2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025   **PROGRAM(S): COMPUTER AND NETWORK TECHNOLOGY**

CLUSTER: WORKFORCE DEVELOPMENT   **AREA OF STUDY: CNET**

LAST YEAR CPPR COMPLETED: 2024 NEXT SCHEDULED CPPR: 2027CURRENT DATE: 5/7/2025

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

Click here to enter text.

General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.Click here to enter text.

Program Sustainability Plan Update

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No ☐ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

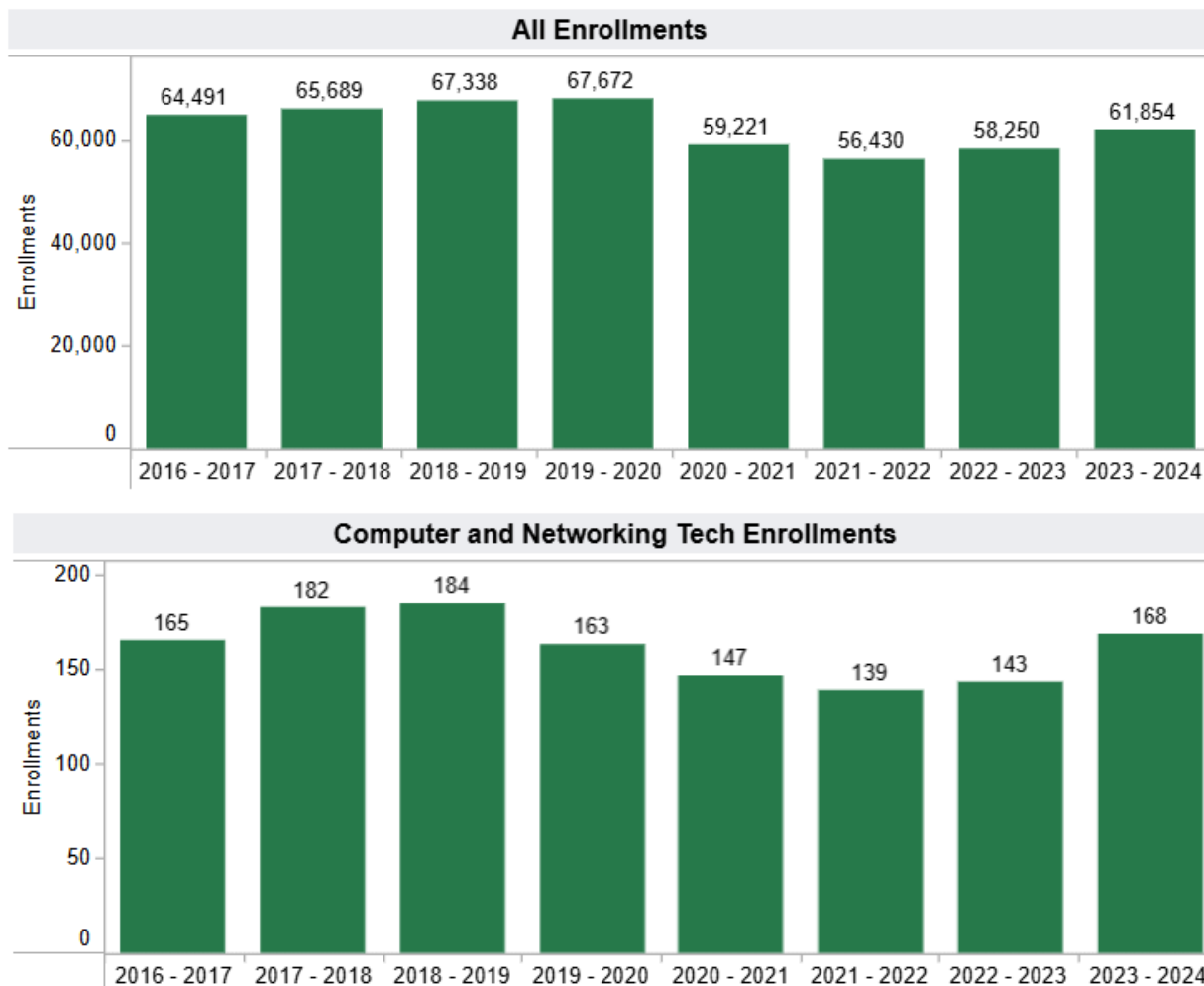## Data Analysis and Program-Specific Measurements

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to

highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

A. **General Enrollment (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

CNET enrollments track the trends of the school's enrollments primarily related to the COVID effect and recovered to 2019-20 but not the 2018-19 high point.

All Enrollments

Year	Enrollments
2016 - 2017	64,491
2017 - 2018	65,689
2018 - 2019	67,338
2019 - 2020	67,672
2020 - 2021	59,221
2021 - 2022	56,430
2022 - 2023	58,250
2023 - 2024	61,854

Computer and Networking Tech Enrollments

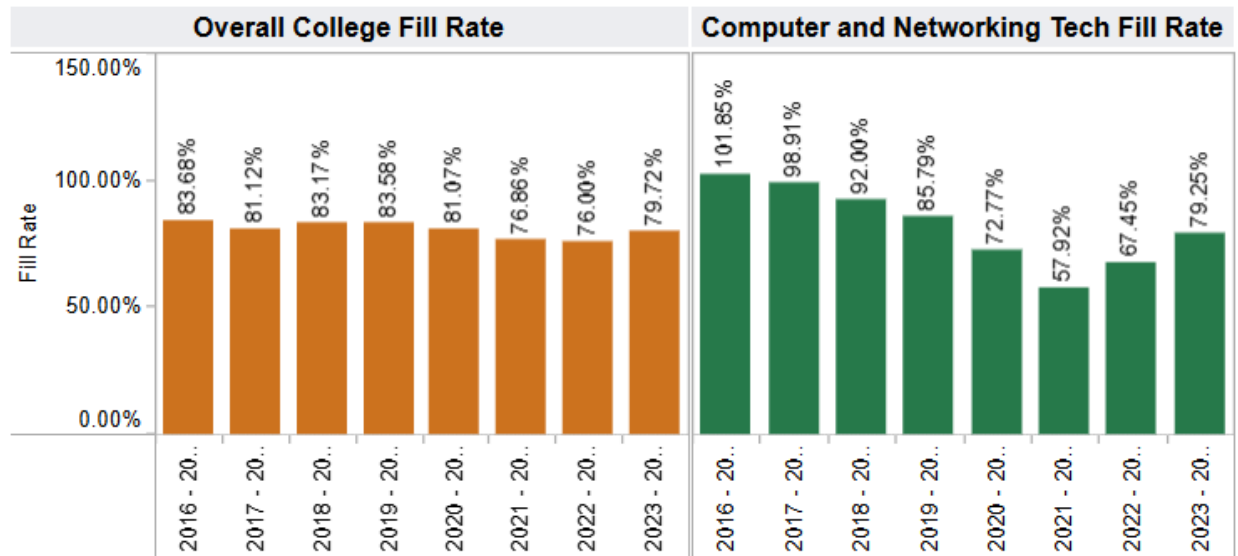| Year	Enrollments
2016 - 2017	165
2017 - 2018	182
2018 - 2019	184
2019 - 2020	163
2020 - 2021	147
2021 - 2022	139
2022 - 2023	143
2023 - 2024	168

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

The course fill rates dropped more significantly than the schools most likely due to technology courses are harder to conduct in an online setting. Also, some of the students

seemed to want online-only courses (maybe for safety reasons) whereas the lab work still had to be performed in person. The fill rate has improved for three consecutive years but not yet recovered to pre-COVID.

Overall College Fill Rate (orange bars): 2016 – 20.. 83.68%, 2017 – 20.. 81.12%, 2018 – 20.. 83.17%, 2019 – 20.. 83.58%, 2020 – 20.. 81.07%, 2021 – 20.. 76.86%, 2022 – 20.. 76.00%, 2023 – 20.. 79.72%

Computer and Networking Tech Fill Rate (green bars): 2016 – 20.. 101.85%, 2017 – 20.. 98.91%, 2018 – 20.. 92.00%, 2019 – 20.. 85.79%, 2020 – 20.. 72.77%, 2021 – 20.. 57.92%, 2022 – 20.. 67.45%, 2023 – 20.. 79.25%
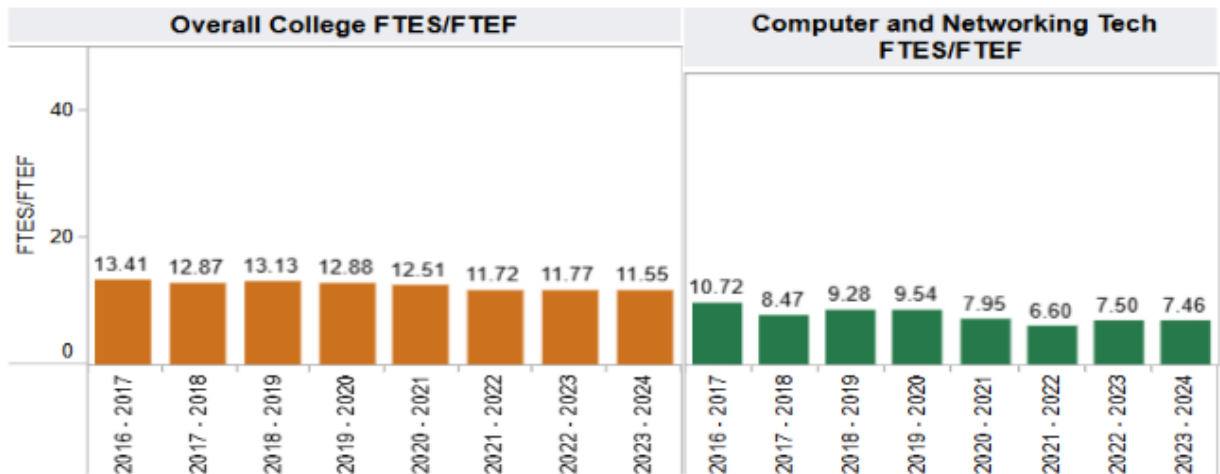
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

CNET took a large in hit in FTES/FTEF most likely related to COVID; however, the smaller lab sizes still influence this number. And due to COVID, as previously mentioned, may have impacted in-person labs more than online lectures. This also shows signs of improving but still makes a case for minimizing in person labs due to size limitations. Student preferences from their COVID K12 experience may influence the online preference.

Overall College FTES/FTEF

Year	FTES/FTEF
2016 - 2017	13.41
2017 - 2018	12.87
2018 - 2019	13.13
2019 - 2020	12.88
2020 - 2021	12.51
2021 - 2022	11.72
2022 - 2023	11.77
2023 - 2024	11.55

Computer and Networking Tech FTES/FTEF

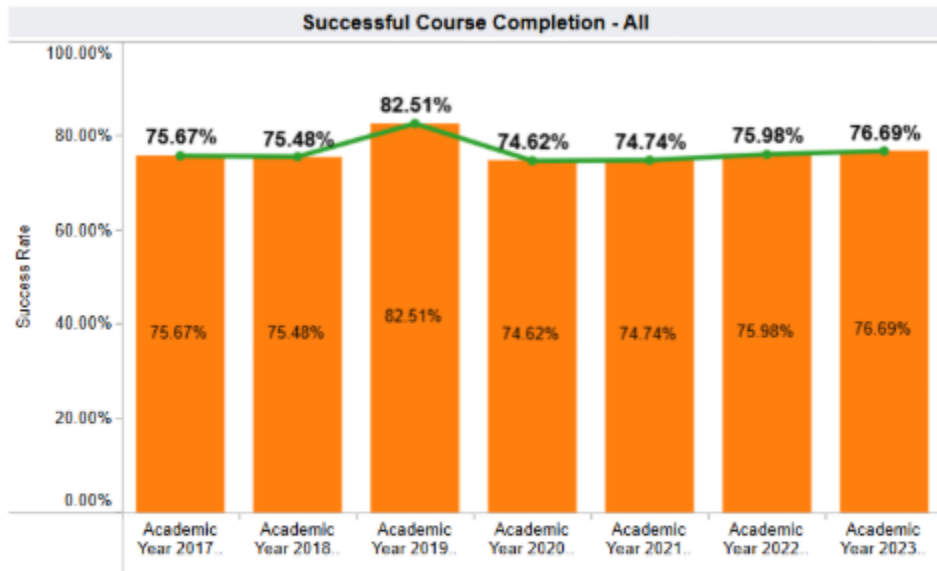| Year	FTES/FTEF
2016 - 2017	10.72
2017 - 2018	8.47
2018 - 2019	9.28
2019 - 2020	9.54
2020 - 2021	7.95
2021 - 2022	6.60
2022 - 2023	7.50
2023 - 2024	7.46

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Student success in CNET was impacted more than the general college during COVID since the transition to online curriculum left students without as much personal interaction with the instructor. Due to the complexity of CNET materials online mode causes increased failure rates. What helped students in the traditional mode of instruction was full access to the instructor and greater interaction with other students (primarily teaming up during lab time). Success has improved for three consecutive years but still falls below the pre-COVID highs.

Successful Course Completion - All

All Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%
Total Enrollments	65,896	67,717	68,856	60,212	57,074	58,999	62,138

Successful Course Completion - Computer and Networking Tech
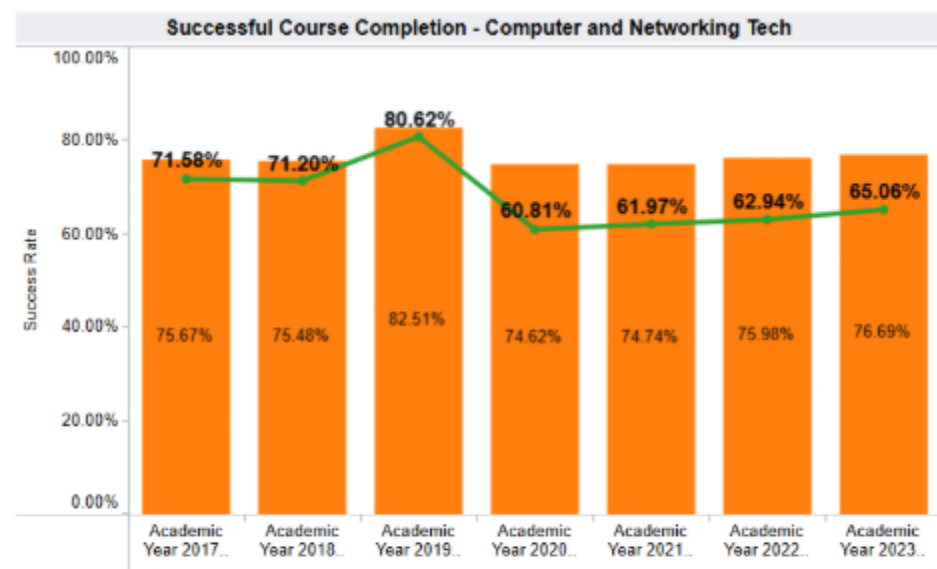
Computer and Networking Tech Success Rate Table

	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Department Success..	71.58%	71.20%	80.62%	60.81%	61.97%	62.94%	65.06%
Total Enrollments	183	184	163	148	148	143	170

E. **Degrees and Certificates Awarded (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the

college.

The degrees and certificates have maintained a relative amount of consistency. Degrees seems to stay about the same regardless of environmental changes. The certificates show a great improvement since the school automated awarding them upon course completion. Academic years 2023 and 2024 are encouraging.

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
AS	Computer & Network Tech.	8	6	6	5	4	9
	Total	8	6	6	5	4	9
CS	Comp Supp Spec (CS)	5	3	17	1	10	8
	Netwk Infrastructure Spe..	2		2			

Program Awards: The number of degress and certificates awarded by program type
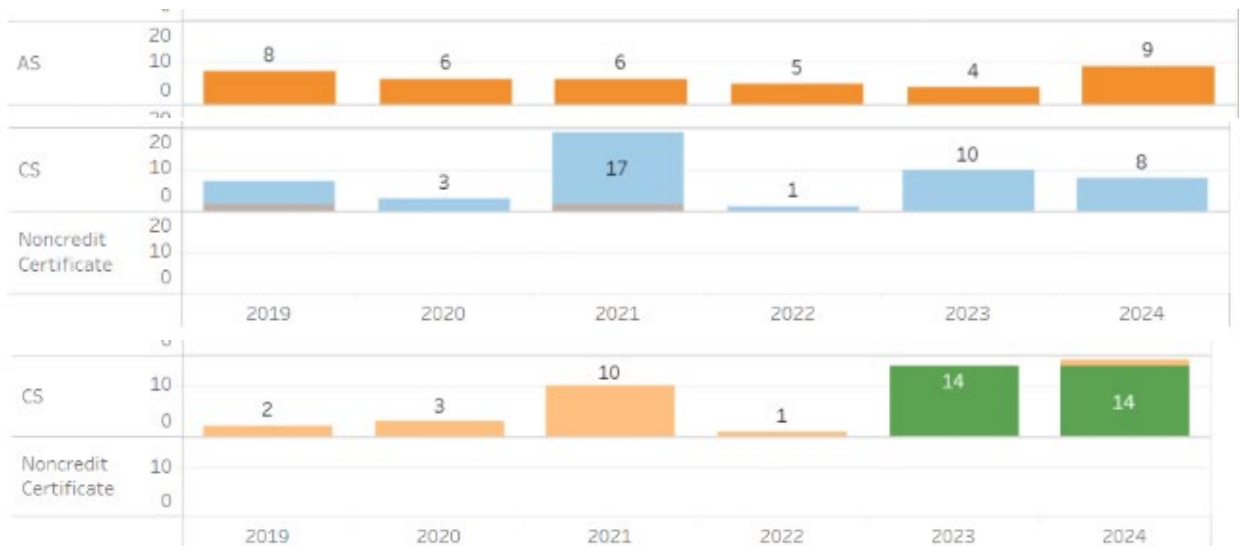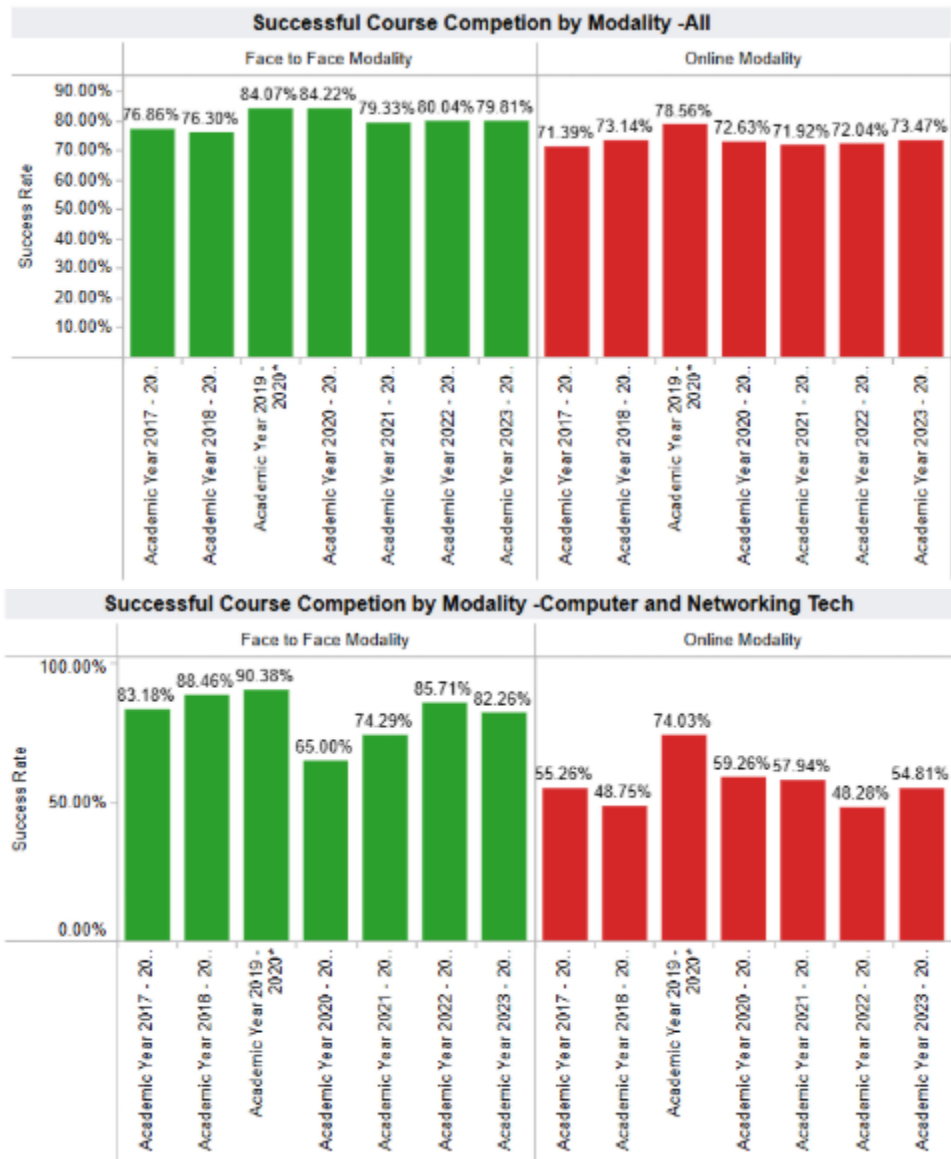

Program Awards Table

Award Type	Award	2019	2020	2021	2022	2023	2024
CS	Computer Networking Sp..	2	3	10	1		1
	Computer Networking Su..					14	14
	Total	2	3	10	1	14	15
Grand Total		2	3	10	1	14	15

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

The success graphs emphasis the conclusion that online mode is less effective than in-person for the stated reasons of instructor access and student interaction needed to help comprehend the complex subject matter but has still shown improvement from the 2021
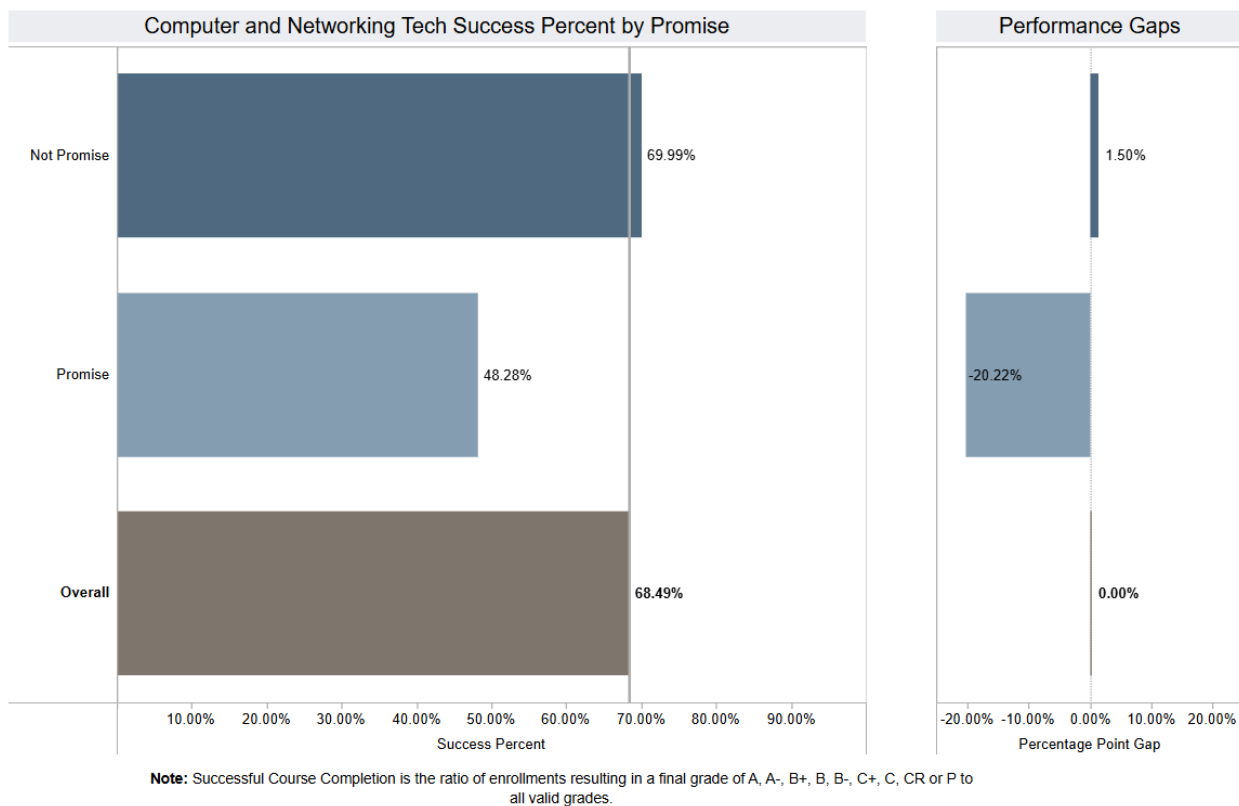
low.

Successful Course Competion by Modality -All

	Face to Face Modality	Online Modality

Face to Face: 76.86%, 76.30%, 84.07%, 84.22%, 79.33%, 80.04%, 79.81%

Online: 71.39%, 73.14%, 78.56%, 72.63%, 71.92%, 72.04%, 73.47%

Academic Year 2017-20, Academic Year 2018-20, Academic Year 2019-2020*, Academic Year 2020-20, Academic Year 2021-20, Academic Year 2022-20, Academic Year 2023-20

Successful Course Competion by Modality -Computer and Networking Tech

	Face to Face Modality	Online Modality

Face to Face: 83.18%, 88.46%, 90.38%, 65.00%, 74.29%, 85.71%, 82.26%

Online: 55.26%, 48.75%, 74.03%, 59.26%, 57.94%, 48.28%, 54.81%

Academic Year 2017-20, Academic Year 2018-20, Academic Year 2019-2020*, Academic Year 2020-20, Academic Year 2021-20, Academic Year 2022-20, Academic Year 2023-20

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.
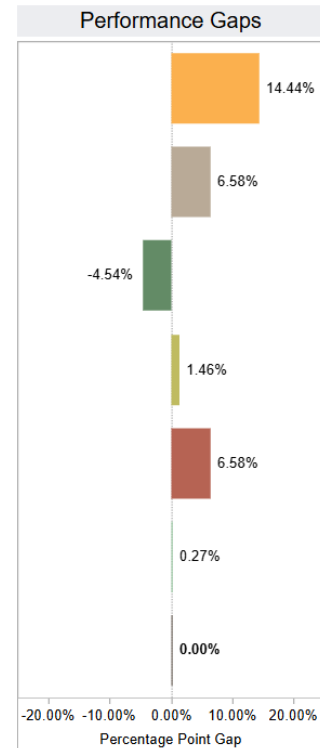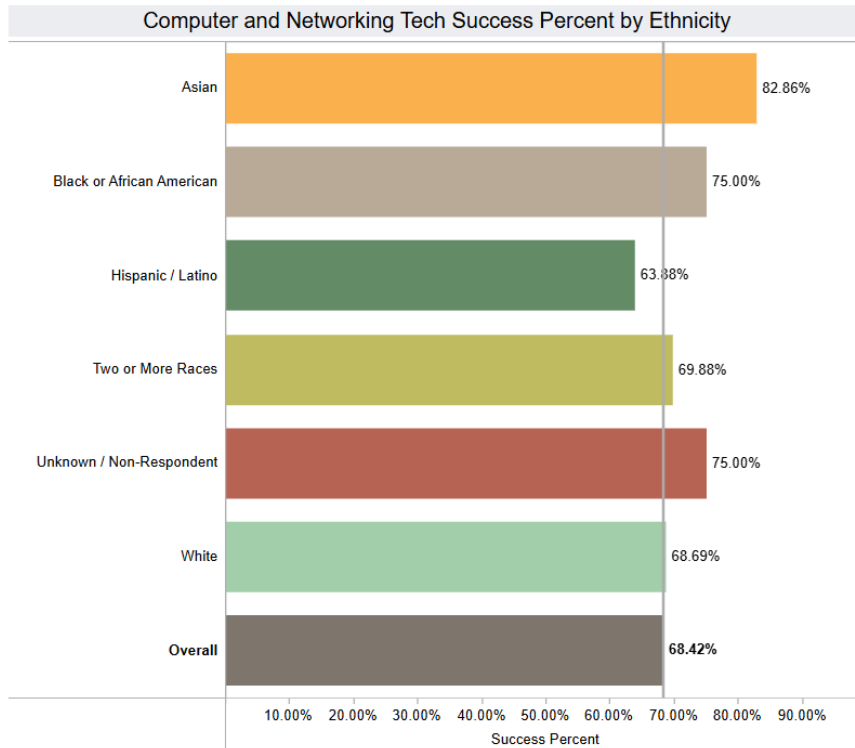
The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?
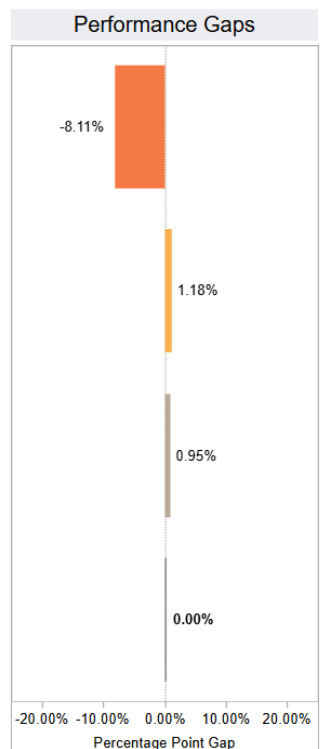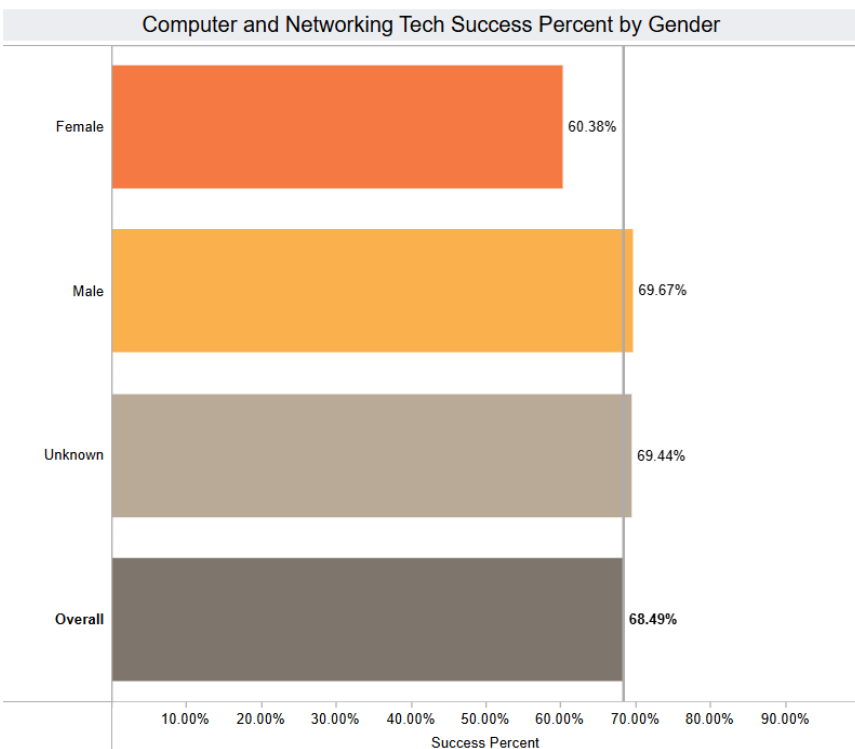
Latinos and Females show less success than other groups in the CNET program and against the college as a whole. Latinos may show less due to economic reasons which interestingly may also coincide with them not taking advantage of Promise enrollment privileges. It may be the Latinos applying are from out of the area or are not aware of the Promise benefit. Some females on the other hand may feel out of place in technology due to traditional roles of women in the workplace or they find they are not interested in the subject matter due to being raised in a traditional home setting. Student uncertainty in issues such as job markets and immigration may be a contributing factor. Non-promise students show a slightly better completion rate both in the CNET program and the college as a whole.

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Computer and Networking Tech Success Percent by Ethnicity

Ethnicity	Success Percent
Asian	82.86%
Black or African American	75.00%
Hispanic / Latino	63.88%
Two or More Races	69.88%
Unknown / Non-Respondent	75.00%
White	68.69%
Overall	**68.42%**

Performance Gaps

Ethnicity	Percentage Point Gap
Asian	14.44%
Black or African American	6.58%
Hispanic / Latino	-4.54%
Two or More Races	1.46%
Unknown / Non-Respondent	6.58%
White	0.27%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Computer and Networking Tech Success Percent by Gender

Gender	Success Percent
Female	60.38%
Male	69.67%
Unknown	69.44%
Overall	**68.49%**

Performance Gaps

Gender	Percentage Point Gap
Female	-8.11%
Male	1.18%
Unknown	0.95%
Overall	**0.00%**

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

9 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Disaggregated Award Count

| | Asian | | | Black/African.. | Hispanic/Latino | | | | | Two or More Races | | | | |
	2020	2023	2024	2021	2019	2020	2021	2023	2024	2021	2022	2023	2024	2019
AS	1	1	1	2	3	2	1	1	6		2		1	5
CS		1	1	2	5	1	4	6	2	1		1	1	2

Variable: Ethnicity

Program: Computer Inf...

Programs and Curriculum Review PROGRESS
Section 1: Progress Check on Scheduled Curriculum Updates from CPPR

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

Program/Certificate Title (include only those programs/certificates that are active).	Required courses and electives (including course numbers, titles, and credits) are accurate	Program description is current	Program Learning Outcomes are accurate and include method of assessment.	If any answers are "no" for a program, please enter a date (MM/DD/YYYY) in the next 5 years by which the program will be corrected.
Computer and Networking Technology	yes	yes	yes	The program description was changed to reflect the new cnet240 course along with making CNET219 an OR condition with EET213 (OR EET113)

Computer Networking Support	yes	yes	yes	Changed last semester
Computer Support Specialist	yes	yes	yes	Changed last semester
Network Infrastructure Support	yes	yes	yes	Changed last semester

2.

   Click here to enter text.

3. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)

4. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)

Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous

11 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program Outcomes Assessment Checklist and Narrative

CHECKLIST
☒ SLO assessment cycle calendar is up to date.
☐ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

12 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

The CNET program was modified to include feedback from the industry advisory meeting in late 2023-24. The updates were made to both the AS degree and the three CS certificates. The AS degree incorporates a new Cloud Computing course (CNET 240) and adds flexibility to the degree by allowing students to bypass CNET219 (the network cabling course) with EET213 or EET113 as alternates. Both changes give the students an increased online footprint so remote access to the degree is possible now except for CNET 253 (the basic computer maintenance course). Enrollment in the CNET 235 Cybersecurity class is strong on campus. Two high school concurrent enrollments programs were offered for CNET 235 in 2024-25.

Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.