

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name- Computer Business Information Systems (CBIS) Academic Year 2022/2023

1. Has your program mission or primary function changed in the last year?

No there have been no changes to the program's mission or primary function over the last year.

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 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.*

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

The **Information Security for Business certificate** was approved in Fall of 2022 and scheduled courses for the certificate have been offered in the Spring of 2023. The program is offering continuing courses on the topic in Fall 2023.

CBIS 310 and CBIS 310 were approved as new courses with CBIS 101 and CBIS 108 approved as core courses for the certificates as well providing a solid foundation in Management Information Systems and Windows Technical security information foundation. The newer courses will cover security awareness for business and security management for business. The courses are set up scaffolding the skills for CBIS 101 and CBIS 108 and preparing for certification material for the Security+ certification.

Learning Outcomes Assessment

- a. Please summarize key results from this year's assessment.

Due to missing data in SPOL Concerning the learning outcomes for the program there was no opportunity to enter data as planned in the fall semester. Training on SPOL By the learning outcomes chair will be provided next fall. I attended training for SPOL this spring semester due to the missing data (There was a program learning outcome missing) and was not able to update the classes that I taught.

I have the rubric in place to evaluate the program learning outcomes and will resume evaluation this summer while I am doing professional development training.

I will request data from the spring 2022 semester from the part timers that were hired to cover my classes after I had a stroke on February 7, 2022. It will be necessary for me to speak to the two new-part time faculty about the process of program learning outcomes evaluation and share with them the information that I have updated for the current classes. I had shared with Eileen Reinwald the first rubric that I created in spring 2021 when I was part of the program learning outcomes pilot.

This rubric has been updated since. I will also need to speak to the CTE Dean to assess the degree of monitoring perfect for professional learning outcomes that is required contractually from part time faculty.

- b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

There is no data currently to summarize, analyze or interpret since there is no data in the new system Due to the delays on updating the program learning outcomes for the program by Technical Support. The updated information was included at the end of May 2023 when I brought up the issue to my Dean. I reported this information missing in fall 2022 to Technical Support for SPOL.

- c. Please summarize recommendations and/or accolades that were made within the program/department.

The **Information Security for Business certificate** was approved in Fall of 2022 and scheduled courses for the certificate have been offered in the Spring of 2023. The program is offering continuing courses on the topic in Fall 2023.

Information Security for Business

Award Type: Certificate of Accomplishment

This certificate is designed for business professionals whose responsibilities include oversight of IT technology for their business function. Graduates of this certificate will gain a broad understanding of the key issues and challenges of managing information technology systems in a business setting and be able to apply key frameworks, models, and management methodologies to facilitate IT strategies, system implementations, and on#going system operations.

The graduate of the Certificate of Accomplishment in Information Security for Business will:

- Understand the fundamentals of information security, and how they relate to information systems needs of a business.
- Use effective written and oral communication to create and update a business information security plan.
- Develop technical skills to analyze and solve information security problems and selecting the appropriate strategy to address them.
- design/develop/deploy/maintain and manage business information systems security plan.

Program Requirements

A major of 12 units is required for the certificate

| Course Number | Course Title | Units |
|---------------|----------------------------------|-------|
| CBIS 101 | Computer Concepts & Applications | 3.0 |
| CBIS 108 | Networking and Administration | 3.0 |
| CBIS 310 | | |
| CBIS 311 | | |

It's just statistics on information security for business how are encouraging and there is a variety of businesses that could hire students with a certificate of accomplishment on information security (U.S. Bureau of Labor Statistics):

Bureau of Labor Statistics > Occupational Employment and Wage Statistics

Occupational Employment and Wage Statistics

Go

OEWS Home
OEWS Publications ▾
OEWS Data ▾
OEWS Methods ▾
About OEWS ▾
Contact OEWS

Occupational Employment and Wages, May 2022

15-1212 Information Security Analysts

Plan, implement, upgrade, or monitor security measures for the protection of computer networks and information. Assess system vulnerabilities for security risks and propose and implement risk mitigation strategies. May ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure. May respond to computer security breaches and viruses. Excludes "Computer Network Architects" (15-1241).

[National estimates for Information Security Analysts](#)
[Industry profile for Information Security Analysts](#)
[Geographic profile for Information Security Analysts](#)

National estimates for Information Security Analysts:
 Employment estimate and mean wage estimates for Information Security Analysts:

| Employment (1) | Employment RSE (3) | Mean hourly wage | Mean annual wage (2) | Wage RSE (3) |
|----------------|--------------------|------------------|----------------------|--------------|
| 163,690 | 1.3 % | \$ 57.63 | \$ 119,860 | 0.7 % |

Percentile wage estimates for Information Security Analysts:

| Percentile | 10% | 25% | 50% (Median) | 75% | 90% |
|-----------------|-----------|-----------|--------------|------------|------------|
| Hourly Wage | \$ 31.73 | \$ 41.00 | \$ 53.85 | \$ 67.85 | \$ 83.91 |
| Annual Wage (2) | \$ 66,010 | \$ 85,270 | \$ 112,000 | \$ 141,130 | \$ 174,540 |

Industry profile for Information Security Analysts:

Industries with the highest published employment and wages for Information Security Analysts are provided. For a list of all industries with employment in Information Security Analysts, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in Information Security Analysts:

| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|---|----------------|--------------------------------|------------------|----------------------|
| Computer Systems Design and Related Services | 42,220 | 1.71 | \$ 58.86 | \$ 122,430 |
| Management of Companies and Enterprises | 15,760 | 0.59 | \$ 56.50 | \$ 117,520 |
| Credit Intermediation and Related Activities (5221 and 5223 only) | 12,170 | 0.60 | \$ 58.94 | \$ 122,590 |
| Management, Scientific, and Technical Consulting Services | 10,040 | 0.57 | \$ 56.68 | \$ 117,900 |
| Scientific Research and Development Services | 6,690 | 0.77 | \$ 65.77 | \$ 136,810 |

Industries with the highest concentration of employment in Information Security Analysts:

| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|--|----------------|--------------------------------|------------------|----------------------|
| Monetary Authorities-Central Bank | 810 | 3.83 | \$ 54.13 | \$ 112,580 |
| Computer Systems Design and Related Services | 42,220 | 1.71 | \$ 58.86 | \$ 122,430 |
| Web Search Portals, Libraries, Archives, and Other Information Services | 2,740 | 1.56 | \$ 79.38 | \$ 165,110 |
| Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services | 5,860 | 1.29 | \$ 56.52 | \$ 117,560 |
| Manufacturing and Reproducing Magnetic and Optical Media | 130 | 1.14 | \$ 43.55 | \$ 90,590 |

Both information security analysts and information security engineers have been showcased as a bright outlook occupation with rapid growth which means that these occupations are expected to grow faster than average 8% or more over the period of 2020 one 2031 for the US nationwide. (O*Net Data) The information security for business certificate opens up the door to highly sought skills nationwide.

As a department the Business department was successful as part of the Business and Finance Success Team to offer student orientations based on results of focus group in Fall 2022 with the following goals identified:

- Understand the Business and Finance Student Experience
- Identify Student Obstacles and ways to avoid them
- Help students identify and confirm their career choice and stay on that path

The following five themes identified:

- Business Student Internships
- Business Student Orientations
- Business Student Networking
- Event Week for Business and Finance Students
- Scheduling Business Classes

CBIS Program Yearly Planning

The team decided to create a survey for all Business Students receiving feedback on one of the five themes and it was decided that Orientations would be the topic. There were 73 students who responded to the survey. Further analysis of the results of the survey were used to complete the academic services and support topic.

- d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

Please see attached information on the phase zero planning for program learning outcomes, associations, PLO rubrics and cycles planning which includes new certificate course offering in the scheduling. **(please see attached PLO rubric as appendix)**

3. Is your two-year program map in place and were there any challenges maintaining the planned schedule? Yes, the two-year program map is included. Challenges on maintaining the planned schedule have been addressed by the hiring of two new part timers for the discipline, which were hired in Fall of 2022 and have been rehired for Fall 2023. Both part timers have gone through the part time instructor evaluation process.
4. Were there any staffing changes?
Two additional part-time faculty were hired in fall of 2022 and were evaluated in the fall of 2022 as part of the classroom evaluation process.
5. What were your program successes in your area of focus last year?
The **Information Security for Business certificate** was approved in Fall of 2022 and scheduled courses for the certificate have been offered in the Spring of 2023. The program is offering continuing courses on the topic in Fall 2023.

Additionally as a fulltime faculty member I am gathering data surveying students in CBIS program to respond more accurately to their need for classes, and the current scheduling options that they see are working for them. I am also submitting an innovative scheduling process in order to offer 12-week classes that start two weeks from the beginning of the semester.

CTE two-year review of labor market data and pre-requisite review

6. Does the program meet documented labor market demand?
May 2022 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates, Santa Maria-Santa Barbara, CA

| Occupation code | Occupation title (click on the occupation title to view its profile) | Level | Employment | Employment RSE | Employment per 1,000 jobs | Location quotient | Median hourly wage | Mean hourly wage | Annual mean wage | Mean wage RSE |
|-----------------|--|--------|------------|----------------|---------------------------|-------------------|--------------------|------------------|------------------|---------------|
| 11-3021 | Computer and Information Systems Managers | detail | 780 | 2.7% | 3.797 | 1.05 | \$83.86 | \$96.54 | \$200,800 | 2.3% |
| 15-1231 | Computer Network Support Specialists | detail | 130 | 8.9% | 0.633 | 0.55 | \$36.84 | \$38.82 | \$80,750 | 4.2% |
| 15-1232 | Computer User Support Specialists | detail | 550 | 5.4% | 2.678 | 0.57 | \$30.56 | \$31.87 | \$66,290 | 1.5% |
| 15-1244 | Network and Computer Systems Administrators | detail | 320 | 7.3% | 1.566 | 0.71 | \$50.16 | \$50.38 | \$104,800 | 2.0% |

7. How does the program address needs that are not met by similar programs?

CBIS program addresses needs not met by similar programs by focusing on business applications, network administration, Microsoft Office certifications, as well as Microsoft Windows support technician training. These classes cover aspects of not only technological skills but also how to apply those skills in a business setting using critical skills that can help the students evaluate the efficiency and effectiveness of software choices for particular applications.

Overall employment in computer and information technology occupations is projected to grow 15 percent from 2021 to 2031, much faster than the average for all occupations; this increase is expected to result in about 682,800 new jobs over the decade. In addition to new jobs from growth, opportunities arise from the need to replace workers who leave their occupations permanently. About 418,500 openings each year, on average, are projected to come from growth and replacement needs. (Occupational Outlook Handbook)

The program learning outcomes of the CBIS program are following:

- Understand the fundamentals of business, and how they relate to information systems needs of a business.
- Use effective written and oral communication to support business information systems' needs.
- Develop technical skills to analyze and solve problems both independently and in teams, using a variety of problem-solving approaches and selecting the appropriate software.
- Analyze/design/develop/deploy/maintain and manage business applications.

8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain. The following information was obtained from tableau on success retention and persistence for the CBIS program and the chancellor's office management information systems, CTE outcomes survey national student clearing house, CSU/UC cohort match (California Community Colleges - Computer Information Systems)

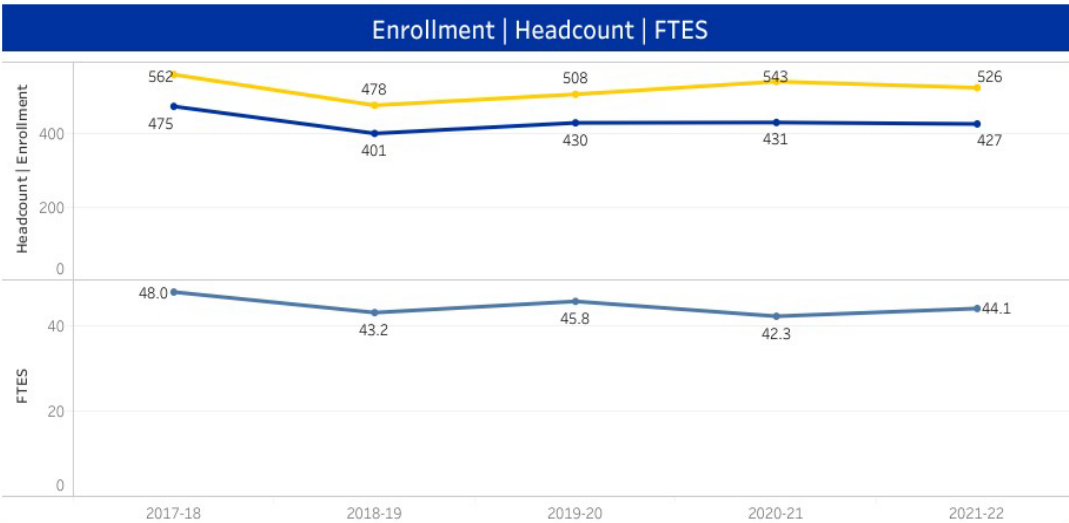
Enrollment for the program, with a high concentration of sections offered online traditional allows for flexibility for working students to continue their education and updating of work skills fitting their own schedule.

Sections are also offered on-site for students that do not have scheduling limitations. More sections are being offered on site with the recruiting of additional part timers for the program. It is imperative that considering student goals and preference in enrollment that both online and on-site classes are available for the CBIS program. As part of the innovative scheduling discussion, I have proposed to The business and finance pathways team, implementing 12-week classes instead of eight-week classes to improve success, retention, and completion for the CBIS program. These classes should be scheduled considering the additional part time instructors that were hired in fall 2022 and different modalities should be scheduled for in person and online sections.

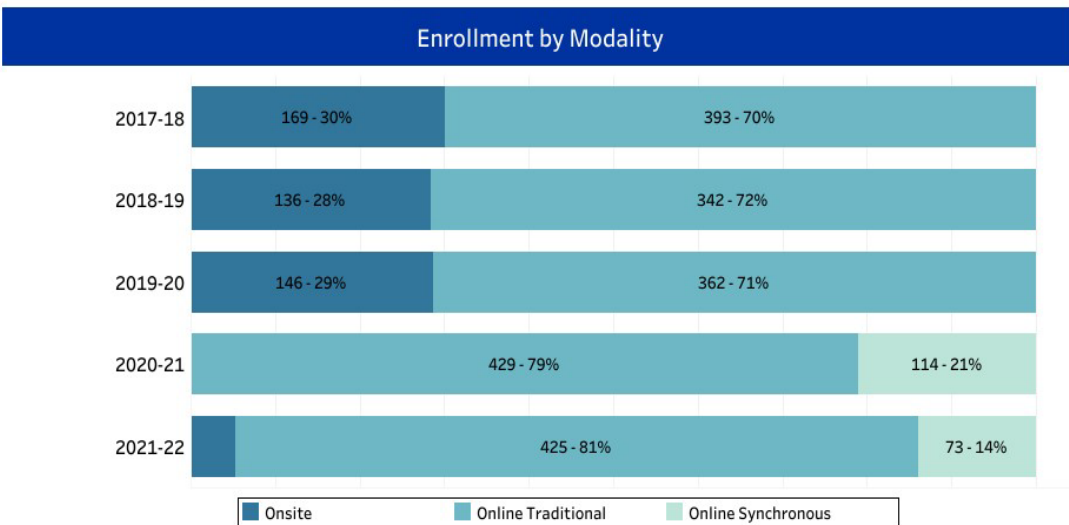
CBIS Program Yearly Planning

I have been surveying CBIS students by the end of the semester and on enrollment preferences, limitations in enrollment, and different modalities that they would consider taking additional classes on the program. I have collected this data since spring of 2022.

CBIS Program Yearly Planning



- Years or Terms
- Academic Year
- CR/NC
- Credit
- Subject
- CBIS
- Course
- All

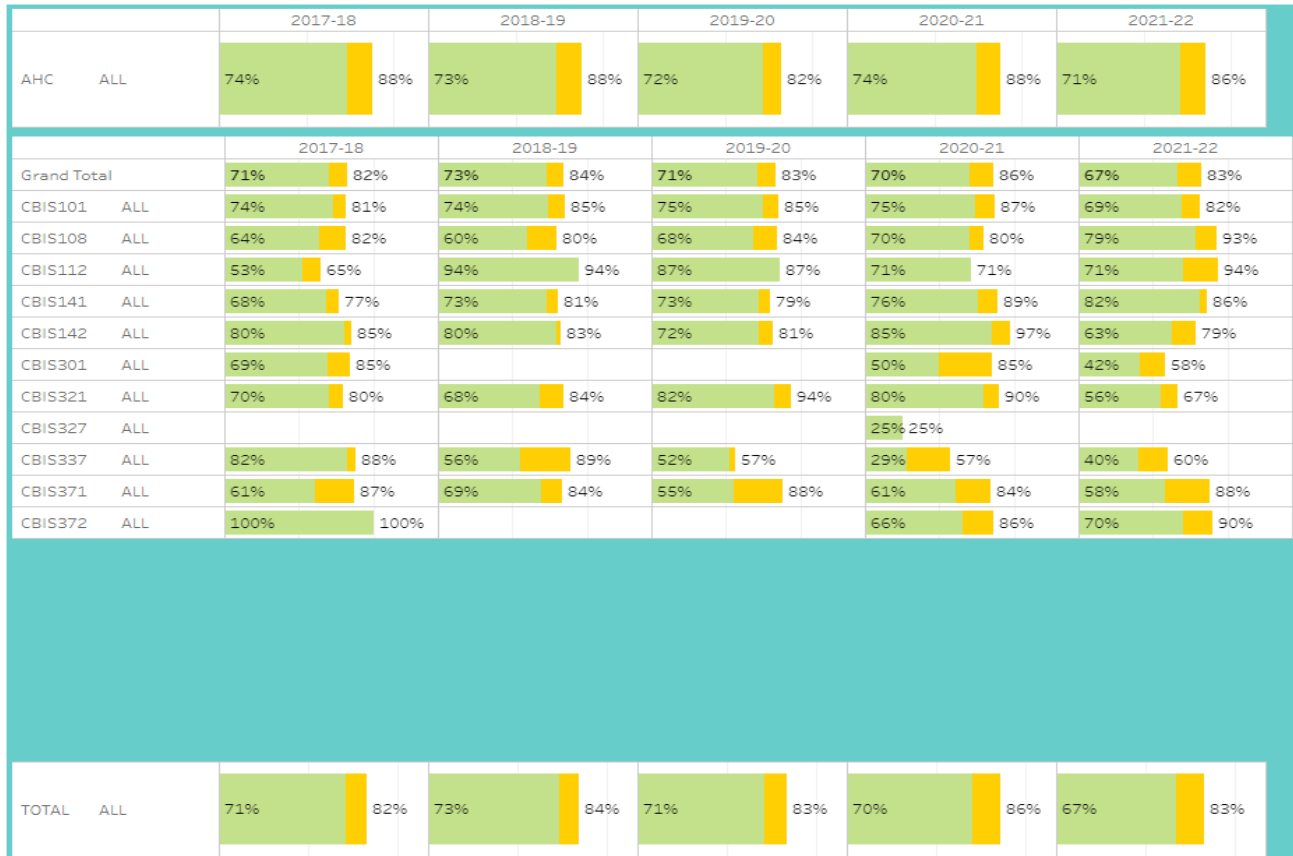


- Enrollment & HC By Course
- Headcount Demographics
- Fill Rate & Efficiency
- RETURN HOME

CBIS Program Yearly Planning

Success & Retention

■ Success % ■ Retention %



Success and retention have been grouped in all sections for specific classes. Considering the different modalities, online traditional, online synchronous, and in person, it would be valuable to be able to the desegregate the data to see the differences in modality.

There is an increase in improvement overtime in terms of success and retention that matches the college’s goals. Some of our courses are technical in nature because they cover material for certifications. It should be noted that the pandemic had an unpredictable effect on the learning environment, with isolation, shut down, stressors, mobility, in the impact in the learning environment could had had an effect on success and retention from 2020 to 2022.

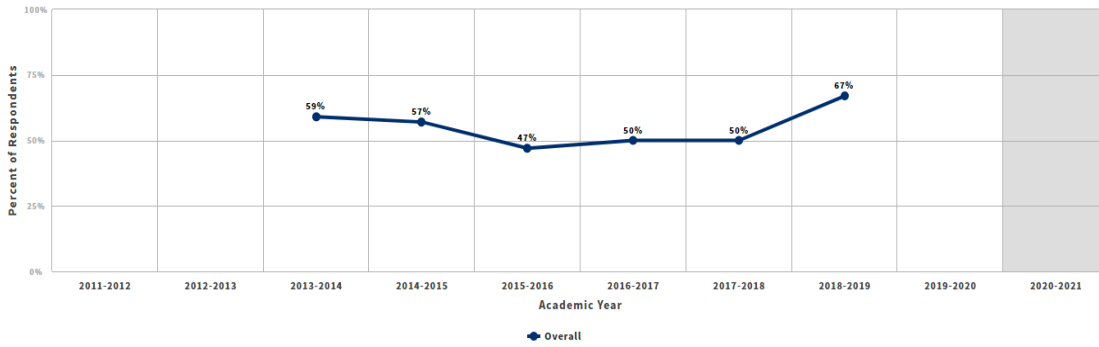
SuccessNet is key to connecting students with counselors for additional support through campus services and can be used as a way of documenting student history of needs. Counselors who contact students usually send an email explaining that the case is closed, or progress made with the student reason that they are behind.

SuccessNet for Early Alert is a very valuable tool and should be discussed further with part-time employees to ensure all instructors are using this resource. I will survey my part-time instructors on the use of success net, as well as other tools that could be used from Canvas such as New Analytics report to accurately track student progress

CBIS Program Yearly Planning

SWP Students with a Job Closely Related to Their Field of Study

Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study

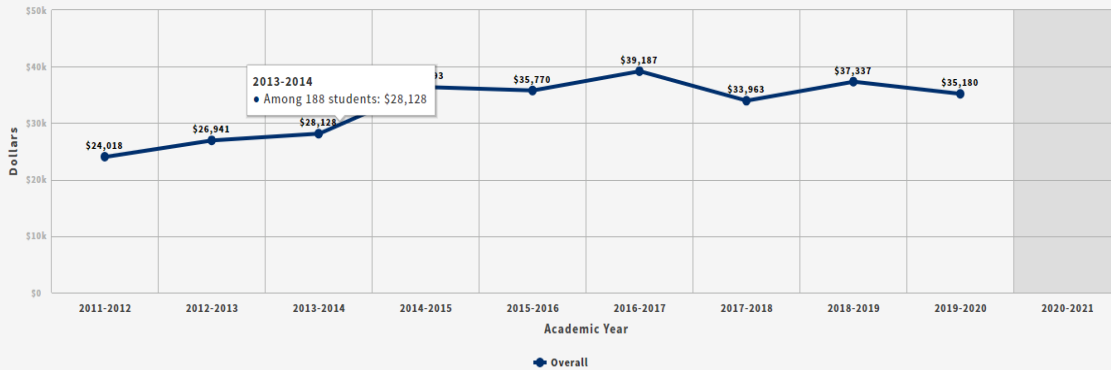


Source: Chancellor's Office Management Information System, CTE Outcomes Survey, National Student Clearinghouse, CSU/UC Cohort Match

As the Chancellor's office management in information systems documents, there's been an increase in the number of students whose job is closely related to the CBIS program, 67% from 2017 to 2019.

Median Annual Earnings for SWP Exiting Students

Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

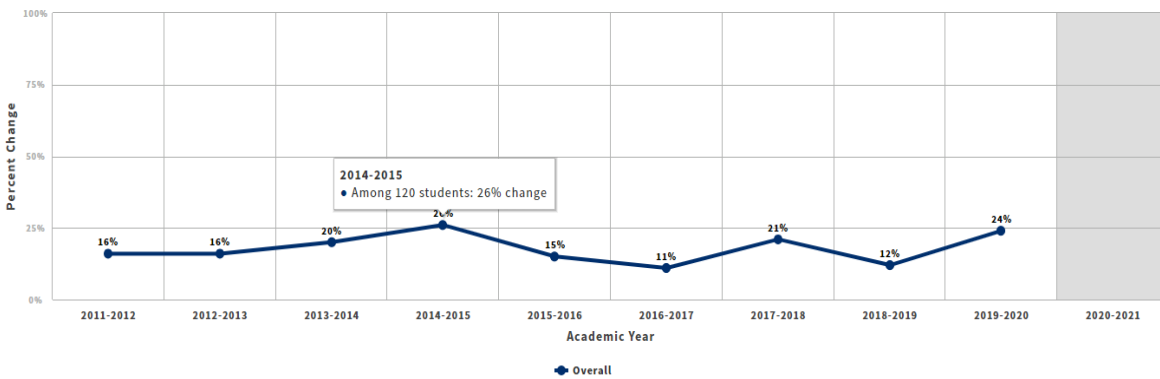


Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

The median annual earnings for CBIS students range from \$35,180 - \$37,337

Median Change in Earnings for SWP Exiting Students

Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended



There has been a change in earnings for exiting students from 12% from 2018-2019 to 24% from 2019 to 2020

Current data on job salaries from the California community colleges Computer and Information science degrees and certificates

The image shows the SalarySurfer website interface for Computer and Information Science. It features a blue header with the SalarySurfer logo and the title 'Computer and Information Science'. Below the header, there is a section titled 'Videos for Computer and Information Science' with three video thumbnails: 'Computer Information Systems', 'Computer Infrastructure and Support', and 'Computer Networking'. Navigation arrows are visible on either side of the thumbnails.

Computer and Information Science Only display programs with wage data

Computer and Information Science

Instructional programs in the theories, principles, and methods of design, development and application of computer capabilities to data storage and manipulation.

| Curriculum | Award Type | Median Annual Salary | | |
|-------------------------------------|-------------|----------------------|---------------|---------------|
| | | 2 Years Before | 2 Years After | 5 Years After |
| Computer Information Systems | Degree | \$27,199 | \$38,074 | \$54,079 |
| Computer Information Systems | Certificate | \$20,373 | \$36,821 | \$55,785 |
| Computer Infrastructure and Support | Degree | \$24,998 | \$56,373 | \$71,127 |
| Computer Infrastructure and Support | Certificate | \$29,689 | \$58,039 | \$72,659 |
| Computer Networking | Degree | \$23,304 | \$49,325 | \$62,613 |
| Computer Networking | Certificate | \$35,707 | \$52,361 | \$65,128 |
| Computer Programming | Degree | \$23,876 | \$44,722 | \$58,408 |
| Computer Programming | Certificate | \$32,769 | \$55,962 | \$67,654 |
| Computer Science (Transfer) | Degree | \$16,302 | \$38,516 | \$68,245 |
| Computer Software Development | Degree | \$37,358 | \$51,836 | \$56,315 |
| Computer Software Development | Certificate | N/A | \$32,220 | \$60,064 |
| Computer Support | Degree | \$26,374 | \$36,633 | \$47,638 |
| Computer Support | Certificate | \$34,908 | \$39,219 | \$46,493 |
| Information Technology, General | Degree | \$19,696 | \$75,343 | \$65,644 |
| Software Applications | Degree | \$19,104 | \$33,404 | \$36,387 |
| Software Applications | Certificate | \$33,350 | \$39,559 | \$48,418 |
| World Wide Web Administration | Certificate | \$27,205 | \$62,735 | \$49,222 |

The change in earnings for computer information systems whether the students obtain a degree or certificate, when comparing the two years before obtaining the degree and two years after. Depending on the field of work there's variation in the earnings five years after.

9. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, title five requirements for review of course per requisites and I advisories has been done within the prescribed cycle every two years. The AP&P committee assisted me diligently in completing this task.

10. Have recommendations from the previous report been addressed?

Recommendations from previous reports has been addressed in a timely manner implementing strategies on the following semester from the Advisory committee meeting, whether it is creating new activities to enhance students' exposure to job skills that are currently needed, or job preparedness information.

Validation for Program Planning Process:

11. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

The CBOT/CBIS Advisory team is a great partner and besides containing industry partners in the community it also includes high school teachers in Business.

12. Are there specific recommendations regarding the core topic responses from the validation team?

Student success is always addressed at the advisory team meetings and the new business orientation (PD 700) was reviewed and supported by the team members. I also reported on current student use LinkedIn with current data from the class addressing the questions shared by the advisory committee last advisory meeting in spring of 2022.

CBIS Program Review - Spring 2023

ACADEMIC SERVICES AND SUPPORT (Area of Focus/Core Topic)

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

1. What data were analyzed and what were the main conclusions?

The Business and Finance Success Team conducted a focus group with the following goals identified:

- Understand the Business and Finance Student Experience
- Identify Student Obstacles and ways to avoid them
- Help students identify and confirm their career choice and stay on that path

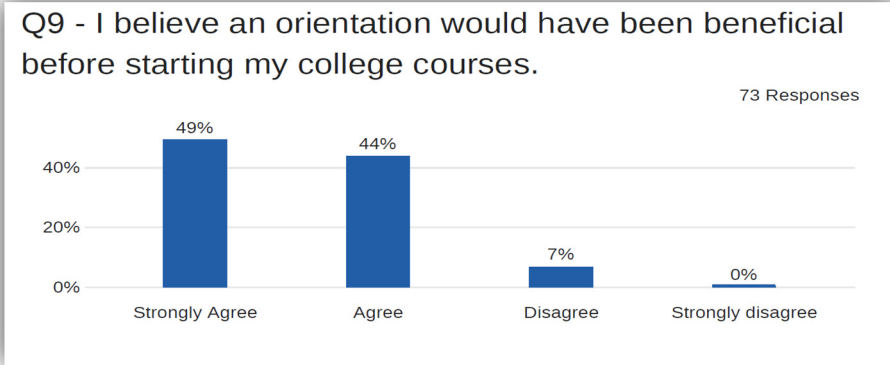
A focus group was conducted with the following five themes identified.

- Business Student Internships
- Business Student Orientations
- Business Student Networking
- Event Week for Business and Finance Students
- Scheduling Business Classes

The team decided to create a survey for all Business Students receiving feedback on one of the five themes and it was decided that Orientations would be the topic. There were 73 students who responded to the survey. The complete survey is attached as a pdf.

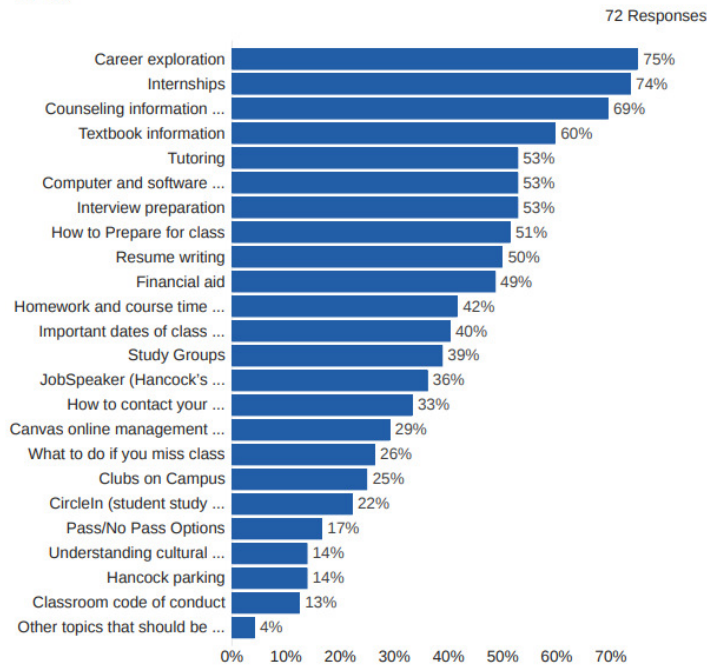
Survey Results:

When asked if students believed an orientation would be beneficial before starting college courses, 93% of the students either agreed or strongly agreed. See below.



When students were asked what topics should be offered at an orientation the following answers were received with the number 1 and number 2 answers being Career Exploration and Internships.

Q11 - What topics should be offered at an orientation for new and continued business students? (Check all that apply) - Selected Choice



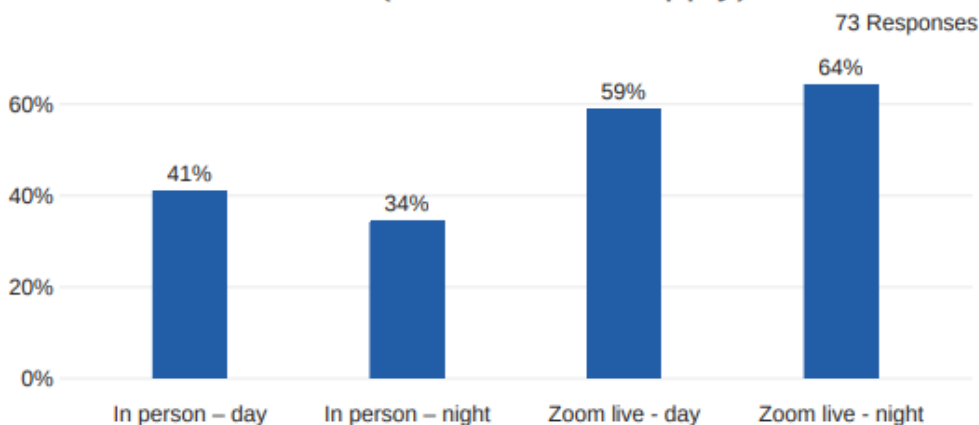
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Students want more information on Career Exploration, and it may be a challenge to ensure the students engage with other resource departments on campus such as the Career Center for assistance with Career Exploration and Internships.

If a Business Student Orientation continues, a challenge may be getting the advertising out to students. The Business Department was successful in promoting the course and having students sign up for 2 classes but in other departments enrollment for the PD 700 was so low that the courses were cancelled.

As part of the student orientation survey the Business and Finance team explored the possibility of having orientations in Zoom. Should PD 700 be offered as an online class, it could be possible to increase enrollment numbers and make sure that more students have the opportunity to get access to the Business and Finance orientations.

Q13 - What would be the best days and times for you to attend an orientation? (Check all that apply)



3. What are your plans for change or *innovation*?

One of the ways to change or innovate is through the Business Orientation (PD 700 course). Plans for change and innovation for the Orientation are below:

- Assist the counseling department in advertising the new PD 700 College Connect Student orientation with the focus on Business topics
- Make suggestions on some of the topics to be covered at the Business Student Orientation (it was suggested that the career center be part of the orientation and have students enroll in JobSpeaker at the orientation)

- Present and team up with the counselor at the orientation to ensure student success (this can be done by attending the orientation in person or creating personalized videos by the instructors to welcome students and give them insight on how to be successful in the course).

Instructors can also make additions to the class to assist with student success

- Add assignments and information regarding topics identified in the business survey
- Create videos and links to help students be successful and to interact with other departments which facilitate their success, retention, and completion of the program

4. How will you *measure* the results of your plans to determine if they are successful?

PD 700 College Connect Business Orientation

The Business and Finance success team will be a collaborator for the PD 700 College Connect course for Business Students.

The PD 700 course did take place during the 2022/2023 school year. The business department created and sent out flyers to all Business students and advertised the course at a booth at Hancock Hello. There were 2 sections, one for day and one for night held in August 2022.

The topics below were covered by Business Instructors and by the counselor and Career Center Staff.

- *Career Exploration*
- *Certificates and requirements*
- *Textbooks*
- *Computer and Software needed*
- *How to Prepare for Class*
- *Homework and course time*
- *Important Dates of Class*
- *How to Contact your Instructor*
- *What to do if you miss class*
- *What do I do if I fall behind on assignments*
- *Canvas*

Career Center topics were done with a hands-on portion led by Career Center staff

- *Career Exploration – covering the Uexplore software*
- *Interview Preparation*
- *Resume Writing*
- *Job Speaker – Hands-on enrollment in the software (JobSpeaker- contains jobs, career exploration and internships).*

Counselor focused topics are below:

- *Time Management*
- *Tutoring*
- *Financial Aid*
- *Pass/No Pass Option*
- *Understanding Cultural differences*
- *Hancock Parking*
- *Classroom Code of Conduct*

100% of those surveyed attended the Business Student Orientation, PD 700 found the course useful. Recommendations to continue the course with 1 night section the week before school starts at night was given. Also, to continue with the hands-on JobSpeaker portion and have Business instructors help advertise and be guest speakers through attendance or videos.

Additional Measurements of Success

Another way to measure success is through the creation of videos and assignments in the course to facilitate student success.

At CBIS 101, I used as a class activity the Career Interest Quiz as a way of promoting career pathways and highlighting the information that is available on the site for the Business Finance pathway connecting it with Management Information Systems careers.

<https://www.careeronestop.org/toolkit/careers/interest-assessment.aspx>Links to an external site.

To make the activity fit the lecture, 30 quiz was chosen to be completed by the class as the instructor was addressing student questions and making sure that students provided evidence in a cloud document of their quiz results which include career information matches.

The Career quiz takes about 5 minutes and at the end, the student is shown a list of jobs that match their interests. They will also show the job outlook, pay and requirements. The students are to list a job that matches their interests and let the class know the job title, outlook, and pay.

As part of the class session the students were also introduced to information on the Bureau Of Labor, Occupational Outlook Handbook, for career information, current projections on the job market as a way of jump-starting career planning with further knowledge job requirements, educational requirements, skill requirements and starting salary expectations. We also brainstormed ideas for classes that would give them a competitive advantage in the job market Based on the current job descriptions and future responsibilities.

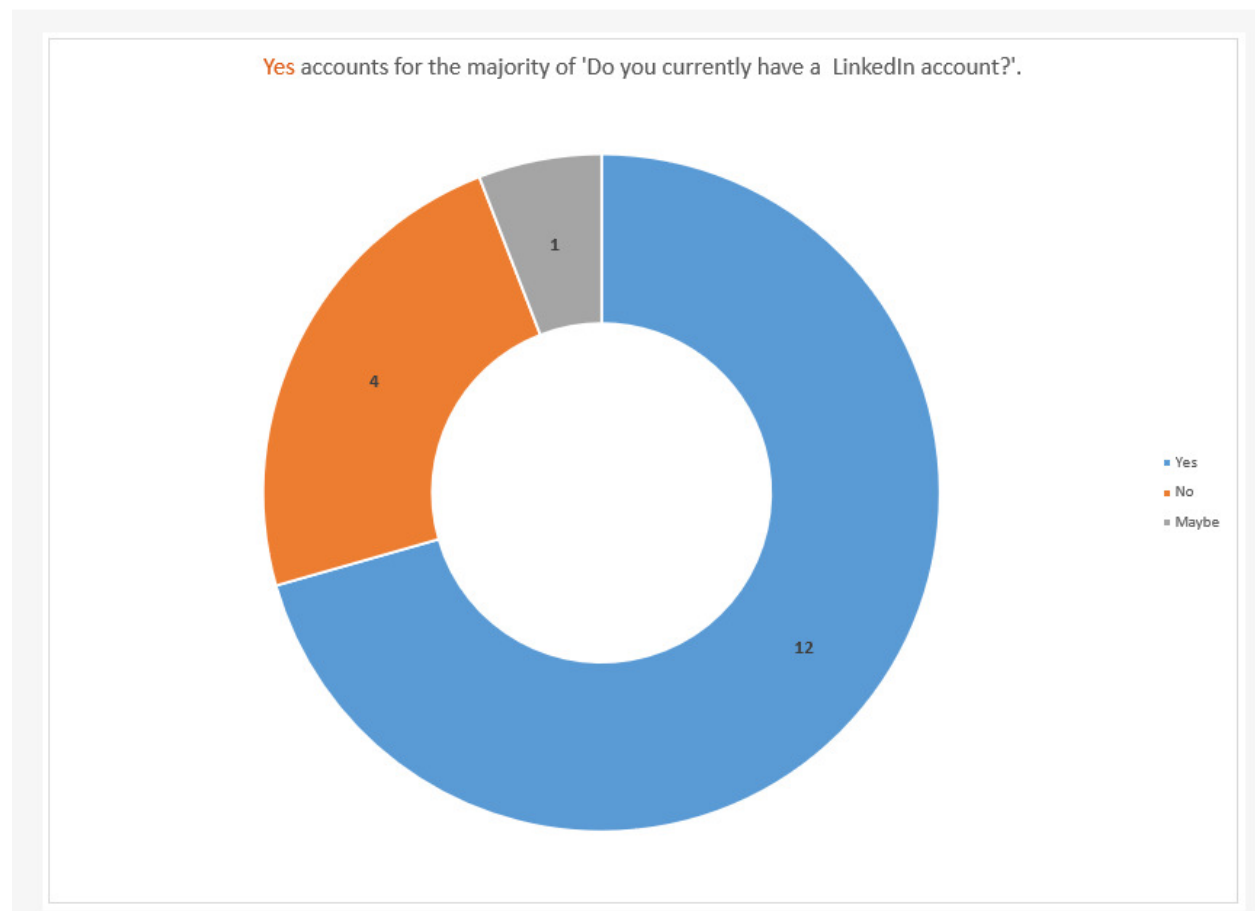
<https://www.bls.gov/ooh/>

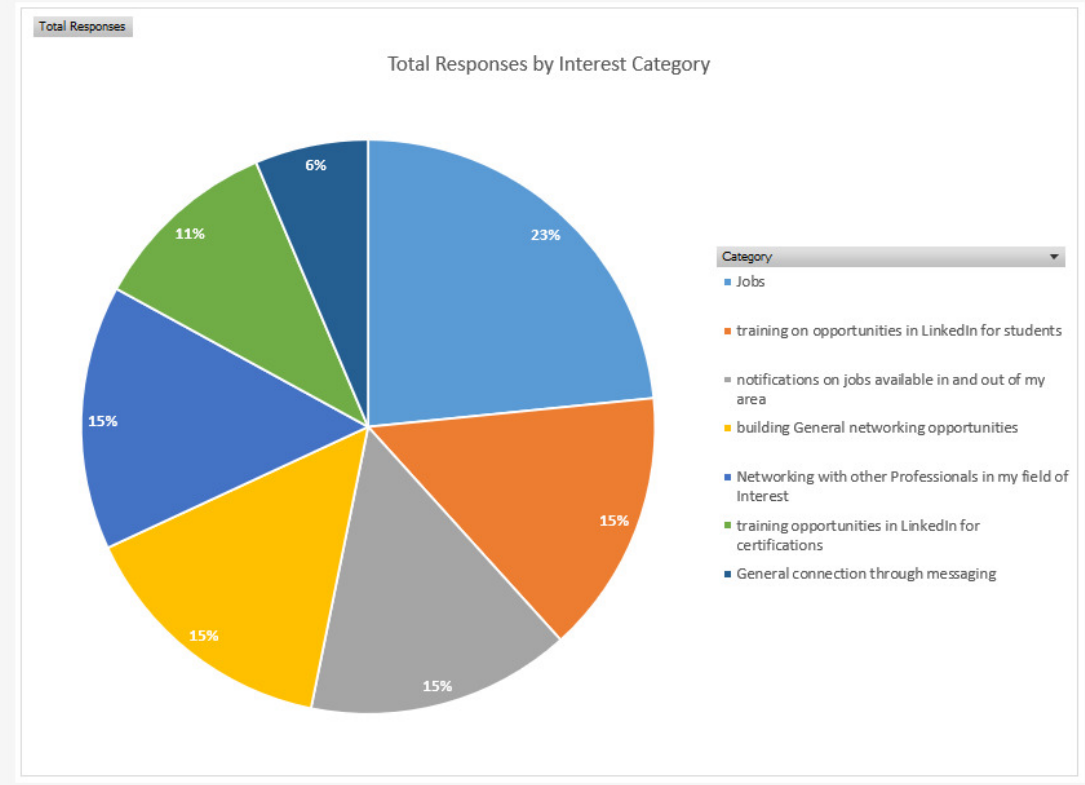
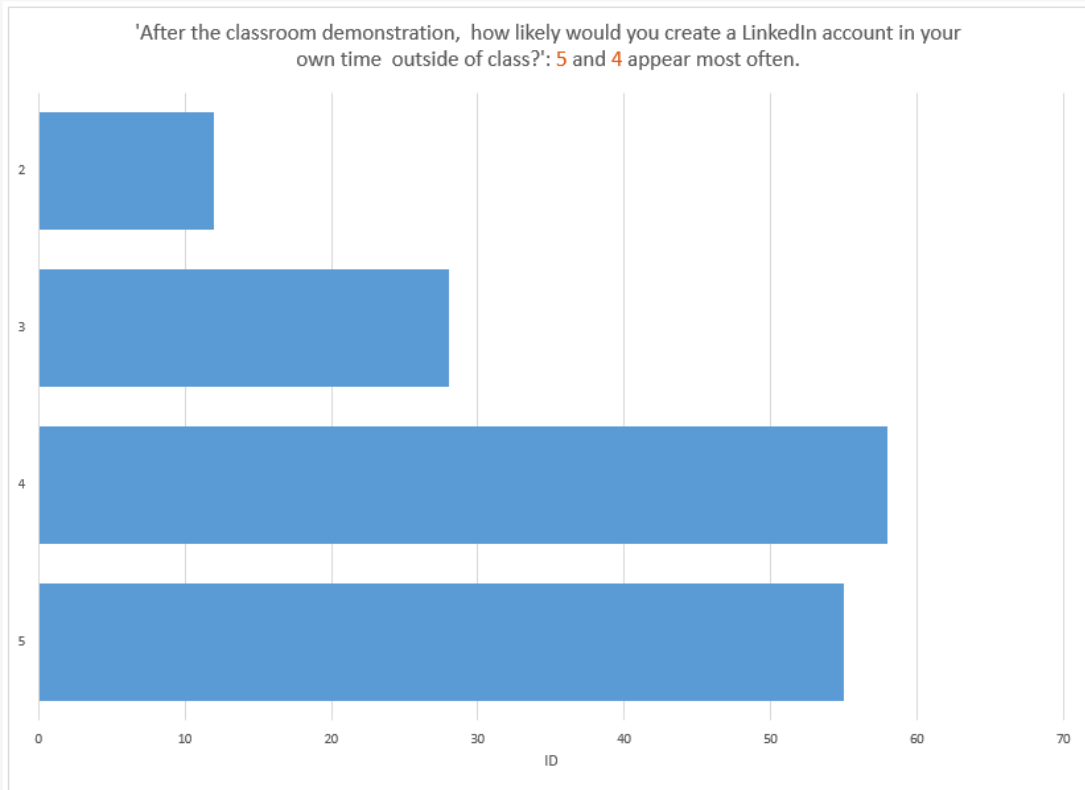
We finished with a training on LinkedIn with an overview of the features of the site to get started with social networking related to careers and mentorship opportunities. I also showed them my LinkedIn account and the features that I had access to on a basic account . I shared with the class a training that LinkedIn has for students for free to get started in their career networking by creating an effective profile in LinkedIn.

<https://www.linkedin.com/learning/learning-linkedin-for-students-16915125/why-use-linkedin?autoplay=true>

Students were surveyed at the end of the class on their current use of LinkedIn as a way of gathering data for the CBOT/CBIS Advisory Committee which had suggested last year for students to use LinkedIn as a way of connecting with mentors, finding jobs, and getting further business exposure in their field of interest.

Class size: 17 onsite students

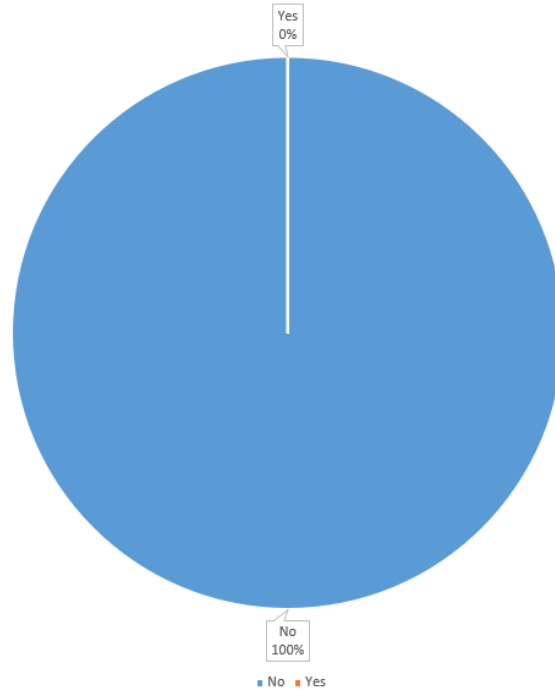




The question of the survey (above) allowed for students to select as many options as applied to their particular situation.

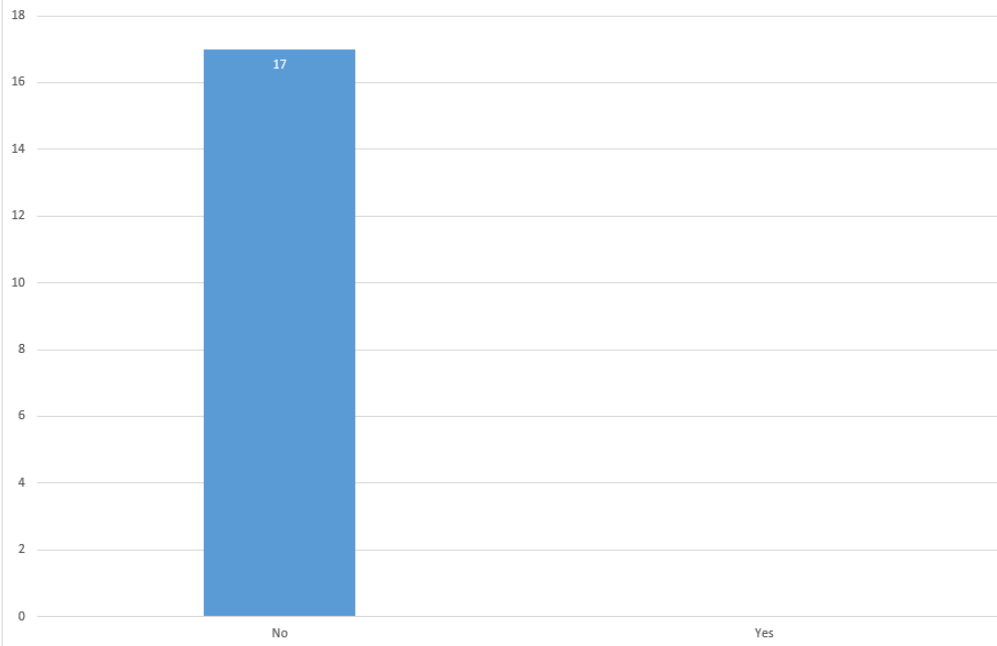
LinkedIn Course Content -

As you look at the information and training for students in LinkedIn, is there any other area of Interest that you would like covered on the LinkedIn course?



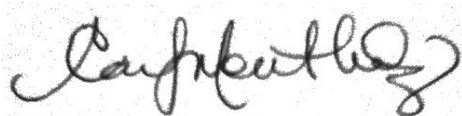
LinkedIn overall questions

- Do you have any other questions about using LinkedIn that could be addressed by your instructor?



There are no new program initiative requests for CBIS at this time

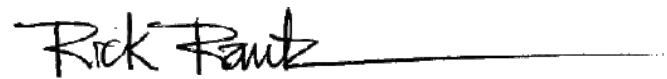
Program Review Signature Page:



5/13/2023

Program Review Lead

Date



Jun 27, 2023

Program Dean

Date



Jun 27, 2023

Vice President, Academic Affairs

Date









CBIS Yearly Planning Update and Academic Services and Support_6.26.23

Final Audit Report

2023-06-27

| | |
|-----------------|---|
| Created: | 2023-06-26 |
| By: | Maryfrances Marecic (mmarecic@hancockcollege.edu) |
| Status: | Signed |
| Transaction ID: | CBJCHBCAABAAVJkT5kgOLI7oBkuMcAoCL8u-N863dMqM |

"CBIS Yearly Planning Update and Academic Services and Support_6.26.23" History

-  Document created by Maryfrances Marecic (mmarecic@hancockcollege.edu)
2023-06-26 - 3:25:42 PM GMT- IP address: 209.129.94.61
-  Document emailed to RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU) for signature
2023-06-26 - 3:26:45 PM GMT
-  Email viewed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
2023-06-26 - 7:53:53 PM GMT- IP address: 104.28.124.100
-  Document e-signed by RICK RANTZ (RRANTZ@HANCOCKCOLLEGE.EDU)
Signature Date: 2023-06-27 - 8:12:24 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Document emailed to Robert Curry (rcurry@hancockcollege.edu) for signature
2023-06-27 - 8:12:27 PM GMT
-  Email viewed by Robert Curry (rcurry@hancockcollege.edu)
2023-06-27 - 8:58:42 PM GMT- IP address: 209.129.94.61
-  Document e-signed by Robert Curry (rcurry@hancockcollege.edu)
Signature Date: 2023-06-27 - 9:02:06 PM GMT - Time Source: server- IP address: 209.129.94.61
-  Agreement completed.
2023-06-27 - 9:02:06 PM GMT