

# Instructional Program Review Template

## What is an Instructional Program?

*An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.*

*All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.*

## Program Name

Indicate the type of program here:  AA;  AS;  AA-T;  AS-T;  Certificate

Program Name: CBIS AS

Academic Year: 2023

Name of Faculty Submitter(s): Jacob Batarseh & Marie Downing

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## I. Program Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:*

A. What is the program mission and how does it support the institutional mission?

The primary mission of the CBIS, AS program is to prepare all students for employment and/or upgrade current skills to assure greater responsibility in a current place of employment. This is accomplished through a variety of courses which offer a diversity of topics, and emphasizes critical thinking and laboratory skills. These activities support the mission of the college in terms of providing the educational tools needed to achieve personal goals and professional growth, utilizing advances in technology, working with the community, working with other educational institutions, and designing programs relevant to the diverse communities served.

B. What is the program vision and how does it support the institutional vision?

The vision of the CBIS, AS program is to assist students in gaining employment in the fields of Computers and Business Information. The program offers courses that will assist students to transfer to a four-year institution to achieve their baccalaureate degree in the fields of Computer Science and Business Information science. The program supports the institutional vision of the college by empowering students to achieve their personal best.

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C. Please provide a short program description:

This degree is designed to prepare students for the employment market at the entry level in computer and business information technology in all sizes and types of organizations. The program provides a foundation for those students who plan to complete a four-year program in computer business information systems or related fields of study. The program also provides skills to upgrade current skills to assume greater responsibility in a current employment position. This major prepares students for Information Technology careers in networking, hardware support, cyber security, Internet and Web development, or other emerging technologies

D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The CBIS, AS program is designed to enable equitable student success. As such, the department will continue to oversee metrics such as student retention and program completion rates and work towards ensuring all students in the program have the tools necessary to be successful. The program faculty work to inspire learning, innovation and, a culture of continuous improvements.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

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## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

### Course Data and Analysis

A. Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

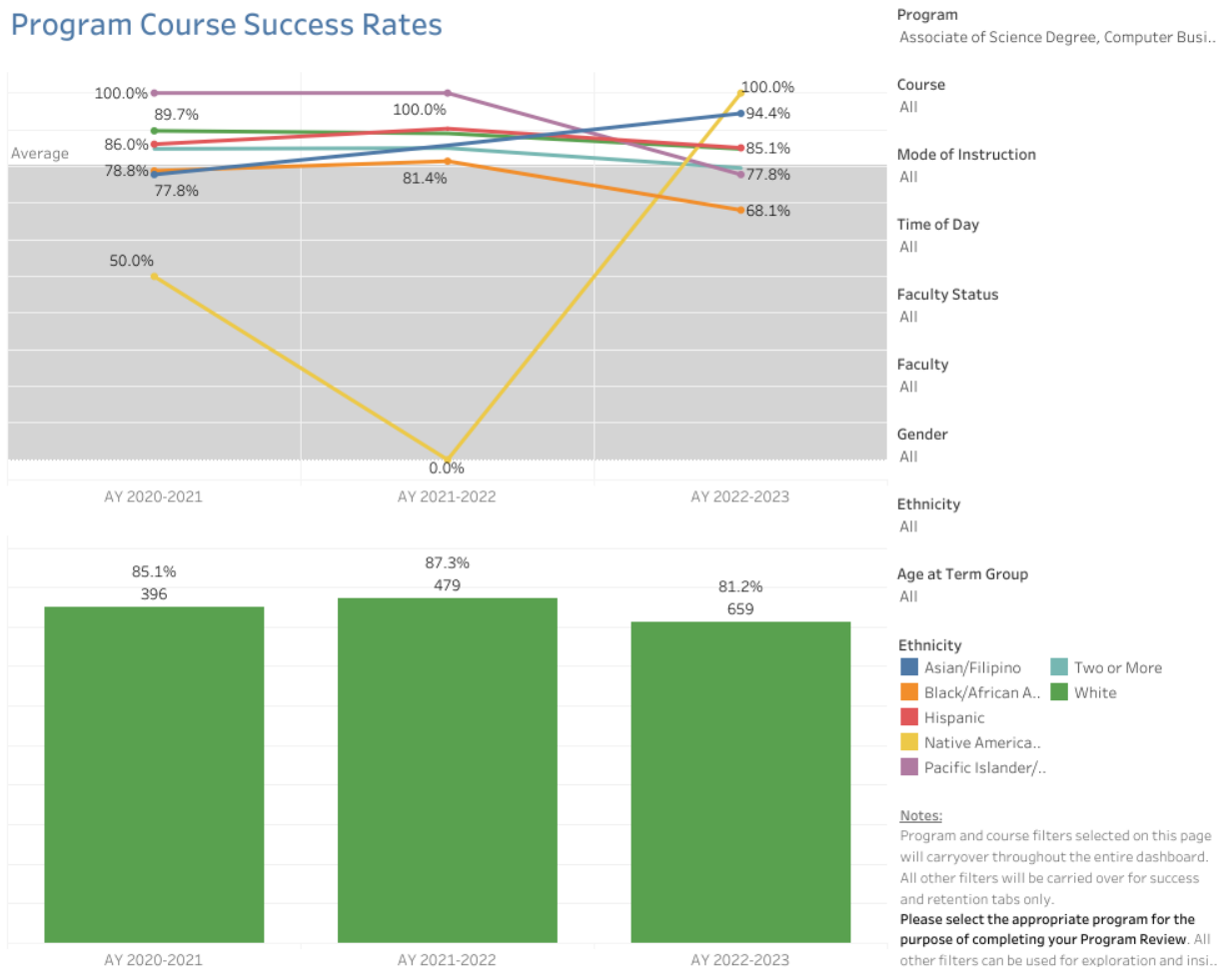
Success rates in the program for the academic years 2020-21, 2021-2022, and 2022-2023 are above 80%. It appears that one student has skewed the results.

In this cohort, the vast majority of students were enrolled in online classes and there does not appear to be a difference in the success of the student when taught by full-time or part-time

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faculty. There is however one ethnic group (Asian American) that to date has not been as successful as the other groups. The percentage is low however because of the low student enrollment in the group (4, 1, and 2 studnets for the period under review.) Even so, this may be an area where instructors can focus if equipped with this data prior to teaching a course.

Program Course Success Rates



## B. Retention Rate by

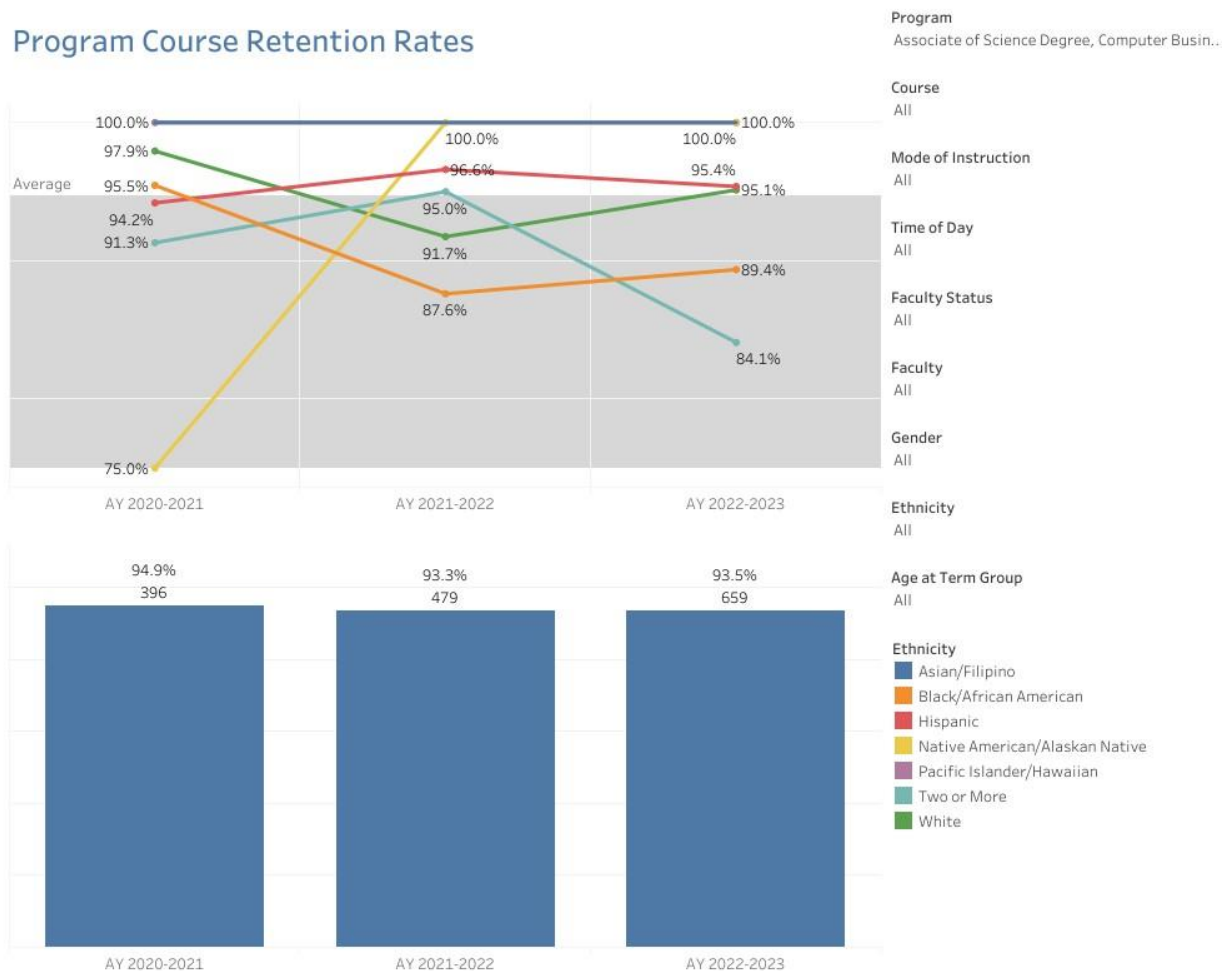
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The program has an exceptional retention rate for the academic years 2020-21, 2021-2022, and 2022-2023 with retention being above 93% with the lowest retention being for one ethnic group enrolled online. Again, this may be good information for instructors to have prior to teaching a

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course.

## Program Course Retention Rates



### C. Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The section count shows that the majority of students in the program are enrolled in online classes. Students enrolled in morning, afternoon, and even classes are relatively the same for the reported periods. The college may consider adding more sections for the program as enrollment continues to increase.

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**Program**

Associate of Science Degree, Computer Business Information Systems

**Course**

All

## Section Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing			1	1
Online	12	17	19	48
Grand Total	12	17	20	49

## Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Evening			1	1
Online	12	17	19	48
Grand Total	12	17	20	49

## Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	7	9	8	24
Part-Time	5	8	12	25
Grand Total	12	17	20	49

### D. Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

As with the section count, this data shows that the majority of students are enrolled in online courses. The number of online students increased by more than 200 in AY 2022-2023. While the number of students being taught by full-time faculty has remained the same, the number of students taught by part-time faculty has increased significantly.

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**Program**

Associate of Science Degree, Computer Business Information Systems

**Course**

All

## Enrollment Count by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferencing			11	11
Online	404	481	647	1,532
Grand Total	404	481	658	1,543

## Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Evening			11	11
Online	404	481	647	1,532
Grand Total	404	481	658	1,543

## Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	214	259	214	687
Part-Time	190	222	444	856
Grand Total	404	481	658	1,543

**E. Class Size Average by**

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The largest class sizes are consistently those being taught online. In fact, the online class size has continued to grow throughout the period under review.

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**Program**

Associate of Science Degree, Computer Business Information Systems

**Course**

All

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**F. Efficiency: WSCH, FTES, FTEF**

The program's efficiency scores of 400+ are above the Barstow overall average of 300.

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Program  
Associate of Science Degree, Computer Business Information Systems

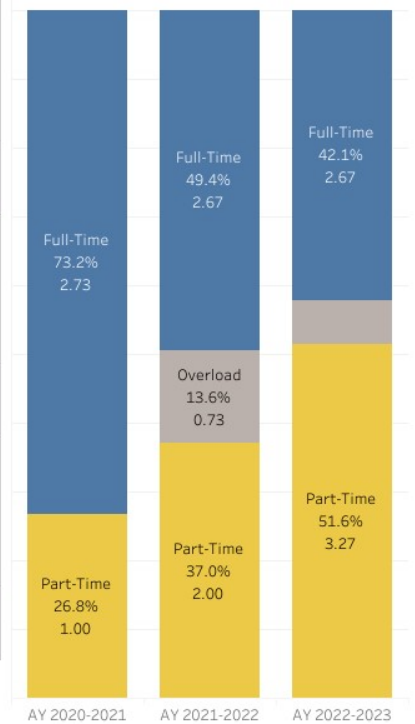
Course  
All

## Efficiency by Faculty Status

		WSCH	FTES	FTEF	Efficiency (WSCH/FTEF)	Efficiency (FTES/FTEF)
AY 2020-2021	Full-Time	1,288	42.94	2.73	471	16
	Part-Time	570	19.00	1.00	570	19
	<b>Total</b>	<b>1,858</b>	<b>61.94</b>	<b>3.73</b>	<b>498</b>	<b>17</b>
AY 2021-2022	Full-Time	1,491	49.70	3.40	439	15
	Part-Time	758	25.27	2.00	379	13
	<b>Total</b>	<b>2,249</b>	<b>74.97</b>	<b>5.40</b>	<b>416</b>	<b>14</b>
AY 2022-2023	Full-Time	1,262	42.07	3.07	412	14
	Part-Time	1,652	55.07	3.27	506	17
	<b>Total</b>	<b>2,914</b>	<b>97.13</b>	<b>6.33</b>	<b>460</b>	<b>15</b>

Efficiency Targets: WSCH/FTEF = 525 OR FTES/FTEF = 17.5

## FT/PT/OL Faculty Load Ratio (FTEF)



## Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

Multiple options for knowledge acquisition

OER materials

Use of Early Alert

Audio files as video alternatives

Provides students an opportunity for feedback on instruction

Ensures all student races and backgrounds are represented in the classroom and the curriculum



## Instructional Program Review Template

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Presentation of resources from campus departments | <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input checked="" type="checkbox"/> Includes resources in syllabus  |
| <input checked="" type="checkbox"/> ADA compliant materials                | <input type="checkbox"/> Probing and clarifying techniques                        | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input type="checkbox"/> Use of graphic organizers                         | <input checked="" type="checkbox"/> Creates space for students to ask for help    | <input type="checkbox"/> Collaborative note-taking  |
| <input type="checkbox"/> Promotes peer community building and support      | <input type="checkbox"/> Utilizes learning pact                                   | <input type="checkbox"/> Other:<br>Click or tap here to enter text.   |
| <input type="checkbox"/> Seeks multiple perspectives                       |   |   |

B. Specifically discuss any equity gaps that have surfaced in the data.  
Equity gaps were not observed.

C. What innovative plans or projects will help to close these gaps?  
None, as equity gaps were not observed.

### Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)?  
If no, please name the course and when it is scheduled for peer review.

- Yes  No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

- Yes  No

Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?

Yes, the CBIS degree was updated after the CSIS program was split into two different programs: CSIS + CBIS. Here is the AS degree 'Description' and 'Class Requirements':

Associate of Science, Computer Business  
Information Systems

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This degree is designed to prepare students for the employment market at the entry level in computer and business information technology in all sizes and types of organizations. The program provides a foundation for those students who plan to complete a four-year program in computer business information systems or related fields of study. The program also provides skills to upgrade current skills to assume greater responsibility in a current employment position. This major prepares students for Information Technology careers in networking, hardware support, cyber security, Internet and Web development, or other emerging technologies.

### Required Core Courses

ID	Title
CBIS 1	Computer Concepts (formerly CSIS 1)
ADJU 1	Introduction to the Administration of Justice
ADJU 3	Concepts of Criminal Law

### Select 1 Track: Track 1: Cyber Security Specialist (must complete the following courses)

ID	Title
CBIS 14	Internet Security (formerly CSIS 14)
CBIS 15	Information Networking
CBIS 17	Database Design and Management-Microsoft Access

### Track 2: Computer and Network Specialist (Network+) (must complete the following courses)

ID	Title
CBIS 13	Management of Information Systems
CBIS 15	Information Networking
CBIS 17	Database Design and Management-Microsoft
CBIS 19	System Analysis and Design

### Courses

Major Units Required	20.0-22.0
General Education Coursework	20.0-39.0
Electives Required	0-20.0
Total Units Required	60.0

- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).

None.

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## Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Currently mapping for the program PLOs is not complete.	-	-
B. -	-	-
C. -	-	-
D. -	-	-
E. -	-	-

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?

TBD

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.

TBD

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?

TBD

- What actions can help grow or improve these areas moving forward?

Click or tap here to enter text.

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?

TBD

- Are there specific student groups the program would like to focus their efforts on?

TBD

# Instructional Program Review Template

## Program Data and Analysis

### A. Demographics

#### Demographics:

<b>Ethnicity</b>	<b>Total 2020/2021</b>	<b>Total 2021/2022</b>	<b>Total 2022/2023</b>
	<b>396</b>	<b>479</b>	<b>659</b>
Asian/Filipino	<b>9</b>	<b>7</b>	<b>18</b>
Black/African American	<b>66</b>	<b>113</b>	<b>141</b>
Hispanic	<b>172</b>	<b>206</b>	<b>281</b>
Native American/Alaskan Native	<b>1</b>	<b>0</b>	<b>2</b>
Pacific Islander/Hawaiian	<b>2</b>	<b>3</b>	<b>9</b>
Two or More	<b>46</b>	<b>40</b>	<b>44</b>
White	<b>97</b>	<b>109</b>	<b>164</b>

### B. Award Count

#### Award Count:

<b>Award Count</b>	<b>Total 2020/2021</b>	<b>Total 2021/2022</b>	<b>Total 2022/2023</b>
	<b>2</b>	<b>8</b>	<b>12</b>

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## Declared Program:

Award Count	Total 2020/2021	Total 2021/2022	Total 2022/2023
	<b>46</b>	<b>47</b>	<b>31</b>

**C. Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data.  
Equity gaps were not observed.
- What innovative plans or projects will help to close these gaps?  
None, as equity gaps were not observed.

**D. Student or Program Satisfaction Survey Results**

I have no access to such data.

**E. CTE-specific data**

- CTE Advisory Boards
- Labor Market data
- Program Viability

Based on the report from the National Association of State Directors of Career Technical Education Consortium (CTEC)\*, the top employment need will be for graduates with high school diplomas or postsecondary skills in Business/Management by the year 2018. At last year’s advisory meeting, local business people confirmed the need for graduates is vital because it encompasses virtually all industries.

\*Career Technical Education and Labor Market Demand  
<http://www.careertech.org/sites/default/files/CTEandLaborMarketDemand-12012.pdf>

**F. Comparative data (compared to BCC and/or compared to other programs)**

Click or tap here to enter text.

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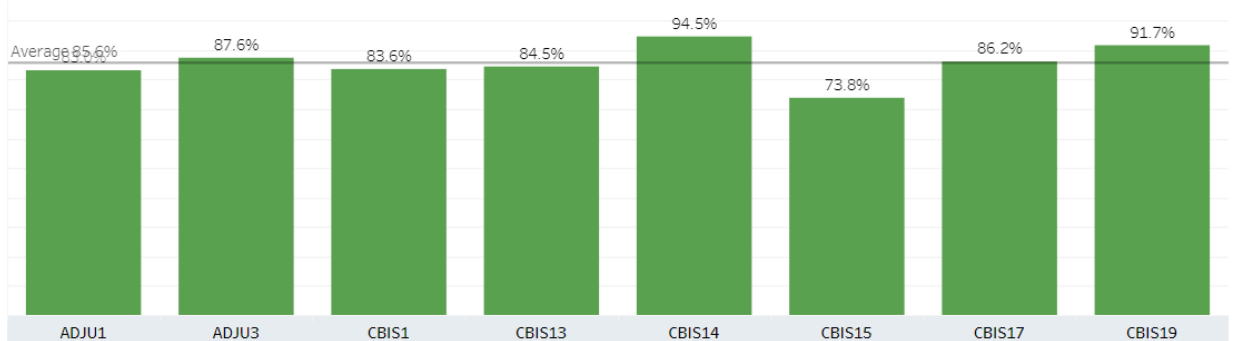
## G. Institution-Set Standards and the Big Picture

This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

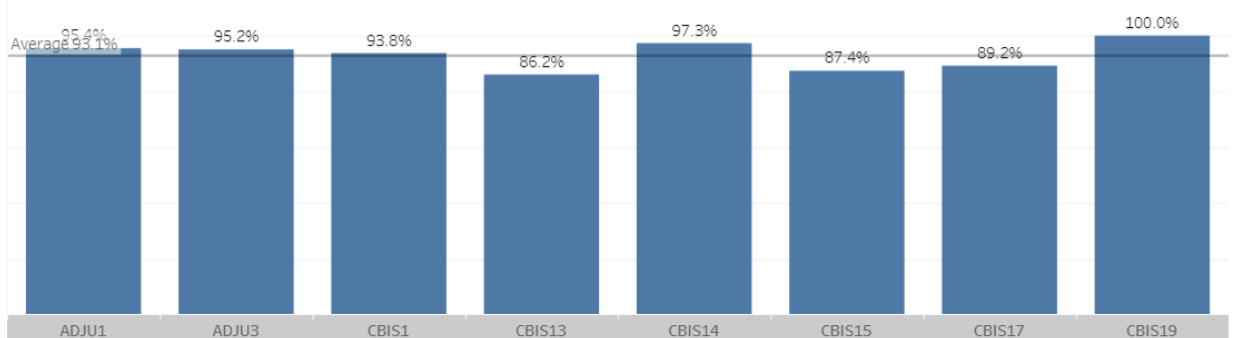
1. How is your program doing overall based on observation of program data?  
The program is doing well in terms of Demographics, counts, and degrees awarded.
2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	<b>74%</b>	<b>76%</b>	
Certificates	<b>81</b>	<b>97</b>	
Degrees	<b>437</b>	<b>524</b>	
Transfers	<b>213</b>	<b>287</b>	
*Licensure Exam Pass Rates	<b>70%</b>	<b>79%</b>	
*Employment Rates	<b>60%</b>	<b>73%</b>	

### Course Success Rates



### Course Retention Rates



\*Applicable to CTE

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## Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of  
Business And Entrepreneurship
- B. List the other programs (clusters) that are part of your Guided Pathway
- Accounting • Business • Business Administration (ADT) • Computer Business Information Systems • Cosmetology • Entrepreneurship • Management • Management Information Systems • Warehousing and Logistics
- C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.
- Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*
- The CBIS AS degree requires that students take two classes from the Administration of Justice.
- CBIS-1 is part of few certificates and degrees in other programs.

## Faculty/ Program Staff Data and Analysis

- A. Faculty Load (FTEF)

### Faculty Load (FTEF):

	Total 2020/2021	Total 2021/2022	Total 2022/2023
FT/PT Ratio	?	?	?

Not sure how to obtain data!

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## B. FT/PT/OL Faculty Ratio

### Faculty Ratio:

	Total 2020/2021	Total 2020/2022	Total 2022/2023
	5	5	6
<b>FT/PT/OL Ratio</b>	<b>2/3/90%</b>	<b>2/3/100%</b>	<b>2/4/100%</b>

## C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)  
In-house eLumen training.  
  
SkillPath Courses
2. Please list any professional development that faculty members would benefit from (Standard 3.2)  
None.
3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)  
The program might benefit from an additional PT faculty member so additional sessions of the most popular courses can be offered.

## D. Overall Observation of Data on Faculty

*This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

Provide an analysis of the “big picture.”

The program continues to encourage a blend of technical expertise, problem-solving skills, and a strong understanding of business principles that can help BCC’s students stand out in the competitive technology workforce. Additionally, instructors promote a mindset of continuous learning and adaptability that will serve the students well in a rapidly evolving field.

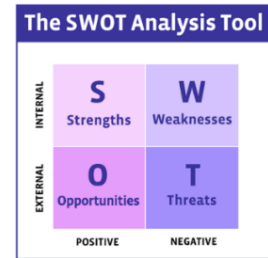


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## SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
<b>Internal</b>	<p><b>STRENGTHS</b></p> <p>1) Instructors have expertise in the curriculum in which they teach. Our instructors have experience in their appropriate fields, many still work or teach similar courses at other institutions.</p> <p>2) CBIS has a strong staff of part-time instructors. These staff members are timely in their submissions of SLO reports, grading and student response.</p>	<p><b>WEAKNESSES</b></p> <p>CBIS AS degree needs to be updated to reflect new trends.</p>
<b>External</b>	<p><b>OPPORTUNITIES</b></p> <p>1) Participation in the DOING WHAT MATTERS for Jobs and the economy Business Information Worker Career pathway and certificate for entry-level office workers. This is a statewide directory in which students can access a portal that will allow them to acquire critical job skills. Completing this pathway will provide job opportunities as well as fundamental knowledge that can lead them into a certificate program.</p>	<p><b>THREATS</b></p> <p>1) Changes in Administrative policies that effect marketing to students. The policies and procedures for marketing the program must be reviewed to determine what avenues are available to instructor staff to boost enrollment.</p> <p>2) Budgetary constraints that limit the amount of money that can spent on marketing materials.</p>

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	2) Increase the number of students pursuing the AS degree in CBIS by promoting the program with robust marketing, 3) Help students finish their CBIS program of study.	
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### III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).
- indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)
- Indicate how each Goal is **aligned** with the College's [Strategic Priorities](#).
- Indicate how each goal is **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **objective** for reaching each goal.
- Develop an **outcome** statement for each objective.
- Explain how you will **measure** the outcome.
- List any **resources** that will be needed to achieve the goal.

#### GOAL #1

1. Increase the number of students pursuing the CBIS AS degree.

A. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Strategic Priority 2: Ignite a Culture of Learning and Innovation

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Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list objective(s) for achieving this goal.

Update the CBIS AS degree.

E. Please list outcome statements for each objective.

1. Help student to pursue a job in a Computer related job. Or
2. Transfer to a 4-Year institution to pursue the BS degree in a Computer related field.

F. Briefly explain how you will measure the outcome.

1. **eLumen** will be used to measure the number of students.
2. I'm not sure how to track the number of students who will transfer to a 4-Year institution.
3. I'm not sure how to track the number of students who will gain employment in a Computer related field.

G. Please list resources (if any) that will be needed to achieve the goal.

None.

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## GOAL #2

Make the CBIS degree more appealing and affordable.

B. This Goal is

- New
- Continued
- Modified

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*If modified please list how and why.*

Click or tap here to enter text.

- C. Alignment to BCC Strategic Priority (*Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

Choose an item.

- D. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

- H. Please list objective(s) for achieving this goal.

Increase student access and student success by providing OER textbooks

- I. Please list outcome statements for each objective.

Click or tap here to enter text.

- J. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

- K. Please list resources (if any) that will be needed to achieve the goal.

None.

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## GOAL #3

Click or tap here to enter text.

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C. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*

Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

L. Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M. Please list outcome statements for each objective.

Click or tap here to enter text.

N. Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O. Please list resources (if any) that will be needed to achieve the goal.

1

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## Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

### Previous Goals:

1. Develop and implement a marketing plan to increase student enrollment in CBIS programs.  
Completed on a going process through the college catalog, Advisory Board meetings, and CTE fliers.

2. Devise a system to gather all SLO information from instructor team members for future Program Reviews. This will provide evaluation for the progress of the program.

Completed on a going process through eLumin.

3. Create a new CBIS certificate.

Completed. Two certificates were developed:

- a. MIS Certificate of Achievement.
- b. Cyber Security Certificate of Achievement.

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## IV. Resource Requests:

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

*For all resource requests programs should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	1	Admin support	Hard work and Time.	No	Patience
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