

# 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: Cyber Security Specialist

Academic Year: 2023

Name of Faculty Submitter(s): 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 Cyber Security Specialist program is to provide students with the knowledge to configure, install, diagnose, and support hardware and software issues and design, analyze, and support computer networks. After completion of the program, students will be prepared for opportunities of employment in the information technology industry with an emphasis in computer and cyber security for potential positions as information security specialists, information security technicians, information assurance technicians, networking security technicians, and cyber security technicians. 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 Cyber Security Specialist program is to assist students in gaining employment in the field of cyber security. 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 program is designed to prepare students for entry level employment as information security specialists, information security technicians, information assurance technicians, networking security technicians, and cyber security technicians. The program also provides skills to upgrade current skills to assume greater responsibility in a current employment position.

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

The Cyber Security 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.*

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## Course Data and Analysis

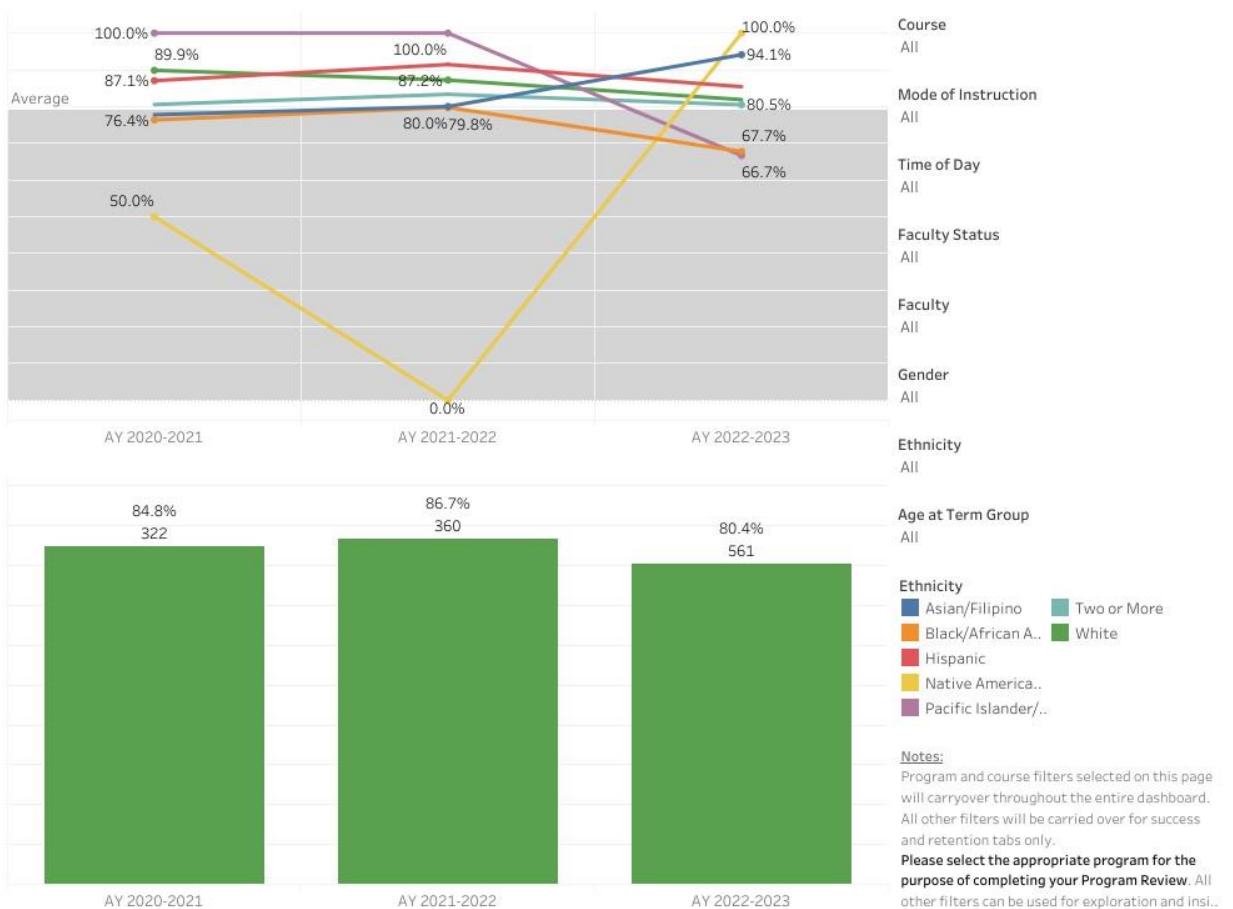
### A. Course Success Rate by

- 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. Additionally, the enrollment numbers in 2022-2023 have increased by 200 students.

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 faculty. There is however one ethnic group (Native American) that to date has not been as successful as the other groups. Also in the same AY, students 50+ had a lower success rate. These may be an areas where instructors can focus if equipped with this data prior to teaching a course.

Program Course Success Rates

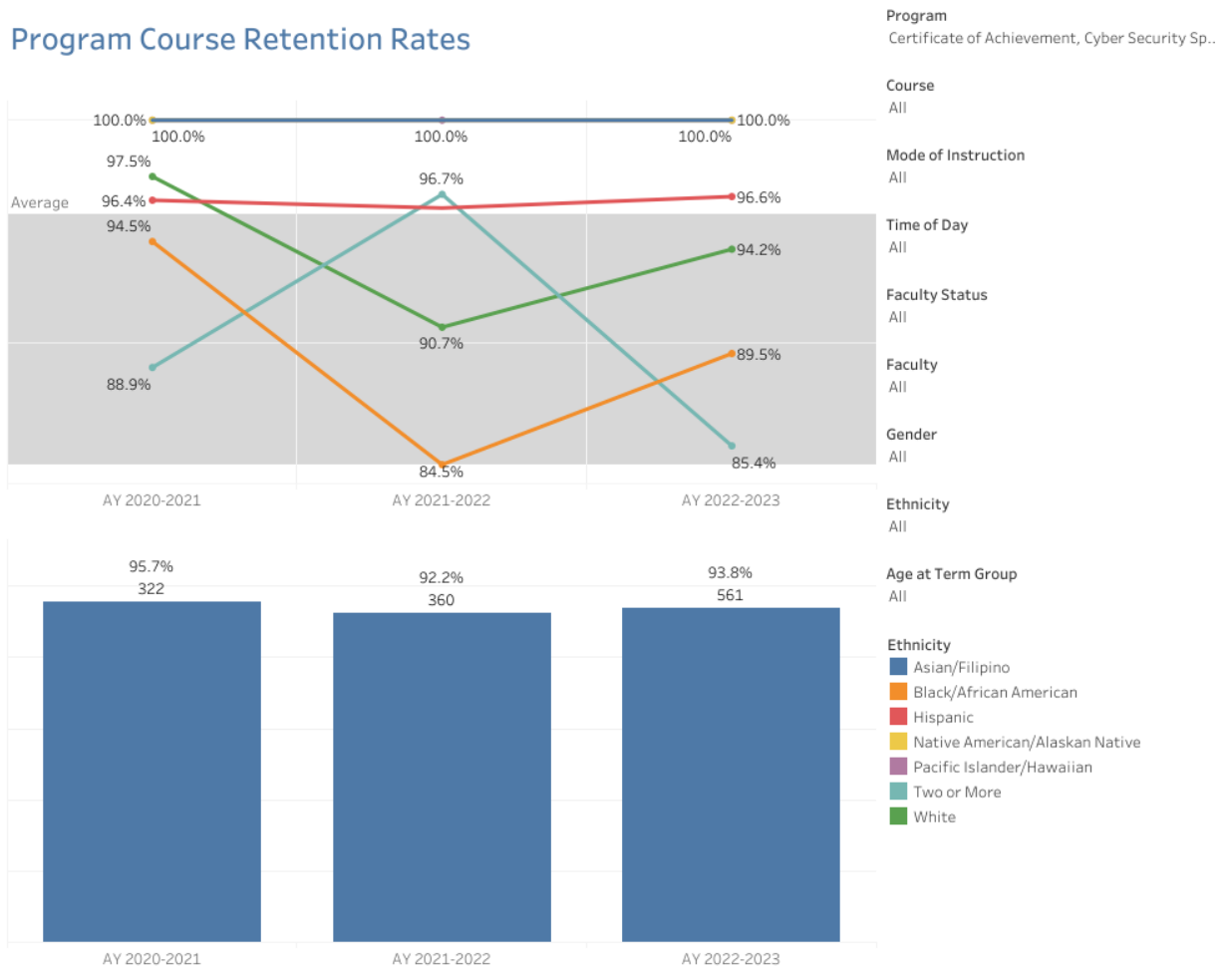


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## B. Retention Rate by

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

The program has an exceptional retention rate for the academic years 2020-2021 and 2022-2023 with retention being above 90% with the lowest retention being for one ethnic group (Black/African American) enrolled online. good information for instructors to have prior to teaching a course.



## 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. There was one student enrolled in both Hybrid and Evening classes. The remainder of the enrollment was on-line. Enrollment in the program continues to grow each Academic Year.

# Instructional Program Review Template

Program  
Certificate of Achievement, Cyber Security Specialist

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	10	11	15	36
Grand Total	10	11	16	37

## Section Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Evening			1	1
Online	10	11	15	36
Grand Total	10	11	16	37

## Section Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	7	7	7	21
Part-Time	3	4	9	16
Grand Total	10	11	16	37

### D. Enrollment Count by

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

The enrollment count shows that the majority of students in the program are enrolled in online classes. There eleven students enrolled in both Hybrid and Evening classes. The remainder of the enrollment was on-line. The on-line enrollment increased by 200 students in Academic Year 22-23. This speaks to the popularity and relevancy of the program in todays business environment.

# Instructional Program Review Template

Program  
Certificate of Achievement, Cyber Security Specialist

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	326	362	547	1,235
Grand Total	326	362	558	1,246

## Enrollment Count by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Evening			11	11
Online	326	362	547	1,235
Grand Total	326	362	558	1,246

## Enrollment Count by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	214	217	211	642
Part-Time	112	145	347	604
Grand Total	326	362	558	1,246

### E. Class Size Average by

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

The largest classes are the online courses. The college may want to review this and make more online courses available to the students.

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Program  
Certificate of Achievement, Cyber Security Specialist

Course  
All

## Students per Section by Instructional Method

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Hybrid/ITV/Web Conferen..			11.00	11.00
Online	32.60	32.91	36.47	34.31
Grand Total	32.60	32.91	34.88	33.68

## Students per Section by Time of Day

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Evening			11.00	11.00
Online	32.60	32.91	36.47	34.31
Grand Total	32.60	32.91	34.88	33.68

## Students per Section by Faculty Status

	AY 2020-2021	AY 2021-2022	AY 2022-2023	Grand Total
Full-Time	30.57	31.00	30.14	30.57
Part-Time	37.33	36.25	38.56	37.75
Grand Total	32.60	32.91	34.88	33.68

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

Reviewing the efficiency numbers, it might be of value to hire another part-time instructor and decrease the load for the full time instructors.

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Program  
Certificate of Achievement, Cyber Security Specialist

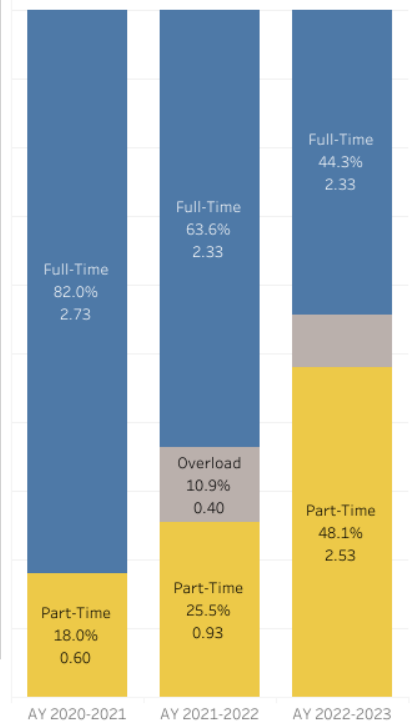
Course  
All

## 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	336	11.20	0.60	560	19
	<b>Total</b>	<b>1,624</b>	<b>54.14</b>	<b>3.33</b>	<b>487</b>	<b>16</b>
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	<b>Total</b>	<b>2,572</b>	<b>85.73</b>	<b>5.27</b>	<b>488</b>	<b>16</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

Presentation of resources from campus departments

ADA compliant materials

Use of graphic organizers

Promotes peer community building and support



# Instructional Program Review Template

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Seeks multiple perspectives                   | <input checked="" type="checkbox"/> Creates space for students to ask for help | <input checked="" type="checkbox"/> Provide reminders to students throughout course about resources available |
| <input checked="" type="checkbox"/> Correlates learning with real-life experience | <input type="checkbox"/> Utilizes learning pact                                | <input type="checkbox"/> Collaborative note-taking  |
| <input checked="" type="checkbox"/> Probing and clarifying techniques             | <input checked="" type="checkbox"/> Includes resources in syllabus             | <input type="checkbox"/> Other:<br>Click or tap here to enter text.   |

- B. Specifically discuss any equity gaps that have surfaced in the data. With the exception of one student, equity gaps, or disparities in educational outcomes and student success across race/ethnicity, socioeconomic status, gender, physical or mental abilities have not surfaced in the program.
- C. What innovative plans or projects will help to close these gaps? Faculty in the program need to look away from looking at underserved students as problems and find innovate ways to better cultivate their learning. Faculty must ensure that students are equipped to work in a diverse workforce after completion of the program.

## 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
- I'm not sure where to find this data.
- C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?  
No full program review has been completed for the program.
- D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).  
Click or tap here to enter text.

## 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.*

## Instructional Program Review Template

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Configure, install, diagnose, and support hardware and software issues and design, analyze, and support computer networks.	I believe mapping still needs to be done for these. When I look at past instructional reviews for the program, I don't see any that have been completed.	I need to see the past results to determine the need for future changes.
B. Utilize identifying tools and methodologies that hackers, use to break into a network computer and defend a computer and local area networks against a variety of different types of security attacks using a number of hands-on techniques.	Click or tap here to enter text.	Click or tap here to enter text.
C. Apply problem-solving, programming, and application development including the ability to design, test, debug, and implement complex computer programs.	Click or tap here to enter text.	Click or tap here to enter text.
D. Read and interpret technical information, as well as communicate with and write clearly for wide ranges of audiences.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

## Instructional Program Review Template

- 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?  
Click or tap here to enter text.
  - 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?  
Click or tap here to enter text.
  - Are there specific student groups the program would like to focus their efforts on?  
Click or tap here to enter text.

### Program Data and Analysis

#### A. Demographics

<b>Ethnicity</b>	<b>Total 2020/2021</b>	<b>Total 2021/2022</b>	<b>Total 2022/2023</b>
	<b>322</b>	<b>360</b>	<b>561</b>
Asian/Filipino	<b>9</b>	<b>5</b>	<b>17</b>
Black/African American	<b>55</b>	<b>84</b>	<b>124</b>
Hispanic	<b>139</b>	<b>152</b>	<b>233</b>
Native American/Alaskan Native	<b>2</b>	<b>0</b>	<b>2</b>
Pacific Islander/Hawaiian	<b>2</b>	<b>2</b>	<b>6</b>
Two or More	<b>36</b>	<b>30</b>	<b>41</b>
White	<b>79</b>	<b>86</b>	<b>138</b>

# Instructional Program Review Template


**B. Award Count**

I'm not sure where to find this data.

**C. Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data. Equity gaps appear for students who are above 40 years of age.
- What innovative plans or projects will help to close these gaps? Suggest that faculty spend more time contacting students in this age group. Determine how instructors can provide these students with what they need to be successful in the program.

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

I do not have access to this data.

**E. CTE-specific data**

- CTE Advisory Boards
- Labor Market data
- Program Viability

Over the next 5 years, community college-level cybersecurity employment needs in the Inland Empire/Desert Region (Riverside and San Bernardino counties) are expected to increase by 8% with a median hourly salary of \$27.85 – \$41.63. The Inland Empire/Desert Centers of Excellence recommends an expansion of cybersecurity programs to meet the growing needs in the area.

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

I'm not sure on this data.

**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?  
Click or tap here to enter text.

## Instructional Program Review Template

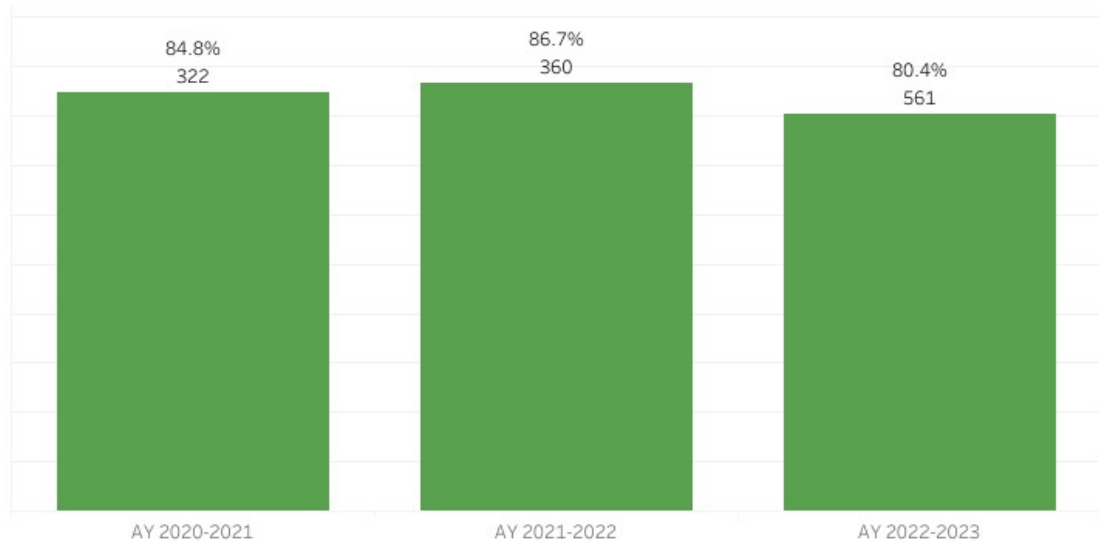
2. Provide an analysis of the “big picture” by reflecting on how your program data compares to the Institution-set Standards below.

	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>	

AY 2020-2021

AY 2021-2022

AY 2022-2023



*\*Applicable to CTE*

# Instructional Program Review Template

## Guided Pathways and Response

- A. Name of the Guided Pathway that your program is a part of  
I'm not sure about this.
- B. List the other programs (clusters) that are part of your Guided Pathway  
Click or tap here to enter text.
- 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.*

Click or tap here to enter text.

## Faculty/ Program Staff Data and Analysis

### A. Faculty Load (FTEF)

According to the data, the full time faculty are only slightly overloaded. The department might consider giving more of the load to the part time faculty.

Program  
Certificate of Achievement, Cyber Security Specialist

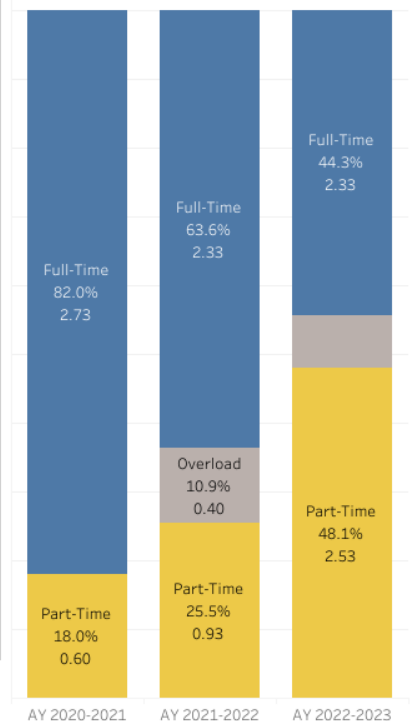
Course  
All

Efficiency by Faculty Status

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

FT/PT/OL Faculty Load Ratio (FTEF)



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## B. FT/PT/OL Faculty Ratio

Click or tap here to enter text.

## C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)

In-house eLumen training.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)

Click or tap here to enter text.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)

Faculty should develop a list of training opportunities they believe would keep them current in the field of cybersecurity. Once identified, a request should be submitted to the college.

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.

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.

## 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.*

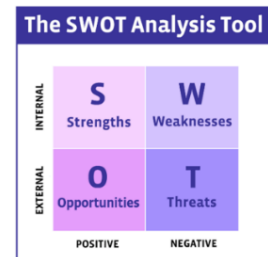
Provide an analysis of the “big picture.”

Click or tap here to enter text.

## 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
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## Instructional Program Review Template

<p><b>Internal</b></p>	<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) Dedicated faculty in the program. These staff members are timely in their submissions of SLO reports, grading and student response.</p>	<p><b>WEAKNESSES</b></p> <p>The program needs to assure it is staying current with trends in the industry.</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>2) Increase the number of students pursuing the AS degree in CBIS.</p> <p>3) Help students finish their CBIS program of study.</p>
<p><b>External</b></p>	<p><b>OPPORTUNITIES</b></p> <p>1) Participation in the DOING WHAT MATTERS for Jobs and the economy Business. 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>2) Increase the number of students pursuing the the cyber security certificate.</p> <p>3) Promote the program at high school career fairs.</p>	<p><b>THREATS</b></p> <p>Not enough marketing for the program.</p>



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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

Regularly review the program to ensure that appropriate career and transfer options are being provided.

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 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

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

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

The objective is to offer a meaningful course curriculum.

E. Please list outcome statements for each objective.

Students will be able to successfully complete a more comprehensive cybersecurity program.

F. Briefly explain how you will measure the outcome.

Student success rates for the program will be measured.

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

Click or tap here to enter text.

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## GOAL #2

Increase potential student's awareness of the program.

B. This Goal is

- New
- Continued
- Modified

*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

Choose an item.

# Instructional Program Review Template

Choose an item.

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 marketing for the cybersecurity program.

## I. Please list outcome statements for each objective.

Increased enrollment in the program.

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

Student enrollment rates will be measured.

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

Click or tap here to enter text.

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### GOAL #3

Click or tap here to enter text.

#### C. This Goal is

- New
- Continued
- Modified

*If modified please list how and why.*

Click or tap here to enter text.

# Instructional Program Review Template

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.

Click or tap here to enter text.

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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.

Click or tap here to enter text.

# Instructional Program Review Template

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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	Technology Resources that will allow course developers to stay current with trends in cybersecurity.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	2	Other. Increase marketing for the program.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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