 126  COMPREHNSIVE ACCESS LEVEL I
  4257    17  2.0           1                 1                       2      3.9 SIKES
     COURSE TOTAL           1                 1                       2      3.9

CSIS 129  COMPREHNSVE POWERPOINT LEVEL I
  4263    17  2.0     1                                               1      1.9 SIKES
     COURSE TOTAL     1                                               1      1.9

CSIS 130  COMPREHNSVE POWERPOINT LEVEL II
  4265    17  2.0     1                                               1      1.9 MCMANUS
     COURSE TOTAL     1                                               1      1.9

CSIS 132  INTRO TO WEB DEVELOPMENT
  4271       5.0     3     3     3           1                  11   21    105.0 FLORES      PT
     COURSE TOTAL    3     3     3           1                  11   21    105.0

CSIS 133  WEB DEVELOPMENT TOOLS
  4274N      6.0     6                 2     1                   5    14     84.0 EISENBERG   PT
     COURSE TOTAL    6                 2     1                   5    14     84.0

CSIS 137  WEB ANIMATION
  4280N      5.0    12     3     1     1                1        6    24    120.0 SANDRONI    PT
     COURSE TOTAL   12     3     1     1                1        6    24    120.0

CSIS 140  INTRODUCTION TO LAN MANAGEMENT
  4282N      6.0     2           1     2     1                   1    7      42.0 UMBARGER    PT
     COURSE TOTAL    2           1     2     1                   1    7      42.0

CSIS 142  INTRODUCTION TO NETWORKING
  4287     8  4.0     4     3     3           6    1             8   25     31.1 GELB
     COURSE TOTAL     4     3     3           6    1             8   25     31.1

CSIS 143  INTRO TO LOCAL AREA NETWORKS
  4293     8  4.0     4     1     2                              7   14     12.8 GELB
     COURSE TOTAL     4     1     2                              7   14     12.8

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        S.T.                                                            TOTAL   TOTAL
        WKS  HRS    A    B    C    D    F    I    CR   NC    W    ENR    WSCH  INSTRUCTOR

CSIS 144   WIDE AREA NETWORKS
   4299N     8  4.0    2    3    1         2                        8    14.6  SEEGER         PT
      COURSE TOTAL     2    3    1         2                        8    14.6

CSIS 145   INTRODUCTION TO TCP/IP
   4301N     8  4.0    1    1    2         1               5   10    9.1  SEEGER         PT
      COURSE TOTAL     1    1    2         1               5   10    9.1

CSIS 151A INTRO TO COMPUTER GRAPHICS
   4303N        3.0    8         2                         5   15   45.0  DEAN           PT
      COURSE TOTAL     8         2                         5   15   45.0

CSIS 151D INTRO TO COMPUTER GRAPHICS
   4304         3.0    4    1    2    2    2              1    4   16   48.0  CUDAHY        PT
   4305         3.0    6    3         2         1              7   19   57.0  CUDAHY        PT
   4309         3.0    5    2         2                       14   23   69.0  DEAN          PT
      COURSE TOTAL    15    6    2    2    6         1    1   25   58  174.0

CSIS 159   INTRO / EDUCATIONAL TECHNOLGY
   4311 **       0.0                                          4    4    0.0  LATTARULO
      COURSE TOTAL                                                      0.0

CSIS 160   INTRO/VIDEO GAME DEVELOPMENT
   4312         3.0   13   10    2                             4   29   87.0  CORNISH       PT
      COURSE TOTAL    13   10    2                             4   29   87.0

CSIS 172   INTRO MICROCOMPUTER APPLICATNS
   4316      8  4.0                   2                        2    4    3.7  KELLENBERGER  PT
      COURSE TOTAL                    2                        2    4    3.7

CSIS 175B COMPUTER ELEC SPREADSHEET PKGS
   4322      8  4.0    2    2         5                        2   11   16.5  KELLENBERGER  PT
      COURSE TOTAL     2    2         5                        2   11   16.5

CSIS 190   DIGITAL MULTIMEDIA I
   4330N        6.0    3                                      1    4   24.0  CALIGIURI
      COURSE TOTAL     3                                      1    4   24.0

CSIS 195A VIDEO EDITING ON THE PC
   4332N        4.5    5         1         1                  6   13   54.0  FLORES        PT
      COURSE TOTAL     5         1         1                  6   13   54.0

CSIS 217   WEB DESIGN
   4338N**       0.0    1                                     1    2    0.0  CALVERT       PT
      COURSE TOTAL                                                      0.0

CSIS 218A GRAPHIC EDITING TOOLS
   4341N**       0.0                                          1    1    0.0  CALVERT       PT

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)
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Grade Distribution Summary – SPRING 2008

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GRD361                          G R O S S M O N T   C O L L E G E                    PAGE   23
08-03-2011 15:49:23               GRADE DISTRIBUTION SUMMARY                       SPRING 2008

BUSINESS AND PROFESSIONAL STUDIES                          BUSINESS AND PROFESSIONAL STUDIES
- - - - - - - - - - - - - - - - - - - - - - - - -         - - - - - - - - - - - - - - - - - - - - -

        S.T.                                                    TOTAL    TOTAL
        WKS  HRS    A    B    C    D    F    I    CR   NC    N    ENR      WSCH INSTRUCTOR

CSIS 218A GRAPHIC EDITING TOOLS            (CONT'D)
    COURSE TOTAL                                                            0.0

CSIS 230A DESKTOP PUBLISHING
    4345N**    0.0    1                                              1     0.0 ROTH            PT
    COURSE TOTAL                                                            0.0

CSIS 260  INFORMATION SECURITY
    4348       3.0    1         1         3                          5    15.0 MEHLHOFF
    COURSE TOTAL       1         1         3                          5    15.0

CSIS 281  DIRECTED WORK EXP IN CSIS
    4357 **    0.0    2                                         1    3     0.0 GELB
    COURSE TOTAL                                                            0.0

CSIS 293  INTRO TO JAVA PROGRAMMING
    4363       6.0    1    7    5    1    3                     5   22   132.0 QUALLS
    4365       6.0    3    1    2         4                    13   23   138.0 QUALLS
    COURSE TOTAL       4    8    7    1    7                    18   45   270.0

CSIS 296  INTRO TO C++ PROGRAMMING
    4368     8 12.0   2    3    3         1                     4   13    49.4 HOTZ
    COURSE TOTAL       2    3    3         1                     4   13    49.4

CSIS 297  INTERMEDIATE C++ PROGRAMMING
    4370N    8 12.0   4    5    1         2                         12    65.8 SFAKIANAKIS     PT
    COURSE TOTAL       4    5    1         2                         12    65.8

CSIS 299  PRACTICAL INTERNET MARKETING
    4376N    8  3.0                       1                     4    5     1.4 EISENBERG       PT
    4377N    8  3.0   2    1              1                     2    5     4.1 MONTALTO        PT
    COURSE TOTAL       2    1              1                     6   10     5.5

    SUBJECT TOTAL    245  187  138   30   61    2    3    5   271  961  4254.0

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)
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Grade Distribution by Division
School: Grossmont College – Term: 2008FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
2594		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																			
2595		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara	
CSIS-100 Basic Keyboarding																			
2596		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Snider, Linda	
2597		1.0	4	0	1	0	0	1	0	0	0	2	0	0	0	1	Anspach, Kathleen	PT
2598		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	4	McManus, Illyana	PT
Course Total			7	0	4	0	0	1	0	0	0	2	0	0	0	5		
CSIS-105 Introduction to Computing																			
2600		3.0	11	0	4	0	0	2	0	0	2	2	0	1	0	0	3	Smith, Barbara	PT
2601		3.0	8	0	5	0	0	2	0	0	0	1	0	0	0	0	5	Smith, Barbara	PT
Course Total			19	0	9	0	0	4	0	0	2	3	0	1	0	8		
CSIS-110 Principles/Information Systems																			
2602		4.0	25	0	4	0	0	7	0	0	9	1	4	0	0	0	7	Lycan, Ron	PT
2603		4.0	27	0	19	0	0	5	0	0	1	0	2	0	0	0	6	Patchett, Harold	PT
2604		4.0	28	0	5	0	0	13	0	0	7	1	2	0	0	0	3	Quinn, Clifton	
2605N		4.0	27	0	7	0	0	11	0	0	6	0	3	0	0	0	5	Quinn, Clifton	
2606		4.0	30	0	4	0	0	15	0	0	4	6	1	0	0	0	2	Norman, Ronald	XP
2607		4.0	27	0	9	0	0	12	0	0	5	1	0	0	0	0	4	Norman, Ronald	
2608		4.0	25	0	10	0	0	4	0	0	6	1	4	0	0	0	3	Olson, Kenneth	PT
2609N		4.0	25	0	15	0	0	9	0	0	0	0	1	0	0	0	5	Harrisburg, Thomas	PT
2610		4.0	24	0	5	0	0	8	0	0	7	1	3	0	0	0	2	Dockter, Donna	PT
2611		4.0	16	0	2	0	0	6	0	0	5	2	1	0	0	0	10	Gelb, Janet	XP
2612		4.0	17	0	1	0	0	6	0	0	7	1	2	0	0	0	6	Hotz, James	XP
2613		4.0	21	0	4	0	0	5	0	0	6	2	4	0	0	0	1	Hotz, James	
4866		4.0	16	0	3	0	0	5	0	0	3	3	2	0	0	0	2	Sfakianakis, George	PT
4867		4.0	14	0	2	0	0	6	0	0	3	2	1	0	0	0	6	Mayne-Stafford, Diane	
Course Total			322	0	90	0	0	112	0	0	69	21	30	0	0	0	62		
CSIS-112 Windows Operating Systems																			
2614		3.0	18	0	1	0	0	4	0	0	4	6	2	0	1	0	4	Norman, Ronald	
2615		3.0	10	0	1	0	0	5	0	0	3	1	0	0	0	0	10	Norman, Ronald	
Course Total			28	0	2	0	0	9	0	0	7	7	2	0	1	0	14		
CSIS-113 Introduction to UNIX																			
2616		3.0	12	0	4	0	0	4	0	0	0	2	2	0	0	0	4	Mayne-Stafford, Diane	
CSIS-114 Small Computer Systems																			
2617		3.0	13	0	1	0	0	2	0	0	9	0	1	0	0	0	0	Waters, James	PT
CSIS-119 Program Design and Development																			
2618		3.0	13	0	6	0	0	1	0	0	5	1	0	0	0	0	11	Norman, Ronald	
2619		3.0	14	0	4	0	0	5	0	0	2	0	3	0	0	0	8	Qualls, Michael	XP
Course Total			27	0	10	0	0	6	0	0	7	1	3	0	0	0	19		

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Grade Distribution by Division
School: Grossmont College – Term: 2008FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	Wks	B.T. Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-120 Comprehnsive Word Level I																			
2582		1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	Sikes, Sandra	PT
CSIS-121 Comprehnsive Word Level II																			
2583		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Gillespie, Barbara	
CSIS-123 Comprehnsive Excel Level I																			
2585		1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	1	Snider, Linda	
CSIS-126 Comprehnsive Access Level I																			
2586		1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	Sikes, Sandra	PT
CSIS-127 Comprehnsive Access Level II																			
2589		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana	PT
CSIS-129 Comprehneve Powerpoint Level I																			
2591		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Sikes, Sandra	PT
CSIS-130 Comprhnsve Powerpoint Level II																			
2592		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	Sikes, Sandra	PT
CSIS-132 Intro to Web Development																			
2620		3.0	16	0	7	0	0	5	0	0	3	0	1	0	0	0	4	Flores, Kari	PT
CSIS-133 Web Development Tools																			
2621		4.0	6	0	3	0	0	1	0	0	0	0	2	0	0	0	4	Eisenberg, Stephen	PT
CSIS-135 Javascript Programming																			
2622		3.0	14	0	5	0	0	0	0	0	4	0	4	0	0	0	2	Wilson, Michael	PT
CSIS-136 Dynamic Web Applications																			
4872N		4.0	10	0	7	0	0	0	0	0	0	0	2	1	0	0	2	Gillespie, Robert	PT
CSIS-137 Web Animation																			
2623N		3.0	11	0	8	0	0	1	0	0	1	1	0	0	0	0	2	Sandroni, Augusto	PT
CSIS-142 Introduction to Networking																			
2625	8	2.0	9	0	1	0	0	5	0	0	1	0	2	0	0	0	4	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
2626	8	2.0	8	0	1	0	0	2	0	0	0	1	4	0	0	0	3	Gelb, Janet	
CSIS-145 Introduction to TCP/IP																			
2528N	8	2.0	12	0	1	0	0	3	0	0	0	0	8	0	0	0	1	Seeger, Paul	PT
CSIS-151A Intro to Computer Graphics																			
2630N		3.0	11	0	6	0	0	0	0	0	3	0	2	0	0	0	7	Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																			
2631		3.0	13	0	4	0	0	2	0	0	3	2	1	1	0	0	3	Cudahy, Kathleen	PT
2632		3.0	11	0	7	0	0	1	0	0	0	0	3	0	0	0	3	Cudahy, Kathleen	PT
2633		3.0	11	0	5	0	0	0	0	0	0	0	2	4	0	0	9	Dean, Donald	PT
Course Total			35	0	16	0	0	3	0	0	3	2	6	5	0	0	15		
CSIS-160 Intro/Video Game Development																			
2635		3.0	18	0	10	0	0	7	0	0	1	0	0	0	0	0	3	Comish, Paul	PT
CSIS-165 Assembly Lang/Machine Architec																			
2636N		4.0	18	0	2	0	0	0	0	0	2	5	6	1	2	0	12	Hotz, James	
CSIS-172 Intro Microcomputer Applicatns																			
2637	8	2.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	Kellenberger, Fred	PT
CSIS-176 Computerized Acct Application																			
2640N		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Gillespie, Barbara	
4843		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara	
Course Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0	2		

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Grade Distribution by Division
School: Grossmont College – Term: 2008FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	Wks	B.T. Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-190 Digital Multimedia I																			
2641N		4.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	Caliguri, Robert	PT
CSIS-217 Web Design																			
2642N**		3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2	Calvert, Judith	PT
CSIS-218A Graphic Editing Tools																			
2643N**		3.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Calvert, Judith	PT
CSIS-220 Software Engineering I																			
4890N		3.0	7	0	4	0	0	3	0	0	0	0	0	0	0	0	3	Norman, Ronald	
CSIS-230A Desktop Publishing																			
2644N**		3.0	3	0	2	0	0	0	0	0	0	0	1	0	0	0	0	Roth, Barry	PT
CSIS-260 Information Security																			
2645		3.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	4	Mehlhoff, David	PT
CSIS-276 Introduction to SQL																			
2646N		3.0	11	0	4	0	0	5	0	0	1	0	1	0	0	0	1	Baldwin, Malissa	PT
CSIS-281 Directed Work Exp in CSIS																			
2647		2.0	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	Gelb, Janet	XP
CSIS-293 Intro to Java Programming																			
2648		4.0	9	0	2	0	0	0	0	0	1	2	4	0	0	0	6	Qualls, Michael	
2649		4.0	14	0	4	0	0	4	0	0	4	1	1	0	0	0	7	Qualls, Michael	
Course Total			23	0	6	0	0	4	0	0	5	3	5	0	0	0	13		
CSIS-294 Intermed Java Prog/Data Struct																			
2650		4.0	6	0	0	0	0	4	0	0	2	0	0	0	0	0	6	Qualls, Michael	
CSIS-296 Intro to C++ Programming																			
2651		4.0	5	0	1	0	0	2	0	0	0	0	2	0	0	0	3	Hotz, James	
CSIS-299 Practical Internet Marketing																			
2653N	8	1.5	4	0	1	0	0	0	0	0	1	0	2	0	0	0	4	Eisenberg, Stephen	PT
6015		3.0	18	0	7	0	0	9	0	0	2	0	0	0	0	0	2	Comish, Paul	PT
Course Total			22	0	8	0	0	9	0	0	3	0	2	0	0	0	6		
Subject Total			539	0	223	0	0	195	0	0	123	46	90	8	3	0	214		

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Grade Distribution by Division
School: Grossmont College – Term: 2009SP – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
6809		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Lee, Jolene	PT
CSIS-100 Basic Keyboarding																			
6811		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana	PT
6812		1.0	5	0	2	0	0	1	0	0	1	0	1	0	0	0	3	Gillespie, Barbara	
6813		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Anspach, Kathleen	PT
6814		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra	PT
Course Total			8	0	5	0	0	1	0	0	1	0	1	0	0	0	6		
CSIS-105 Introduction to Computing																			
6816		3.0	10	0	5	0	0	2	0	0	2	1	0	0	0	0	7	Smith, Barbara	PT
6817		3.0	9	0	3	0	0	1	0	0	2	3	0	0	0	0	11	Smith, Barbara	PT
Course Total			19	0	8	0	0	3	0	0	4	4	0	0	0	0	18		
CSIS-110 Principles/Information Systems																			
6818		4.0	25	0	18	0	0	5	0	0	2	0	0	0	0	0	0	Patchett, Harold	PT
6819		4.0	32	0	12	0	0	4	0	0	15	0	1	0	0	0	2	Lycan, Ron	PT
6820		4.0	24	0	5	0	0	9	0	0	8	0	2	0	0	0	8	Qualls, Michael	
6821		4.0	29	0	4	0	0	14	0	0	10	0	1	0	0	0	1	Quinn, Clifton	
6822		4.0	29	0	7	0	0	14	0	0	7	0	1	0	0	0	1	Norman, Ronald	
6823		4.0	18	0	6	0	0	8	0	0	2	1	1	0	0	0	3	Mayne-Stafford, Diane	
6824		4.0	28	0	7	0	0	12	0	0	5	4	0	0	0	0	4	Norman, Ronald	
6825		4.0	27	0	15	0	0	6	0	0	1	0	5	0	0	0	2	Olson, Kenneth	PT
6826N		4.0	26	0	11	0	0	7	0	0	8	0	0	0	0	0	9	Quinn, Clifton	
6827N		4.0	17	0	7	0	0	7	0	0	1	1	1	0	0	0	4	Dockter, Donna	PT
6828		4.0	17	0	8	0	0	1	0	0	1	2	5	0	0	0	11	Gelb, Janet	
6829		4.0	14	0	5	0	0	2	0	0	4	3	0	0	0	0	13	Gelb, Janet	
6830		4.0	16	0	6	0	0	6	0	0	2	2	0	0	0	0	2	Mayne-Stafford, Diane	
8906		4.0	18	0	7	0	0	4	0	0	2	2	3	0	0	0	4	Kellenberger, Fred	PT
Course Total			320	0	118	0	0	99	0	0	68	15	20	0	0	0	64		
CSIS-112 Windows Operating Systems																			
6831		3.0	13	0	2	0	0	1	0	0	8	0	1	0	0	0	12	Norman, Ronald	
6832		3.0	22	0	3	0	0	6	0	0	7	3	3	0	0	0	0	Norman, Ronald	XP
Course Total			35	0	5	0	0	7	0	0	15	3	4	0	0	0	12		
CSIS-113 Introduction to Unix																			
6833		3.0	14	0	7	0	0	2	0	0	3	1	1	0	0	0	2	Mayne-Stafford, Diane	
CSIS-114 Small Computer Systems																			
6834		3.0	11	0	0	0	0	3	0	0	3	2	3	0	0	0	5	Waters, James	PT
CSIS-115C Intro to VB/C# Programming																			
6835N		4.0	16	0	11	0	0	2	0	0	3	0	0	0	0	0	7	Gillespie, Robert	PT

Grade Distribution by Division
School: Grossmont College – Term: 2009SP – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-119 Program Design and Development																			
6836		3.0	15	0	5	0	0	3	0	0	3	2	1	0	0	0	10	Norman, Ronald	
6837		3.0	12	0	3	0	0	4	0	0	2	1	2	0	0	0	7	Qualls, Michael	
Course Total			27	0	8	0	0	7	0	0	5	3	3	0	0	0	17		
CSIS-120 Comprehnsive Word Level I																			
6838		1.0	3	0	1	0	0	0	0	0	0	1	1	0	0	0	1	Thomas, Sosha	PT
CSIS-123 Comprehnsive Excel Level I																			
6841		1.0	5	0	3	0	0	2	0	0	0	0	0	0	0	0	1	Anspach, Kathleen	PT
CSIS-124 Comprehnsive Excel Level II																			
6842		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Lee, Jolene	PT
CSIS-126 Comprehnsive Access Level I																			
6844		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra	PT
CSIS-129 Comprehnsve Powerpoint Level I																			
6847		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	4	Sikes, Sandra	PT
CSIS-132 Intro to Web Development																			
6850		3.0	11	0	6	0	0	1	0	0	2	0	1	1	0	0	8	Flores, Karl	PT
CSIS-133 Web Development Tools																			
6851		4.0	10	0	5	0	0	2	0	0	1	0	1	0	0	0	7	Eisenberg, Stephen	PT
CSIS-137 Web Animation																			
6852N		3.0	10	0	1	0	0	7	0	0	0	0	2	0	0	0	2	Sandroni, Augusto	PT
CSIS-140 Introduction to Lan Management																			
6853N		4.0	8	0	2	0	0	1	0	0	4	0	1	0	0	0	6	Umbarger, Kenneth	PT
CSIS-142 Introduction to Networking																			
6854	8	2.0	17	0	1	0	0	9	0	0	2	2	2	1	0	0	6	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
6855	8	2.0	8	0	2	0	0	2	0	0	4	0	0	0	0	0	7	Gelb, Janet	
CSIS-145 Introduction to TCP/IP																			
6857N	8	2.0	10	0	3	0	0	0	0	0	1	1	5	0	0	0	1	Seeger, Paul	PT
CSIS-151A Intro to Computer Graphics																			
6858N		3.0	13	0	9	0	0	2	0	0	0	0	1	0	0	0	4	Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																			
6859		3.0	15	0	2	0	0	2	0	0	3	1	6	0	1	0	2	Cudahy, Kathleen	PT
6860		3.0	12	0	2	0	0	3	0	0	2	1	4	0	0	0	2	Cudahy, Kathleen	PT
6861		3.0	9	0	6	0	0	1	0	0	1	0	1	0	0	0	11	Dean, Donald	PT
Course Total			36	0	10	0	0	6	0	0	6	2	11	0	1	0	15		
CSIS-159 Intro / Educational Technolgy																			
6862		2.0	8	0	2	0	0	0	0	0	0	0	5	0	1	0	2	Lattarulo, Elena	PT

Grade Distribution by Division
School: Grossmont College – Term: 2009SP – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-160 Intro/Video Game Development																			
6863		3.0	18	0	8	0	0	7	0	0	0	2	1	0	0	0	0	1 Cornish, Paul	PT
CSIS-172 Intro Microcomputer Applicatns																			
6864	8	2.0	2	0	0	0	0	0	0	0	1	1	0	0	0	0	1 Kellenberger, Fred	PT
CSIS-176 Computerized Acct Application																			
6866		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 Gillespie, Barbara	
6867		2.0	4	0	0	0	0	1	0	0	1	0	2	0	0	0	2 Gillespie, Barbara	
Course Total			4	0	0	0	0	1	0	0	1	0	2	0	0	0	2	
CSIS-230A Desktop Publishing																			
6872N		3.0	8	0	8	0	0	0	0	0	0	0	0	0	0	0	7 Roth, Barry	PT
CSIS-260 Information Security																			
6873		3.0	4	0	1	0	0	1	0	0	1	1	0	0	0	0	7 Mehlhoff, David	PT
CSIS-281 Directed Work Exp in CSIS																			
6874		2.0	6	0	5	0	0	0	0	0	0	0	1	0	0	0	1 Gelb, Janet	XP
CSIS-293 Intro to Java Programming																			
6875		4.0	14	0	5	0	0	3	0	0	3	2	1	0	0	0	6 Qualls, Michael	XP
6876		4.0	7	0	2	0	0	3	0	0	0	2	0	0	0	0	8 Qualls, Michael	
Course Total			21	0	7	0	0	6	0	0	3	4	1	0	0	0	14	
CSIS-296 Intro to C++ Programming																			
6877N		4.0	18	0	11	0	0	3	0	0	1	1	2	0	0	0	3 Harrisburg, Thomas	PT
CSIS-297 Intermediate C++ Programming																			
6878N		4.0	9	0	5	0	0	2	0	0	0	1	1	0	0	0	1 Sfakianakis, George	PT
CSIS-299B Internet Marketing																			
9161N	8	1.5	9	0	2	0	0	2	0	0	1	0	4	0	0	0	2 Eisenberg, Stephen	PT
9162		3.0	22	0	14	0	0	5	0	0	2	0	1	0	0	0	0 Cornish, Paul	PT
9179		3.0	18	0	10	0	0	0	0	0	0	1	4	2	0	0	9 Quinn, Clifton	XP
Course Total			49	0	26	0	0	7	0	0	3	1	9	2	0	0	11	
Subject Total			728	0	278	0	0	183	0	0	132	45	79	4	2	0	246	

Grade Distribution by Division
School: Grossmont College – Term: 2009FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
2594		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0 Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																			
2595		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0 Gillespie, Barbara	
CSIS-100 Basic Keyboarding																			
2596		1.0	5	0	4	0	0	0	0	0	1	0	0	0	0	0	4 Snider, Linda	
2597		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2 Anspach, Kathleen	PT
2598		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1 McManus, Illyana	PT
9446		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0 Zuckerman, Annie	PT
Course Total			6	0	4	0	0	1	0	0	1	0	0	0	0	0	7	
CSIS-105 Introduction to Computing																			
2600		3.0	25	0	6	0	0	9	0	0	3	2	1	4	0	0	5 Smith, Barbara	PT
2601		3.0	19	0	4	0	0	2	0	0	8	3	2	0	0	0	5 Smith, Barbara	PT
Course Total			44	0	10	0	0	11	0	0	11	5	3	4	0	0	10	
CSIS-110 Principles/Information Systems																			
2603		4.0	29	0	22	0	0	5	0	0	0	0	2	0	0	0	2 Patchett, Harold	PT
2604		4.0	21	0	11	0	0	3	0	0	4	0	3	0	0	0	0 Guzman, J	PT
2605N		4.0	22	2	3	2	1	3	2	0	7	1	1	0	0	0	6 Quinn, Clifton	
2606		4.0	31	0	8	0	0	15	0	0	7	1	0	0	0	0	2 Norman, Ronald	XP
2607		4.0	29	0	10	0	0	10	0	0	6	2	1	0	0	0	5 Norman, Ronald	
2608		4.0	31	0	14	0	0	11	0	0	2	1	3	0	0	0	1 Olson, Kenneth	PT
2609N		4.0	31	0	4	0	0	18	0	0	6	0	3	0	0	0	2 Harrisburg, Thomas	PT
2610		4.0	16	0	1	0	0	7	0	0	4	1	2	0	0	0	4 Mayne-Stafford, Diane	
2611		4.0	20	0	0	0	0	12	0	0	2	1	5	0	0	0	4 Gelb, Janet	
2612		4.0	21	0	5	0	0	7	0	0	7	0	2	0	0	0	7 Mayne-Stafford, Diane	
2613		4.0	18	0	3	0	0	2	0	0	7	0	6	0	0	0	8 Gelb, Janet	
4866		4.0	22	0	7	0	0	11	0	0	2	0	2	0	0	0	4 Kellenberger, Fred	PT
4867		4.0	23	0	9	0	0	8	0	0	2	0	4	0	0	0	5 Mayne-Stafford, Diane	
Course Total			314	2	97	2	1	112	2	0	56	7	34	0	0	0	50	
CSIS-112 Windows Operating Systems																			
2614		3.0	15	0	0	0	0	3	0	0	7	1	4	0	0	0	10 Norman, Ronald	
2615		3.0	21	0	2	0	0	6	0	0	7	2	4	0	0	0	4 Norman, Ronald	
Course Total			36	0	2	0	0	9	0	0	14	3	8	0	0	0	14	
CSIS-113 Introduction to UNIX																			
2616		3.0	18	0	11	0	0	4	0	0	1	0	1	0	1	0	3 Mayne-Stafford, Diane	
CSIS-114 Small Computer Systems																			
2617		3.0	13	0	1	0	0	3	0	0	5	2	2	0	0	0	4 Waters, James	PT
CSIS-119 Program Design and Development																			
2618		3.0	21	0	3	0	0	6	0	0	6	2	3	1	0	0	4 Norman, Ronald	
2619		3.0	19	0	7	0	0	3	0	0	2	1	6	0	0	0	13 Qualls, Michael	
Course Total			40	0	10	0	0	9	0	0	8	3	9	1	0	0	17	

Grade Distribution by Division
School: Grossmont College – Term: 2009FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-120 Comprehnsive Word Level I																		
2582		1.0	4	0	0	0	0	2	0	0	1	1	0	0	0	0	2 Sikes, Sandra	PT
CSIS-121 Comprehnsive Word Level II																		
2583		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0 McManus, Iliyana	PT
CSIS-123 Comprehnsive Excel Level I																		
2585		1.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	4 Presanall, Mark	
CSIS-125 Comprehnsive Excel Level III																		
2587		1.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0 Abushaban, Hala	PT
CSIS-126 Comprehnsive Access Level I																		
2588		1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	2 McManus, Iliyana	PT
CSIS-127 Comprehnsive Access Level II																		
2589		1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0 McManus, Iliyana	PT
CSIS-129 Comprehnsive Powerpoint Level I																		
2591		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2 Sikes, Sandra	PT
CSIS-130 Comprhnsve Powerpoint Level II																		
2592		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0 Sikes, Sandra	PT
CSIS-132 Intro to Web Development																		
2620		3.0	18	0	6	0	0	6	0	0	4	0	1	0	1	0	4 Flores, Karl	PT
CSIS-133 Web Development Tools																		
2621		4.0	12	0	2	0	0	5	0	0	2	0	3	0	0	0	8 Eisenberg, Stephen	PT
CSIS-135 Javascript Programming																		
2622		3.0	12	0	3	0	0	1	0	0	1	0	7	0	0	0	4 Wilson, Michael	PT
CSIS-136 Dynamic Web Applications																		
4872N		4.0	13	0	7	0	0	4	0	0	1	0	1	0	0	0	3 Gillespie, Robert	PT
CSIS-137 Web Animation																		
2623N		3.0	18	0	4	0	0	6	0	0	4	1	3	0	0	0	4 Sandroni, Augusto	PT
CSIS-141 Network Analys/Systems Intgrat																		
9426N		3.0	6	0	2	0	0	2	0	0	2	0	0	0	0	0	1 Umbarger, Kenneth	PT
CSIS-142 Introduction to Networking																		
2625	8	2.0	10	0	2	1	1	0	1	0	2	3	0	0	0	0	10 Geib, Janet	
CSIS-143 Intro to Local Area Networks																		
2626	8	2.0	11	0	3	0	0	2	0	0	1	0	5	0	0	0	11 Geib, Janet	
CSIS-151A Intro to Computer Graphics																		
2630N		3.0	21	0	12	0	0	3	0	0	5	0	1	0	0	0	2 Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																		
2631		3.0	22	0	5	1	1	3	2	0	2	3	4	0	1	0	4 Cudahy, Kathleen	PT
2633		3.0	12	0	5	0	0	1	0	0	3	0	3	0	0	0	12 Dean, Donald	PT
Course Total			34	0	10	1	1	4	2	0	5	3	7	0	1	0	16	
CSIS-160 Intro/Video Game Development																		
2635		3.0	23	0	2	0	0	11	0	0	10	0	0	0	0	0	4 Cornish, Paul	PT
CSIS-165 Assembly Lang/Machine Architec																		
2636N		4.0	24	0	10	0	1	2	0	1	8	0	2	0	0	0	2 Hayward, Ralph	PT
CSIS-172 Intro Microcomputer Applicatns																		
2637	8	2.0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0 Kellenberger, Fred	PT
CSIS-176 Computerized Acct Applications																		
4843		2.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0 Gillespie, Barbara	

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Grade Distribution by Division
School: Grossmont College – Term: 2009FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-190 Digital Multimedia I																		
2641N		4.0	6	0	3	0	0	1	0	0	0	0	2	0	0	0	1 Caligiuri, Robert	PT
CSIS-260 Information Security																		
2645		3.0	7	0	2	0	0	1	0	0	3	0	1	0	0	0	6 Mehlhoff, David	PT
CSIS-261 Directed Work Exp in CSIS																		
2647		2.0	5	0	4	0	0	0	0	0	0	0	1	0	0	0	1 Geib, Janet	XP
CSIS-293 Intro to Java Programming																		
2648		4.0	19	0	5	0	0	5	0	0	4	3	1	0	1	0	4 Qualls, Michael	XP
2649		4.0	19	0	1	0	0	1	0	0	7	0	10	0	0	0	4 Qualls, Michael	
Course Total			38	0	6	0	0	6	0	0	11	3	11	0	1	0	8	
CSIS-294 Intermed Java Prog/Data Struct																		
2650		4.0	14	0	6	0	0	2	0	0	3	1	2	0	0	0	0 Qualls, Michael	
CSIS-296 Intro to C++ Programming																		
2651N		4.0	17	0	4	0	0	8	0	0	1	1	3	0	0	0	7 Sfaktanakis, George	PT
CSIS-299B Beginning Web Page Design																		
9427		3.0	25	2	3	0	0	7	0	0	4	0	3	6	0	0	5 Quinn, Clifton	
Subject Total			602	4	227	4	4	228	5	1	167	33	111	13	4	0	212	

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Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-095 Computer Basics for the Office																			
6809		1.0	10	0	0	0	0	0	0	0	0	0	0	6	4	0	1	Lee, Jolene	PT
CSIS-097 Windows Basics for the Office																			
6810		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	Sites, Sandra	PT
CSIS-100 Basic Keyboarding																			
6813		1.0	19	0	8	0	0	5	0	0	0	0	5	1	0	0	11	Anspach, Kathleen	PT
CSIS-105 Introduction to Computing																			
6816		3.0	17	0	13	0	1	1	0	0	2	0	0	0	0	0	13	Smith, Barbara	PT
6817		3.0	21	0	8	0	0	7	0	0	4	1	0	1	0	0	10	Smith, Barbara	PT
Course Total			38	0	21	0	1	8	0	0	6	1	0	1	0	0	23		
CSIS-110 Principles/Information Systems																			
6818		4.0	20	0	4	0	0	7	0	0	5	3	1	0	0	0	4	Mayne-Stafford, Diane	
6819		4.0	31	0	18	0	0	5	0	0	3	1	4	0	0	0	5	Harrisburg, Thomas	PT
6820		4.0	31	0	3	0	0	15	0	0	9	2	2	0	0	0	4	Qualls, Michael	
6821		4.0	22	0	7	0	0	5	0	0	4	1	5	0	0	0	4	Dockter, Donna	PT
6822		4.0	30	0	14	0	0	13	0	0	2	0	1	0	0	0	4	Norman, Ronald	
6823		4.0	20	0	6	0	0	6	0	0	5	3	0	0	0	0	6	Mayne-Stafford, Diane	
6824		4.0	26	0	11	0	0	9	0	0	5	0	1	0	0	0	5	Norman, Ronald	
6827N		4.0	33	0	25	0	0	6	0	0	0	0	2	0	0	0	5	Harrisburg, Thomas	PT
6828		4.0	20	0	1	0	1	4	1	0	8	0	5	0	0	0	9	Gelb, Janet	
6829		4.0	25	0	6	0	0	7	0	0	4	4	4	0	0	0	5	Hotz, James	
6830		4.0	26	0	6	0	0	3	0	0	6	0	11	0	0	0	3	Hotz, James	
8906		4.0	24	0	5	0	0	7	0	0	6	2	4	0	0	0	3	Kellenberger, Fred	PT
Course Total			308	0	106	0	1	87	1	0	57	16	40	0	0	0	57		
CSIS-112 Windows Operating Systems																			
6831		3.0	13	0	1	0	0	4	0	0	2	0	6	0	0	0	7	Waters, James	PT
6832		3.0	14	0	4	0	0	3	0	0	4	1	1	1	0	0	8	Norman, Ronald	XP
Course Total			27	0	5	0	0	7	0	0	6	1	7	1	0	0	15		
CSIS-113 Introduction to Unix																			
6833		3.0	17	0	7	0	0	3	0	0	3	2	2	0	0	0	7	Mayne-Stafford, Diane	
CSIS-114 Small Computer Systems																			
6834N		3.0	19	0	4	0	0	6	0	0	7	0	2	0	0	0	4	Waters, James	PT
CSIS-115C Intro to VB/C# Programming																			
6835N		4.0	16	0	9	0	0	3	0	0	0	1	3	0	0	0	3	Gillespie, Robert	PT
CSIS-119 Program Design & Development																			
0134		3.0	16	0	4	0	0	3	0	0	2	2	5	0	0	0	9	Norman, Ronald	
6836		3.0	19	0	3	0	0	3	0	0	8	2	3	0	0	0	4	Norman, Ronald	
6837		3.0	13	0	2	0	0	5	0	0	3	1	2	0	0	0	5	Qualls, Michael	
Course Total			48	0	9	0	0	11	0	0	13	5	10	0	0	0	18		
CSIS-120 Comprehensive Word Level I																			
6838		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	Thomas, Sosha	PT
CSIS-121 Comprehensive Word Level II																			
6839		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	Lee, Jolene	PT
CSIS-122 Comprehensive Word Level III																			
6840		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Lee, Jolene	PT

Grade Distribution by Division
School: Grossmont College -- Term: 2010SP -- Division: G01 -- Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-123 Comprehensive Excel Level I																			
6841		1.0	3	0	0	0	0	2	0	0	1	0	0	0	0	0	1	Anspach, Kathleen	PT
CSIS-124 Comprehensive Excel Level II																			
6842		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Sites, Sandra	PT
CSIS-131 Comprhnsv Powerpoint Level III																			
6849		1.0	2	0	1	0	0	0	0	0	1	0	0	0	0	0	McManus, Illyana	PT
CSIS-132 Intro to Web Development																			
6850		3.0	18	5	1	0	2	1	0	1	0	4	4	0	0	0	4	Flores, Karl	PT
CSIS-133 Web Development Tools																			
6851		4.0	16	0	5	0	0	4	0	0	4	1	2	0	0	0	7	Eisenberg, Stephen	PT
CSIS-137 Web Animation																			
6852N		3.0	18	0	5	0	0	5	0	0	2	0	6	0	0	0	2	Sandroni, Augusto	PT
CSIS-140 Intro to LAN Management																			
2054N	12	4.0	10	0	2	0	0	4	0	0	3	0	1	0	0	0	Umbarger, Kenneth	PT
CSIS-142 Introduction to Networking																			
6854	8	2.0	16	0	2	1	1	1	0	0	0	4	7	0	0	0	7	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
6855	8	2.0	12	0	2	0	2	0	1	0	0	0	7	0	0	0	8	Gelb, Janet	
CSIS-144 Wide Area Networks																			
9781N	8	2.0	17	0	5	0	0	3	0	0	1	0	8	0	0	0	3	Seeger, Paul	PT
CSIS-145 Introduction to TCP/IP																			
6857N	8	2.0	12	0	3	0	0	0	0	0	4	1	1	0	0	0	3	Seeger, Paul	PT
CSIS-147 Internet Marketing																			
9782		3.0	10	0	6	0	0	1	0	0	2	0	1	0	0	0	2	Eisenberg, Stephen	PT
CSIS-151A Intro to Computer Graphics																			
6858N		3.0	20	0	9	0	0	0	0	0	4	0	7	0	0	0	3	Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																			
6859		3.0	21	0	8	0	1	1	1	0	0	3	5	2	0	0	3	Cudahy, Kathleen	PT
6861		3.0	15	0	10	0	0	0	0	0	1	0	3	1	0	0	7	Dean, Donald	PT
Course Total			36	0	18	0	1	1	1	0	1	3	8	3	0	0	10		
CSIS-160 Intro/Video Game Development																			
6863		3.0	20	0	11	0	0	6	0	0	1	2	0	0	0	0	5	Cornish, Paul	PT
CSIS-172 Intro Microcomputer Applicatns																			
6864	8	2.0	4	0	1	0	0	1	0	0	1	0	1	0	0	0	Kellenberger, Fred	PT
CSIS-175 Computerized Acct Application																			
6866		2.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	Gillespie, Barbara	
6867		2.0	3	0	1	0	0	1	0	0	0	1	0	0	0	0	1	Gillespie, Barbara	
Course Total			4	0	2	0	0	1	0	0	0	1	0	0	0	0	1		
CSIS-190 Digital Multimedia I																			
9880N		4.0	6	0	5	0	0	0	0	0	0	0	1	0	0	0	1	Caligiuri, Robert	PT
CSIS-293 Intro to Java Programming																			
6875		4.0	18	0	4	0	0	2	0	0	3	2	7	0	0	0	8	Qualls, Michael	XP
6876		4.0	6	0	1	0	0	2	0	0	0	0	3	0	0	0	12	Qualls, Michael	
Course Total			24	0	5	0	0	4	0	0	3	2	10	0	0	0	20		
CSIS-296 Intro to C++ Programming																			
6877		4.0	13	0	3	0	0	5	0	0	3	0	2	0	0	0	2	Hotz, James	
CSIS-297 Intermediate C++ Programming																			
6878N		4.0	14	0	5	0	0	3	0	0	1	1	1	0	0	0	11	Staklanakis, George	PT
Subject Total			781	5	251	1	8	176	6	1	124	45	136	13	5	0	230		

Grade Distribution by Division
School: Grossmont College – Term: 2010FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
2594		1.0	2	0	0	0	0	0	0	0	0	0	0	2	0	0	3	Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																			
2595		1.0	5	0	0	0	0	0	0	0	0	0	0	3	2	0	3	Thomas, Sosha	PT
CSIS-100 Basic Keyboarding																			
2597		1.0	22	0	10	0	0	5	0	0	0	0	7	0	0	0	6	Anspach, Kathleen	PT
CSIS-105 Introduction to Computing																			
2600		3.0	26	0	9	0	0	7	1	0	4	4	1	0	0	0	5	Smith, Barbara	PT
2601		3.0	19	0	5	0	0	1	0	0	2	7	4	0	0	0	10	Smith, Barbara	PT
Course Total			45	0	14	0	0	8	1	0	6	11	5	0	0	0	15		
CSIS-110 Principles/Information Systems																			
2603		4.0	26	0	6	0	0	8	0	0	6	1	5	0	0	0	4	Guzman, J	PT
2604		4.0	29	0	14	0	0	10	8	0	3	1	1	0	0	0	2	Dockter, Donna	PT
2605N		4.0	30	1	6	2	0	5	5	3	5	0	2	1	0	0	3	Quinn, Clifton	
2606		4.0	31	0	12	0	0	12	0	0	3	3	1	0	0	0	2	Norman, Ronald	XP
2607		4.0	28	0	7	0	0	13	0	0	4	3	1	0	0	0	7	Norman, Ronald	
2609N		4.0	33	0	14	0	0	7	0	0	5	3	4	0	0	0	1	Harrisburg, Thomas	PT
2610		4.0	23	0	7	1	1	3	2	3	5	0	1	0	0	0	3	Quinn, Clifton	
2611		4.0	10	0	2	2	0	0	0	0	2	1	3	0	0	0	15	Gelb, Janet	
2612		4.0	26	0	3	1	0	10	0	0	8	3	0	0	0	0	4	Hotz, James	
2613		4.0	26	0	7	0	0	9	0	1	5	3	1	0	0	0	5	Hotz, James	
4856		4.0	22	0	6	0	0	7	0	0	6	0	3	0	0	0	2	Kellenberger, Fred	PT
4857		4.0	22	0	13	0	0	5	0	0	1	0	3	0	0	0	11	Harrisburg, Thomas	PT
Course Total			306	1	97	6	1	89	7	7	53	18	25	1	0	0	59		
CSIS-112 Windows Operating Systems																			
2614		3.0	17	0	5	0	0	6	0	0	5	0	1	0	0	0	10	Norman, Ronald	
2615		3.0	20	0	4	0	0	9	0	0	3	4	0	0	0	0	6	Norman, Ronald	
Course Total			37	0	9	0	0	15	0	0	8	4	1	0	0	0	16		
CSIS-113 Introduction to UNIX																			
2616		3.0	22	0	11	0	0	6	0	0	3	0	2	0	0	0	4	Staklanakis, George	PT
CSIS-114 Small Computer Systems																			
2617N		3.0	18	0	4	0	0	5	0	0	5	2	2	0	0	0	5	Umbarger, Kenneth	PT
CSIS-119 Program Design and Development																			
2618		3.0	22	0	5	0	0	8	0	0	4	4	1	0	0	0	3	Norman, Ronald	
2619		3.0	19	0	7	0	0	6	0	0	4	1	1	0	0	0	9	Qualls, Michael	
Course Total			41	0	12	0	0	14	0	0	8	5	2	0	0	0	12		
CSIS-120 Comprehnsive Word Level I																			
2582		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra	PT
CSIS-121 Comprehnsive Word Level II																			
2583		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana	PT
CSIS-122 Comprehnsive Word Level III																			
2584		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana	PT

Grade Distribution by Division
School: Grossmont College – Term: 2010FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-123 Comprehnsive Excel Level I																			
2585		1.0	3	0	2	0	0	0	0	0	0	0	1	0	0	0	4	Lee, Jolene	PT
CSIS-124 Comprehnsive Excel Level II																			
2586		1.0	4	0	2	0	0	0	0	0	0	0	2	0	0	0	1	Sikes, Sandra	PT
CSIS-125 Comprehnsive Excel Level III																			
2587		1.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	Sikes, Sandra	PT
CSIS-126 Comprehnsive Access Level I																			
2588		1.0	2	0	1	0	0	1	0	0	0	0	0	0	0	0	1	McManus, Illyana	PT
CSIS-129 Comprehnsive Powerpoint Level I																			
2591		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	4	Sikes, Sandra	PT
CSIS-130 Comprhnsive Powerpoint Level II																			
2592		1.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	4	Sikes, Sandra	PT
CSIS-132 Web Development Fundamentals																			
2620		3.0	13	6	1	0	0	1	0	0	1	1	1	0	0	0	6	Flores, Karl	PT
CSIS-135 Javascript Programming																			
2622		3.0	12	0	5	0	1	0	1	1	0	0	4	0	0	0	5	Wilson, Michael	PT
CSIS-137 Web Animation																			
2623N		3.0	12	0	4	0	0	3	0	0	2	2	1	0	0	0	10	Sandroni, Augusto	PT
CSIS-142 Introduction to Networking																			
2625	8	2.0	20	0	1	1	1	5	0	0	5	1	6	0	0	0	9	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
2626	8	2.0	14	0	1	0	2	3	0	0	3	0	3	0	0	0	9	Gelb, Janet	
CSIS-151A Intro to Computer Graphics																			
2630N		3.0	15	0	12	0	0	0	0	0	0	0	3	0	0	0	5	Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																			
2631		3.0	18	0	5	3	0	4	1	0	3	0	0	2	0	0	3	Cudahy, Kathleen	PT
CSIS-160 Intro/Video Game Development																			
2635		3.0	19	0	14	0	0	4	0	0	1	0	0	0	0	0	5	Cornish, Paul	PT
CSIS-165 Assembly Lang/Machine Architec																			
2636		4.0	13	0	3	0	0	0	0	1	2	3	4	0	0	0	3	Hotz, James	
CSIS-172 Intro Microcomputer Applicatns																			
2637	8	2.0	3	0	1	0	0	0	0	0	1	0	1	0	0	0	0	Kellenberger, Fred	PT
CSIS-176 Computerized Acct Applications																			
4843		2.0	2	0	1	0	0	0	0	0	0	0	1	0	0	0	1	Gillespie, Barbara	
CSIS-190 Digital Multimedia I																			
2641N		4.0	7	0	6	0	0	0	0	0	0	1	0	0	0	0	1	Caligiuri, Robert	PT
CSIS-250 Information Security																			
2645		3.0	8	0	1	0	0	2	0	0	2	1	2	0	0	0	4	Mehlhoff, David	PT
CSIS-281 Directed Work Exp in CSIS																			
2647		2.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	Gelb, Janet	XP
CSIS-293 Intro to Java Programming																			
2648		4.0	21	0	5	0	0	6	0	0	6	2	2	0	0	0	5	Qualls, Michael	XP
2649		4.0	12	0	4	0	0	1	0	0	2	2	2	0	0	0	11	Qualls, Michael	
Course Total			33	0	9	0	0	7	0	0	8	4	4	0	0	0	16		
CSIS-294 Intermed Java Prog/Data Struct																			
2650		4.0	24	0	14	0	0	6	0	0	1	2	1	0	0	0	0	Qualls, Michael	
CSIS-295 Intro to C++ Programming																			
2651		4.0	19	0	10	0	0	4	0	0	4	0	0	1	0	0	2	Staklanakis, George	PT
Subject Total			751	9	260	10	5	185	18	9	117	55	76	9	2	0	219		

Grade Distribution by Division
School: Grossmont College – Term: 2011SP – Division: G01 – Subject: CSIS – Course: All Courses

Section (N=Night, **=Not Valid for ADA)	B.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
CSIS-096 Computer Basics for the Office																		
6809		1.0	4	0	0	0	0	0	0	0	0	0	0	0	3	1	0	Thomas, Sosha PT
CSIS-097 Windows Basics for the Office																		
6810		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	3	Thomas, Sosha PT
CSIS-100 Basic Keyboarding																		
6813		1.0	17	0	10	0	0	4	0	0	1	0	2	0	0	0	14	Anspach, Kathleen PT
CSIS-105 Introduction to Computing																		
6816		3.0	16	0	4	0	0	3	1	0	6	1	1	0	0	0	5	Smith, Barbara PT
6817		3.0	17	0	3	1	1	2	1	0	3	3	3	0	0	0	7	Smith, Barbara PT
Course Total			33	0	7	1	1	5	2	0	9	4	4	0	0	0	13	
CSIS-110 Principles/Information Systems																		
6074N		4.0	28	0	11	0	0	4	0	0	5	0	5	0	0	0	6	Wilson, Michael PT
6818		4.0	19	3	5	0	0	3	0	1	0	1	6	0	0	0	5	Guzman, J PT
6819		4.0	27	0	15	0	0	4	0	0	5	2	1	0	0	0	4	Doelter, Donna PT
6820		4.0	28	0	11	0	0	10	0	0	2	2	3	0	0	0	3	Quals, Michael
6821		4.0	21	1	4	0	1	3	2	4	3	2	1	0	0	0	8	Qunn, Clifton
6822		4.0	30	0	13	0	0	4	0	0	6	2	4	0	1	0	2	Trzos, Thomas PT
6823		4.0	23	0	1	2	3	2	1	1	8	1	4	0	0	0	5	Qunn, Clifton
6824		4.0	26	0	7	0	0	13	0	0	3	2	1	0	0	0	3	Norman, Ronald
6827N		4.0	24	0	18	0	0	3	0	0	1	0	1	1	0	0	5	Harrisburg, Thomas PT
6828		4.0	25	0	1	0	7	2	1	1	5	3	5	0	0	0	10	Gelb, Janet
6829		4.0	19	0	3	0	0	8	0	0	6	2	0	0	0	0	5	Hotz, James
6830		4.0	25	0	2	1	8	7	1	0	8	4	2	0	0	0	1	Hotz, James
8906		4.0	20	0	4	0	0	4	0	0	8	0	4	0	0	0	6	Kellenberger, Fred PT
Course Total			315	4	95	3	11	67	5	7	60	21	40	1	1	0	63	
CSIS-112 Windows Operating Systems																		
6831		3.0	23	0	3	0	0	5	0	0	9	2	4	0	0	0	3	Norman, Ronald XP
6832		3.0	20	0	5	0	0	5	0	0	4	1	5	0	0	0	4	Norman, Ronald XP
Course Total			43	0	8	0	0	10	0	0	13	3	9	0	0	0	7	
CSIS-113 Introduction to Unix																		
6833		3.0	19	0	5	4	5	2	0	2	0	0	1	0	0	0	3	Stakanalls, George PT
CSIS-114 Small Computer Systems																		
6834N		3.0	12	0	5	0	0	5	0	0	0	0	2	0	0	0	8	Waters, James PT
CSIS-115C Intro to VB/C# Programming																		
6835N		4.0	20	0	7	0	0	9	0	0	1	0	3	0	0	0	4	Norman, Ronald
CSIS-119 Program Design & Development																		
0134		3.0	24	0	10	0	0	5	0	0	6	1	2	0	0	0	3	Norman, Ronald
6836		3.0	20	0	5	0	0	4	0	0	6	1	4	0	0	0	5	Norman, Ronald
6837		3.0	17	0	7	0	0	2	0	0	4	1	3	0	0	0	4	Quals, Michael
Course Total			61	0	22	0	0	11	0	0	16	3	9	0	0	0	12	
CSIS-120 Comprehensive Word Level I																		
6838		1.0	2	0	1	0	0	0	0	1	0	0	0	0	0	0	1	Sikes, Sandra PT
CSIS-121 Comprehensive Word Level II																		
6839		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra PT

Grade Distribution by Division
School: Grossmont College – Term: 2011SP – Division: G01 – Subject: CSIS – Course: All Courses

Section (N=Night, **=Not Valid for ADA)	B.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor
CSIS-122 Comprehensive Word Level III																		
6840		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Sikes, Sandra PT
CSIS-123 Comprehensive Excel Level I																		
6841		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Lee, Jolene PT
CSIS-124 Comprehensive Excel Level II																		
6842		1.0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	McManus, Illyana PT
CSIS-125 Comprehensive Excel Level III																		
6843		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana PT
CSIS-127 Comprehensive Access Level II																		
6845		1.0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	McManus, Illyana PT
CSIS-129 Comprehensive Powerpoint Level I																		
6847		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra PT
CSIS-132 Web Development Fundamentals																		
6850		3.0	7	5	0	0	0	0	0	0	0	0	2	0	0	0	9	Flores, Karl PT
CSIS-133 Web Development Tools																		
6851		4.0	6	0	1	0	0	3	0	0	1	1	2	0	0	0	10	Eisenberg, Stephen PT
CSIS-140 Intro to LAN Management																		
2054N		4.0	13	0	5	0	0	2	0	0	3	1	2	0	0	0	4	Umbarger, Kenneth PT
CSIS-142 Introduction to Networking																		
6854	8	2.0	17	0	1	1	0	3	0	0	6	1	6	0	0	0	6	Gelb, Janet
CSIS-143 Intro to Local Area Networks																		
6855	8	2.0	11	0	3	0	0	0	0	0	1	0	7	0	0	0	15	Gelb, Janet
CSIS-144 Wide Area Networks																		
9781N	8	2.0	13	0	1	0	0	6	0	0	4	2	0	0	0	0	8	Umbarger, Kenneth PT
CSIS-145 Introduction to TCP/IP																		
6857N	8	2.0	10	0	5	0	0	4	0	0	0	1	0	0	0	0	7	Umbarger, Kenneth PT
CSIS-147 Internet Marketing																		
9782		3.0	10	0	3	0	0	2	0	0	2	1	2	0	0	0	7	Eisenberg, Stephen PT
CSIS-151D Intro to Computer Graphics																		
6859		3.0	18	0	9	3	2	0	0	0	2	0	2	0	0	0	4	Cudahy, Kathleen PT
6861		3.0	14	0	10	0	0	0	0	0	2	0	1	0	0	0	7	Dean, Donald PT
Course Total			32	0	19	3	2	0	0	0	4	0	3	0	0	0	11	
CSIS-160 Intro/Video Game Development																		
6863		3.0	23	0	11	0	0	10	0	0	2	0	0	0	0	0	3	Cornish, Paul PT
CSIS-172 Intro Microcomputer Applications																		
6864	8	2.0	2	0	1	0	0	0	0	0	0	1	0	0	0	0	9	Kellenberger, Fred PT
CSIS-175 Computerized Acct Application																		
6867		2.0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	5	Gillespie, Barbara
CSIS-190 Digital Multimedia I																		
9680N		4.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	1	Caligiuri, Robert PT
CSIS-293 Intro to Java Programming																		
6875		4.0	21	0	7	0	0	6	0	0	5	1	2	0	0	0	2	Quals, Michael XP
6876		4.0	13	0	5	0	0	5	0	0	3	0	0	0	0	0	8	Quals, Michael
Course Total			34	0	12	0	0	11	0	0	8	1	2	0	0	0	10	
CSIS-296 Intro to C++ Programming																		
6877		4.0	13	0	6	1	1	2	2	1	0	0	0	0	0	0	3	Hotz, James
CSIS-297 Intermediate C++ Programming																		
6879N		4.0	22	0	4	1	1	7	2	1	3	1	1	1	0	0	2	Stakanalls, George PT
Subject Total			750	9	236	14	21	165	11	12	134	41	98	6	2	0	235	

Grade Distribution by Division
School: Grossmont College – Term: 2011FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																		
2594		1.0	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																		
2595		1.0	3	0	0	0	0	0	0	0	0	0	0	3	0	0	4	Thomas, Sosha	PT
CSIS-100 Basic Keyboarding																		
2597		1.0	4	0	3	0	0	1	0	0	0	0	0	0	0	0	2	Anspach, Kathleen	PT
8675		1.0	4	0	2	1	0	0	0	0	0	0	0	1	0	0	3	Bryan, Ann	PT
Course Total			8	0	5	1	0	1	0	0	0	0	0	1	0	0	5		
CSIS-105 Introduction to Computing																		
2600		3.0	19	0	3	0	0	8	1	1	4	2	0	0	0	0	2	Smith, Barbara	PT
2601		3.0	25	0	6	2	0	5	0	0	7	3	1	1	0	0	4	Smith, Barbara	PT
Course Total			44	0	9	2	0	13	1	1	11	5	1	1	0	0	6		
CSIS-110 Principles/Information Systems																		
2603		4.0	24	0	13	0	0	5	0	0	3	1	2	0	0	0	2	Guzman, J	PT
2604		4.0	34	0	18	0	0	10	0	0	5	0	1	0	0	0	2	Dockter, Donna	PT
2605		4.0	26	1	5	2	5	3	1	2	6	1	1	0	0	0	6	Quinn, Clifton	
2606		4.0	29	0	8	0	0	13	0	0	3	1	4	0	0	0	3	Dockter, Donna	PT
2607		4.0	28	0	14	0	0	8	0	0	5	0	1	0	0	0	7	Norman, Ronald	
2609N		4.0	32	0	10	0	0	13	0	0	7	1	1	0	0	0	4	Harrisburg, Thomas	PT
2611		4.0	8	2	0	0	1	0	1	0	1	2	1	0	0	0	20	Gelb, Janet	
2612		4.0	18	0	2	1	0	7	0	0	4	3	1	0	0	0	7	Hotz, James	
2613		4.0	14	0	3	3	1	3	0	1	2	0	1	0	0	0	7	Hotz, James	
4866		4.0	22	0	3	0	0	6	0	2	7	1	1	0	0	0	4	Kellenberger, Fred	PT
4867		4.0	26	1	4	3	1	4	3	2	4	2	2	0	0	0	11	Quinn, Clifton	
8648		4.0	14	3	2	0	0	1	0	1	3	2	2	0	0	0	15	Gelb, Janet	XP
Course Total			275	7	82	9	8	75	5	8	49	14	18	0	0	0	88		
CSIS-112 Windows Operating Systems																		
2614		3.0	25	0	9	0	0	8	0	0	3	3	5	0	0	0	7	Norman, Ronald	
2615		3.0	23	0	6	0	0	6	0	0	5	2	1	0	0	0	5	Norman, Ronald	
Course Total			48	0	15	0	0	14	0	0	8	5	6	0	0	0	12		
CSIS-113 Introduction to UNIX																		
2616		3.0	12	0	1	5	3	1	0	0	1	0	1	0	0	0	8	Stallanakis, George	PT
CSIS-114 Small Computer Systems																		
2617N		3.0	22	0	2	0	0	9	0	0	6	3	2	0	0	0	3	Walters, James	PT
CSIS-119 Intro to Computer Programming																		
2618		3.0	24	0	5	0	0	5	0	0	8	4	2	0	0	0	3	Norman, Ronald	
2619		3.0	21	0	8	0	0	5	0	0	3	1	3	0	1	0	4	Qualls, Michael	
8671		3.0	23	0	7	0	0	8	0	0	5	0	3	0	0	0	2	Norman, Ronald	
Course Total			68	0	20	0	0	18	0	0	16	5	8	0	1	0	9		
CSIS-120 Comprehensive Word Level I																		
2582		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Sikes, Sandra	PT
CSIS-121 Comprehensive Word Level II																		
2583		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Sikes, Sandra	PT
CSIS-123 Comprehensive Excel Level I																		
2585		1.0	2	0	0	0	0	1	0	0	1	0	0	0	0	0	0	Lee, Jolene	PT

Grade Distribution by Division
School: Grossmont College – Term: 2011FA – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-124 Comprehensive Excel Level II																		
2586		1.0	3	0	2	0	0	0	0	0	0	0	1	0	0	0	0	Lee, Jolene	PT
CSIS-126 Comprehensive Access Level I																		
2588		1.0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	McManus, Illyana	PT
CSIS-127 Comprehensive Access Level II																		
2589		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana	PT
CSIS-128 Comprehensive Access Level III																		
2590		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	McManus, Illyana	PT
CSIS-129 Comprehensive Powerpoint Level I																		
2591		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Doherty, Marian	PT
CSIS-130 Comprhensve Powerpoint Level II																		
2592		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	Doherty, Marian	PT
CSIS-132 Web Development Fundamentals																		
2620		3.0	17	2	3	2	0	4	1	0	1	1	1	2	0	0	10	Quinn, Clifton	
CSIS-135 Javascript Programming																		
2622		3.0	14	0	6	1	0	1	1	0	0	1	4	0	0	0	8	Wilson, Michael	PT
CSIS-137 Introduction to Flash																		
2623N		3.0	14	0	7	0	0	3	0	0	1	0	3	0	0	0	7	Sandroni, Augusto	PT
CSIS-142 Introduction to Networking																		
2625	8	2.0	18	0	2	0	1	3	1	0	3	0	8	0	0	0	8	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																		
2626	8	2.0	11	0	1	0	1	1	0	0	1	2	5	0	0	0	17	Gelb, Janet	
CSIS-144 Wide Area Networks																		
8486N	8	2.0	9	0	2	0	0	2	0	0	2	0	2	1	0	0	6	Umbarger, Kenneth	PT
CSIS-145 Introduction to TCP/IP																		
8487N	8	2.0	8	0	3	0	0	1	0	0	2	1	1	0	0	0	5	Umbarger, Kenneth	PT
CSIS-151A Intro to Computer Graphics																		
2630N		3.0	18	0	10	0	0	5	0	0	0	0	1	0	0	0	6	Dean, Donald	PT
CSIS-151D Intro to Computer Graphics																		
2631		3.0	18	0	7	1	5	0	0	0	2	1	1	1	0	0	4	Cudahy, Kathleen	PT
CSIS-160 Intro/Video Game Development																		
2635		3.0	20	0	10	0	0	7	0	0	3	0	0	0	0	0	5	Cornish, Paul	PT
CSIS-172 Intro Microcomputer Applicatns																		
2637	8	2.0	2	0	0	0	0	0	0	0	0	1	1	0	0	0	2	Kellenberger, Fred	PT
CSIS-176 Computerized Acct Application																		
2639		2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	Gillespie, Barbara	
4843		2.0	3	0	1	0	0	0	0	0	1	0	1	0	0	0	2	Gillespie, Barbara	
Course Total			3	0	1	0	0	0	0	0	1	0	1	0	0	0	3		
CSIS-190 Digital Multimedia I																		
2641N		4.0	10	0	7	0	0	1	0	0	2	0	0	0	0	0	1	Caligiuri, Robert	PT
CSIS-281 Directed Work Exp in CSIS																		
2647		2.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	1	Gelb, Janet	XP
CSIS-293 Intro to Java Programming																		
2648		4.0	24	0	5	0	0	10	0	0	1	1	7	0	0	0	2	Qualls, Michael	
2649		4.0	20	0	3	0	0	8	0	0	6	1	2	0	0	0	4	Qualls, Michael	
9003		4.0	24	0	5	0	0	2	0	0	8	2	7	0	0	0	6	Qualls, Michael	XP
Course Total			68	0	13	0	0	20	0	0	15	4	16	0	0	0	12		
CSIS-294 Intermed Java Prog/Data Struct																		
2650		4.0	23	0	10	0	0	7	0	0	3	1	1	1	0	0	1	Qualls, Michael	
CSIS-296 Intro to C++ Programming																		
2651		4.0	22	0	2	1	0	1	1	1	6	3	5	0	0	0	3	Hotz, James	
Subject Total			757	9	227	22	18	188	10	10	136	47	87	11	2	0	240		

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G01 -- Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
6809		1.0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2	Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																			
6810		1.0	3	0	0	0	0	0	0	0	0	0	0	1	2	0	0	Thomas, Sosha	PT
CSIS-100 Basic Keyboarding																			
6813		1.0	11	0	3	0	0	5	0	0	2	0	1	0	0	0	7	Anspach, Kathleen	PT
9132		1.0	3	0	0	1	2	0	0	0	0	0	0	0	0	0	1	Dixon, Donna	PT
Course Total			14	0	3	1	2	5	0	0	2	0	1	0	0	0	8		
CSIS-105 Introduction to Computing																			
6816		3.0	15	0	1	0	0	6	0	0	3	3	2	0	0	0	7	Smith, Barbara	PT
CSIS-110 Principles/Information Systems																			
6818		4.0	21	0	4	0	0	7	0	0	6	2	2	0	0	0	5	Guzman, J	PT
6819		4.0	32	0	10	0	0	16	0	0	6	0	0	0	0	0	1	Dockter, Donna	PT
6820		4.0	29	0	4	3	3	4	1	0	4	1	8	1	0	0	5	Wilson, Michael	PT
6821		4.0	33	0	5	4	0	8	2	0	7	2	5	0	0	0	3	Quinn, Clifton	
6822		4.0	30	0	14	0	0	7	0	0	5	1	2	0	1	0	3	Harrisburg, Thomas	PT
6823		4.0	28	1	5	2	2	6	2	1	7	2	0	0	0	0	6	Quinn, Clifton	
6824		4.0	30	0	15	0	0	7	0	0	4	0	4	0	0	0	2	Paine, Thomas	PT
6827N		4.0	28	0	6	0	0	9	0	0	4	2	7	0	0	0	4	Trzos, Thomas	PT
6828		4.0	18	0	3	0	0	2	1	1	1	4	6	0	0	0	12	Gelb, Janet	
6829		4.0	23	0	1	3	0	3	4	4	4	1	3	0	0	0	6	Hotz, James	
6830		4.0	20	0	1	0	0	3	1	0	7	6	2	0	0	0	6	Hotz, James	
8906		4.0	26	0	11	0	0	6	0	0	6	1	2	0	0	0	4	Kellenberger, Fred	PT
Course Total			318	1	79	12	5	78	11	6	61	22	41	1	1	0	57		
CSIS-112 Windows Operating Systems																			
6831		3.0	25	1	6	0	4	6	0	0	3	2	3	0	0	0	4	Norman, Ronald	
6832		3.0	25	3	8	0	4	5	0	0	5	0	0	0	0	0	4	Norman, Ronald	
Course Total			50	4	14	0	8	11	0	0	8	2	3	0	0	0	8		
CSIS-113 Introduction to Unix																			
6833		3.0	19	0	2	6	2	5	0	2	1	1	0	0	0	0	9	Sfakianakis, George	PT
CSIS-114 Small Computer Systems																			
6834N		3.0	25	0	8	0	0	4	0	0	6	2	5	0	0	0	2	Waters, James	PT
CSIS-119 Intro to Computer Programming																			
0134		3.0	20	0	9	1	0	5	0	0	4	0	1	0	0	0	3	Norman, Ronald	
6836		3.0	22	0	6	0	0	9	0	0	5	1	1	0	0	0	2	Norman, Ronald	
6837		3.0	16	0	9	0	0	2	0	0	1	0	2	2	0	0	6	Qualls, Michael	
Course Total			58	0	24	1	0	16	0	0	10	1	4	2	0	0	11		

Grade Distribution by Division
School: Grossmont College -- Term: 2012SP -- Division: G01 -- Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-128 Comprehnsive Access Level III																			
6846		1.0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa	PT
CSIS-132 Web Development Fundamentals																			
6850		3.0	15	0	6	0	2	2	0	1	0	1	2	0	1	0	6	Quinn, Clifton	
CSIS-133 Introduction to Dreamweaver																			
6851		4.0	14	0	4	0	0	3	0	0	2	2	3	0	0	0	5	Eisenberg, Stephen	PT
CSIS-140 Intro to LAN Management																			
2054N		4.0	19	0	6	0	0	3	0	0	6	3	1	0	0	0	6	Umbarger, Kenneth	PT
CSIS-142 Introduction to Networking																			
6854	8	2.0	17	0	3	0	0	1	0	0	2	2	8	0	1	0	8	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
6855	8	2.0	9	0	0	0	1	4	0	0	1	0	2	0	1	0	13	Gelb, Janet	
CSIS-151D Intro to Computer Graphics																			
6859		3.0	20	0	4	1	1	3	1	0	2	1	5	2	0	0	1	Cudahy, Kathleen	PT
CSIS-160 Intro/Video Game Development																			
6863		3.0	23	0	21	0	0	0	0	0	2	0	0	0	0	0	1	Cornish, Paul	PT
CSIS-176 Computerized Acct Application																			
6866		2.0	3	0	1	0	0	1	0	0	1	0	0	0	0	0	0	Gillespie, Barbara	
CSIS-290 Introduction to C# Programming																			
9223N		4.0	19	0	12	0	0	2	0	0	2	0	3	0	0	0	3	Norman, Ronald	
CSIS-293 Intro to Java Programming																			
6875		4.0	22	0	15	0	0	3	0	0	0	0	3	1	0	0	3	Qualls, Michael	XP
6876		4.0	12	0	6	0	0	3	0	0	0	0	3	0	0	0	9	Qualls, Michael	
9240		4.0	23	0	11	0	0	9	0	0	1	0	2	0	0	0	1	Qualls, Michael	
Course Total			57	0	32	0	0	15	0	0	1	0	8	1	0	0	13		
CSIS-296 Intro to C++ Programming																			
6877		4.0	17	0	3	3	2	0	2	0	4	0	3	0	0	0	3	Hotz, James	
CSIS-297 Intermediate C++ Programming																			
6878		4.0	20	0	1	3	2	6	1	1	4	1	1	0	0	0	4	Sfakianakis, George	PT
Subject Total			737	5	224	28	25	165	15	10	118	41	92	8	8	0	167		

Grade Distribution by Division
School: Grossmont College -- Term: 2012FA -- Division: G01 -- Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-006 Computer Basics for the Office																			
2594		1.0	3	0	0	0	0	0	0	0	0	0	3	0	0	1	Thomas, Sosha	PT
CSIS-097 Windows Basics for the Office																			
2595		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Thomas, Sosha	PT
CSIS-100 Basic Keyboarding																			
2597		1.0	8	0	4	0	0	3	0	0	1	0	0	0	0	0	3	Anspach, Kathleen	PT
8675		1.0	4	0	3	0	0	1	0	0	0	0	0	0	0	0	4	Pressnall, Mark	
Course Total			12	0	7	0	0	4	0	0	1	0	0	0	0	0	7		
CSIS-105 Introduction to Computing																			
2601		3.0	26	0	9	0	1	5	1	0	3	3	4	0	0	0	5	Smith, Barbara	PT
CSIS-110 Principles/Information Systems																			
2603		4.0	24	2	4	0	0	3	0	0	8	0	7	0	0	0	7	Guzman, J	PT
2604		4.0	31	0	10	0	0	17	0	0	3	1	0	0	0	0	1	Dockter, Donna	PT
2605		4.0	27	1	5	5	2	5	3	1	2	1	2	0	0	0	3	Quinn, Clifton	
2606		4.0	30	0	8	0	0	11	0	0	6	1	4	0	0	0	3	Harrisburg, Thomas	PT
2607		4.0	31	5	3	8	2	2	3	0	1	2	5	0	0	0	1	Arabo, Firas	PT
2609N		4.0	33	0	12	0	0	7	0	0	6	5	3	0	0	0	0	Trzos, Thomas	PT
2611		4.0	14	0	0	0	1	2	1	0	3	1	6	0	0	0	14	Gelb, Janet	
2612		4.0	21	0	2	0	0	8	0	0	5	3	3	0	0	0	5	Hotz, James	
2613		4.0	19	0	2	0	0	5	1	0	3	5	3	0	0	0	7	Hotz, James	
4866		4.0	27	0	4	1	2	11	0	0	6	2	1	0	0	0	3	Kellenberger, Fred	PT
4867		4.0	30	1	4	2	1	4	0	2	5	3	8	0	0	0	4	Quinn, Clifton	
Course Total			287	9	54	16	8	75	8	3	48	24	42	0	0	0	48		
CSIS-112 Windows Operating Systems																			
2614		3.0	22	0	5	0	0	5	0	0	7	1	4	0	0	0	3	Norman, Ronald	
2615		3.0	20	0	5	0	0	4	0	0	8	0	2	1	0	0	3	Norman, Ronald	
Course Total			42	0	10	0	0	9	0	0	15	1	6	1	0	0	6		
CSIS-113 Introduction to UNIX																			
2616		3.0	17	0	4	7	2	0	1	1	1	1	0	0	0	0	9	Sfakianakis, George	PT
CSIS-114 Small Computer Systems																			
2617		3.0	23	0	4	0	0	7	0	0	5	3	4	0	0	0	1	Paine, Thomas	PT
CSIS-119 Intro to Computer Programming																			
2618		3.0	21	0	5	0	0	6	0	0	4	2	4	0	0	0	2	Norman, Ronald	
2619		3.0	22	0	9	0	0	8	0	0	3	1	1	0	0	0	4	Norman, Ronald	
8671		3.0	23	0	11	0	0	7	0	0	4	0	1	0	0	0	1	Norman, Ronald	
Course Total			66	0	25	0	0	21	0	0	11	3	6	0	0	0	7		
CSIS-126 Comprehnsive Access Level I																			
2588		1.0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa	PT

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Grade Distribution by Division
School: Grossmont College – Term: 2012FA – Division: G01 – Subject: CSIS -- Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-127 Comprehnsive Access Level II																			
2589		1.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa	PT
CSIS-132 Web Development Fundamentals																			
2620		3.0	20	2	4	1	2	4	0	1	4	0	2	0	0	0	3	Quinn, Clifton	
CSIS-135 Javascript Programming																			
2622		3.0	15	4	1	2	0	1	0	1	2	2	2	0	0	0	8	Wilson, Michael	PT
CSIS-137 Introduction to Flash																			
2623N		3.0	15	0	2	0	0	6	0	0	2	2	3	0	0	0	6	Wilson, Michael	PT
CSIS-142 Introduction to Networking																			
2625	8	2.0	19	0	1	0	1	4	0	1	3	2	6	0	1	0	9	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
2626	8	2.0	13	0	2	0	0	2	0	0	3	0	5	0	1	0	2	Gelb, Janet	
CSIS-144 Wide Area Networks																			
8486N	8	2.0	6	0	1	0	0	4	0	0	1	0	0	0	0	0	0	Umbarger, Kenneth	PT
CSIS-145 Introduction to TCP/IP																			
8487N	8	2.0	10	0	4	0	0	2	0	0	2	1	1	0	0	0	0	Umbarger, Kenneth	PT
CSIS-151 Introduction to Photoshop																			
0455		3.0	20	0	11	3	1	2	1	0	1	0	1	0	0	0	3	Cudahy, Kathleen	PT
0456N		3.0	19	0	3	3	2	4	2	0	1	2	2	0	0	0	2	Cudahy, Kathleen	PT
Course Total			39	0	14	6	3	6	3	0	2	2	3	0	0	0	5		
CSIS-160 Intro/Video Game Development																			
2635		3.0	24	0	20	0	0	3	0	0	1	0	0	0	0	0	0	Cornish, Paul	PT
CSIS-172 Intro Microcomputer Applicatns																			
2637	8	2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	Kellenberger, Fred	PT
CSIS-176 Computerized Acct Application																			
2639		2.0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	Gillespie, Barbara	
CSIS-190 Digital Multimedia I																			
2641N		4.0	8	0	2	1	0	2	1	1	0	0	1	0	0	0	2	Renier, Toni	PT
CSIS-281 Directed Work Exp in CSIS																			
2647		2.0	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	Gelb, Janet	XP
CSIS-293 Intro to Java Programming																			
2648		4.0	15	0	8	0	0	3	0	0	2	0	2	0	0	0	6	Harrisburg, Thomas	PT
2649		4.0	16	0	5	3	0	4	1	1	0	1	1	0	0	0	4	Sfakianakis, George	PT
9003		4.0	15	1	6	0	1	2	0	0	4	0	1	0	0	0	6	Guzman, J	PT
Course Total			46	1	19	3	1	9	1	1	6	1	4	0	0	0	16		
CSIS-296 Intro to C++ Programming																			
2651		4.0	16	1	0	0	0	0	2	1	4	5	2	1	0	0	8	Hotz, James	
Subject Total			723	18	193	38	18	165	17	10	116	50	93	5	2	0	144		

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CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Grade Distribution by Division
School: Grossmont College – Term: 2013SP – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-096 Computer Basics for the Office																			
6809		1.0	6	0	0	0	0	0	0	0	0	0	0	6	0	0	2	Dixon, Donna	PT
CSIS-100 Basic Keyboarding																			
6813		1.0	6	0	2	0	0	3	0	0	1	0	0	0	0	0	4	Anspach, Kathleen	PT
9132		1.0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2	Pressnall, Mark	
Course Total			8	0	4	0	0	3	0	0	1	0	0	0	0	0	6		
CSIS-105 Introduction to Computing																			
1121		3.0	15	0	6	1	0	5	0	1	1	1	0	0	0	0	8	Smith, Barbara	PT
CSIS-110 Principles/Information Systems																			
1215		4.0	23	0	4	0	0	8	0	0	4	3	4	0	0	0	4	Carcioppolo, Joann	PT
6818		4.0	24	1	2	2	1	4	4	3	3	3	1	0	0	0	5	Patnaik, Monalisa	PT
6819		4.0	30	0	12	0	0	12	0	0	6	0	0	0	0	0	3	Dockter, Donna	PT
6820		4.0	29	0	15	1	0	5	0	0	4	2	2	0	0	0	3	Smith, Barbara	PT
6821		4.0	29	0	2	0	0	10	0	0	10	0	7	0	0	0	3	Wilson, Michael	PT
6822		4.0	32	0	5	0	0	12	0	0	11	1	3	0	0	0	0	Harrisburg, Thomas	PT
6824		4.0	26	3	10	5	1	3	1	0	1	1	1	0	0	0	9	Arabo, Firas	PT
6827N		4.0	26	0	2	2	1	5	5	2	4	3	2	0	0	0	5	Trzos, Thomas	PT
6828		4.0	15	0	0	0	1	4	1	0	1	1	7	0	0	0	13	Gelb, Janet	
6829		4.0	26	0	3	0	0	3	4	5	6	4	1	0	0	0	1	Hotz, James	
6830		4.0	21	0	1	1	1	4	1	0	8	2	5	0	0	0	3	Hotz, James	
8906		4.0	29	0	10	0	3	9	0	1	3	0	3	0	0	0	2	Kellenberger, Fred	PT
Course Total			310	4	66	11	8	79	16	11	59	20	38	0	0	0	51		
CSIS-112 Windows Operating System																			
1216		3.0	16	0	5	0	0	3	0	0	2	1	5	0	0	0	4	Norman, Ronald	
6831		3.0	21	0	4	0	0	6	0	0	6	2	3	0	0	0	4	Norman, Ronald	
6832		3.0	25	0	5	0	0	8	0	0	4	1	4	2	0	0	2	Norman, Ronald	
Course Total			62	0	14	0	0	18	0	0	12	4	12	2	0	0	10		
CSIS-113 Introduction to Unix																			
6833		3.0	13	0	2	3	0	3	1	1	0	0	2	0	1	0	8	Sfakianakis, George	PT
CSIS-114 Small Computer Systems																			
6834N		3.0	20	0	5	0	0	8	0	0	2	3	2	0	0	0	2	Waters, James	PT
CSIS-119 Intro to Computer Programming																			
0134		3.0	21	0	5	0	0	6	0	0	7	0	3	0	0	0	4	Norman, Ronald	
1119		3.0	8	0	4	0	0	1	0	0	1	0	2	0	0	0	11	Hotz, James	
6836		3.0	20	0	11	0	2	3	0	0	3	0	1	0	0	0	3	Norman, Ronald	
6837		3.0	15	0	5	0	0	4	0	0	2	0	4	0	0	0	4	Qualls, Michael	
Course Total			64	0	25	0	2	14	0	0	13	0	10	0	0	0	22		

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Grade Distribution by Division
School: Grossmont College – Term: 2013SP – Division: G01 – Subject: CSIS – Course: All Courses

Section N = Night ** = Not Valid for ADA	S.T. Wks	Hrs	Enrollment	A+	A	A-	B+	B	B-	C+	C	D	F	Pass	NoPass	Inc	W	Instructor	
CSIS-126 Comprehensive Access Level I																			
6844		1.0	2	1	0	0	0	0	0	0	0	0	1	0	0	0	0	Patnaik, Monalisa	PT
CSIS-127 Comprehensive Access Level II																			
6845		1.0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	Patnaik, Monalisa	PT
CSIS-132 Web Development Fundamentals																			
6850		3.0	13	0	4	0	0	4	0	0	0	1	4	0	0	0	3	Wilson, Michael	PT
CSIS-133 Introduction to Dreamweaver																			
6851		4.0	13	0	8	0	0	1	0	0	1	0	3	0	0	0	4	Eisenberg, Stephen	PT
CSIS-140 Intro to LAN Management																			
2054N		4.0	9	0	2	0	0	4	0	0	1	1	1	0	0	0	5	Umbarger, Kenneth	PT
CSIS-142 Introduction to Networking																			
6854	8	2.0	12	0	1	0	0	2	0	0	2	5	2	0	0	0	8	Gelb, Janet	
CSIS-143 Intro to Local Area Networks																			
6855	8	2.0	10	0	0	0	1	0	0	0	2	1	6	0	0	0	7	Gelb, Janet	
CSIS-151 Introduction to Photoshop																			
1336		3.0	20	0	7	4	2	0	0	0	4	0	3	0	0	0	0	Cudahy, Kathleen	PT
CSIS-152 Intro to 3D Animation Apps																			
1120		3.0	18	0	12	0	0	2	0	0	0	1	3	0	0	0	3	Comish, Paul	PT
CSIS-160 Intro/Video Game Development																			
6863		3.0	17	0	12	0	0	4	0	0	0	0	1	0	0	0	5	Comish, Paul	PT
CSIS-290 Introduction to C# Programming																			
9223N		4.0	19	0	9	0	0	3	0	0	2	1	4	0	0	0	3	Norman, Ronald	XP
CSIS-293 Intro to Java Programming																			
6875		4.0	21	0	13	0	0	6	0	0	1	0	1	0	0	0	5	Qualls, Michael	XP
6876		4.0	9	0	3	0	0	2	0	0	1	0	3	0	0	0	9	Qualls, Michael	
9240		4.0	21	0	6	0	0	4	0	0	2	3	6	0	0	0	3	Qualls, Michael	
Course Total			51	0	22	0	0	12	0	0	4	3	10	0	0	0	17		
CSIS-296 Intro to C++ Programming																			
6877		4.0	11	0	3	0	1	1	0	0	3	1	2	0	0	0	4	Hotz, James	
CSIS-297 Intermediate C++ Programming																			
6878		4.0	15	0	3	0	1	3	0	0	3	1	3	0	1	0	1	Sfakianakis, George	PT
Subject Total			709	6	205	19	15	166	17	13	110	43	105	8	2	0	169		

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APPENDIX 4 – Course-to-Program SLO Mapping Document

COURSE #	SLO #	Student Learning Outcomes (SLO)	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
CSIS 096	1	BOT TO ASSESS													
	2	BOT TO ASSESS													
	3	BOT TO ASSESS													
CSIS 097	1	BOT TO ASSESS													
	2	BOT TO ASSESS													
	3	BOT TO ASSESS													
CSIS 100	1	BOT TO ASSESS													
	2	BOT TO ASSESS													
	3	BOT TO ASSESS													
CSIS 101	1	BOT TO ASSESS													
	2	BOT TO ASSESS													
	3	BOT TO ASSESS													
CSIS 105	1	Analyze/Understand the requirements of a given problem						x							
	2	Develop an acceptable design solution						x							
	3	Implement a solution						x							
CSIS 110	1	Analyze/Understand the requirements of a given problem						x							
	2	Develop an acceptable design solution						x							
	3	Implement a solution						x							
CSIS 112	1	Assess the capability of a computer currently running an older version of the Windows Operating System and, if capable, install or upgrade the latest Windows Operating System on that computer		x											
	2	Customize the Windows Operating System's Graphical User Interface and navigate and experiment with its many features		x											
	3	Describe the best practices for the Windows Operating System's File Management system and create a file management structure that conforms to these best practices		x											
CSIS 113	1	Analyze/Understand the requirements of a given problem		x											
	2	Develop an acceptable design solution		x											
	3	Implement a solution		x											
CSIS 114	1	Analyze/Understand the requirements of a given problem						x							
	2	Develop an acceptable design solution						x							
	3	Implement a solution						x							

CSIS 119	1	Apply problem analysis best practices to create a solution design				x										
	2	Evaluate existing problem solution pseudocode or flowchart for correctness and revise it if incorrect.				x										
	3	Name, explain, create, compare and contrast the three best practice structures for computer programming (sequence, selection, iteration)				x										
CSIS 120	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 121	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 122	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 123	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 124	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 125	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 126	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 127	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														
CSIS 128	1	BOT TO ASSESS														
	2	BOT TO ASSESS														
	3	BOT TO ASSESS														

Course	#	Objective									
CSIS 129	1	BOT TO ASSESS									
	2	BOT TO ASSESS									
	3	BOT TO ASSESS									
CSIS 130	1	BOT TO ASSESS									
	2	BOT TO ASSESS									
	3	BOT TO ASSESS									
CSIS 131	1	BOT TO ASSESS									
	2	BOT TO ASSESS									
	3	BOT TO ASSESS									
CSIS 132	1	Analyze/Understand the requirements of a given problem						x			
	2	Develop an acceptable design solution						x			
	3	Implement a solution						x			
CSIS 133	1	Analyze/Understand the requirements of a given problem							x		
	2	Develop an acceptable design solution							x		
	3	Implement a solution							x		
CSIS 134	1	Analyze/Understand the requirements of a given problem									x
	2	Develop an acceptable design solution									x
	3	Implement a solution									x
CSIS 135	1	Analyze/Understand the requirements of a given problem					x				
	2	Develop an acceptable design solution					x				
	3	Implement a solution					x				
		WILL ASSESS WHEN OFFERED									
CSIS 136	1	Analyze/Understand the requirements of a given problem									x
	2	Develop an acceptable design solution									x
	3	Implement a solution									x
CSIS 137	1	Analyze/Understand the requirements of a given problem						x			
	2	Develop an acceptable design solution						x			
	3	Implement a solution						x			
CSIS 138	1	Analyze/Understand the requirements of a given problem									x
	2	Develop an acceptable design solution									x
	3	Implement a solution									x
CSIS 140	1	Analyze/Understand the requirements of a given problem						x			
	2	Develop an acceptable design solution						x			
	3	Implement a solution						x			

Course	#	Outcome													
CSIS 141	1	Analyze/Understand the requirements of a given problem							x						
	2	Develop an acceptable design solution							x						
	3	Implement a solution							x						
CSIS 142	1	Analyze/Understand the requirements of a given problem	x												
	2	Develop an acceptable design solution	x												
	3	Implement a solution	x												
CSIS 143	1	Analyze/Understand the requirements of a given problem		x											
	2	Develop an acceptable design solution		x											
	3	Implement a solution		x											
CSIS 144	1	Analyze/Understand the requirements of a given problem					x								
	2	Develop an acceptable design solution					x								
	3	Implement a solution					x								
CSIS 145	1	Analyze/Understand the requirements of a given problem				x									
	2	Develop an acceptable design solution				x									
	3	Implement a solution				x									
CSIS 146	1	Analyze/Understand the requirements of a given problem											x		
	2	Develop an acceptable design solution											x		
	3	Implement a solution											x		
CSIS 147	1	Analyze/Understand the requirements of a given problem											x		
	2	Develop an acceptable design solution											x		
	3	Implement a solution											x		
CSIS 151 A-D	1	Analyze/Understand the requirements of a given problem					x								
	2	Develop an acceptable design solution					x								
	3	Implement a solution					x								
CSIS 159	1	Analyze/Understand the requirements of a given problem								x			x		
	2	Develop an acceptable design solution								x			x		
	3	Implement a solution								x			x		
CSIS 160	1	Analyze/Understand the requirements of a given problem							x						
	2	Develop an acceptable design solution							x						
	3	Implement a solution							x						
CSIS 161	1	Analyze/Understand the requirements of a given problem								x					
	2	Develop an acceptable design solution								x					

Code	#	Outcome							
	3	Implement a solution						x	
		WILL ASSESS WHEN OFFERED							
CSIS 165	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 172	1	Analyze/Understand the requirements of a given problem					x		
	2	Develop an acceptable design solution					x		
	3	Implement a solution					x		
CSIS 173	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 174	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 175 A-D	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 176	1	BOT TO ASSESS							
	2	BOT TO ASSESS							
	3	BOT TO ASSESS							
CSIS 177	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 180	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
CSIS 190	1	Analyze/Understand the requirements of a given problem						x	
	2	Develop an acceptable design solution						x	
	3	Implement a solution						x	
CSIS 195 A-D	1	Analyze/Understand the requirements of a given problem							x
	2	Develop an acceptable design solution							x
	3	Implement a solution							x
		WILL ASSESS WHEN OFFERED							

CSIS	#	Outcome														
CSIS 199	1	Complete individual and/or group study, research, or projects in education														
	2	Participate in classroom discussions														
	3	Develop the skills necessary to work independently and in groups (including self-monitoring, time management, interpersonal skills, and resource acquisition).														
CSIS 213	1	Analyze/Understand the requirements of a given problem														x
	2	Develop an acceptable design solution														x
	3	Implement a solution														x
CSIS 220	1	Analyze/Understand the requirements of a given problem														x
	2	Develop an acceptable design solution														x
	3	Implement a solution														x
CSIS 221	1	Analyze/Understand the requirements of a given problem														x
	2	Develop an acceptable design solution														x
	3	Implement a solution														x
CSIS 251 A-D	1	Analyze/Understand the requirements of a given problem														x
	2	Develop an acceptable design solution														x
	3	Implement a solution														x
CSIS 260	1	AOJ TO ASSESS														
	2	AOJ TO ASSESS														
	3	AOJ TO ASSESS														
CSIS 270	1	Analyze/Understand the requirements of a given problem														X
	2	Develop an acceptable design solution														X
	3	Implement a solution														X
CSIS 274 A-D	1	Analyze/Understand the requirements of a given problem														X
	2	Develop an acceptable design solution														X
	3	Implement a solution														X
CSIS 275 A-D	1	Analyze/Understand the requirements of a given problem														X
	2	Develop an acceptable design solution														X
	3	Implement a solution														X
CSIS 276	1	Analyze/Understand the requirements of a given problem														X

Course	#	Outcome					
	2	Develop an acceptable design solution					X
	3	Implement a solution					X
CSIS 280	1	Complete resume and cover letter.					X
	2	Learn and demonstrate effective interview skills					X
CSIS 281	1	Select work related situation and execute a contract with the cooperating agency					X
	2	Demonstrate technical skills while working in the professional business environment					X
	3	Demonstrate appropriate course techniques for on-the-job-skills					X
CSIS 282	1	Select work related situation and execute a contract with the cooperating agency					X
	2	Demonstrate technical skills while working in the professional business environment					X
	3	Demonstrate appropriate course techniques for on-the-job-skills					X
CSIS 293	1	Analyze/Understand the requirements of a given problem			X		
	2	Develop an acceptable design solution			X		
	3	Implement a solution			X		
CSIS 294	1	Analyze/Understand the requirements of a given problem				X	
	2	Develop an acceptable design solution				X	
	3	Implement a solution				X	
CSIS 296	1	Analyze/Understand the requirements of a given problem			X		
	2	Develop an acceptable design solution			X		
	3	Implement a solution			X		
CSIS 297	1	Analyze/Understand the requirements of a given problem				X	
	2	Develop an acceptable design solution				X	
	3	Implement a solution				X	
CSIS 299	1	299A: Students will be able to define and analyze components of the discipline within a specialized topic of the discipline.					
	2	299B: Students will be able to define, analyze, and synthesize components of the discipline within a specialized topic of the discipline					

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

ANNUAL SLO REPORT¹—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-105			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)

¹ This document was adapted from templates provided by Skyline College.

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

	☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 11 (students) Mean/average = 82.0% Median = 84.5% These results are reasonable given that the number of customizations that can be done by the student are endless.	
Action Plan	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new

	lecture, etc.), such as:	etc.), such as:	lecture, etc.), such as:
	☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:
	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:
	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity
	☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites
	☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)
	☐ Revise the SLO	☐ Revise the SLO	☐ Revise the SLO
	☐ Unable to determine what should be done	☐ Unable to determine what should be done	☐ Unable to determine what should be done
	☐ Other (please describe):	☐ Other (please describe):	☐ Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring	☐ Fall OR ☒ Spring	☐ Fall OR ☒ Spring

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

ANNUAL SLO REPORT²—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-110	Year:2011	Year:211	Year:2011
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	⊠ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	⊠ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)

	☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☒ Capstone projects of final summative assessment (final exams, capstone projects, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 119 (students) Mean/average = 77.3% Median = 79.5% These results are reasonable given that the number of customizations that can be done by the student are endless.		
Action Plan	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO	☐ Conduct further assessment related to the issue and outcome	☐ Conduct further assessment related to the issue and outcome

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

☒ Conduct according to the schedule with no changes made to the assessment or SLO	☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:
☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	☒ Conduct according to the schedule with no changes made to the assessment or SLO
☐ Develop new methods of evaluating student work, such as:	☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:
☐ Plan purchase of new equipment or supplies needed for modified student work, such as:	☐ Develop new methods of evaluating student work, such as:
☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:
☐ Engage in professional development about best practices for this type of class/activity	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
☐ Revise the course sequence or prerequisites	☐ Engage in professional development about best practices for this type of class/activity
☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course sequence or prerequisites
☐ Revise the SLO	☐ Revise the course syllabus or outline (i.e. change in course topics)
☐ Unable to determine what should be done	☐ Revise the SLO
☐ Other (please describe):	☐ Unable to determine what should be done
	☐ Other (please describe):

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring Year: 2011	☐ Fall OR ☒ Spring Year: 211	☐ Fall OR ☒ Spring Year: 2011

ANNUAL SLO REPORT[3]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-112		
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Students will be able to customize the Windows Operating System's Graphical User Interface and navigate and experiment with its many features.	
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☐ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☐ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☐ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists

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[3] This document was adapted from templates provided by Skyline College.

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	☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the	Based on results of analysis of exam that focused on this SLO the results are: N = 14 (students) Mean/average = 73.0% Median = 77.5% These results are reasonable given that the number of customizations that can	

| assessment work, and if not, what needs to be revised? | be done by the student are endless. In addition, the course focuses on the Windows Vista operating system and 1) less than half of the students have this operating system on their own personal PCs at that time of the course, and 2) there were no Grossmont Tech mall computers with Windows Vista installed making it difficult for the students to get additional hands-on time beyond the classroom where we had Windows Vista installed. | |
| Action Plan | ☐Conduct further assessment related to the issue and outcome

☒Conduct according to the schedule with no changes made to the assessment or SLO

☐Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:

☐Develop new methods of evaluating student work, such as:

☐Plan purchase of new equipment or supplies needed for modified student activities, such as:

☐Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) | ☐Conduct further assessment related to the issue and outcome

☐Conduct according to the schedule with no changes made to the assessment or SLO

☐Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:

☐Develop new methods of evaluating student work, such as:

☐Plan purchase of new equipment or supplies needed for modified student activities, such as:

☐Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) |

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	☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):	☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):	☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring Year:2011	☐ Fall OR ☐ Spring Year:	☐ Fall OR ☐ Spring Year:

ANNUAL SLO REPORT[4]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-113		
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution

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[4] This document was adapted from templates provided by Skyline College.

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Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site			
	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):

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Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 9 (students) Mean/average = 81.2% Median = 83.6% These results are reasonable given that the number of customizations that can be done by the student are endless. In addition, the course focuses on the Linux operating system and 1) less than half of the students have this operating system on their own personal PCs at that time of the course, and 2) there were no Grossmont Tech mall computers with Linux installed. The student currently log in to a server where Linux has been installed sometimes making it difficult for the students to get additional hands-on time beyond the classroom.	
Action Plan	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____

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	Column 1	Column 2	Column 3
	☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:
	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:
	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
	☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity
	☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites
	☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)
	☐ Revise the SLO	☐ Revise the SLO	☐ Revise the SLO
	☐ Unable to determine what should be done	☐ Unable to determine what should be done	☐ Unable to determine what should be done
	☐ Other (please describe):	☐ Other (please describe):	☐ Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring Year:2011	☐ Fall OR ☒ Spring Year:211	☐ Fall OR ☒ Spring Year:2011

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ANNUAL SLO UPDATE – CSIS-119 SPRING 2011

Please fill out the form below on ALL Course-level SLOs you've assessed over the last 2 semesters. Please add additional rows if needed.

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to …)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for course improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for continuous program improvement)
CSIS 119 1. Analyze/Understand the requirements of a given problem 2. Develop an acceptable design solution 3. Implement a solution	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☐ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☐ Direct Observation of performances, structured practices or drills, ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS,	Based on results of analysis of exam that focused on this SLO the results are: N = 44 (students) Mean/average = 76.3% Median = 79.95% These results are reasonable given that the number of customizations that can be done by the student are endless.	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: ☐ Develop new methods of evaluating student work, such as: ☐ Engage in professional development about best	☐ Fall OR ☐ Spring Year:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Revise the course sequence or prerequisites ☒ No program action will be taken ☐ Other (please describe):

"clicker" mediated responses, etc.)

☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)

☐ Student Satisfaction Survey

☐ Other (please describe):

practices for this type of class/activity

☐ Revise the course syllabus or outline (i.e. change in course topics)

☐ Revise the SLO

☐ Other (please describe):

☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

☐ Assignments based on rubrics (essays/reports, projects, performance analysis)

☐ Assignments based on checklists

☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.

☐ Student Self-Assessments (reflective journals, surveys)

☐ Conduct further assessment related to the issue and outcome

☐ Conduct according to the schedule with no changes made to the assessment or SLO

☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:

_____

☐ Develop new methods of evaluating student work, such as:

_____

☐ Fall OR

☐ Spring

Year:

☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:

☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)

☐ Revise the course sequence or prerequisites

☐ No program action will be taken

☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)

☐ Assignments based on rubrics (essays/reports, projects, performance analysis)

☐ Assignments based on checklists

☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc.

☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)

☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)

☐ Student Satisfaction Survey

☐ Other (please describe):

☐ Conduct further assessment related to the issue and outcome

☐ Conduct according to the schedule with no changes made to the assessment or SLO

☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:

☐ Develop new methods of evaluating student work,

☐ Engage in professional development about best practices for this type of class/activity

☐ Revise the course syllabus or outline (i.e. change in course topics)

☐ Revise the SLO

☐ Other (please describe):

☐ Fall OR

☐ Spring

Year:

☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:

☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)

☐ Revise the course sequence or prerequisites

☐ Other (please describe):

	such as:		No program action will be taken
☐ Student Self-Assessments (reflective journals, surveys)	☐ Engage in professional development about best practices for this type of class/activity		☐ Other (please describe):
☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	☐ Revise the course syllabus or outline (i.e. change in course topics)		
☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.)	☐ Revise the SLO		
☐ Student Satisfaction Survey	☐ Other (please describe):		
☐ Other (please describe):			
☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes)	☐ Conduct further assessment related to the issue and outcome	☐ Fall OR	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:
☐ Assignments based on rubrics (essays/reports, projects, performance analysis)	☐ Conduct according to the schedule with no changes made to the assessment or SLO	☐ Spring	
☐ Assignments based on checklists	☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	Year:	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
☐ Direct Observation of performances, structured practices or drills,			

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practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Other (please describe):	☐ Develop new methods of evaluating student work, such as: ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Other (please describe):	☐ Revise the course sequence or prerequisites ☐ No program action will be taken ☐ Other (please describe):

ANNUAL SLO REPORT[5]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-135	

[5] This document was adapted from templates provided by Skyline College.

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SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	⊠ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ⊠ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ⊠ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	⊠ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ⊠ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ⊠ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ⊠ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):

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Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 17 (students) Mean/average = 73.4% Median = 75.1% These results are reasonable given that the numbers of customizations that can be done by the student are endless.	
Action Plan	☐Conduct further assessment related to the issue and outcome ☒Conduct according to the schedule with no changes made to the assessment or SLO ☐Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ ☐Develop new methods of evaluating student work, such as: _____ ☐Plan purchase of new equipment or supplies needed for modified student	☐Conduct further assessment related to the issue and outcome ☒Conduct according to the schedule with no changes made to the assessment or SLO ☐Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____ ☐Develop new methods of evaluating student work, such as: _____

	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites ☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring Year:211	☐ Fall OR ☒ Spring Year:2011

☐ Fall OR
☒ Spring
Year:2011

ANNUAL SLO REPORT[6]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

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[6] This document was adapted from templates provided by Skyline College.

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Course # CSIS-142			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☐ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☐ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey

	Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):	☐Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):	☐Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 21 (students) Mean/average = 81.3% Median = 84.7% These results are reasonable given that the number of customizations that can be done by the student are endless.		
Action Plan	☐Conduct further assessment related to the issue and outcome ☒Conduct according to the schedule with no changes made to the assessment or SLO ☐Use new or revised teaching methods (i.e. more use of group work, new	☐Conduct further assessment related to the issue and outcome ☒Conduct according to the schedule with no changes made to the assessment or SLO ☐Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: _____	☐Conduct further assessment related to the issue and outcome ☒Conduct according to the schedule with no changes made to the assessment or SLO ☐Use new or revised teaching methods (i.e. more use of group work, new

lecture, etc.), such as: ☐Develop new methods of evaluating student work, such as: ☐Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐Engage in professional development about best practices for this type of class/activity ☐Revise the course sequence or prerequisites ☐Revise the course syllabus or outline (i.e. change in course topics) ☐Revise the SLO ☐Unable to determine what should be done ☐Other (please describe):	lecture, etc.), such as: ☐Develop new methods of evaluating student work, such as: ☐Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐Engage in professional development about best practices for this type of class/activity ☐Revise the course sequence or prerequisites ☐Revise the course syllabus or outline (i.e. change in course topics) ☐Revise the SLO ☐Unable to determine what should be done ☐Other (please describe):	lecture, etc.), such as: ☐Develop new methods of evaluating student work, such as: ☐Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐Engage in professional development about best practices for this type of class/activity ☐Revise the course sequence or prerequisites ☐Revise the course syllabus or outline (i.e. change in course topics) ☐Revise the SLO ☐Unable to determine what should be done ☐Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐Fall OR ☒Spring	☐Fall OR ☒Spring

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	Year:2011	Year:211	Year:2011

ANNUAL SLO REPORT[7]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-151ABCD			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	☐ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)	☒ Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒ Assignments based on rubrics (essays/reports, projects, performance analysis) ☐ Assignments based on checklists ☒ Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐ Student Self-Assessments (reflective journals, surveys) ☐ Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.)

[7] This document was adapted from templates provided by Skyline College.

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	☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):	☒ Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐ Student Satisfaction Survey ☐ Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐ Other (please describe):
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed?) Did the assessment work, and if not, what needs to be revised?	Based on results of analysis of exam that focused on this SLO the results are: N = 14 (students) Mean/average = 73.0% Median = 76.4% These results are reasonable given that the numbers of customizations that can be done by the student are endless. In addition, the course focuses on the Adobe Photoshop and 1) less than half of the students have this application installed on their own personal PCs at that time of the course. There are limited number of computers in the Grossmont Tech mall with Photoshop installed sometimes making it difficult for the		

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Action Plan	students to get additional hands-on time beyond the classroom.			
		☐ Conduct further assessment related to the issue and outcome	☐ Conduct further assessment related to the issue and outcome	☐ Conduct further assessment related to the issue and outcome
		☒ Conduct according to the schedule with no changes made to the assessment or SLO	☒ Conduct according to the schedule with no changes made to the assessment or SLO	☒ Conduct according to the schedule with no changes made to the assessment or SLO
		☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:	☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as:
		☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:	☐ Develop new methods of evaluating student work, such as:
		☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:	☐ Plan purchase of new equipment or supplies needed for modified student activities, such as:
		☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)	☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.)
		☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity	☐ Engage in professional development about best practices for this type of class/activity
		☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites	☐ Revise the course sequence or prerequisites
		☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)	☐ Revise the course syllabus or outline (i.e. change in course topics)
			☐ Revise the SLO	

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	☐Revise the SLO ☐Unable to determine what should be done ☐Other (please describe):	☐Unable to determine what should be done ☐Other (please describe):	☐Revise the SLO ☐Unable to determine what should be done ☐Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐Fall OR ☒Spring Year:2011	☐Fall OR ☒Spring Year:211	☐Fall OR ☒Spring Year:2011

ANNUAL SLO REPORT[8]—please fill out the below form on ALL Course-level SLOs you've assessed over the last 2 semesters.

Course # CSIS-172			
SLO Assessed (please cut and paste the wording of the SLO into the appropriate cell)	Analyze/Understand the requirements of a given problem	Develop an acceptable design solution	Implement a solution
Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for	☒Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒Assignments based on rubrics (essays/reports, projects, performance analysis)	☐Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒Assignments based on rubrics (essays/reports, projects, performance analysis)	☒Item analysis of exams, quizzes, problem sets, etc. (items linked to specific outcomes) ☒Assignments based on rubrics (essays/reports, projects, performance analysis)

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[8] This document was adapted from templates provided by Skyline College.

assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	☐Assignments based on checklists ☒Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐Student Self-Assessments (reflective journals, surveys) ☐Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐Student Satisfaction Survey ☐Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):	☐Assignments based on checklists ☒Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐Student Self-Assessments (reflective journals, surveys) ☐Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐Student Satisfaction Survey ☐Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):	☐Assignments based on checklists ☒Direct Observation of performances, structured practices or drills, practical exams, small group work, etc. ☐Student Self-Assessments (reflective journals, surveys) ☐Classroom Assessment Techniques (CATS, "clicker" mediated responses, etc.) ☒Capstone projects of final summative assessment (final exams, capstone projects, portfolios, etc.) ☐Student Satisfaction Survey ☐Student/Administrative/ Instructional Service area Data Collection (for SSOs/ASOs/ISOs) ☐Other (please describe):	
Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were	Based on results of analysis of exam that focused on this SLO the results are: N = 22 (students) Mean/average = 80.6% Median = 81.9%		

revealed?) Did the assessment work, and if not, what needs to be revised?	These results are reasonable given that the numbers of customizations that can be done by the student are endless.		
Action Plan	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: ☐ Develop new methods of evaluating student work, such as: ☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: ☐ Develop new methods of evaluating student work, such as: ☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites	☐ Conduct further assessment related to the issue and outcome ☒ Conduct according to the schedule with no changes made to the assessment or SLO ☐ Use new or revised teaching methods (i.e. more use of group work, new lecture, etc.), such as: ☐ Develop new methods of evaluating student work, such as: ☐ Plan purchase of new equipment or supplies needed for modified student activities, such as: ☐ Make changes in staffing plans (i.e. modified job descriptions, requests for new positions, etc.) ☐ Engage in professional development about best practices for this type of class/activity ☐ Revise the course sequence or prerequisites

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☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):	☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):	☐ Revise the course syllabus or outline (i.e. change in course topics) ☐ Revise the SLO ☐ Unable to determine what should be done ☐ Other (please describe):
Semester when Next Assessment of this SLO Outcome will take place	☐ Fall OR ☒ Spring Year:2011	☐ Fall OR ☒ Spring Year:211	☐ Fall OR ☒ Spring Year:2011

ANNUAL SLO UPDATE: CSIS-293

Course # and SLO wording (ex. Hist 108(SLO 1) – Students will be able to ...)	Assessment Assignments and/or Instruments: Which were used to assess the SLO? (Department Chair should save any instruments used for assessment (rubrics, surveys, etc.) onto shared department drive or Blackboard site	Assessment Analysis (Please write a narrative on the following: What did you learn from the assessment of the outcomes? (i.e. In which areas did students excel? What issues and needs were revealed? Did the assessment work, and if not, what needs to be revised?	Course SLO Action Plan (please indicate how you will use these course assessment results and analysis for course improvement)	Semester when Next Assessment of this SLO will take place	Program Action Plan (please indicate how you will use these SLO assessment results and analysis for continuous program improvement)
CSIS 293 1.Analyze/Unders tand the	A capstone problem requiring analysis of an inheritance hierarchy, identification of	Based on results of analysis of problem solution that	Continue further assessment. Evaluate new		No program action will be taken.

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requirements of a given problem	focused on this SLO the results are:	methods of homework submittal and analysis.	Describe.
2. Develop an acceptable design solution	abstract classes and methods, development of a class design, and implementation using statements of logic, math, relational comparison, and run time comparison of objects. Evaluation of success was based on review and assessment of their solutions.	N = 55 (students) Mean/average = 72.0% Median = 77.5%	
3. Implement a solution		These results are reasonable given the breadth and preparation of the student cohort.	

APPENDIX 5 – Results of Student Survey

Grossmont College Program Review
Computer Science Information Systems Fall 2013
N = 317
Response Rate = 51.5%

Q1. What is your reason(s) for taking this class? (Check all that apply)

	Frequency	Percent
Required for major	180	57.0
General interest	124	39.2
Transfer	73	23.1
Improve job skills	70	22.2
Improve basic skills/college success (reading, writing, English, math, computer skills)	68	21.5
Prerequisite	53	16.8
General education requirement	42	13.3
Other	4	1.3

*Note: Since respondents are able to select more than one option, the total percent may not equal

100. Percentage is based on the total number of students responding to this item (i.e., 316).

Q1. What is your reason(s) for taking this class? (Check all that apply) (Other)

	Frequency
Explore IT-related subjects	1
Need for post graduate program	1
To gain a basic understanding of programming	1
Trying programming	1
Total	**4**

Q2. How did you find out about this class? (Check all that apply)

	Frequency	Percent
Class schedule or college catalog	229	72.7
Grossmont College counselor	91	28.9
Friend or family member	24	7.6
Other student recommendation	13	4.1
Instructor	9	2.9
Other	9	2.9
Grossmont College presentation or special event (teacher came to class; attended fair or campus activity)	2	.6
Work referral	2	.6
Public media (radio, TV, newspaper, ad)	1	.3

*Note: Since respondents are able to select more than one option, the total percent may not equal

100. Percentage is based on the total number of students responding to this item (i.e., 315).

Q2. How did you find out about this class? (Check all that apply) (Other)

	Frequency
Assist.org	2
Webadvisor	2
Flyer	1
Grossmont Middle College	1
Post graduate program	1
Research	1
Transfer paper	1
Total	**9**

Q3. How many courses have you taken in this department at Grossmont College (Including this current course and any repeated courses)

	Frequency	Percent
One	174	55.4
Two	56	17.8
Three	32	10.2
More than three	52	16.6
Total	**314**	**100.0**
No Response	3	
Total	317	

Q4. This class was delivered:

	Frequency	Percent
In a traditional classroom setting	155	50.3
As a hybrid (part in classroom/part online)	149	48.4
Online (100%)	4	1.3
Total	**308**	**100.0**
No Response	9	
Total	317	

Q5. Which lines of communication are made available to you by your instructor? (Check all that apply)

	Frequency	Percent
Email	287	92.0
Face to face	292	93.6
Telephone/voice mail	71	22.8
Other	8	2.6

*Note: Since respondents are able to select more than one option, the total percent may not equal

100. Percentage is based on the total number of students responding to this item (i.e., 312).

Q5. Which lines of communication are made available to you by your instructor? (Select all that apply) (Other)

	Frequency
Blackboard	5
Lab	2
SimNet tools	1
Total	**8**

Q6. Which lines of communication do you use most often when contacting your instructor?

	Frequency	Percent
Face to face	135	53.8
Email	116	46.2
Total	**251**	**100.0**
No Response	66	
Total	317	

Q7. Which line of communication do you prefer your instructor to use when responding to your messages?

	Frequency	Percent
Face to face	120	48.4
Email	128	51.6
Total	**248**	**100.0**
No Response	69	
Total	317	

Q8. Which of the following do you check most frequently for course information and/or messages?

	Frequency	Percent
Email	136	53.5
Blackboard Announcements	114	44.9
Voicemail	2	.8
Other	2	.8
Total	**254**	**100.0**
No Response	63	
Total	317	

Q8. Which of the following do you check most frequently for course information and/or

messages? (Other)

	Frequency
Professor's Website	2
Total	**2**

Q9. When I have questions or need to talk about course content or assignments, I usually meet/talk to my instructor:

	Frequency	Percent
Before or after my class meets	132	55.2
Via email	87	36.4
During office hours/appointment	16	6.7
Never (explain why)	3	1.3
Via telephone	1	.4
Total	**239**	**100.0**
No Response	78	
Total	317	

Q9. When I have questions or need to talk about
course content or assignments, I usually meet/talk
to my instructor: (never, explain why)

	Frequency
Because I feel that I can do it by myself	1
Don't really have questions	1
Don't understand anything from ch. 1	1
Total	**3**

Q10. Who else or what else do you turn to for extra help?

	Frequency	Percent
Textbook website	83	33.6
Friends who have taken the class	71	28.7
Other	55	22.3
Tutor/tutoring center	40	16.2
Total	**247**	**100.0**
No Response	70	
Total	317	

Q10. Who else or what else do you turn to for extra help? (Other)

	Frequency
Google/ Internet	36
Classmates	8
Teachers Assistant	5
Computer Science open lab	3
Coworkers	1
Home computer operating system	1
My father, he teaches programming at SDSU	1
Total	**55**

Q11. Which of the following course resources helped you learn the course material? (Check all that apply)

	Frequency	Percent
Textbook	214	68.8
Homework/Assignments	207	66.6
Lecture	206	66.2
Quizzes	99	31.8
Power Point slides	92	29.6
Course Blackboard site	80	25.7
Computer presentations	77	24.8
Group work in class	64	20.6
Handouts	42	13.5
Videos/DVDs	37	11.9
Study groups	23	7.4
Instructor website	22	7.1
Other	18	5.8

*Note: Since respondents are able to select more than one option, the total percent may not equal

100. Percentage is based on the total number of students responding to this item (i.e., 311).

Q11. Which of the following course resources helped you learn the course material? (Select all that apply) (Other)

	Frequency
Google/ Internet	12
Teachers Assistant	2
Blackboard	1
Friend	1
Projects	1
SimNet.com	1
Total	**18**

Q12A_1. Please indicate if you were required to use/or voluntarily used any of the

following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Required to Use	20	30.3
Voluntarily Used	46	69.7
Total	**66**	**100.0**
No Response	251	
Total	317	

Q12A_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Assessment & Testing Center)

	Frequency	Percent
Helpful	37	33.6
Not Helpful	73	66.4
Total	**110**	**100.0**
No Response	207	
Total	317	

Q12B_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Required to Use	7	13.2
Voluntarily Used	46	86.8
Total	**53**	**100.0**
No Response	264	
Total	317	

Q12B_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (English Writing Lab)

	Frequency	Percent
Helpful	41	33.1
Not Helpful	83	66.9
Total	**124**	**100.0**
No Response	193	
Total	317	

Q12C_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Required to Use	12	7.7
Voluntarily Used	143	92.3
Total	**155**	**100.0**
No Response	162	
Total	317	

Q12C_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tech Mall)

	Frequency	Percent
Helpful	118	84.3
Not Helpful	22	15.7
Total	**140**	**100.0**
No Response	177	
Total	317	

Q12D_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Required to Use	10	9.8
Voluntarily Used	92	90.2
Total	**102**	**100.0**
No Response	215	
Total	317	

Q12D_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Library - online resources)

	Frequency	Percent
Helpful	69	60.0
Not Helpful	46	40.0
Total	**115**	**100.0**
No Response	202	
Total	317	

Q12E_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Required to Use	7	7.6
Voluntarily Used	85	92.4
Total	**92**	**100.0**
No Response	225	
Total	317	

Q12E_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (On-campus Library)

	Frequency	Percent
Helpful	66	55.9
Not Helpful	52	44.1
Total	**118**	**100.0**
No Response	199	
Total	317	

Q12F_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Required to Use	1	1.6
Voluntarily Used	60	98.4
Total	**61**	**100.0**
No Response	256	
Total	317	

Q12F_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Math Study Center)

	Frequency	Percent
Helpful	42	36.2
Not Helpful	74	63.8
Total	**116**	**100.0**
No Response	201	
Total	317	

Q12G_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Required to Use	4	5.8
Voluntarily Used	65	94.2
Total	**69**	**100.0**
No Response	248	
Total	317	

Q12G_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Tutoring Center)

	Frequency	Percent
Helpful	54	46.6
Not Helpful	62	53.4
Total	**116**	**100.0**
No Response	201	
Total	317	

Q12H_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Required to Use	4	9.1
Voluntarily Used	40	90.9
Total	**44**	**100.0**
No Response	273	
Total	317	

Q12H_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (DSPS)

	Frequency	Percent
Helpful	39	35.1
Not Helpful	72	64.9
Total	**111**	**100.0**
No Response	206	
Total	317	

Q12I_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Required to Use	4	9.3
Voluntarily Used	39	90.7
Total	**43**	**100.0**
No Response	274	
Total	317	

Q12I_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (EOPS)

	Frequency	Percent
Helpful	37	33.6
Not Helpful	73	66.4
Total	**110**	**100.0**
No Response	207	
Total	317	

Q12J_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Required to Use	32	22.1
Voluntarily Used	113	77.9
Total	**145**	**100.0**
No Response	172	
Total	317	

Q12J_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Dept. Computer Labs)

	Frequency	Percent
Helpful	108	85.0
Not Helpful	19	15.0
Total	**127**	**100.0**
No Response	190	
Total	317	

Q12K_1. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Required to Use	9	13.8
Voluntarily Used	56	86.2
Total	**65**	**100.0**
No Response	252	
Total	317	

Q12K_2. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Blackboard Help Line)

	Frequency	Percent
Helpful	64	56.6
Not Helpful	49	43.4
Total	**113**	**100.0**
No Response	204	
Total	317	

Q12. Please indicate if you were required to use/or voluntarily used any of the following campus resources to assist you in completing this course. Also, did you find the resource helpful or not helpful? (Other - write in)

	Frequency
File Transfer Protocol (FTP) for PowerPoint (Required to use)	1
My programming lab (Required to use & Not Helpful)	1
Total	**2**

Q13. What I am learning/have learned in this class could be useful outside of the classroom for purposes other than achieving my academic goals.

	Frequency	Percent
Yes	292	96.4
No	11	3.6
Total	**303**	**100.0**
No Response	14	
Total	317	

APPENDIX 6 – Headcounts for Degrees and Certificates Awarded

Appendix 6 – Headcounts for Degrees and Certificates Awarded

Grossmont Summaries of Degrees (D) and Certificates (C)

Degree/Certificate Title	2006/2007		2007/2008		2008/2009		2009/2010		2010/2011		2011/2012		2012/2013		Degree Total	Certificate Total
	D	C	D	C	D	C	D	C	D	C	D	C	D	C		
Computer Programming	0	0	4	4	3	3	2	2	1	1	2	3	3	2	15	15
LAN Support Specialist	0	2	6	3	2	3	2	2	6	5	6	6	4	4	26	25
Small Computer Specialist	2	1	1	1	2	2	0	0	0	0	0	0	1	1	6	5
Web Design	0	0	0	0	0	0	0	0	0	0	0	0	2	4	2	4
Web Development	0	0	1	1	1	1	2	2	0	2	0	0	1	1	5	8
Web Master	1	2	1	1	1	1	0	0	0	0	0	1	0	0	3	4
Total	3	5	13	10	9	10	6	6	7	8	8	10	11	12	57	61

California Community Colleges Chancellor's Office

Program Awards Summary Report

	Annual 2006-2007	Annual 2007-2008	Annual 2008-2009	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013
Grossmont Total	14	23	22	16	16	19	23
Associate of Science (A.S.) degree	5	14	11	8	7	9	11
Certificate requiring 30 to < 60 semester units	9	9	11	6	7	8	8
Certificate requiring 18 to < 30 semester units				2	2	2	4

APPENDIX 7 – Organizations Represented on Advisory Committees

APPENDIX 7 – Organizations Represented on Advisory Committees

Academic Organizations
- University of California, San Diego
- University of San Diego
- San Diego State University
- California State University, San Marcos
- National University
- San Diego City College
- San Diego Mesa College
- Mira Costa College
- Southwestern College
- Cuyamaca College
- Palomar College

Government and Business Organizations
- San Diego Port District
- Zynga
- Razer
- X-treme Video
- ManPower
- AT & T
- BC Interactive

APPENDIX 8 – Sabbaticals, Conference, Workshop and Staff Development Activities

APPENDIX 8 – Sabbaticals, Conference, Workshop and Staff Development Activities

Name	Activity	Relevance
Ron Norman	I.T. Support – non-profit organizations	Incorporate into courses
Ron Norman	Personal Learning/Growth	Incorporate into courses
Mike Qualls	Personal Learning/Growth	Incorporate into courses
Clifton Quinn	Sabbatical focused on Web Development learning/experience	Incorporate into courses
Jim Hotz	Personal Learning/Growth	Incorporate into courses
Janet Gelb	Personal Learning/Growth	Incorporate into courses

APPENDIX 9 – Grossmont WSCH Analysis Report

APPENDIX 9 – Grossmont WSCH Analysis Report – CSIS Department

Total	Fall Semesters							Spring Semesters						
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	SP07	SP08	SP09	SP10	SP11	SP12	SP13
Total FTEF	12.2	12.2	12.87	11.87	10.06	10.53	9.55	11.9	11.6	12.23	11.28	11.15	9.72	10.32
Max WSCH	5244.5	6126.5	6295.0	5854.0	4998.0	5212.0	4777.0	6235.0	6213.0	6067.0	5309	5419	4767	4983
Max WSHC/FTEF	429.5	500.3	488.99	493.28	496.7	495.04	500.45	521.9	536.2	496.14	470.66	486.14	490.68	483.08
Max Enrollment	n/a	n/a	1361.0	1185.0	1017.0	1102.0	1008.0	n/a	n/a	1261.0	1138	1169	950	1022
Earned WSCH	4391.1	4390.5	4340.5	4778.0	4454.0	4635.0	4108.0	4524.5	4440.5	4501.5	4633	4469.5	4416	4195
Earned WSCH/FTEF	359.6	358.5	337.16	402.61	442.64	440.24	430.36	378.7	383.2	368.12	410.73	400.96	454.55	406.69
% of Max	83.7	71.7	68.95	81.62	89.12	88.93	86	72.6	71.5	74.2	87.27	82.48	92.64	84.19

Department Efficiency: Earned WSCH/FTEF

Department Efficiency: % Maximum Enrollment
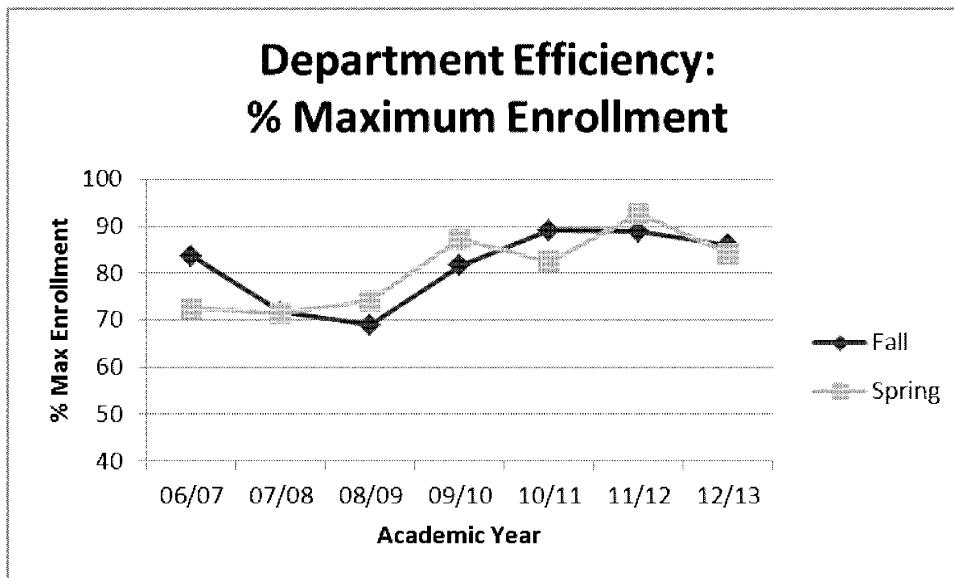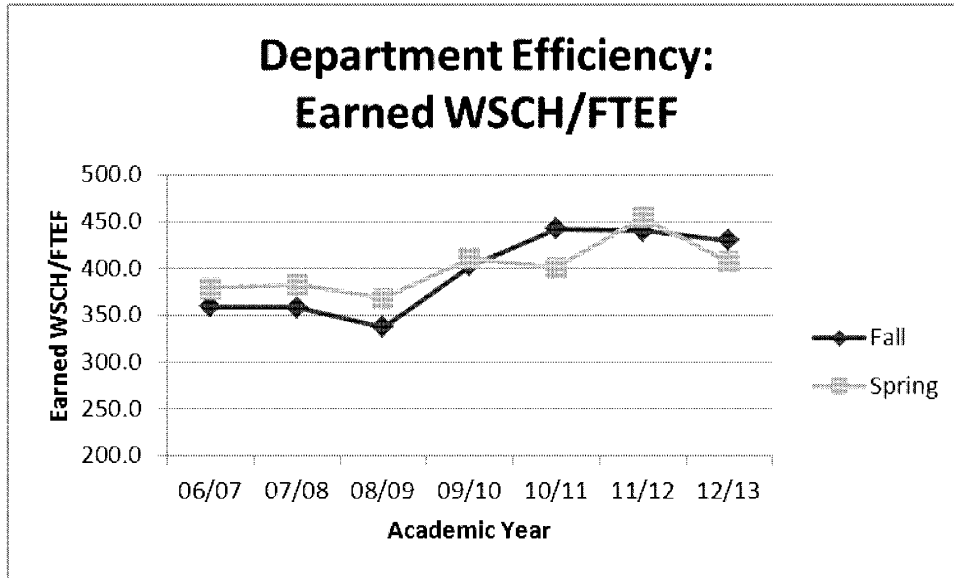
APPENDIX 10 – Success and Retention by Age, Ethnicity and Gender

APPENDIX 10 – Success and Retention by Age, Ethnicity and Gender

Enrollment by Gender

Enrollment by Gender (Unduplicated Student Counts)

Enrollment by Gender (Unduplicated Student Counts)
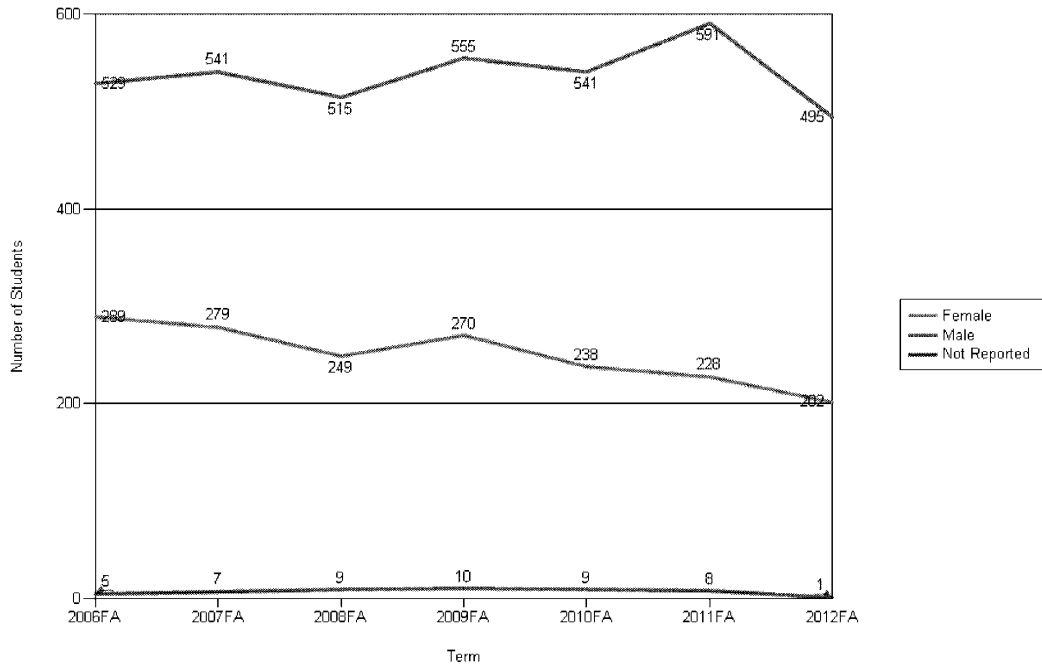
Enrollment by Age

Enrollment by Age (Unduplicated Student Counts)
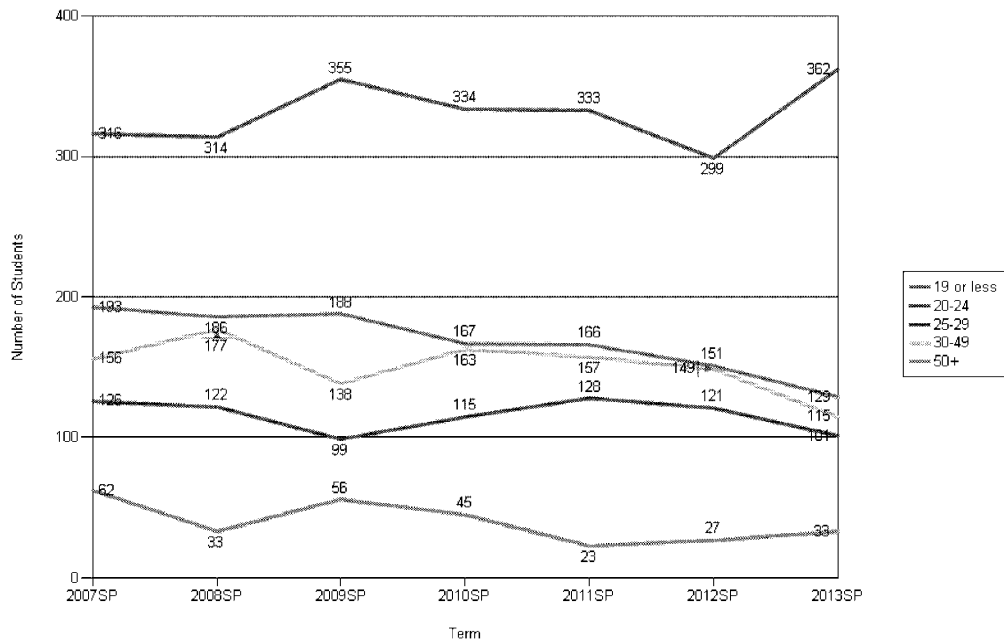
Enrollment by Age (Unduplicated Student Counts)

Enrollment by Ethnicity

Enrollment by Ethnicity (Unduplicated Student Counts)

Enrollment by Ethnicity (Unduplicated Student Counts)
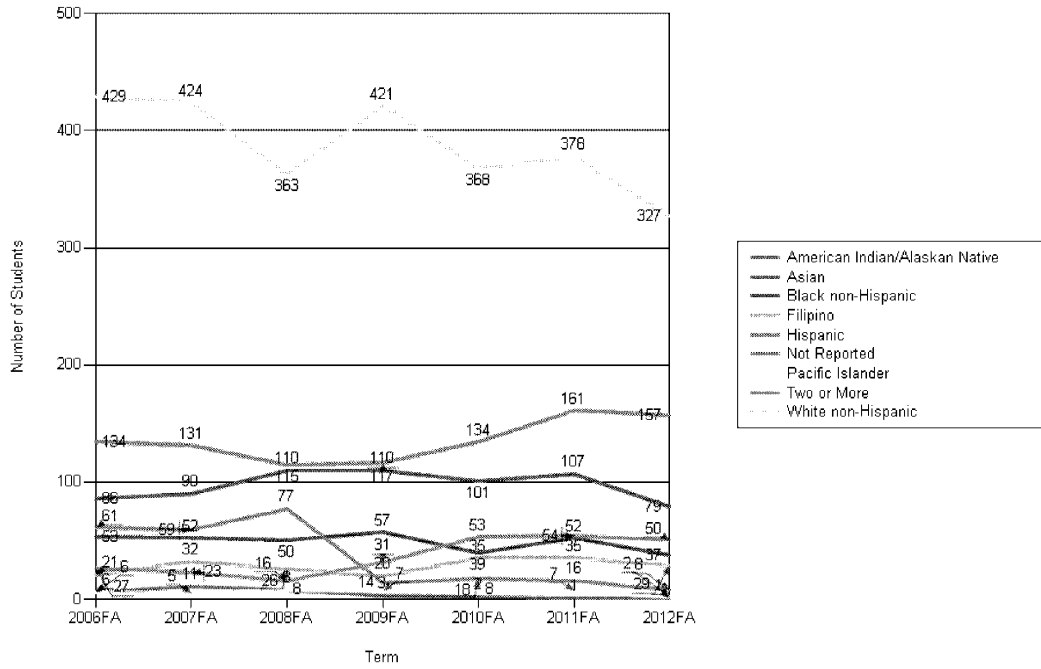
CSIS Six Year Program Review (Fall 2007 – Spring 2013)
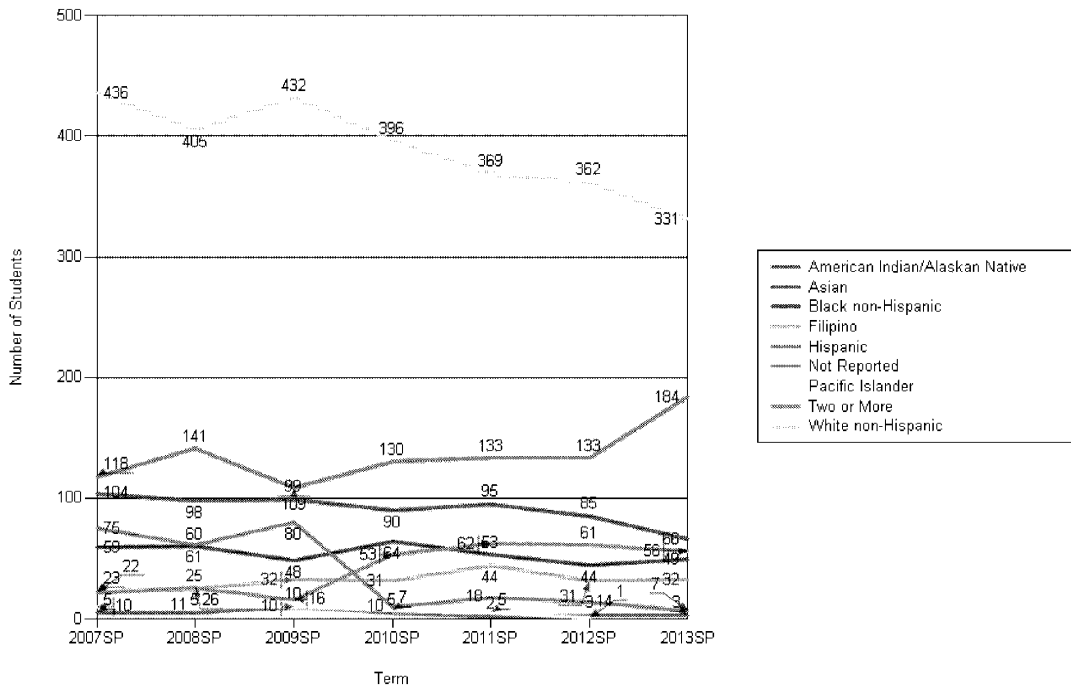
Success/Retention by Gender (Male, Female)

Success by Gender - Female

Legend:
- Success
- No Success
- Withdrawal

Success by Gender - Male

Legend:
- Success
- No Success
- Withdrawal
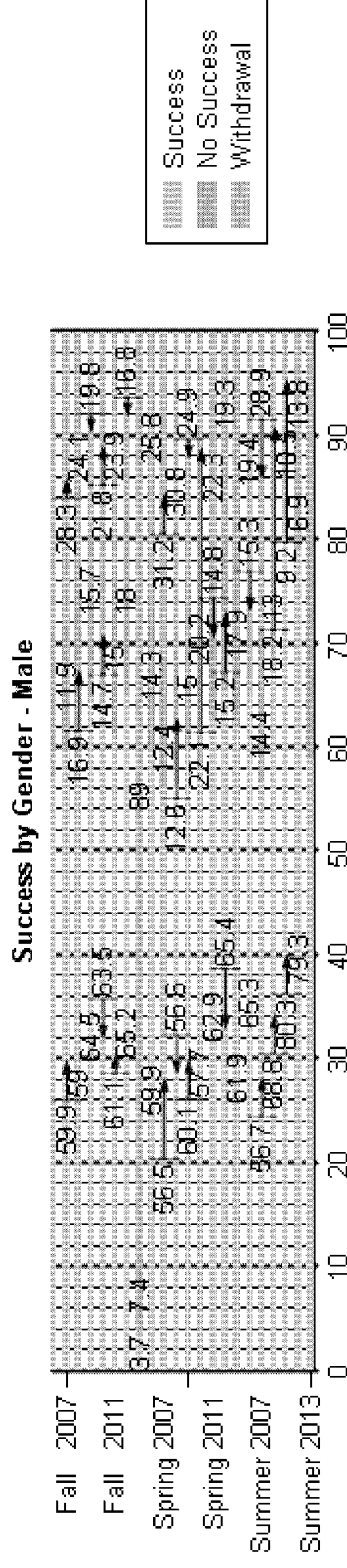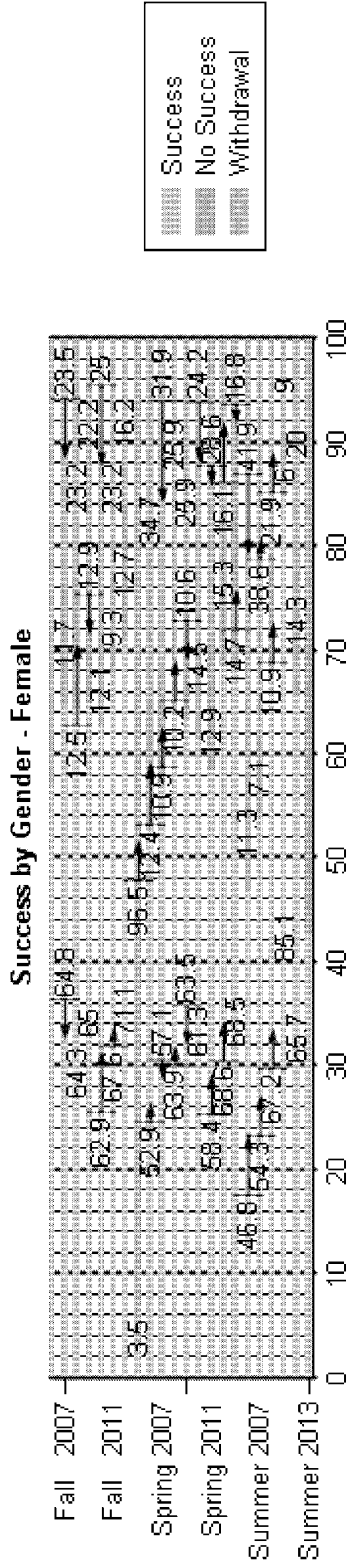
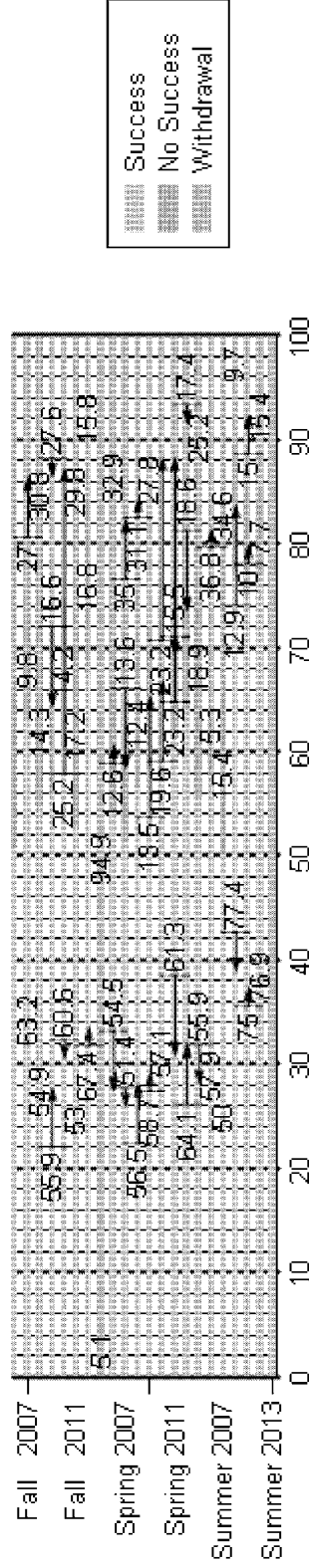# CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Success/Retention by Age (5 categories)

19 Years or Less

20 - 24 Years

25 - 29 Years

30 - 49 Years

Legend:
- Success
- No Success
- Withdrawal

Categories:
- Fall 2007
- Fall 2011
- Spring 2007
- Spring 2011
- Summer 2007
- Summer 2013

Data values:
7.1 2.4
54.3
62
57.3 62
52 68.9
67.6
90.5 8.6 14.1 12 8.7 29.2 12.1 36 21.4
56.2 58.8
10.9 11 9.5 37.1 12.3 25.1 14.7 25.6 17.6
57.4 62.5
15.9 32.9 31.7 21.6
55.7
55 63.4 66.7
11.9 9.7 33 13.8 23.5 22.8
63.4 66.2
9.8 18.2 13.8 45 36.8
77.8 82.1
14.3 11.11.86 11.1

50+ Years

Legend:
- Success
- No Success
- Withdrawal

Categories:
- Fall 2007
- Fall 2011
- Spring 2007
- Spring 2011
- Summer 2007
- Summer 2013

Data values:
9.1
53.1 68.5 59.5 74.8
8.1 18.8 11.5 34
52.5 66.3
13.8 12.5 5.8 31.3 25 33.7
81.6 61.5
51.7 68 72.7
5.2 8.2 41.1 37.9 24
52 69.2
10.4 43.1 21.2 20.9
57.1 52.8
100 8 16.3 42.9 6 50 30.6 10
50
50

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Success/Retention by Ethnicity (9 categories)

American Indian/Alaskan Native

Legend:
- Success
- No Success
- Withdrawal

Asian

Legend:
- Success
- No Success
- Withdrawal

Black non-Hispanic

Legend:
- Success
- No Success
- Withdrawal
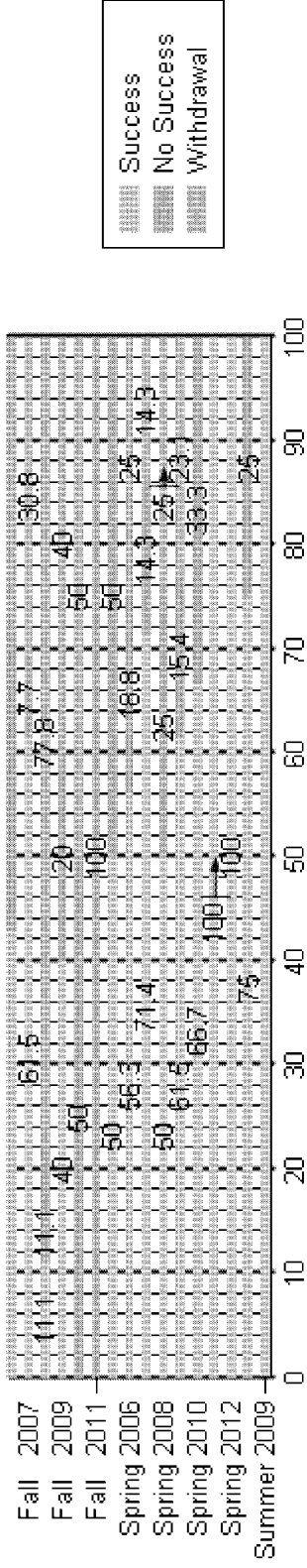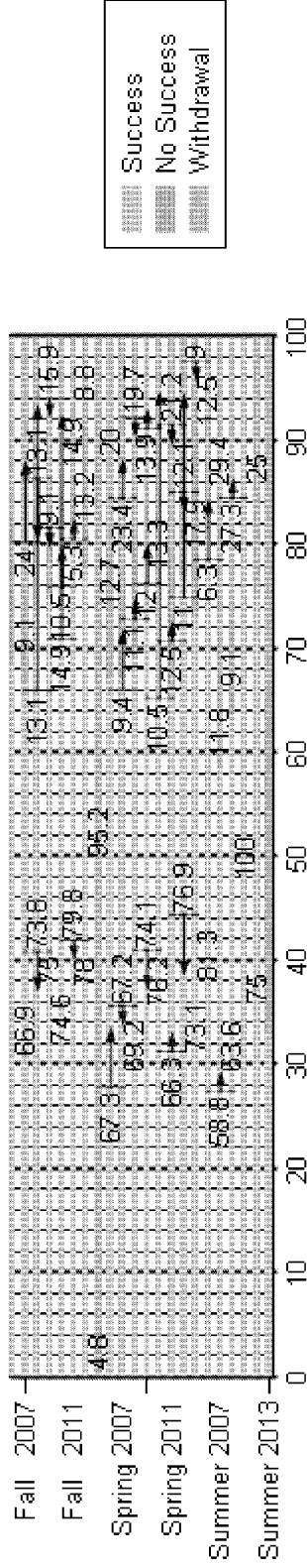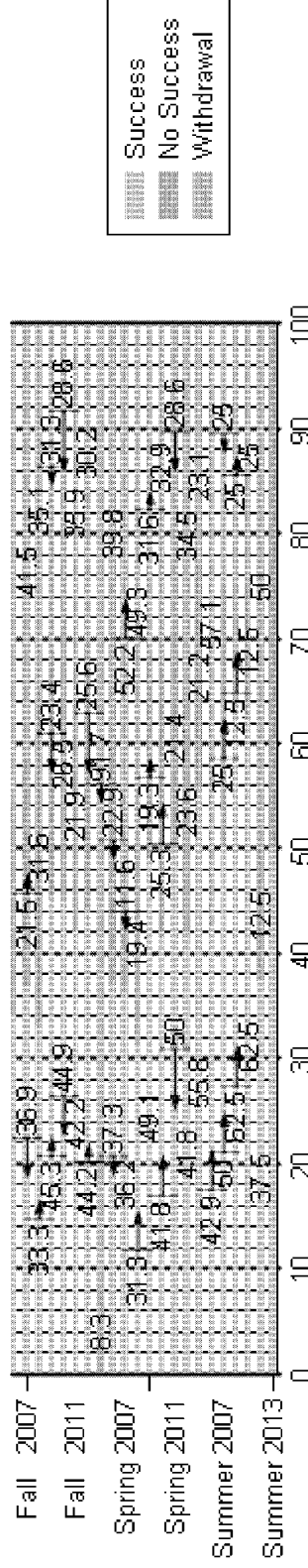
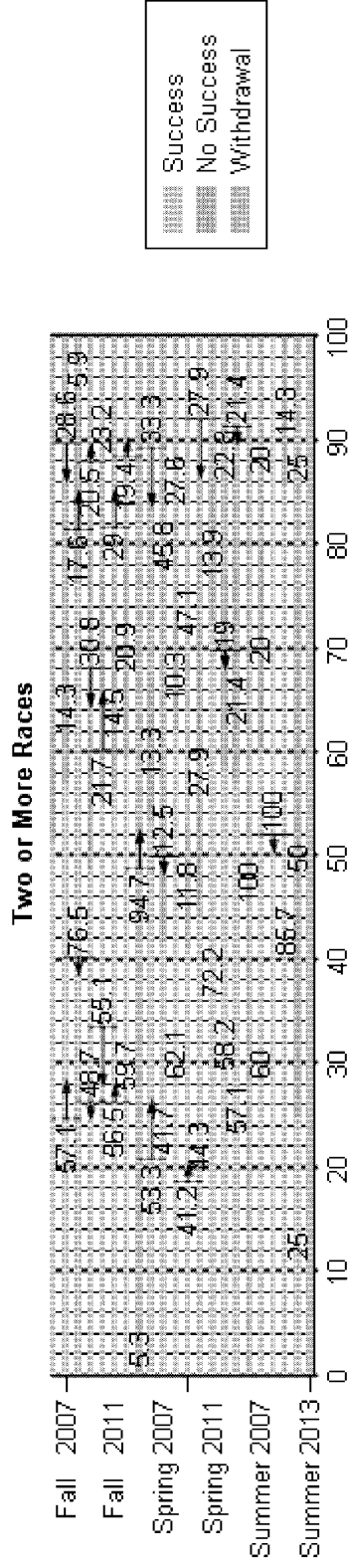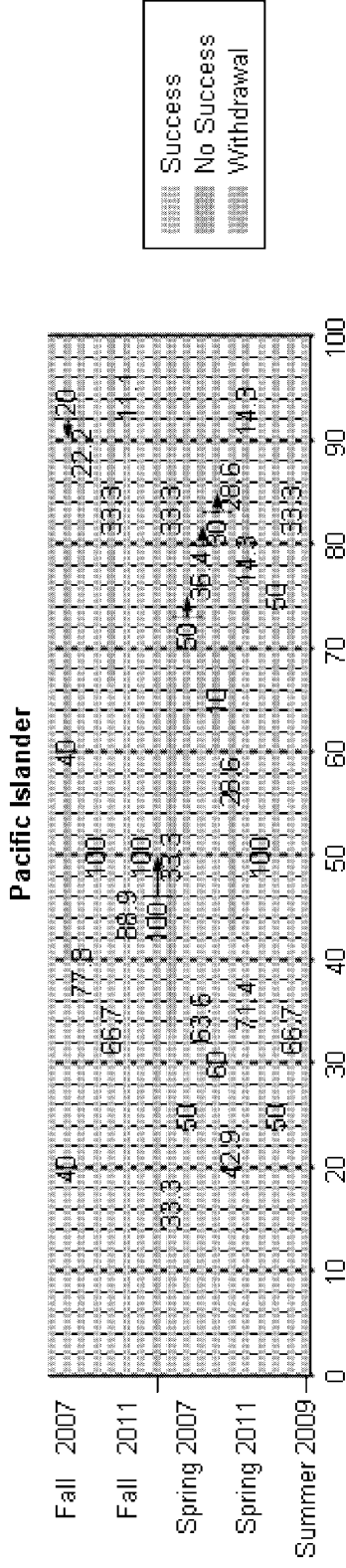# CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Filipino
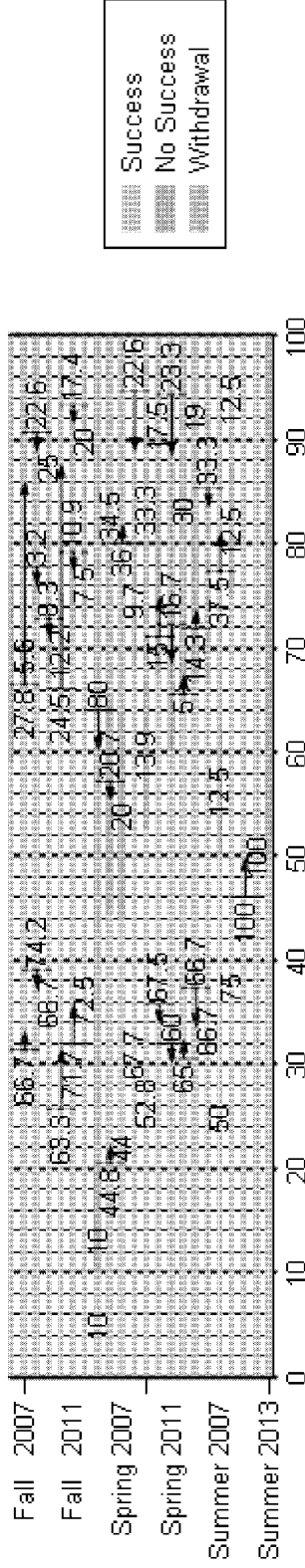
Hispanic

Not Reported

CSIS Six Year Program Review (Fall 2007 – Spring 2013)

Pacific Islander

Two or More Races

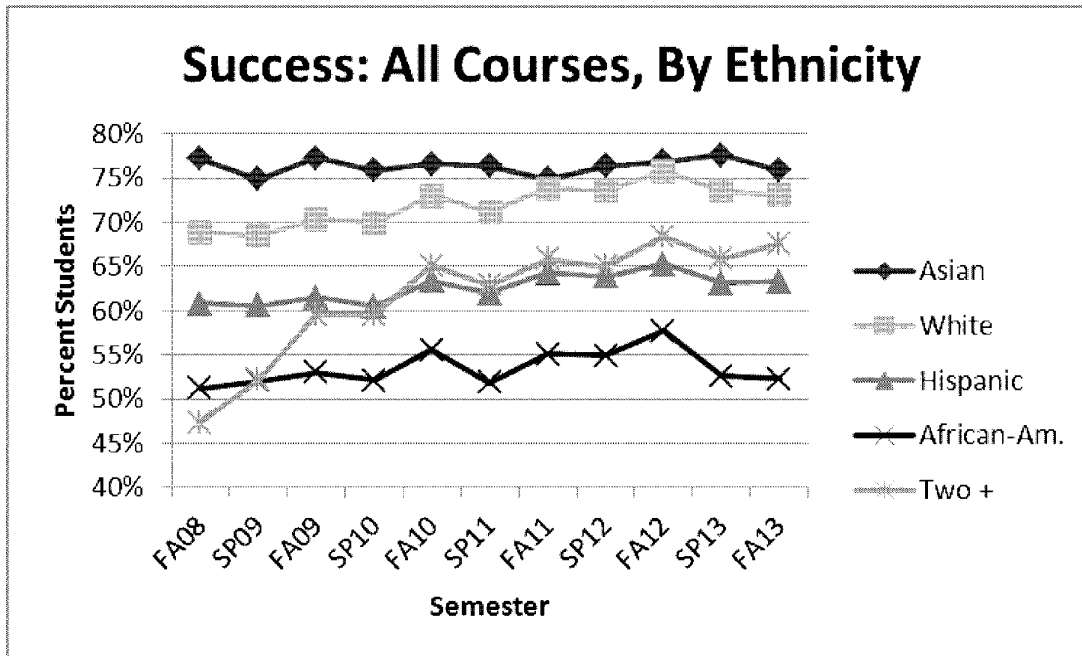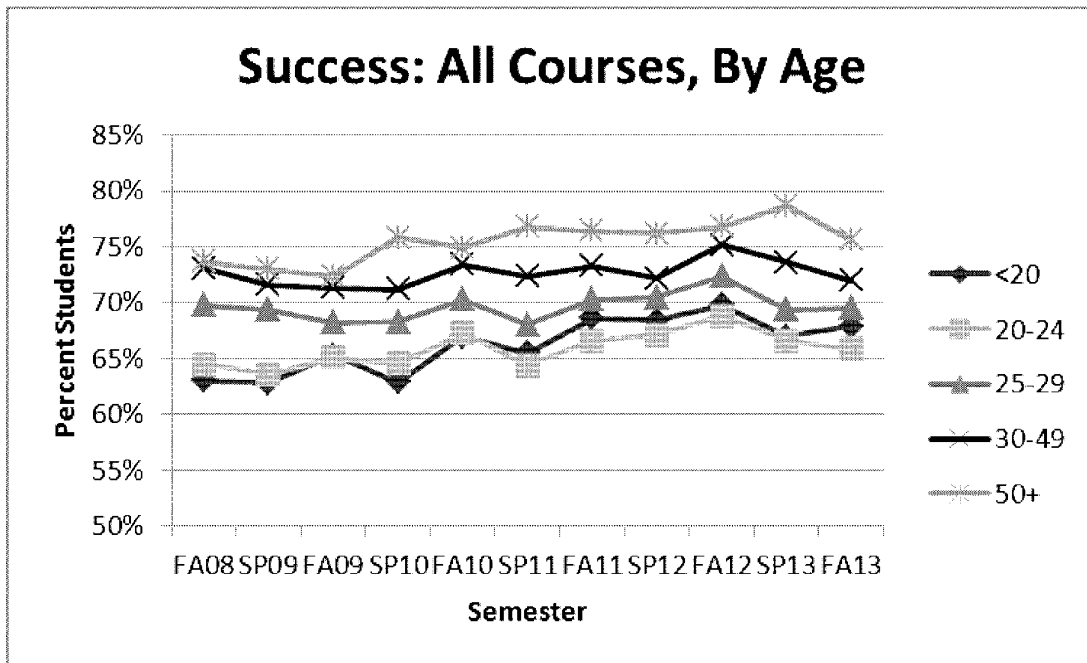## White non-Hispanic
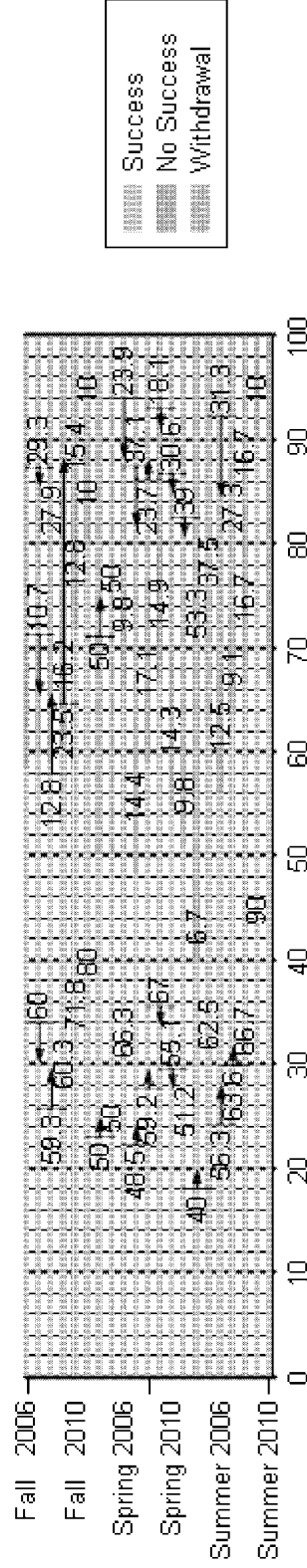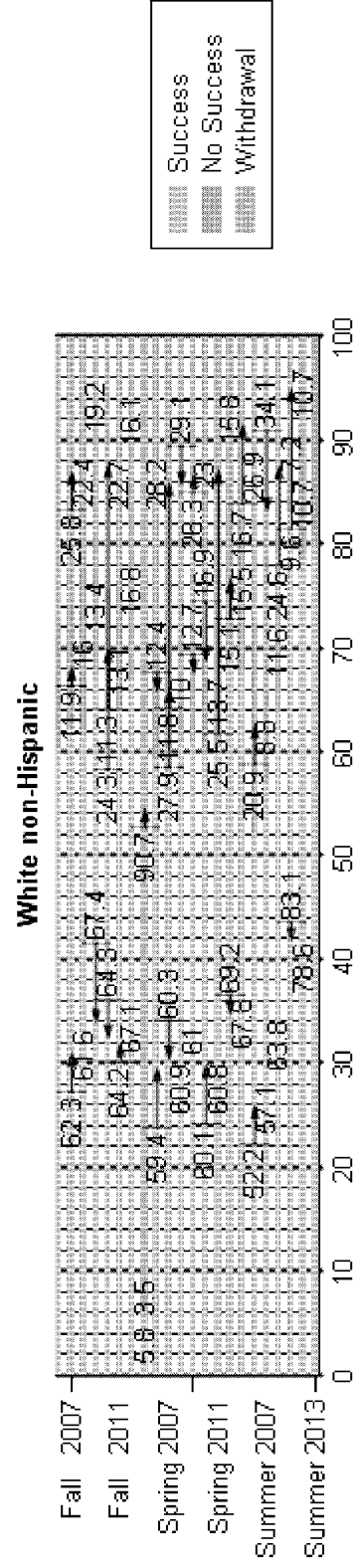
Success and Retention for CTE compared to Grossmont
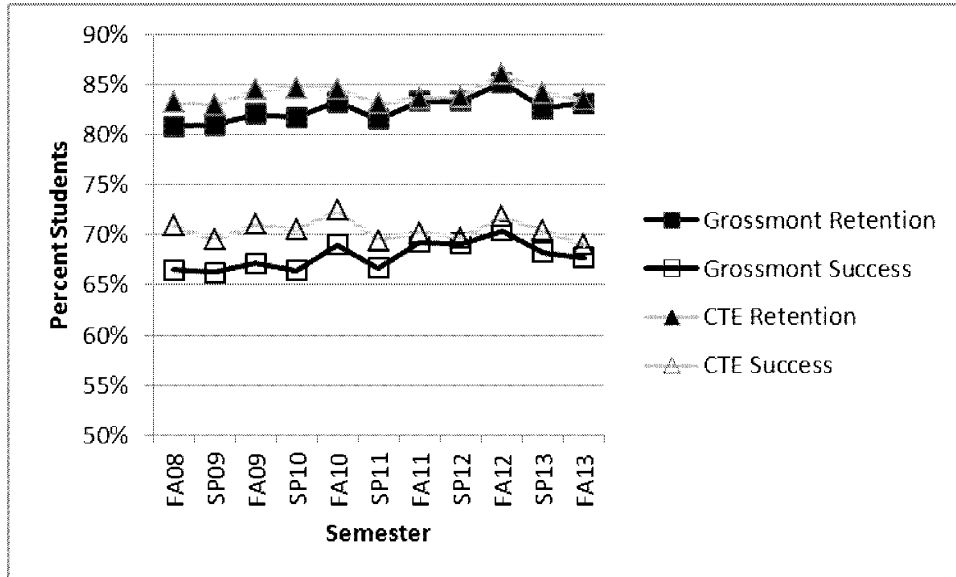
Success in <u>All Courses at Grossmont</u>, shown split out by Ethnicity and by Age

[Retention shows similar patterns across Ethnicity and Age but with less disparity between groups; For Gender, retention is the same between males and females and success is 2-4% higher for females than males]

Success: All Courses, By Age

APPENDIX 11 – Grossmont College Program Review-Program Review Data Elements

APPENDIX 11 – Grossmont College Program Review-Program Review Data Elements

GCCCD
Grossmont College Program Review
Program Data Elements

	06/07	07/08	08/09	09/10	10/11	11/12	12/13

CSIS (0701.00)

Course #

CSIS 105	CSIS 136	CSIS 151D	CSIS 275
CSIS 110	CSIS 137	CSIS 152	CSIS 281
CSIS 112	CSIS 140	CSIS 160	CSIS 290
CSIS 113	CSIS 141	CSIS 165	CSIS 293
CSIS 114	CSIS 142	CSIS 170	CSIS 294
CSIS 115C	CSIS 143	CSIS 172	CSIS 296
CSIS 119	CSIS 144	CSIS 175B	CSIS 297
CSIS 120	CSIS 145	CSIS 190	CSIS 299
CSIS 132	CSIS 146	CSIS 195A	CSIS 299B
CSIS 133	CSIS 147	CSIS 220	*AOJ 250
CSIS 134	CSIS 151	CSIS 230A	*BOT 100
CSIS 135	CSIS 151A	CSIS 260	

WSCH/FTES	06/07	07/08	08/09	09/10	10/11	11/12	12/13
Summer- WSCH	612.00	751.98	798.00	897.00	3,216.75	0.00	0.00
Fall- WSCH	4,391.05	4,390.53	4,984.00	5,443.00	5,067.00	5,033.00	4,652.00
Spring- WSCH	4,525.00	4,440.50	4,828.50	5,342.00	5,049.00	4,887.00	4,746.00
Total WSCH	9,528.05	9,593.01	10,610.50	11,682.00	13,332.75	9,920.00	9,398.00
Total FTES	317.60	319.77	353.68	389.40	444.43	330.67	313.27
Unrestricted General Fund Cost	968,781.00	930,927.00	1,048,909.00	1,007,455.00	877,052.00	827,980.00	885,281.00
Costs per FTES	3,050.32	2,911.24	2,965.70	2,587.20	1,973.43	2,503.64	2,825.94
Restricted General Fund Cost (Grants, Categorical funds)	21,180.00	76,978.00	16,639.00	0.00	0.00	0.00	0.00

APPENDIX 12 – Fiscal Data: Outcomes Profile

APPENDIX 12 – Fiscal Data: Outcomes Profile

1. Semester & Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
2. Enrollment	1005	1035	1018	978	915	974	1014	1011	970	986	1007	904	867	878
3. Earned WSCH/FTEF	359.6	378.7	358.5	383.2	337.16	368.12	402.61	410.73	442.64	400.96	440.24	454.55	430.36	406.69
4. Total FTES					353.68		389.4		444.43		330.67		313.27	
5. Cost/FTES					$2,965.70		$2,587.20		$1,973.43		$2,503.64		$2,825.94	
6. Total Cost/Fiscal Year					$1,048,909.00		$1,007,456.00		$877,052.00		$827,880.00		$885,281.00	
7. Total Revenue	$0.00		$0.00		$1,614,489.07		$1,777,544.80		$2,028,747.40		$1,509,452.34		$1,430,024.29	
8. Other Revenue					$16,659.00									