

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPR) FOR 2019

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Workforce & Economic Development

Program: CNET Computer and Network Technology

Current Academic Year: 2018-2019

Last Academic Year CPR Completed: 2014-2015

Current Date: March 2019

NARRATIVE: INSTRUCTIONAL CPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional)

To train qualified Computer and Network Technicians to meet Industry Standards

B. Brief history of the program

The program was originally in the Business Dept under Alan Ross's leadership. The original program was Computer Network Administration, and addressed preparation for Microsoft, Cisco and CompTIA certifications. Over time the hardware aspect of the program was transferred to the Electronics Department headed by Chris Akelian and a Computer and Network Technology degree was offered in this department. Later Computer and Network Technology became its own department in Eng&Tech since Electronics main focus became the Electrician Training Program. Eventually Alan Ross wanted to transfer the entire Network Administration program to Engineering and Technology Division under the Computer and Networking Technology Dept. After this happened Chris Akelian took on the major support of the department and added Network Administration to it and Alan Ross transferred most of his load into other departments including CIS, Engineering and Electronics. The current department offerings have been optimized for efficiency but the students can still complete a comprehensive training program in one year.

C. Include significant changes/improvements since the last Program Review

The program has went through changes to make it more efficient. Mainly offering most courses only once a year, and downscaling the number of required degree units to 36 or less. There have been more changes submitted to curriculum committee to make the course offering more industry relevant at the same time making it more efficient. However, the latest changes were just submitted to curriculum committee over the last 3 months and will not come into effect until approved by the chancellors office. That last changes that went to the chancellors

office took over 2 years for approval so it may be some time before the latest changes come into effect.

D. List current faculty, including part-time faculty

Chris Akelian (Lead Instructor), Alan Ross (Cisco Accademy lead), Don Repucci (part time but extremely valuable), Ayan Johnson (dual enrollment instructor at coast union high school)

E. Describe how the Program Review was conducted and who was involved

Primarily Chris Akelian reviewed the Program with requested involvement from Alan Ross and Don Repucci. Chris Akelian updated elumin data and analyzed Institution Research Program Data. Also, Chris Akelian uses current technical trends and industry feedback including input through the Army National Guard where he is a part time (Reservist) data center manager at Camp San Luis Obispo.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Providing qualified computer and network technicians has helped serve the districts mission since many of the technicians running the college now and in the past (hopefully the future) are graduates of the CNET program.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutionally we provide a service to the local community for both employment opportunities and self growth.

- C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

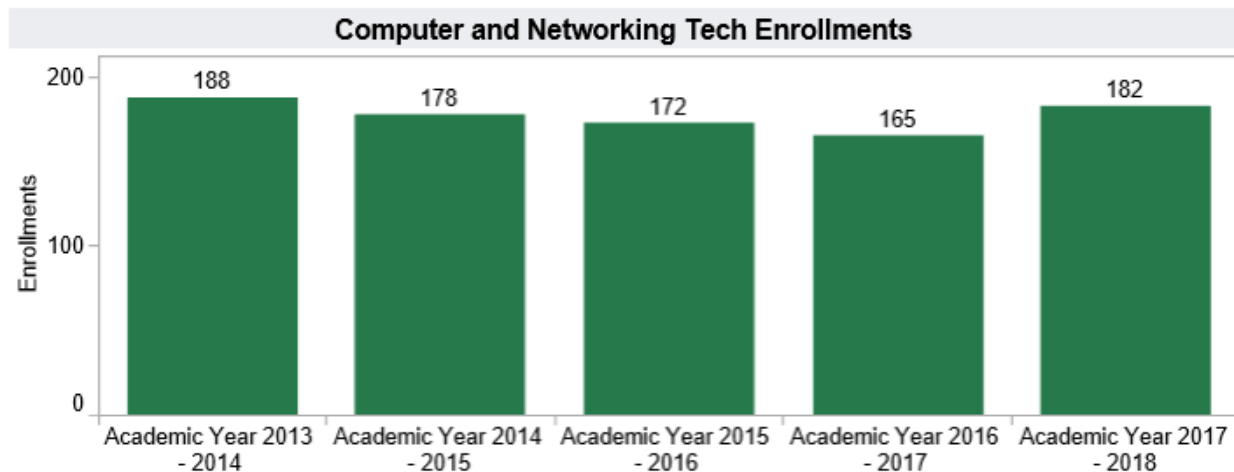
We have focused on providing a technically qualified workforce with the social skills and work ethics to be desirable to our local industries.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

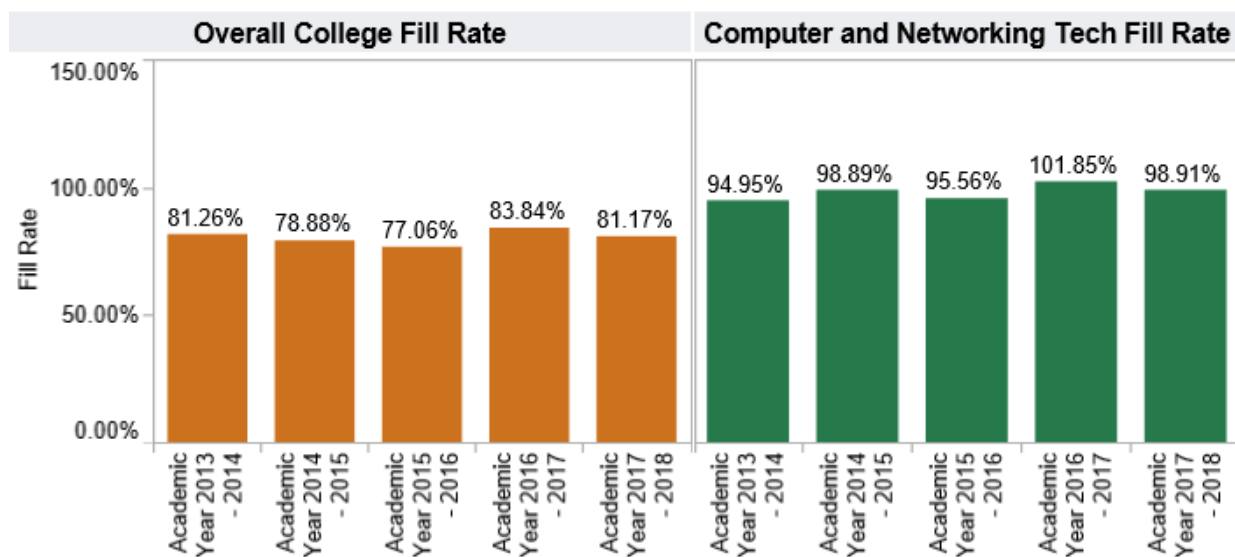
Insert the data chart and explain observed differences between the program and the college.



CNET enrollments are limited in number partly due to the strong lab component that emphasizes industry skills through hands on training. Safety issues and limits of equipment and space have made our caps smaller than most of the college, but about average within the Eng & Tech Division.

[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)

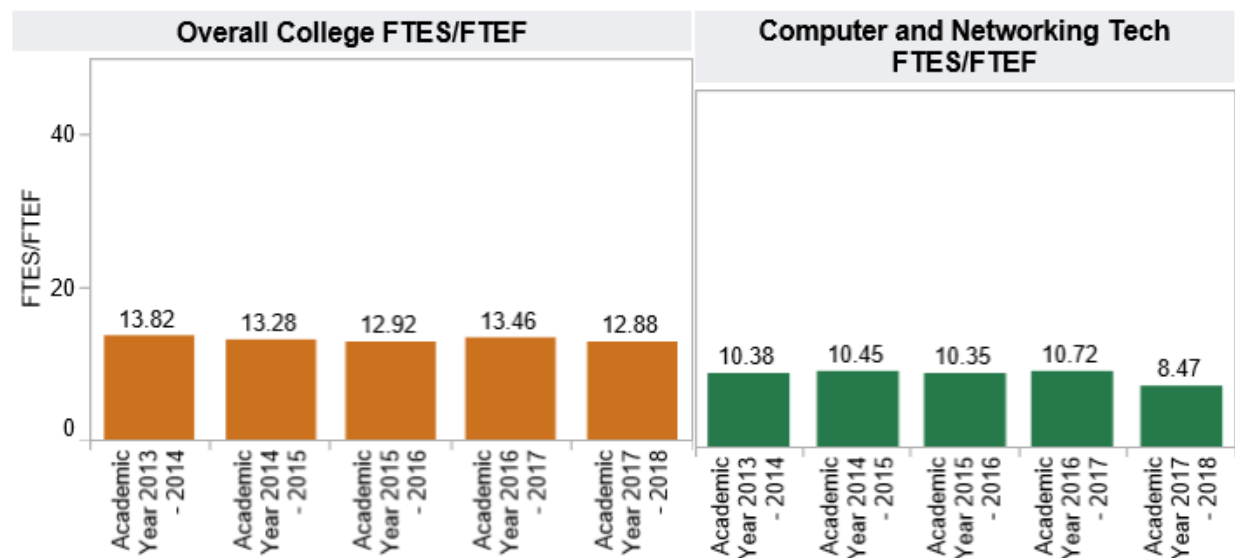
Insert the data chart and explain observed differences between the program and the college.



The CNET program fill rates tend to be higher than the school average since the course cap's are smaller. In order to improve efficiency the number of most course caps were increased which may diminish the fill rates some. However, to compensate for higher caps several of the courses were changed to be offered as DE.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)

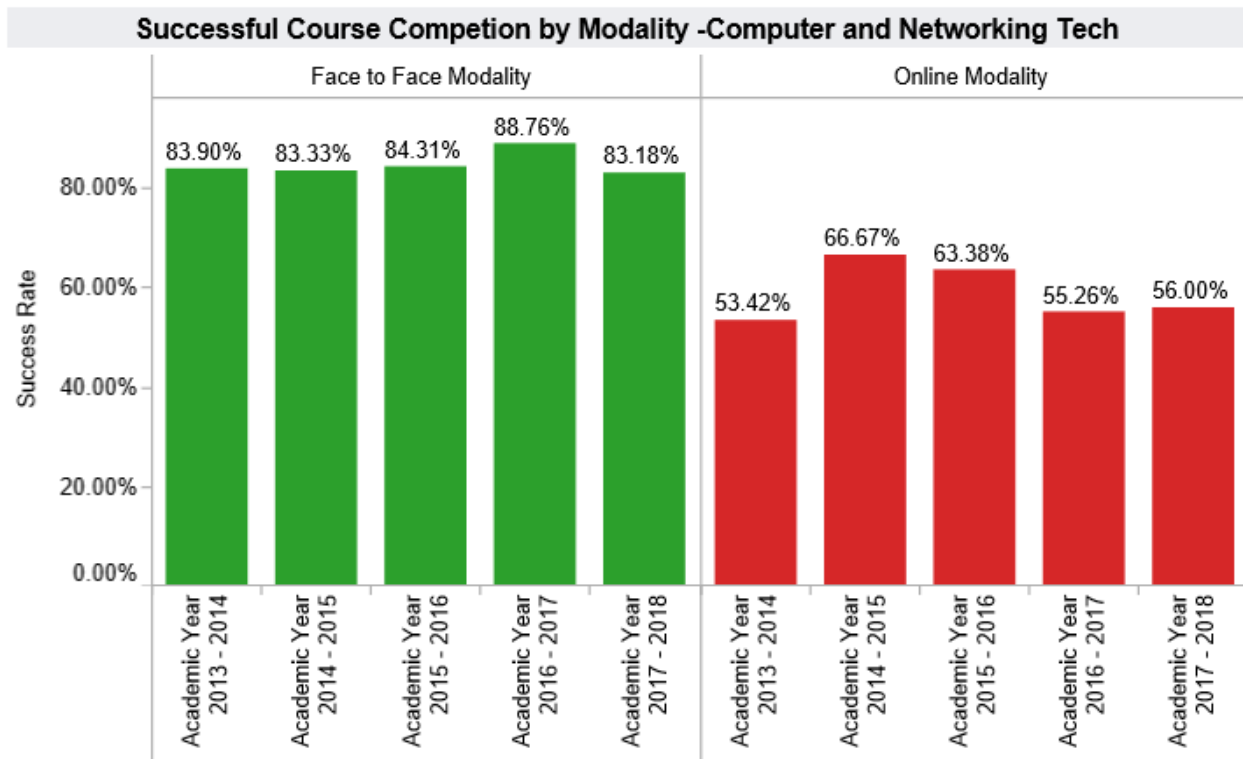
Insert the data chart and explain observed differences between the program and the college.



Our efficiency numbers dropped over the last couple of years and in general are lower than the college due to our course cap size. But as I explained in the previous chart on fill rates In order to improve efficiency the number of most course caps were increased and were changed to be offered as DE. Also, a factor in the dramatic drop in efficiency is the effect of the state funded computer and networking internship program that had money to pay students for training and internships that we couldn't compete with. Part of the reasoning to go toward DE for our courses is a reaction to the internship.

[Student Success—Course Modality \(Insert Data Chart\)](#)

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

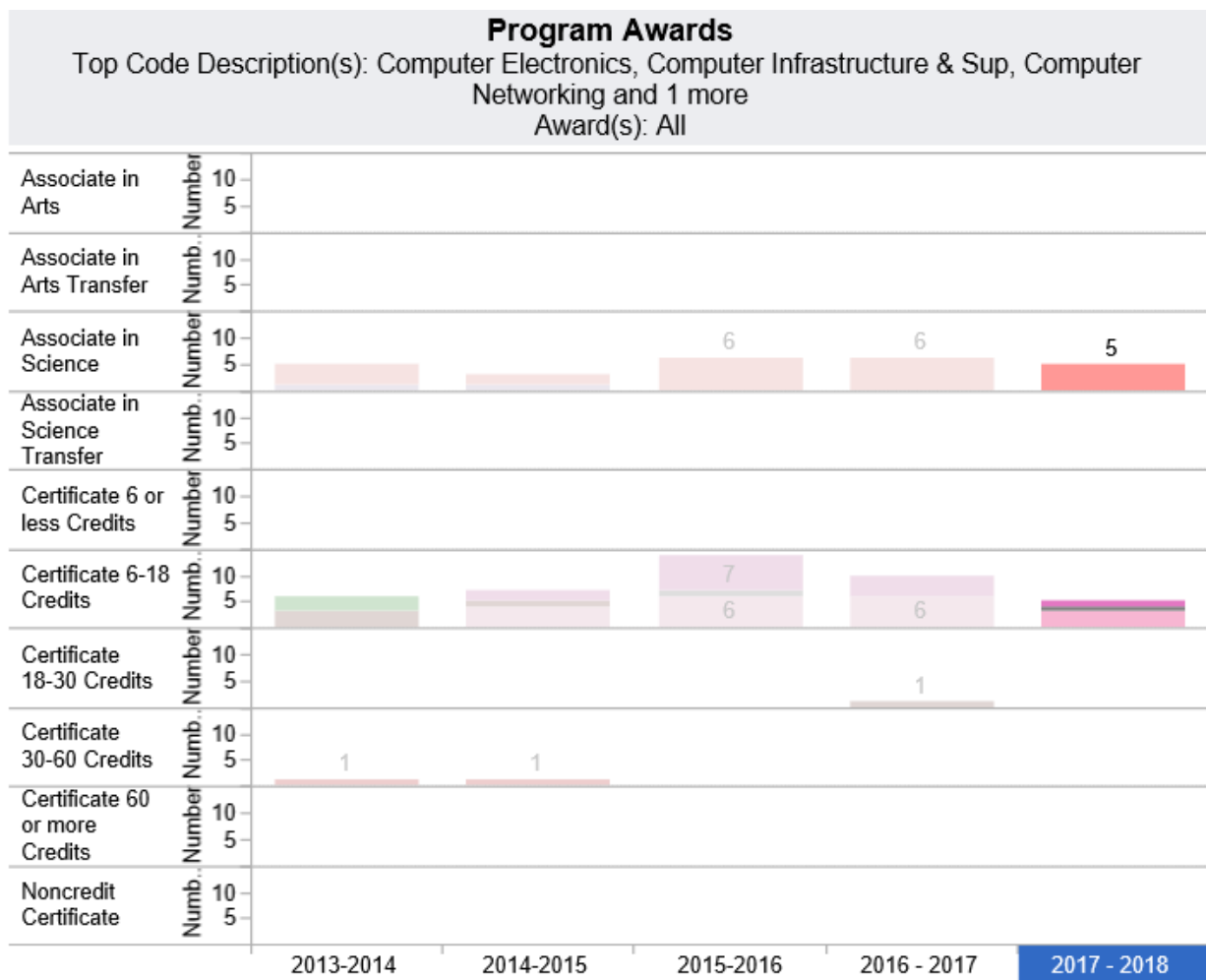


Successful Course Completion by Modality Table - Computer and Networking Tech						
		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	83.90%	83.33%	84.31%	88.76%	83.18%
	Total Department Enrollments	118.0	102.0	102.0	89.0	107.0
Online Modality	Department Success Rate	53.42%	66.67%	63.38%	55.26%	56.00%
	Total Department Enrollments	73.0	78.0	71.0	76.0	76.0

CNET's overall success rates are higher than the college's since our students have had the luxury of smaller course caps and instructor led courses for difficult topics. However, our DE modality courses show a much lower success rate, and soon most of our courses will be offered as DE to improve efficiency but more than likely will effect their success rate in the same way.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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



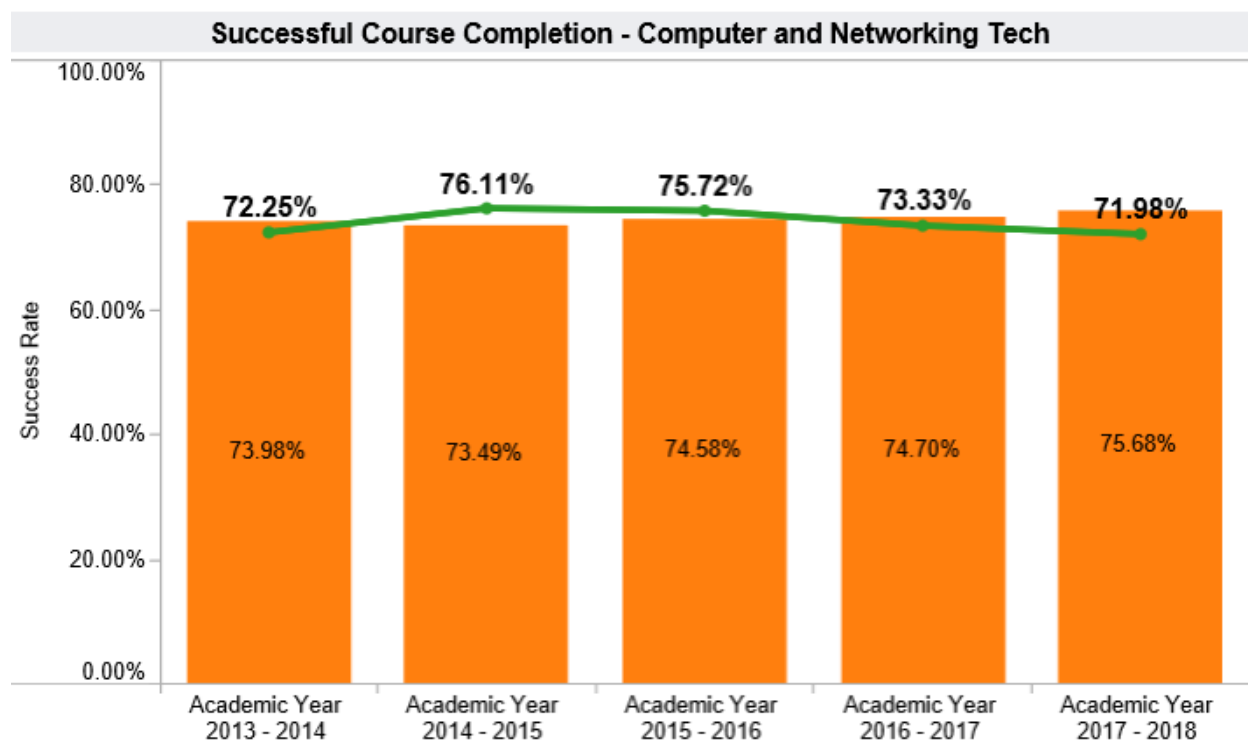
Program Awards Table						
Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Associate in Science	Computer & Network Tech (AS)	4	2	6	6	5
	Computer Network Admin (AS)	1	1			
	Total	5	3	6	6	5
Certificate 6-18 Credits	Comp & Network Maint (CA)	3				
	Comp Supp Spec (CS)		2	7	4	1

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

The number of degrees and certificates awarded is low and consistent with most areas of the Eng&Tech programs that offer training to enable students to gain workforce skills. The students may only be interested in advancing their skills enough to get employed or some may be interested in just a narrow area of specialization since nearly every course is a job field in itself.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)

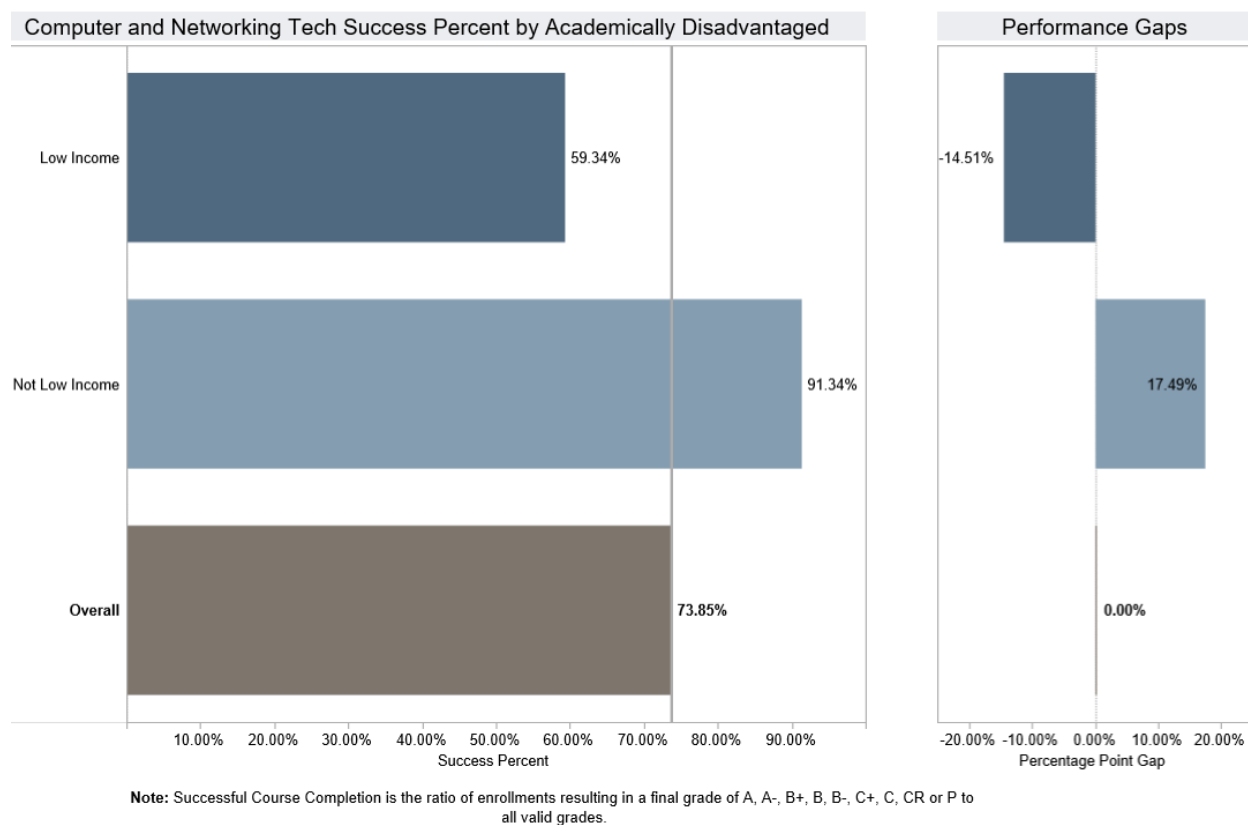
Insert the data chart and explain observed differences between the program and the institutional set standards (as shown on the chart).



Computer and Networking Tech Success Rate Table					
	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	72.25%	76.11%	75.72%	73.33%	71.98%
Total Enrollments	191	180	173	165	183

The general student success has remained consistently above the college average. But as described in the success modality section, is affected by our DE offerings and will be impacted further as we bring online more DE options.

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 CNET program shows that economically disadvantaged students have about 30% less success in passing the courses. There may be many factors affecting the students that causes them to not focus on their coursework or have the drive or financial means to complete their courses.

- **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.

CNET 255 requires the students to take an industrial certification as the final exam. The pass rate on this certification has averaged over 60% for the last 8 years. Statistics collected through other certification programs such as CompTIA and Cisco show 1st attempt pass rates to be well below 50% (around 30% for CompTIA A+ and as low as 5% for Cisco CCNA). Therefore, the success of training in the area of Network Infrastructure is well above average and is reflective of the hands on approach to the training.

IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

Computer and Networking Degree
Computer Support Specialist
Network Infrastructure Support
Computer Network Support

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Template is completed

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

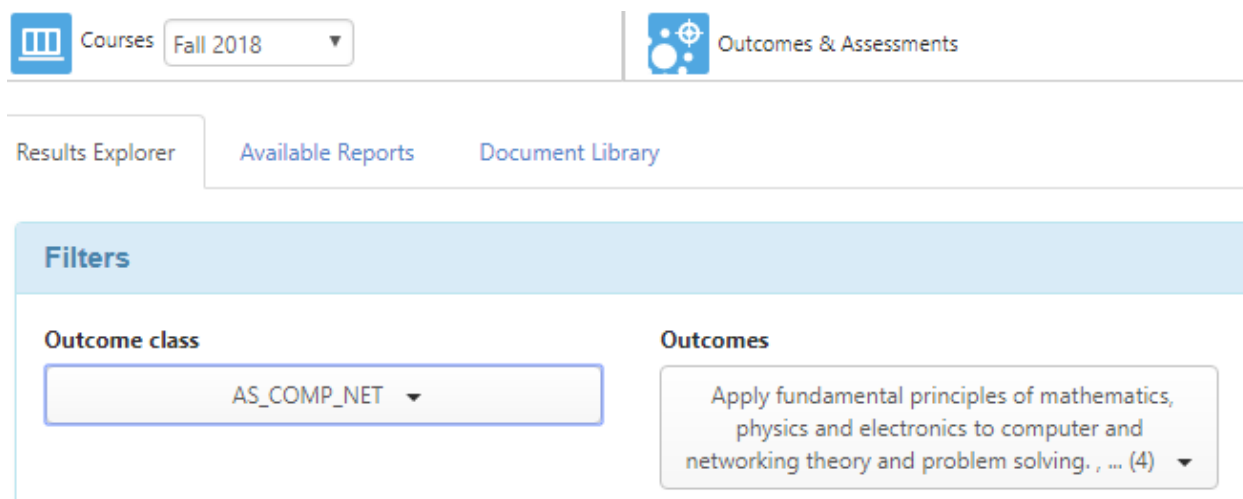
- A. Attach or insert the assessment calendar for your program for the next program review cycle.

Attached

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

CNET218, CNET221, CNET235, CNET254, CNET255 are completed. CNET253 is the responsibility of Don Repucci, CNET260 and 261 are the responsibility of Alan Ross (both have been notified)

- C. Include the most recent "PLO Summary Map by Course" from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.



The screenshot shows the eLumen interface. At the top, there are two tabs: 'Courses' and 'Outcomes & Assessments'. The 'Courses' tab is active, and the 'Fall 2018' semester is selected. Below the tabs, there are three sub-tabs: 'Results Explorer', 'Available Reports', and 'Document Library'. The 'Results Explorer' sub-tab is active. Below the sub-tabs, there is a 'Filters' section. The 'Filters' section has two main categories: 'Outcome class' and 'Outcomes'. Under 'Outcome class', there is a dropdown menu with 'AS_COMP_NET' selected. Under 'Outcomes', there is a list of outcomes, with the first one being 'Apply fundamental principles of mathematics, physics and electronics to computer and networking theory and problem solving. , ... (4)'.

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

CNET 221, CNET 235, CNET254 where upgraded to be offered through DE. CNET 219 was created to address the need to speed up the degree process; therefore, will replace CNET 218 and CNET 255 in the Computer and Network Technology program modification that was recently submitted.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

The need for more online resources and DE education opportunities. This requires virtual infrastructure with cloud access. Online lab learning systems will greatly enhance these options and have yearly maintenance fees, but will reduce the amount of equipment costs needed to run the program.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

The program is being streamlined to meet efficiency goals of the institution. The learning Outcomes remain the same and provide relevant training to create an industry ready workforce. The Program outcomes also remain the same to build students technically, ethically, and socially to meet the challenges of industry.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

CNET221, CNET235, CNET254 have been approved for DE. CNET221, CNET235 will be offered FALL 2019 and CNET235 will be offered SPRING 2020. In Spring 2021 Chris Akelian plans to retire, so he is attempting to train part time instructors to pick up part of his load the next couple of years by working a reduced workload.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

<https://cuestacollege.sharepoint.com/Committees/IPPR/Committee%20Documents?viewpath=%2FCommittees%2FIPPR%2FCommittee%20Documents&id=%2FCommittees%2FIPPR%2FCommittee%20Documents%2FPrioritization%20Process%20Handbook%20Sept%5F25%5F2018%2Epdf&parent=%2FCommittees%2FIPPR%2FCommittee%20Documents>

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.