



**Instructional Program Review – Annual Update
2021**

Date:	4/16/2021
Program and Department:	Computer Business Information Systems (CBIS)
CTE Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Additional programs included in this review:	N/A
Date of last comprehensive review:	Spring 2017
Submitted By:	Carmen Montanez
Attachments (* as needed):	<input type="checkbox"/> 6-year assessment plan – All programs, when applicable <input type="checkbox"/> 2-year scheduling plan – <input checked="" type="checkbox"/> Justification for Resource Requests (if needed)

I. Alignment of the Program with the AHC Mission

AHC Mission: Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, academic, and career goals through coursework leading to associate degrees, certificates, transfer, and skills building.

a. Have there been any changes that would require a change to your Program Mission?

No changes that would require a change to the Program Mission

b. Explain how your program mission aligns with the college mission. The college mission and values can be found here: <https://www.hancockcollege.edu/about/mission.php>

The Computer and Business Information Systems (CBIS) program is a comprehensive degree where students learn business concepts along with needed technical skills to help support a company's information systems' needs. The CBIS technical skills include knowledge in managing operating systems and networks; utilizing application programs to manage business information; programming for user specific needs and developing and maintaining websites.

CBIS program options allow students to specialize in applications, web development, and software support. Each course and certificate allow students to update or build their technical skills to become more marketable to a business or to better manage their own business.

The program mission aligns with the college mission: "Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community." As it provides opportunities for student learning geared towards continuing education for the local workforce to meet the demands of the ever-changing technology.

This program strongly supports the Allan Hancock's institutional Information and Technology Literacy Institutional Learning Outcome (ILO):

- Information Literacy
 - In the business environment, professionals need to be able to *define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information.*
 - As stated in our MIS Essentials book, "Future business professionals, need to be able to assess, evaluate and apply emerging information technology to business." Throughout our classes, we hope to emphasize and teach these important skills to our students.
 - In our courses, we strongly emphasize ethics and professional responsibilities regarding managing and using information.
- Technology Literacy
 - *Proficient in a technology and the ability to choose the appropriate tool.*
 - *Our students,*
 - *learn technical skills that help them analyze and solve problems both independently and in teams using a variety of problem-solving approaches and selecting the appropriate software tool.*
 - *learn to analyze/design/develop/deploy/maintain and manage business applications.*

Student Success, Program Accessibility and Program Capacity

*NO data analysis required this year.

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Describe how the program works to promote student success (completions job placement, transfer). Include teaching innovations and use of academic and student support.

The program offers courses in different modalities, looking at the different segments of students serviced: full-time students, students who work and take classes part-time. Our course offerings have been online, hybrid, remote and on-site. Classes include a first week orientation where students are walked through the process of reviewing their access to technology and getting started for the class, as well as covering information regarding registration, student success, time management and classroom policies.

Students receive personalized direct emails from the instructor to build up relationship and rapport on the first three weeks of class, and class emails and announcements after that.

SuccessNet is used to reach out to students if no response has been received by the end of the third week. Circle-In is also being used to improve student interactions with peer and encourage retention by creating a support system online.

As for job placement, with our courses that cover Microsoft Certification material, students work on business projects and can apply the skills learnt immediately to their jobs or school. There are capstone projects that allow for students that pass with 90% or more to get a badge for their resume or social media, and the opportunity to receive 30% discount on certification testing. I have also spoken to the Testing Center at Allan Hancock, that offers certification testing and encourage students to test for certification at a fraction of the price than any other testing centers.

For transfer, I have worked with Dave Degroot in the courses used for transfer and the mapping of curriculum based on the content of lower division courses at different CSUs. Our 100 level courses are accepted for transfer and prepare students for skills needed. Some institutions require specific CBIS courses.

I have also developed stronger ties with the counseling department and attend some of their meetings in order to get feedback on student needs, obstacles to course completion and concerns from a student stand-point on the discipline. I am promoting the classes with counseling earlier as well.

I regularly attend conferences and online course that focus on student success: increase student engagement, accessibility, strategies for increasing equity, and other relevant topics.

- c. List any notable accomplishments of the program (student awards, honors, or scholarships can be listed here also)

Increase in retention and success has been steady over the years with improved teaching on online courses.

Seamless transition of classes to Remote for both full-time and part-time faculty. Improved full-time/part-time communication in terms of teaching practices, improvement of curriculum and current organizational processes.

Currently working with IT to test virtual desktops and have students also test the technology. This will mean that the students could access the virtual environment from a Mac or a PC and have access to the Office software. I believe this could be an alternative to having students request a campus Windows laptop.

Also, Information Security certificate and courses are being reviewed by the Curriculum Committee and I am working at the Regional Level with other Central Coast Region colleges in responding the broader needs on information security.

Change of format for classes from 16-week to 8-week in order to help students complete certificates and degree faster has been well received by students.

Students in CBIS 141 and CBIS 142 can obtain digital badges for performance on comprehensive capstone exercises that they could use for their resume, or LinkedIn for students who receive a score of 90% or more on the capstone. 30% discount voucher on certification test included with the badge.

II. Quality and Innovation in the Program and Curriculum Review

- a. Are you on track in your assessment plan for course and program SLOs? If not, please explain why.

Yes, assessment plan for course and program SLOs was kept current under the previous assessment model. After the change in methodology with emphasis now on just program learning outcomes and more direct mapping of those to the Institutional Learning Outcomes, I have participated in the pilot program for the new process, reviewed program learning outcomes and complete training for the new phases 0 – 1.

- b. Have you shared your assessments or improvement plans with your department, program or advisory committee? If so, what actions resulted? If not, how do you plan to do so in the future?

Yes, I have shared the improvement plans with the department and discipline faculty. The Advisory Committee has been updated on the improvement plans through our Advisory Committee recently, through Zoom.

- c. Did any of section, course or program improvement plans indicate that your program would benefit from specific resources in order to support student learning and/or faculty development? If so, please explain.

Fortunately, the professional development funds allotted by the District cover this aspect, so I don't require additional funds for faculty development. There are also further opportunities for training through the Chancellor's office.

The area where I see need of resources is on video production and Accessibility compliance. With more content developed online, and the requirements for section 508 being in place, there is the need for video tools that will allow for creating custom videos that can be captioned and made available online not only for the classes but for visual explanation of concepts and addressing questions for students.

As for facilities on campus, the critical aspect is the upkeep of technology to being current with the computers and the software, which the campus already supports.

Resources identified in last program review are still relevant.

- d. In reviewing your outcomes and assessments have you identified any and all that indicate a modification should be made to the course outline, the student learning outcomes or the program outcomes? Please state what modifications you will be making.

No modifications are needed. With the change in approach from course learning outcomes to program learning outcomes, I don't consider an update is necessary for either.

- e. Have all course outlines been reviewed within the last 5 years? If not, please explain the plan to bring course outlines up to date and include timelines for the review and submission to AP&P.

Yes, all courses outlines have been reviewed and submitted to AP&P in Fall 2019. Surely but slowly they are being approved since March 2021.

- f. For **CTE courses/programs only**, as per §55003, have prerequisites, corequisites and advisories (PCAs) for courses and/or programs been reviewed within the last 2 years?

Yes, all prerequisites, corequisites and advisories (PCA) have been reviewed on the course outline review done in Fall 2019.

III. Focus and Engagement of the Program

- a. Summarize major trends and opportunities as well as challenges that have emerged in the program

Trends

Cloud Computing - Document Management and Signatures on the Cloud

Soft skills and Hard Skills to work on a Hybrid work environment – virtual collaboration, knowledge of platforms, virtual etiquette, time management skills to work from home, digital literacy

Security Awareness – safe computing practices that will minimize

Opportunities

- Teaching software related skills, not only of the computer but cloud based and in multiple platforms
- Continue emphasizing soft and hard skills with the changes introduced in the hybrid work environment, and design activities that simulate the changing working conditions.
- Security Awareness curriculum, once approved by AP&P will be very relevant to the general population who has had to do the transition to working from home or on a hybrid environment
- Increased demand of digital literacy skills might encourage those in the workplace to redouble efforts for “Digital upskilling”.

Challenges

- Limited outreach. Traditional forms of outreach to students in high school, already enrolled and business partners do not provide access to the outside population who is not already enrolled in the College and might need to learn these skills. More focused marketing from the college on courses that improve digital fluency, virtual collaboration, and working on the cloud.

b. List any (internal or external) conditions that have influenced the program in the past year.

External conditions

Covid-19 and the switch to remote and online offerings without the ability to provide onsite student support.

Access to technology in the remote/online setting – laptops for CBIS classes should be Windows laptops. There is a limited number of these resources. Regular Chromebook can't run Microsoft Office. When students request to borrow a computer from the college, there might not be resources for them.

Internal conditions

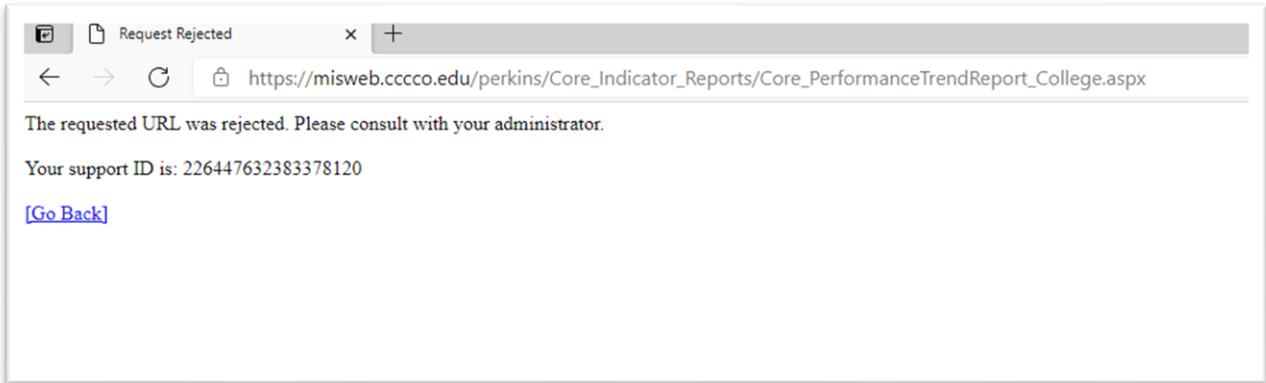
Curriculum approval process takes considerable time and in a topic like technology might not be fast enough to respond to the changes in workplace needs.

Building (K) does not have air conditioning in the computer classrooms, and it is very hot at times. Request for new chairs for classrooms K11 & K10 has been submitted without response from Facilities, and this affects the quality of the instruction in these classrooms.

Data for Program with Vocational TOP Codes (CTE):

<https://misweb.cccco.edu/perkins/main.aspx>

Note: Perkins website was inaccessible for several days prior to the due date of the Annual Update for the Top Code Indicator Report – see screenshot of website error.



Dean was contacted in order to obtain alternate source. Because there is no other resource, equivalent to this, Center of Excellence information data for the region and for the Program has been used instead, together with Occupational Handbook Data.

Please review the data and comment on any trends.

c. Current industry employment and wage data (please cite sources)

Employment in computer and information technology occupations is projected to grow 11 percent from 2019 to 2029, much faster than the average for all occupations. These occupations are projected to add about 531,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

The median annual wage for computer and information technology occupations was \$91,250 in May 2020, which was higher than the median annual wage for all occupations of \$41,950. (Occupational Outlook Handbook)

d. Industry employment and wage trends

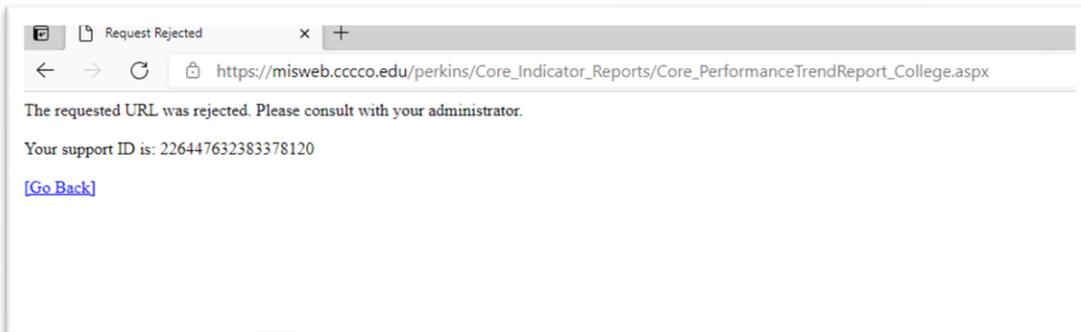
The demand for skills and job in the Information Systems area has been accelerated by pandemic and the adjustments to the workplace. This area is projected to grow 11 percent from 2019 to 2029, much faster than the average for all occupations. These occupations are projected to add about 531,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

In the state of California, the trends reflect the national trend with careers requiring from a Bachelor's degree (support through transfer courses), Associate degree, to no formal education requirements in the areas of web development, computer support specialists, computer systems analysts (transfer courses) and computer systems manager (transfer courses). Continuing education as technology changes brings students back to the classroom, even if they already have a degree.

The demand for courses on Information Systems at Allan Hancock College is also influenced by the increased requirement for computer skills in the workplace in non-MIS labeled occupations, as the student survey indicates from the latest CBIS Program Review and corroborated by feedback from CBIS Advisory Committee (Spring 2021 Advisory Committee Meeting). The workplace changes due to the pandemic have highlighted the increased need for digital literacy skills for the general population even non-traditionally IT positions. This applies to several occupations that have the most job openings in California: office clerks, general; customer service representatives; nursing assistants; first-line supervisors of retail sales workers; receptionists and information clerks; and Medical Assistants. (EDD, 2021)

e. TOP code employment CORE indicator report

Core Indicators report was not accessible at the time:



Centers for Excellent Data

Centers of Excellence reports provide also a snapshot of the labor market data for the region of South-Central Coast with program recommendations in the area of Information Systems and were updated recently.

Analysis of the data reveal that for Information Systems fields that require no degree, some college and an Associate's degree, the demand of jobs is expected to grow steadily for Computer User Support Specialists and Computer Network Support Specialists, with an increase in demand for Information Security Analysts and Database Administrators and decrease for Computer Programmers in the South-Central Coast region. All related occupations are anticipated to experience a low risk of automation.

Source: <http://www.coecc.net/Search>



Technical Support Specialist Computer Infrastructure and Support (TOP: 0708.00)

March 2020

Prepared by the South Central Coast Center of Excellence for Labor
Market Research

Program Recommendation

This report was compiled by the South Central Coast Center of Excellence to provide regional labor market data for the program recommendation – Computer Infrastructure and Support. This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Key Findings

- In the South Central Coast region, **the number of jobs related to Emergency Medical Services are expected to remain steady**, over the next five years, for Computer User Support Specialists and Computer Network Support Specialists, **increase** for Information Security Analysts and Database Administrators, and decrease for Computer Programmers.
- All related occupations are anticipated to experience a **low risk of automation**.
- In 2018 there were 1,041 regional completions in programs related to the occupations identified as related to Computer Infrastructure and Support and 593 openings, indicating an **oversupply**.
- Typical entry-level education ranges from **some college, no degree** for Computer User Support Specialists, an **Associate's degree** for Computer Network Support Specialists, and a **Bachelor's degree** for all other occupations.
- Completers of Computer Infrastructure and Support programs from the 2015-2016 academic year had a **median annual wage** upon completion of \$37,661.
- 73% of students are **employed within a year** after completing a program.
- 65% of students are **earning a living wage**.



Cloud Computing Computer Information Systems (TOP: 0702)

July 2019

Prepared by the South Central Coast Center of Excellence for Labor
Market Research

Program Recommendation

This report was compiled by the South Central Coast Center of Excellence to provide regional labor market data for the program recommendation – Cloud Computing. This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Key Findings

- In the South Central Coast region, **the number jobs related to Cloud Computing are expected to increase** over the next five years.
- All related occupations are at a **low risk of automation**.
- In 2017 there were 998 regional completions in programs related to the occupations identified as related to Cloud Computing and 1,313 openings, indicating an **undersupply**.
- Typical entry-level education ranges from **Some college, no degree** for Computer User Support Specialists to an **associate's degree** for Web Developers, to a **bachelor's degree** for Computer Systems Engineers/Architects and Software Developers, Applications.
- Completers of regional Computer Information Systems programs (TOP 0702) from the 2015-2016 academic year had a **median annual wage** upon completion of \$32,002.
- 58% of students are **earning a living**.
- 73% of students are **employed within a year** after completing a program.

ICT & DIGITAL MEDIA JOBS AND WAGES

The following table lists the **minimum** educational attainment that an individual needs to have in order to be qualified for the occupation. Wages listed for each occupation are based on 25th percentile to 75th percentile earnings, which represent wages from entry-level to experienced workers, respectively. **Only occupations with median earnings of at least \$15.38 per hour** (i.e., living wage) **and a labor market demand of at least 30 annual job openings are included in this list.** Any job with "All Other" in the title is an occupation with highly specialized subsets; put differently, the title is written broadly to capture various emerging occupations.

HIGH SCHOOL DIPLOMA OR EQUIVALENT + ADDITIONAL TRAINING	
Computer Operators	\$18.90 - \$27.97
Electrical Power-Line Installers and Repairers	\$33.75 - \$56.44
Media and Communication Equipment Workers, All Other	\$30.66 - \$57.68
Photographers	\$12.57 - \$40.97
Surveying and Mapping Technicians	\$22.19 - \$41.05
Telecommunications Line Installers and Repairers	\$19.19 - \$35.94
Word Processors and Typists	\$16.07 - \$25.23
SOME COLLEGE OR POSTSECONDARY NON-DEGREE AWARD	
Audio and Video Equipment Technicians	\$12.60 - \$28.51
Computer User Support Specialists	\$20.79 - \$33.78
Telecommunications Equipment Installers and Repairers, Except Line Installers	\$21.11 - \$37.20
ASSOCIATE DEGREE	
Computer Network Support Specialists	\$26.68 - \$44.32
Web Developers	\$16.98 - \$40.14
BACHELOR'S DEGREE OR HIGHER	
Commercial and Industrial Designers*	\$17.57 - \$43.49
Computer and Information Systems Managers	\$57.02 - \$91.40
Computer Network Architects*	\$37.98 - \$67.91
Computer Occupations, All Other*	\$28.78 - \$54.83
Computer Programmers	\$32.17 - \$54.17
Computer Systems Analysts	\$33.92 - \$59.25
Database Administrators	\$26.46 - \$57.23
Editors	\$15.88 - \$41.96
Graphic Designers*	\$15.91 - \$35.33
Information Security Analysts	\$22.97 - \$73.02
Network and Computer Systems Administrators*	\$31.84 - \$51.28
Operations Research Analysts	\$32.16 - \$55.27
Producers and Directors	\$20.15 - \$55.12
Public Relations Specialists	\$24.88 - \$54.37
Software Developers, Applications	\$32.65 - \$65.55
Software Developers, Systems Software	\$41.40 - \$70.51
Technical Writers	\$31.18 - \$51.31
Writers and Authors	\$11.00 - \$43.76

Area ID	Area Name	Year	EDUC	Occupational Title	Base Quarter Employment	Projected Quarter Employment	Numeric Chg.	Percentage Chg.	Leads	Trails	Total Job Open.	Median Hourly W.	Median Annual W.	Entry Level Education	
State	California	2020-20		6 Administrative Services Managers	57,000	53,700	-2,700	-7.3	2,100	4,200	3,100	-	-	Bachelor's degree	
State	California	2020-20		4 Computer and Information Systems Managers	67,900	74,500	6,600	9.7	2,440	8,670	17,710	\$ 84.77	\$ 176,320.00	Bachelor's degree	
State	California	2020-20		3 Computer Occupations	645,700	705,300	60,600	9.4	21,450	76,950	89,000	-	-	N/A	
State	California	2020-20		4 Computer Use Support Specialists	74,300	81,500	7,200	9.7	2,860	9,310	15,970	-	-	Some college, no degree	
State	California	2020-20		4 Computer Network Support Specialists	17,700	19,000	1,300	7.3	680	2,340	4,320	-	-	Associate's degree	
State	California	2020-20		4 Computer Occupations, All Other	60,700	69,400	7,700	12.7	3,560	13,370	-	-	-	Bachelor's degree	
State	California	2020-20		4 Teachers and Instructors, All Other, Except Substitute Teachers	63,900	73,200	3,700	5.8	8,240	8,020	15,960	-	-	40,032.00	Bachelor's degree
State	California	2020-20		4 Nursing Assistants	39,300	103,400	4,700	4.1	10,900	11,820	26,820	-	-	-	Postsecondary non-degree or ar
State	California	2020-20		4 Dental Assistants	26,100	54,400	19,300	74.0	4,950	5,090	29,340	20.48	\$ 42,862.00	Postsecondary non-degree or ar	
State	California	2020-20		3 Retail Sales Workers	716,800	522,300	-165,500	-23.1	10,710	156,470	421,580	-	-	-	N/A
State	California	2020-20		2 Office and Administrative Support Occupations	2,336,800	2,579,800	162,800	7.0	236,340	325,400	746,540	20.78	\$ 43,234.00	N/A	
State	California	2020-20		4 First-Line Supervisors of Office and Administrative Support Workers	163,000	173,300	10,300	6.3	12,460	22,360	49,110	25.75	\$ 53,635.00	High school diploma or equivalent	
State	California	2020-20		3 Financial Clerks	338,800	363,700	24,900	7.3	37,200	43,830	105,930	-	-	-	N/A
State	California	2020-20		4 Bookkeeping, Accounting, and Auditing Clerks	385,800	201,300	-184,500	-47.8	8,3	23,550	21,550	60,600	23.24	\$ 48,134.00	Some college, no degree
State	California	2020-20		3 Information and Record Clerks	492,300	529,400	47,100	9.6	30,710	80,070	177,820	-	-	-	N/A
State	California	2020-20		4 Information and Record Clerks, All Other	21,400	22,500	1,100	5.1	2,130	2,340	6,170	23.03	\$ 47,884.00	High school diploma or equivalent	
State	California	2020-20		3 Secretaries and Administrative Assistants	405,700	436,700	27,000	6.6	43,280	51,360	121,740	-	-	-	N/A
State	California	2020-20		4 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	234,700	249,000	13,300	5.7	24,740	23,290	67,330	21.48	\$ 44,668.00	High school diploma or equivalent	
State	California	2020-20		3 Other Office and Administrative Support Workers	484,400	491,200	26,800	5.5	49,960	62,370	139,070	-	-	-	N/A
State	California	2020-20		4 Computer Operators	3,100	3,400	300	9.7	310	470	1,000	-	-	-	High school diploma or equivalent
State	California	2020-20		4 Data Entry Keyers	20,700	21,600	900	4.3	1,910	2,360	5,790	17.40	\$ 36,187.00	High school diploma or equivalent	
State	California	2020-20		4 Office Clerks, General	327,500	348,600	21,100	6.4	37,730	43,120	102,010	18.26	\$ 37,869.00	High school diploma or equivalent	
State	California	2020-20		4 Office and Administrative Support Workers, All Other	46,400	51,900	2,900	6.2	4,200	7,410	14,510	18.07	\$ 37,530.00	High school diploma or equivalent	

Source: Occupational Employment Projections, California - <https://data.edd.ca.gov/>

f. Advisory committee recommendations

Students should possess the following skills:

Employer Needs

- ✓ Application Process – How to interview over the phone/with a mask, communicate effectively, translate personal experience into examples of problem solving, leadership. Have realistic expectations about the workplace and how to adapt to a hybrid environment where there is digital space, and shared space.
- ✓ Soft Skills – Professional, conscientious employees with good work ethic. Need to be able to follow instructions, and choose the right type of communication (phone, e-mail). Be able to collaborate virtually. Proper etiquette to interact in virtual meetings and virtual collaborations.
- ✓ Information Systems Security – There is a need for user/employee training in basic systems information security
- ✓ Technology Proficiency – Microsoft Office Suite including Outlook, Video conferencing platforms like Zoom, Microsoft Teams, WebEx. Cloud computing is also including in terms of the tools that could be used for virtual collaboration. Knowledge of their own equipment and use during virtual collaboration.

Discussion Items

- ✓ Jody and Carmen – Changes in instruction models to accommodate to the situation of the pandemic. Faculty have made the transition from onsite to remote courses using Zoom and Canvas. Online and hybrid courses continue to be offered. Hybrid courses use Zoom for the onsite portion and Canvas for the online portion.
- ✓ Intense professional development training for faculty on remote teaching, accessibility, video conferencing software and security when videoconferencing was available to faculty as part of the transition.
- ✓ Student Support Services available at Hancock during the quarantine. Faculty availability through virtual office hours.
- ✓ Participation of CBIS and CBOT faculty in the IT test on virtual desktops as alternative to loaning computers program.

Action Steps

- ✓ Review topics and activities to incorporate details for the new work environment: the hybrid office, with aspects of virtual collaboration, communication, scheduling
- ✓ Review the degree and certificate programs core and electives. Make it more prescriptive for each program. Also review courses to keep, change or update.
- ✓ Review topics to add to our programs such as: Application Process, Hiring Process, Soft Skills, Information Systems Security and Outlook
- ✓ Review progress of curriculum with the Information Security Certificate.

IV. Continuous Improvement of the Program

a. Status of Final Plan of Action – Post Validation

Summarize the progress made on the recommendations from your last comprehensive program review plan of action.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
Maximize course offerings and scheduling options to accommodate student needs	<p>Reviewed 16-week course offerings and determine how many could be modified to the 8-week format with student success and retention in mind. Keep modality options traditionally used: on-site, DL and hybrid with a portion of the courses DL while evaluating the need for remote classes and proper scheduling to encourage enrollment.</p> <p>Continue scheduling one-unit classes for the Winter and the Summer in order to encourage certificate completion and encourage enrollment to higher unit courses in CBIS and CBOT.</p> <p>Currently exploring the creation of certificates, together with CBOT faculty on digital literacy for 8th graders at local middle schools.</p>
Update the CBIS website and brochures to reflect changes in courses and degrees with a more representative sample of the demographics of the program	Worked Public Affairs office to update the CBIS brochures and information sheet as recently as April 2021, after reviewing current course catalog and approvals in CurricUNET. Will review with Public Affairs how frequently brochures would be updated and if there is funding or there should be a funding request for future updates.
Continue to integrate diverse technologies and teaching methodologies into instruction	<p>Continue seeking out best ways to provide hands on practice and learning experience to multiple learning styles and creating support materials (videos/handouts) to transition students into using these tools: computer simulations, games, auto-graded exercise options, vocabulary study tools, etc. Trained in improving teaching with interactive activities for motivation and student participation when teaching ERT courses.</p> <p>Updated online courses using OEI rubric as standard and continue getting training to stay relevant with requirements of the rubric. Trained full-time faculty on the use of rubrics and designed with CBOT faculty, a rubric for giving faculty feedback on Instructor Initiated contact as per OEI requirements.</p>
Continue utilizing feedback from the CBIS Advisory Group and community business to improve curriculum	Curriculum revisions take this feedback into account and integrate courses from other disciplines.
Continue to participate as an Advisory Group member to local high school and to attend Advisory Group meetings	Met with CBIS/CBOT Advisory Group once in Spring 2021. Provided feedback for SMHS reviewing their course outlines for Business classes, including Information Systems, Accounting and General Business
Add and/or replace Advisory Group members	New members added in the Fall from new connections established in the community. This task is ongoing.

b. List any new resources that the program received in the past year and the results

Source	Specific Resource	Est. Amount \$	Impact on program or course outcomes
CTEA	Books for Bulldogs	\$2000	Student textbooks were added for CBIS classes and helps students with resources for courses

c. List any new or modified recommendations below, including rationale for these in the table.

Program Improvement Plan (Program, Priority Number, year)	Anticipated Outcome (Goal)	Program Goal Status (Indicate if this goal is ongoing from a previous Annual Or Comprehensive Program Review or new this year).	Alignment to Strategic Directions and planning goals (see "Alignment to Strategic Directions" Attached)	Activities	Justification (Evidence of need)	Resource Request (From table Below)	Anticipated Completion Date or On-going
N/A							

d. Summary of request for resources. Please list the type of request (facility, technology, staffing, equipment, other) and rank their priority.

Resource Requests (Program, RRX year)	Item	Program Goal	Type	One-time cost	On-going cost (per fiscal year)	Anticipated Completion Date or On-going
Technology	Items to support video creation for online instruction and compliance with section 508	AHC Strategic Goal IR3	Instructional Technology	Estimate provided by IT and Multimedia Departments	Estimate provided by IT and Multimedia Departments	Six Months

- Licensing for Camtasia for video production – estimate of price based on instructor price in CollegeBuys (more permanent access needed)
- Headphones with noise cancelling for video recording
 - Logitech USB headset – as suggested by IT (see cost below)

CDW PEOPLE WHO GET IT

What can we help you find?

Hardware Software Services IT Solutions Brands Tech Library

Home > Phones & Video Conferencing > Headsets > Wired Headsets

logitech ★★★★★ (49)

Logitech USB Headset H390 – headset

Mfg Part: 981-000014 | CDW Part: 1304366 | UNSPSC: 43191609

BEST SELLER

Availability: **In Stock**
Get it Saturday, April 17 to 9:00 AM
If ordered within 3 hrs 29 mins.

\$39.95
\$31.99 Advertised Price

Claim up to a 5% Discount
Create an account to get My CDW Advantage today.

1

Product Details

- Headset
- on-ear
- wired
- USB

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TechSmith Camtasia 2020 with 1-Year Maintenance (Mac/Win) (Download)

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Summary Questions System Requirements:

Who can buy this product? ✓ Students ✓ Faculty/Staff ✓ Schools

Camtasia 2020 makes it simple to record and create professional-looking videos on Windows and Mac. Camtasia is quick to learn. You don't need a big budget or fancy video editing skills. Start with a template or just record your screen and add a few effects. Whether you have experience or this is your first time making a video, we'll give you everything you need to make a high-quality video.

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Technology	<p>Technology in the classroom is up to date at the present moment. Ongoing budget needed for update of equipment as technology changes to respond to community and business needs.</p> <ul style="list-style-type: none"> Continue to maintain and update computers in the classroom. Computer classrooms (K-11B and K-10) were updated two years ago to improve the learning environment. 	AHC Strategic Goal IR3	Classroom and Instructional Technology	Estimate provided by IT and Multimedia Departments	Estimate provided by IT and Multimedia Departments	On-going per campus scheduling based on AHC Technology Master Plan
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	<p>This resource needs continued updates and/or replacements to stay current with the course learning objectives and technology changed demands.</p> <p>Current technology used includes student and instructor computers, classroom digital projectors, printers, scanners and other instructional equipment.</p>					
CBIS	Chairs for K10 & K11B (\$400 x 61 chairs plus tax) Quote below	AHC Strategic Goal SLS5 & Goal IR3	Classroom Furniture	\$27,000		Request has not been approved yet – Can be used as soon as it is received

CACHET CHAIRS			
Line	Quantity	Catalog Number / Description	Unit Price
1	74	4871110 STE Cachet; Chair-Pneumatic height adjustable, Non upholstered, Arm PLASTIC :6259 MIDNIGHT(SOLAR BLACK) Line Finish Summary 6259 MIDNIGHT(SOLAR BLACK)	399.43

Facilities	<p>As a minimum:</p> <ul style="list-style-type: none"> Paint outside of Building K. Paint doors, new tile in student women's & 	AHC Strategic Goal IR4 & SL5	Building Maintenance	Estimate provided by Facilities Department	Estimate provided by Facilities Department	Six-months
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	<p>men's restroom in Building K.</p> <ul style="list-style-type: none"> • Install air conditioning in Building K classrooms and Computer Resources Center to minimize student and faculty discomfort. Classrooms and lab lack proper ventilation and air conditioning. Between students and computers, the classrooms and lab can become very hot and affect the students' learning environment. • Carpet needs to be replaced in the classrooms. • Fix the leaks in the roof so they do not continue to reoccur. 					
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Justification of requests:

- Chairs are dirty and broken
- Building is old and maintenance is needed in order to provide for a safe place for students, staff and instructors where classes can be provided in facilities conducive to learning.
- Increase in enrollment in the last few years to distance and hybrid courses have prompted the development of custom multimedia resources available in the LMS platform. Section 508 dictates specific requirements to make sure that all video, audio, images to be accessed through websites are accessible to students with disabilities that make use of assistive technologies. This requires the addition of captioning as well as clear audio recording. Section 508 compliant videos also are good universal design and improve the learning of ESL students.

- **Section 508 checklist** - <https://webaim.org/standards/508/checklist>
California Community Colleges are required to be section 508 compliant and have adopted, as part of online education, the OEI rubric which addresses accessibility standards – see excerpt below. Full rubric at: <https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/>
- **SECTION D Accessibility**
The 16 elements in this section are reviewed to determine if a student using assistive technologies will be able to access the instructor’s course content as required by Section 508 of the Rehabilitation Act of 1973 (also known as “508 Compliance”). The accessibility elements in Section D focus on instructor-generated content that is primarily under the control of faculty when developing a course.

<p>D12: Video All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video.</p> <p>Check: <input type="checkbox"/> Required video content inside the course management system or external video content linked to from within the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>
<p>D12 Comments:</p>			
<p>D13: Audio Audio files must be accompanied by complete and accurate transcripts.</p> <p>Check: <input type="checkbox"/> Audio files inside the course management system and external audio-only content linked to from within the course.</p>	<p>N/A</p> <input type="checkbox"/>	<p>Incomplete</p> <input type="checkbox"/>	<p>Aligned</p> <input type="checkbox"/>