

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _CBIS_____ **Academic Year** _25-26_____

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

No

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

The cybersecurity certificate of achievement highlights the CBIS 310 Information Security for Business Professionals course, and 30 students are enrolled in the course online for the spring 2026 semester.

[Home](#) / [Pathways](#) / [Public Service](#) / [Cybersecurity](#)

Safeguard the Digital Frontier with Cybersecurity

Ready to join the front lines of digital defense? Cybersecurity is an indispensable branch of the criminal justice system. The world of cybersecurity offers exciting opportunities where technical skills can protect people, businesses, and critical infrastructure from evolving threats.

As digital crimes become more sophisticated, a deeper understanding and well-structured academic programs are crucial to developing effective defense strategies and skilled professionals.

The Hancock Cybersecurity Certificate of Achievement (available Fall 2026) provides students with the fundamental skills to identify vulnerabilities and implement security measures. By preparing you for industry-recognized certifications, this program opens pathways to in-demand roles within both private companies and government organizations.

CYBERSECURITY CERTIFICATE OF ACHIEVEMENT

The certificate, active in Fall 2026, will require the following courses. Students can enroll in classes now to begin their pathway.

Courses Available Now:

- AJ 160: Introduction to Cybercrime
- CNET 106: Networking Essentials 1
- CS 111: Fundamentals of Programming 1

Courses Available Beginning Spring 2026:

- CNET 333: Introduction to Network Security
- AJ 162: Ethical Hacking
- CBIS 310: Information Security Awareness for Business Professionals

<https://www.hancockcollege.edu/pathways/public-services/cybersecurity.php>

3. Is your two-year program map in place, and were there any challenges maintaining the planned schedule? Yes, it is, and the semester-long section has been extended from an 8-week format to a 16-week format by adding activities and discussion boards focused on security awareness for business, as well as providing students with hands-on experience through virtual labs on the Cengage platform.
4. Were there any staffing changes?
Part-time faculty have been hired to support the CBIS program and to teach CBIS 101 sections at the AHC Lompoc Center and online. Both teachers have been trained in online pedagogy using the Canvas platform for their courses and in Pearson's MyITLab platform.
5. What were your program successes in your area of focus last year?
 - Completed the implementation of the expansion of the CBIS 310 Information Security for Business Professionals course from 8 weeks to a 16-week course.
 - Implemented course Analytics for each course online to keep track of students' progress in the upcoming spring semester 2026.
 - Learned to successfully run Canvas analytics reports on student data: missing homework, late assignments, and excused assignments of course activity statistics.
 - Assisted in the recruitment of peer tutors at the Santa Maria Tutorial Center for CBIS 101 and CBIS 141 and created announcements advertising hired students for both courses.
 - Switched laptop Lending program as Jody Derry retired, and now students have access to the schedule and pick up hours for the administrative assistant office, so laptops continue being available for all CBIS/CBOT students in need. Of course, there is a limited number of laptops, but students are also made aware of the library lending program. I am told the college is going to purchase additional laptops.

Learning Outcomes Assessment

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

Program Outcomes +

● 1 - CBIS1- Understand the fundamentals of business, and how they relate to information systems n...

Understand the fundamentals of business, and how they relate to information systems needs of a business.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	83.91%	+13.91%

● 2 - CBIS2- Use effective written and oral communication to support business information systems ...

Use effective written and oral communication to support business information systems needs.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	80.46%	+10.46%

● 3 - CBIS3- Develop technical skills to analyze and solve problems both independently and in teams,...

CBIS3- 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.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	74.23%	+4.23%

● 4 - CBIS4- Analyze/design/develop/deploy/maintain and manage business applications.

Analyze/design/develop/deploy/maintain and manage business applications.

Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	75.86%	+5.86%

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

Program learning outcomes meet or exceed institutional expectations over the three-year span, based on scheduling following 3 years of student data collection in the SPOL system. Although classes are recorded by planning year, I am not certain what needs to happen. I took the how-to reporting level for the program assessment map.

I'm glad I noticed this now, so I can contact Erik and determine what I need to do to fix the program assessment map.

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

Last year, a student success factors survey was administered by the Business and Finance Success team. Over 85% of our business students feel Directed, Focused and Nurtured. 77% feel Valued and over 64% feel Connected and Engaged.

Here are the questions and their answers.

1. Do you feel Directed (you have a goal and know how to achieve it)? Yes 86% No 14%
2. Are you focused (you stay on track and keep your eyes on the prize)? Yes 90% No 10%
3. Do you feel Nurtured (feeling somebody wants to help you succeed)? Yes 85% No 15%
4. Are you engaged at Hancock (you actively participate in class and extracurricular activities)? Yes 68% No 32%
5. Are you Connected (feel as though you are part of the college community)? Yes 64% No 36%
6. Do you feel Valued (your talents, abilities, experiences are recognized, you have opportunities to contribute on campus and feel your contributions are appreciated)? Yes 77% No 23%

This semester, the department is taking the question that received the fewest responses, "Are you Connected," to determine which events Business students value most and would attend, promoting those events to our students, and requesting suggestions for future events. Results are being tabulated and, when received, will be discussed in the department. A plan will be put in place to increase student connectivity and engagement, which we feel, in turn, will increase success.

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

No changes to the PLO rubrics, but changes to the associations so that the program assessment map is fixed.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

- Which courses were reviewed for regular and substantive interactions (RSI)?
To answer your question about the methods used for providing feedback in CBO T/CBIS 337, I have drawn directly from the course peer review rubric and guidance document.

Reasoning and Approach: The document outlines both instructor-to-student and student-to-student feedback mechanisms, emphasizing regular and substantive interaction. I have identified all methods explicitly mentioned for providing feedback, supported by examples from the course.

Methods Used for Providing Feedback in CBOT/CBIS 337

1. Speed Grader Feedback:

- The instructor uses the Speed Grader tool in Canvas to provide feedback on student work, including discussion boards and assignments.
- Example: "Speed grader is utilized for feedback on discussion boards, and rubric is used for grading purposes."
-

2. Rubrics for Grading:

- Rubrics are used to assess student work and provide structured feedback. These rubrics are integrated into the course and grading process.
- Example: "Rubric is used for grading purposes." and "Rubrics are used within the course, and all requirements are listed on the syllabus, and scores are promptly entered into Canvas gradebook."

3. Individual Feedback on Homework:

- Students receive individual feedback on their homework assignments, ensuring personalized guidance.
- Example: "Instructor contacts students during the semester through required discussion boards, feedback on homework, announcements, and emails."

4. Prompt Responses to Student Questions:

- The instructor answers student questions via Canvas email, direct email, discussion boards, phone calls, in-person office hours, and Zoom meetings.
- Example: "All questions are answered."

5. Announcements and Emails:

- Course announcements and emails are used to provide feedback and updates to students.
- Example: "Instructor contacts students during the semester through required discussion boards, feedback on homework, announcements, and emails."
-

6. Monitoring and Proactive Engagement:

- The New Analytics tool in Canvas is used to monitor student engagement, missing homework, and grades. The instructor proactively engages with students based on this monitoring.
- Example: "Students receive individual feedback through SpeedGrader. The new Analytics tool in Canvas is used to identify missing homework and grades. Student emails are answered promptly."

Summary Table of Feedback Methods:

Method	Example/Implementation
Speed Grader	Feedback on discussion boards and assignments
Rubrics	Structured grading and feedback
Individual Homework Feedback	Personalized comments on homework
Prompt Responses	Email, discussion boards, office hours, Zoom

Method	Example/Implementation
Announcements/Emails	Course updates and feedback
Analytics Tool Monitoring	Tracking engagement, missing work, and proactive feedback

These methods collectively ensure that students in CBOT/CBIS 337 receive timely, structured, and personalized feedback, supporting their learning and engagement throughout the course.

- What were some key findings regarding RSI?
 - Some strengths:
Feedback is provided to students as soon as homework is submitted through the speed grader, and the use of rubrics with highlighted points and feedback allows students to improve their submitted projects.
 - Some areas of possible improvement:

More proactively scheduled missing homework reports as part of the online course procedure, as a preventive strategy to reduce the amount of missing work students accumulate. I'm creating a syllabus policy that allows students to submit missing work without penalty during the semester as soon as a project deadline is reached.

When students do not turn in homework, the CBIS full-time instructor will send emails or, sometimes, call students to offer a Zoom or in-person meeting to help the student.

What is the plan for improvement?

- More proactively scheduled missing homework reports as part of the online course procedure, as a preventive strategy to reduce the amount of missing work students accumulate. I'm creating a syllabus policy that allows students to submit missing work without penalty during the semester as soon as a project deadline is reached.
- When students do not turn in homework, the CBIS full-time instructor will send emails or, sometimes, call students to offer a Zoom or in-person meeting to help the student.
- Improvements were made to Canvas courses, and the full-time CBIS instructor and 3 part-time CBIS faculty members also completed the Distance Education Cohort 30-hour training course. Currently, all CBIS faculty have completed DE training.

- Encourage students to visit the tutorial Center in the first week of class and make sure that the instructor sends an email to all the sections taught this semester, including information on tutors who are available for CBIS and CBOT courses in the Santa Maria campus for both students online and on-site.

CTE two-year review of labor market data and prerequisite review

- Does the program meet documented labor market demand?

Yes.

Upon checking the information on the job market specifically the occupational projections by <https://labormarketinfo.edd.ca.gov/data/employment-projections.html>

Santa Barbara County Santa Barbara County (Santa Maria-Santa Barbara MSA) the following data points could be obtained from the Excel download:

2023-2033 Occupational Employment Projections														
Santa Maria-Santa Barbara Metropolitan Statistical Area														
(Santa Barbara County)														
SOC Level ^[1]	SOC Code ^[2]	Occupational Title ^[3]	Base Year Employment Estimate 2023 ^{[4][5]}	Projected Year Employment Estimate 2033	Numeric Change 2023-2033 ^[6]	Percent age Change 2023-2033 ^[7]	Exits ^[7]	Transfers ^[8]	Total Job Openings ^[9]	Median Hourly Wages ^[10]	Median Annual Wages ^[10]	Entry Level Education ^{[11][12]}	Work Experience ^{[11][12]}	On-the-Job Training ^{[11][12]}
4	11-3012	Administrative Services Managers	420	460	40	9.5%	140	220	400	\$52.63	\$109,463	Bachelor's degree	Less than 5 years	None
4	11-3021	Computer and Information Systems Managers	830	960	130	15.7%	160	440	730	\$98.32	\$204,513	Bachelor's degree	5 years or more	None

- How does the program address needs that are not met by similar programs? and they are uniquely supported through the CBIS program if training materials keep up with the updates of Technology.
- Bright Outlook occupation** - Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. Projected growth -(2024-2034) - Much faster than average (7% or higher) Many of the areas/ jobs that the CBIS program serves show relevance to Bright Outlook careers, for example, see below:
- Computer Systems Analysts- <https://www.onetonline.org/link/summary/15-1211.00>

Computer Systems Analysts

15-1211.00

 Bright Outlook

 Updated 2026

Analyze science, engineering, business, and other data processing problems to develop and implement solutions to complex applications problems, system administration issues, or network concerns. Perform systems management and integration functions, improve existing computer systems, and review computer system capabilities, workflow, and schedule limitations. May analyze or recommend commercially available software.

Sample of reported job titles: Applications Analyst, Business Systems Analyst, Computer Analyst, Computer Systems Analyst, Computer Systems Consultant, Information Systems Analyst (ISA), IT Analyst (Information Technology Analyst), IT Systems Analyst (Information Technology Systems Analyst), Programmer Analyst, Systems Analyst

Also see: [Health Informatics Specialists](#)

- e. Computer and Information Systems Manager –

Computer and Information Systems Managers

11-3021.00

 Bright Outlook

 Updated 2026

Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.

Sample of reported job titles: Application Development Director, Computing Services Director, Data Processing Manager, Information Systems Director (IS Director), Information Systems Manager (IS Manager), Information Systems Supervisor (IS Supervisor), Information Technology Director (IT Director), Information Technology Manager (IT Manager), MIS Director (Management Information Systems Director), Technical Services Manager

<https://www.onetonline.org/link/summary/11-3021.00>

- f. Business Intelligence Analysts-<https://www.onetonline.org/link/summary/15-2051.01>
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Business Intelligence Analysts

15-2051.01

 Bright Outlook

 Updated 2026

Produce financial and market intelligence by querying data repositories and generating periodic reports. Devise methods for identifying data patterns and trends in available information sources.

Sample of reported job titles: Business Analyst, Business Intelligence Analyst (BI Analyst), Business Intelligence Consultant (BI Consultant), Business Intelligence Coordinator (BI Coordinator), Business Intelligence Specialist (BI Specialist), Competitive Intelligence Analyst, Intelligence Analyst, Market Intelligence Analyst, Market Intelligence Consultant, Strategic Business and Technology Intelligence Consultant

- g. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- h. The analysis below is based on information on the following link:
<https://www.hancockcollege.edu/ie/Program%20Review%20Success%20Retention%20Persistence.php>



The CBIS student success and retention dashboard indicates that the program continues to show activity and some strengths, but overall student success still requires significant improvement. During the five-year period from 2020–21 through 2024–25, CBIS success averaged 60.4%, compared with an AHC average of 73.2%. CBIS retention averaged 82.2%, compared with an AHC average of 87.8%. The greatest concerns emerged after 2021–22, when success declined to 54% in 2022–23 and 53% in 2023–24. Although the program improved to 58% success in 2024–25, it remained 17 percentage points below the AHC comparison rate.

Course-level findings indicate positive outcomes in CBIS108, CBIS141, CBIS301, and CBIS371, which may serve as models for effective instructional or student-support practices. However, several courses require focused review. CBIS327 reported only 18% success in 2024–25 despite 94% retention, and CBIS337 reported 30% success with 90% retention. These patterns indicate that students remain enrolled but are not consistently achieving successful course outcomes. CBIS101 is also of

concern because its success rate declined steadily from 75% in 2020–21 to 51% in 2024–25, potentially affecting progression through the program.

Based on the available success and retention data, the CBIS program demonstrates partial vitality but is not yet considered fully effective. Improvement efforts should concentrate on low-success courses, introductory student preparation, curriculum sequencing, instructional support, and the examination of successful practices in stronger-performing courses. A complete program vitality determination will require additional evidence, including employment outcomes, program completion rates, enrollment trends, credentials awarded, employer feedback, and workforce demand.

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

CBIS review of prerequisites, corequisites, and advisories – Summary - All courses CBIS discipline							
Course prefix	Current / limitation on enrollment	Pre	Co req	Adv	level of scrutiny	results	action to be taken
CBIS 101	none	none	none	CBOT 100 or CBIS 301	Students' feedback and review by faculty	Keep advisory	None
CBIS 327	none	none	none	CBIS 301	Students' feedback and review by faculty	Keep advisory	None
CBIS 311	none	none	none	CBIS 101	Students' feedback and review by faculty	Keep advisory	None
CBIS 108	none	none	none	CBIS 301	Students' feedback and	Keep advisory	None

					review by faculty		
CBIS 141	none	none	none	CBIS 101 or CBIS 371 or CS 102	Students' feedback and review by faculty	Keep advisory	None
CBIS 142	none	none	none	CBIS 101 or CBIS 372	Students' feedback and review by faculty	Keep advisory	None
CBIS 301	none	none	none	CBOT 100	Students' feedback and review by faculty	Keep advisory	None
CBIS 310	none	none	none	CBIS 101	Students' feedback and review by faculty	Keep advisory	None
CBIS 321	none	none	none	CBIS 301	Students' feedback and review by faculty	Keep advisory	None

j. Have recommendations from the previous report been addressed?

Recommendations and analysis from previous years and the current year are addressed every semester. Often, interventions occur during the semester or in an 8-week class. Because the program is technology-based, changes occur rapidly and must be addressed promptly to ensure student success.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i> The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

Resource Requests: Please use the Resource Request Excel template on the Program Review web page to enter requests for equipment, supplies, staffing, facilities, and miscellaneous items. resources needed. Send the completed Excel document along with the completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /ideo cameras \$600 each

Enter equipment requests below. Equipment is defined as having useful life of more than one year AND a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

EQUIPMENT NEEDS

Ready Accessibility: Investigate 87%

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705 ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

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New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	
Planning years:	<i>(The academic years this will take to complete)</i>

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

**Title (including
number:**

Planning years: *(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

- ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705/1705
- ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.
- ☐ Title V

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review courses and programs through an equity lens to assess access and success.
 - Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there a disproportionate impact within certain demographic groups?
 - Assess teaching practices, equipment, supplies, and materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
 - Assess and integrate program learning outcomes (PLO).
-
1. What data were analyzed and what were the main conclusions?
 - Review prerequisites, corequisites, and advisories, and limitations on enrollment, modality.
 - Expand the laptop lending program and communicate through the syllabus the hours of operation of the tutorial Center, which is open on evenings and weekends in the Santa Maria campus.
 - Give students a tour of the tutorial center in the first week of class and highlight the resources available in the lab, together with hours of operation.
 - Rotate offering courses online and hybrid. Considered 8-week short-term sessions.

 2. Based on 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 need to take beginner entry-level courses such as CBIS 371 and CBIS 372, and counselors need to encourage student enrollment.
 - Students might be relying on older computers, shared devices, or have unstable internet connections.
 - Students might not be aware of the technology resources on campus, and their availability on evenings or on weekends.

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

- Expand the laptop lending program and communicate through the syllabus the hours of operation of the tutorial Center, which is open on evenings and weekends in the Santa Maria campus.
- Give students a tour of the tutorial center in the first week of class and display the resources available in the lab, together with hours of operation.
- Rotate offering courses online and hybrid. Considered 8-week short-term sessions.
- Expand laptop loan programs and include the information on the class syllabus, mentioning the available day on the first week of class and including information on the laptop Lending program from the library on campus.

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

Retention in the program and monitoring movement for lower-stakes technology classes to longer-term classes.

5. What practices are used in your program's DE courses that support or demonstrate regular and substantive interaction?

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. 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)
2. Guided Pathway Success Teams and Advisory Committee Members
3. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number):	ER Obj-2 Video Speeches for Student Learning and enhancement
Planning years:	(The academic years this will take to complete) 2021-22 to 2024-25
Description: (A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below): ☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	

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Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	video cameras \$600 each

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	

Planning years:	<i>(The academic years this will take to complete)</i>
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Program Review Signature Page:

Carmen Montanez-Rodriguez

Program Review Lead

Sep 21, 2026

Date

[Signature]

Program Dean

Sep 21, 2026

Date

[Signature]

Vice President, Academic Affairs

Sep 22, 2026

Date

CBIS 25.26 Program Review - Curriculum and Teaching Design

Final Audit Report

2026-09-22

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