

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW

Program: Computer & Networking Technology

Planning Year: 2019 **Unit:** E&T

Cluster: Workforce Dev

Last Year of CPPR/Voc. Ed Review: 2015

INSTRUCTIONS: CTE programs will complete and submit the below Two-year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

- A. Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
 - 1. Meets a documented labor market demand.
 - 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 - 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- B. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
- C. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
- D. This section shall apply to each program commenced subsequent to July 28, 1983.
- E. A written summary of the findings of each review shall be made available to the public.

NARRATIVE: Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

If assistance is needed to retrieve data, please contact the Dean of Workforce and Economic Development.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

I. Meets a documented labor market demand, <http://www.labormarketinfo.edd.ca.gov/>.

The labor market information shows that personnel needed for computers and networking support is growing annually by about 15%

TOP Code(s):			
• 070820 Computer Support			
Geography: California			
Includes: All California Counties			
Annual Job Openings by Occupation			
SOC Code	Occupation Title (Linked to "Occupation Profile")	2016 Employment	Annual Job Openings (1)
151152	Computer Network Support Specialists	20,100	1,770
151151	Computer User Support Specialists	70,300	6,580
151142	Network and Computer Systems Administrators	43,400	3,180
	Total	133,800	11,530

Computer User Support Specialists
(SOC Code : 15-1151)

in California

Provide technical assistance to computer users. Answer questions or resolve computer problems for clients in person, or via telephone or electronically. May provide assistance concerning the use of computer hardware and software, including printing, installation, word processing, electronic mail, and operating systems. Excludes "Network and Computer Systems Administrators" (15-1142).

Employers are usually looking for candidates with a Associate degree .

Occupational Wages

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Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2018	1st Qtr	\$31.07	\$22.39	\$29.01	\$37.77

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

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Area	Estimated Year-Projected Year	Employment Estimated	Projected	Employment Change Number	Percent	Annual Avg Openings
California	2016 - 2026	70,300	81,600	11,300	16.1	6,580

II. Does not represent unnecessary duplication of other manpower training programs in the area.

Aside from the state funded IT Apprenticeship program cuesta college's CNET program is

the only program that can produce technicians for local industry. The IT Apprenticeship program has run out of its grant funds and is now charging students at a much higher rate than Cuesta's program. Their program is suited for people who can afford the compressed training. During the grant, it was also proved that the most successful students were the ones that came from Cuesta's CNET program 1st where they received hands on training.

III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx

The data shows that the program has been very successful in training students with high pass rates, acquisition of degrees and certificates and obtaining employment (core indicators 1 through 4). However, low marks were received for non-traditional participation and success rates (core indicator 5a & 5b). Efforts have been made in the past to improve indicator 5a & 5b without success. Efforts such as promotional materials targeting women haven't yielded more women in the program. The problems with drawing interest from specific non-traditional groups are beyond a single instructor to solve, this is a problem that must be addressed at a higher level to change the way certain jobs are perceived. The efforts should come from industry to create awareness and interest of their job opportunities -- taking time to reach out to educational institutions at middle and high school levels in non-traditional settings. Beyond that, parents should also be trained to understand the opportunities that are available so as to encourage their children to explore these options.



PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code

Summary Detail Report for 2018-2019 Fiscal Year Planning

CUESTA COLLEGE

0708 Computer Infrastructure and Support

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	21	21	100.00	8	8	100.00	21	21
Female	100.00	1	1		0	0	100.00	1	1
Male	100.00	20	20	100.00	8	8	100.00	20	20
Non-traditional	100.00	1	1		0	0	100.00	1	1
Displaced Homemaker	100.00	3	3	100.00	2	2	100.00	3	3
Economically Disadvantaged	100.00	14	14	100.00	5	5	100.00	14	14
Limited English Proficiency	100.00	1	1		0	0	100.00	1	1
Single Parent		0	0		0	0		0	0
Students with Disabilities	100.00	4	4	100.00	2	2	100.00	4	4
Technical Preparation		0	0		0	0		0	0
District	100.00	21	21	100.00	8	8	100.00	21	21
State	91.65	23,272	25,391	86.18	10,344	12,003	83.67	20,864	24,937

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	83.33	5	6	4.76	1	21	0.00	0	8
Female		0	0	100.00	1	1		0	0
Male	83.33	5	6	0.00	0	20	0.00	0	8
Non-traditional		0	0	4.76	1	21	0.00	0	8
Displaced Homemaker	50.00	1	2	33.33	1	3	0.00	0	2
Economically Disadvantaged	75.00	3	4	7.14	1	14	0.00	0	5
Limited English Proficiency		0	0	0.00	0	1		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities	100.00	2	2	25.00	1	4	0.00	0	2
Technical Preparation		0	0		0	0		0	0
District	83.33	5	6	4.76	1	21	0.00	0	8
State	74.06	6,507	8,786	13.09	4,266	32,586	13.45	2,016	14,994

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2015- 2016)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 88.00% Performance Goal - (2015- 2016)

Core 3 - Persistence in Higher Education: 90.00% Performance Goal - (2015- 2016)

Core 4 - Employment: 72.00% Performance Goal - (2015- 2016)

Core 5 - Training Leading to Non-traditional Employment: Greater than 23.36% Participation & 27.27% Completion - (2015- 2016)