

## 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

**CURRENT YEAR: 2024 - 2025      PROGRAM(s): ELECTRONICS AND ELECTRICAL TECHNOLOGY (EET)**

**CLUSTER: 4, Athletics, Movement & Health Sci, Nursing & Allied Health, Skilled Trades & Tech**

**AREA OF STUDY: ELECTRICAL TECHNOLOGY**

**LAST YEAR CPPR COMPLETED: 2022    NEXT SCHEDULED CPPR: 2026      CURRENT DATE: 2/20/2025**

The Annual Program Planning Worksheet (APPW) is the process for:

1. reviewing, analyzing and assessing programs on an annual basis
2. documenting relevant program changes, trends, and plans for the upcoming year
3. 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.
4. highlighting specific program accomplishments and updates since last year's APPW
5. 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):

- 1 - Associate of Science (A.S.) in Electrical Technology.**
- 2 - Certificate of Proficiency (C.P.) in Electronics and State Electrician.**
- 3 - Certificate of Proficiency (C.P.) In Power and Instrumentation**

### 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.

**NONE (Since APPR: 2022)**

### 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. "N/A"

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<sup>1</sup> San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet

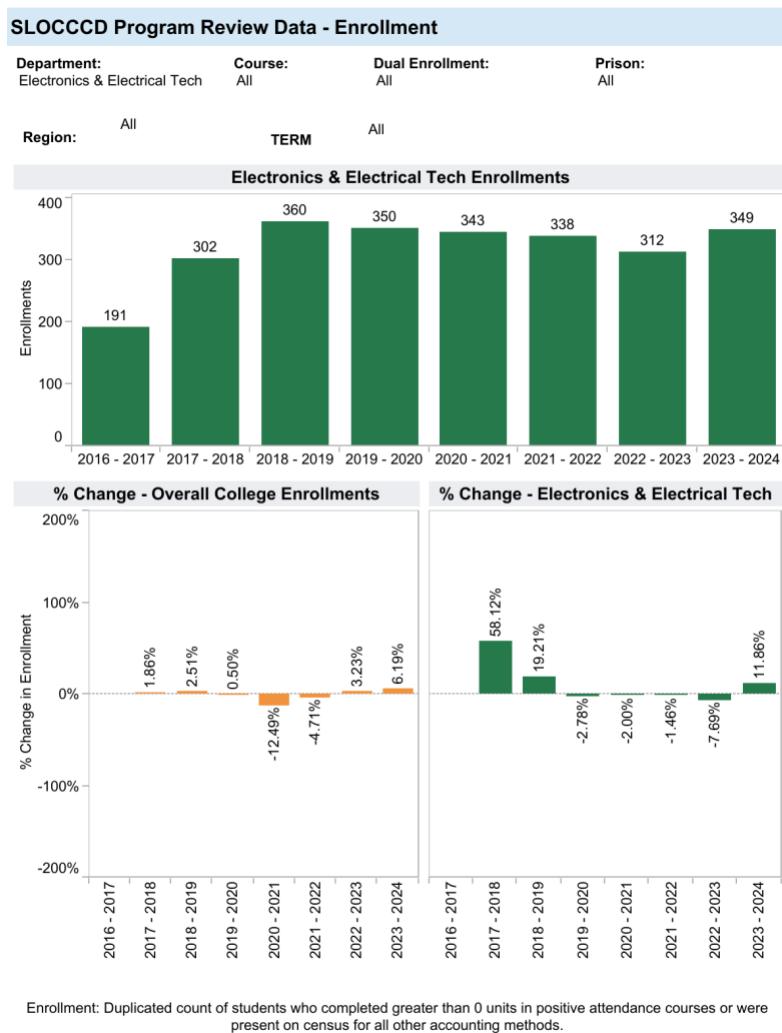
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

## 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.

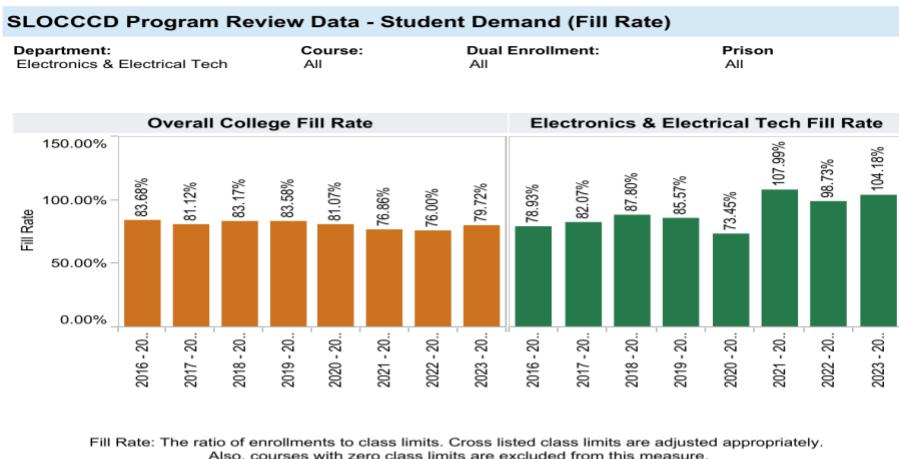


## GENERAL ENROLLMENT NARRATIVE

For the 2023 -2024 the EET department enrollment was back up by 11.86% (349) as compared to the overall college enrollments which were up by 6.19%. For the 2022 – 2023 academic year the EET department was down in enrollments by -7.69% (312) as compared to the previous academic year (338). In comparison the overall college enrollments were up by +3.23%. For the EET department this enrollment decrease is considered statistically negligible. We attribute the relatively flat differential to the ongoing stabilization of the COVID pandemic and more individuals back to full-time employment.

### B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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



### **Student Demand (Fill Rate) Narrative:**

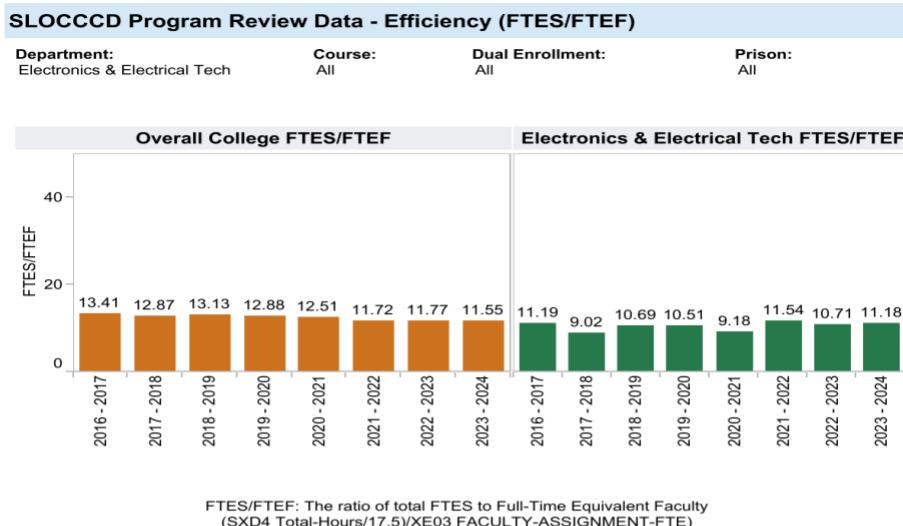
Fill rates (ratio of enrollments to class limits) for the 2023 – 2024 academic year were 104.18% as compared to 98.73% for the previous year in the EET department. Fill rates for the 2022 – 2023 academic year were 98.73% as compared to 107.99% for the previous year in the EET department. This increase in EET enrollments is attributed to the attenuated concerns about students registering for in-person labs and even more students returning to part-time and full-time employment.

We continue to have full sections and waiting lists for most EET courses since the 2021 – 2022 and 2022- 2023 academic years. Typically, certified electrician trainees are averaging more than \$20 per hour after approximately 14 months of experience with local electrical contractors and other area employers seeking the skill sets that the vast majority of our students possess and/or are developing. Some of the larger area employers (e.g., PG&E) hire qualified entry-level employees at over \$32 per hour. Most area employers who recruit our students offer overtime hours to new employees who have successfully completed their probationary period.

[REFER TO FOLLOWING PAGE]

### C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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



### General Efficiency (FTES/FTEF) Narrative:

The EET Departments overall efficiency (FTES/FTEF) increased to 11.18 (2023 – 2024). The EET Departments overall efficiency decreased from 11.54 (2021 - 2022) to 10.71 (2022 – 2023). During recent summers, we continued offering the 6.0-unit Electronic Fundamentals (EET-213) course as well as the 4-unit State Electrician Trainee Topics (EET-

119) course over the 8-week summer sessions. Although attrition during the summer is higher than attrition during the Fall or Spring semesters the course has been popular and clearly meets the needs of students who are unable to manage a 6-unit hybrid course which includes a 1-unit face-to-face lab during the Fall or Spring. The higher attrition of students in the 8-week summer session of EET-213 had some impact in the Department Efficiency dropping to 11.54 during 2021 – 2022 in addition to impacts from the COVID-19 pandemic. In discussions with local industry, students, faculty, and district administrators the summer offerings have proven highly effective overall and allows the EET department to decrease the “over impacted” program during the fall and spring semesters. As indicated above our departments overall efficiency ratio has increased to 11.18 for the 2034 – 2024 academic year.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**

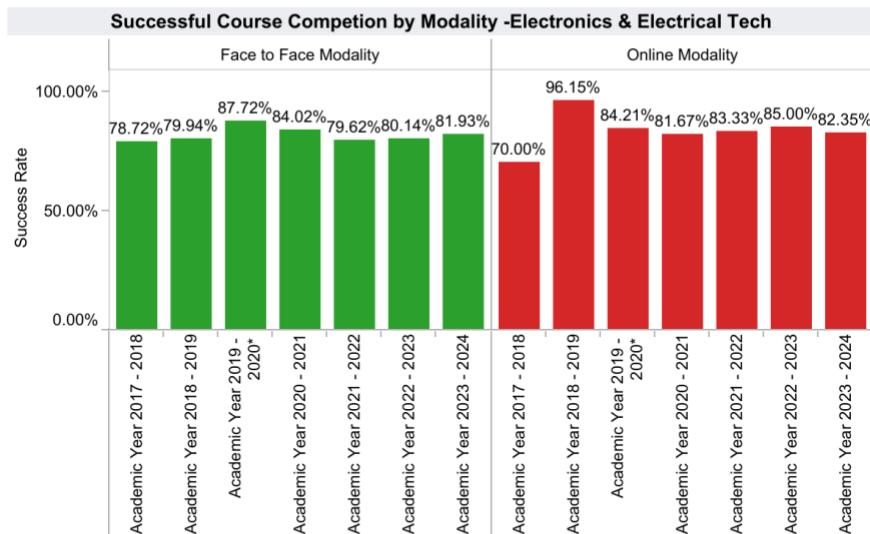
Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Electronics & Electrical Tech

Course:  
All

Legend:  
Face to Face Modality  
Online Modality



**Successful Course Completion by Modality Table - Electronics & Electrical Tech**

		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
Face to Face Modality	Department S..	78.72%	79.94%	87.72%	84.02%	79.62%	80.14%	81.93%
	Total Depart..	282.0	334.0	312.0	223.0	320.0	292.0	332.0
Online Modality	Department S..	70.00%	96.15%	84.21%	81.67%	83.33%	85.00%	82.35%
	Total Depart..	20.0	26.0	38.0	120.0	18.0	20.0	17.0

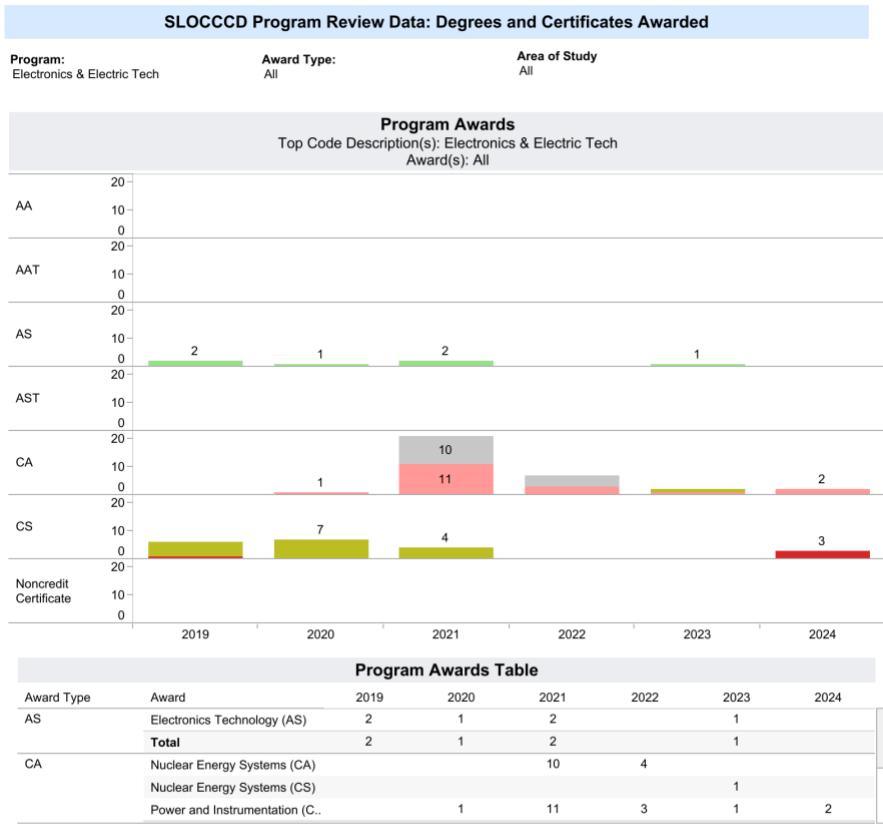
### Successful Course Completion by Modality – Summary of EET Dept courses Narrative:

Based on the bar chart and data in the graph above (emphasizing the first successful course completion by modality graph which represents all program courses), successful course completion for face-to-face instructional modality decreased very has remained relatively consistent. The data shown for 2017 – 2018 vs 2023 – 2024 shows an increase in successful course completion. Strategies implemented over this last cycle to increase student success include an increased awareness of the existence of, and need for, electrical contractors and some area employers to require all applicants to be certified electrician trainees through the state DLE and Cuesta EET program to be following state law (CLC 800 -800.5). Some area contractors have incurred substantial fines for lack of

compliance with state law related to electrical workers who are not certified. This requirement has continued to be discussed extensively with the EET advisory committee and other area employers resulting in the certification becoming a virtual prerequisite for most new employees as well as continued employment. This increased awareness of the need to have active employees and applicants enrolled in a state certified program has increased the importance of having “non-journey level” personal successfully complete program courses to meet the minimum academic annual hourly requirement of 150 academic hours per calendar year in courses approved by the state in the crosswalk. This has resulted in ongoing and increased interest and successful course completion within the department. The EET program is the only state certified (non-union) program in the county and within over 100 miles of our campus in San Luis Obispo.

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

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



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

## Degrees and Certificates Awarded Narrative:

Historically, most EET students begin working full or part time in the electrical/electronic industry during their first or second semester in the program. The Division of Labor Enforcement only prescribes that students complete the requirements for their Certificate of Proficiency (C.P.) to qualify to sit for the General Electrician Certification exam. The state does not currently require that students apply to Cuesta for their C.P. to sit for the exam. We are in continued discussions with the state to change this policy. As such, most students who qualify for their C.P. are focused on working and preparing for the state exam. Most simply do not submit their C.P. application. We are working to rectify this situation through guided pathways as well as progress plans with each student through CTE counseling and faculty. For upward promotability in industry the need for students to complete the additional General education courses required to be awarded their Associate of Science in Electrical Technology cannot be overstated. Using Industry guest speakers and emphasizing earnings differentials; this continues to be addressed.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

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

**GRAPHICS HYPERLINK IS INACTIVE. HOWEVER, EET GENERAL STUDENT SUCCESS IS ABOVE COLLEGE AVE. EACH YEAR.**

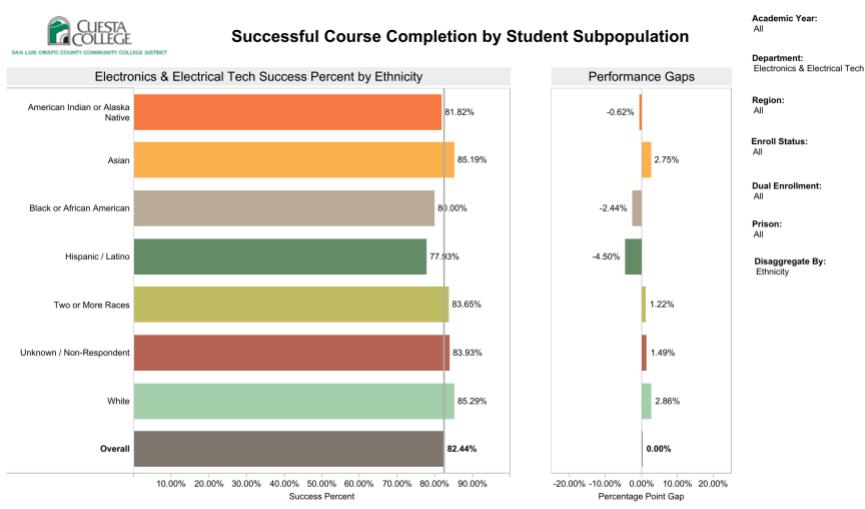
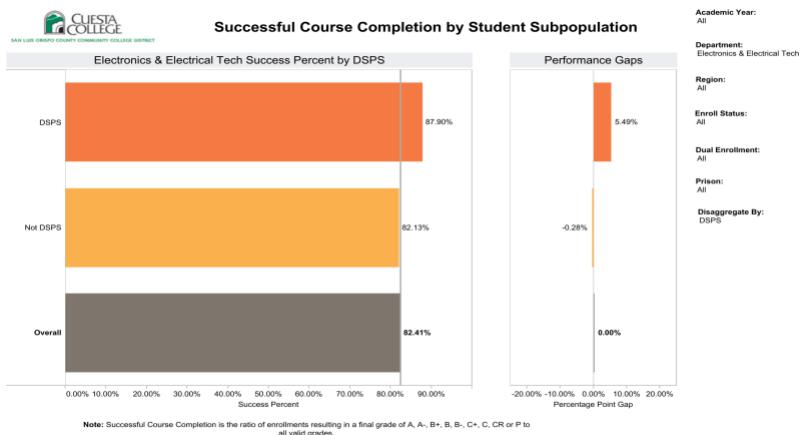
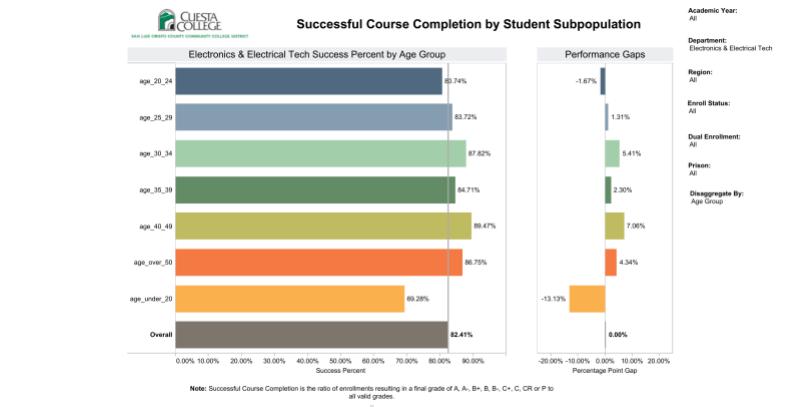
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred because of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

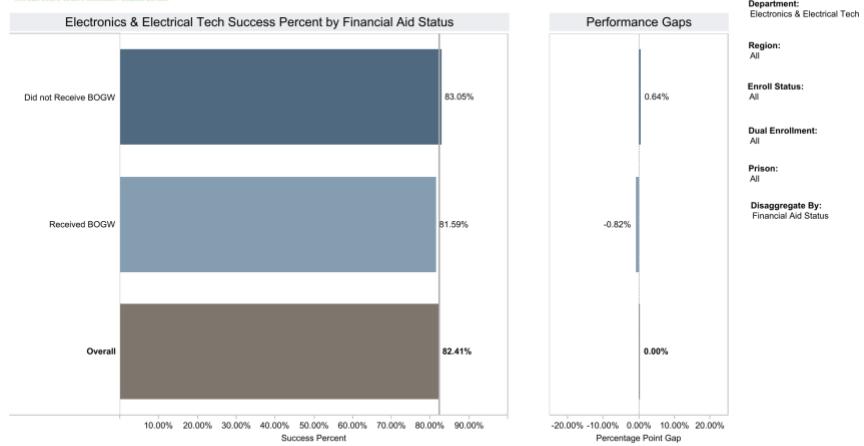
**Responses derived from successful course completion by student subpopulation bar graphs below the bullet point narrative as follows:**

- What specific groups are experiencing inequities? Response: Gender, Age Group, Math, Promise, Educational Goal What patterns do you notice in the data? Response: Program consisting mostly of male and non-binary, many of which are re-entry students. How have the equity gaps changed since the previous academic year? Response: Negligible.
- What professional opportunities are your program faculty participating in to address closing equity gaps? Response: Reaching out to minority groups through professional contacts and area high schools to encourage minority participation and narrow other mentioned gap categories.
- 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? Working with local industry to increase both paid and non-paid internships in addition to rotational paid employment opportunities. Additionally, working with financial aid to increase federal work study positions within EET for assistance with lab technician work and encourage minority and underrepresented students to apply through financial aid.

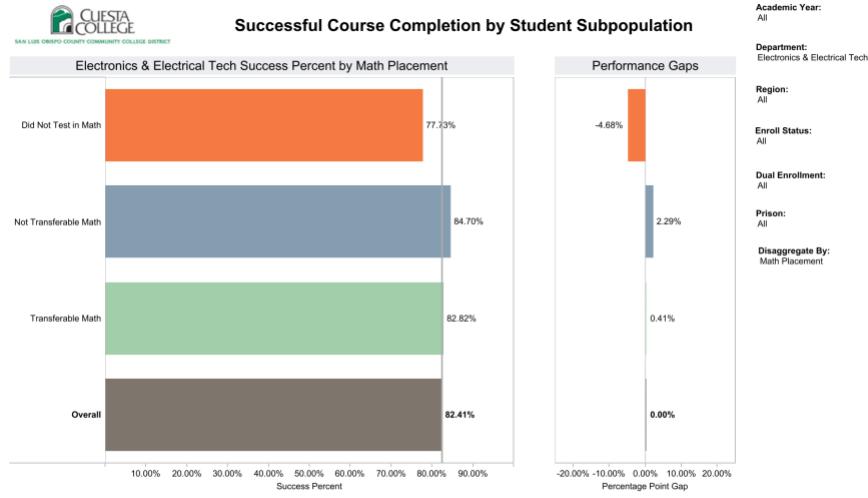
**Corresponding bar graphs shown below:**



### Successful Course Completion by Student Subpopulation

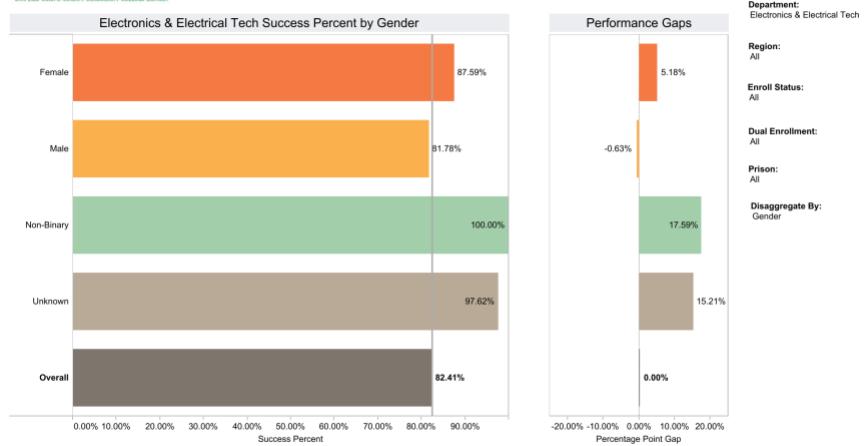


**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

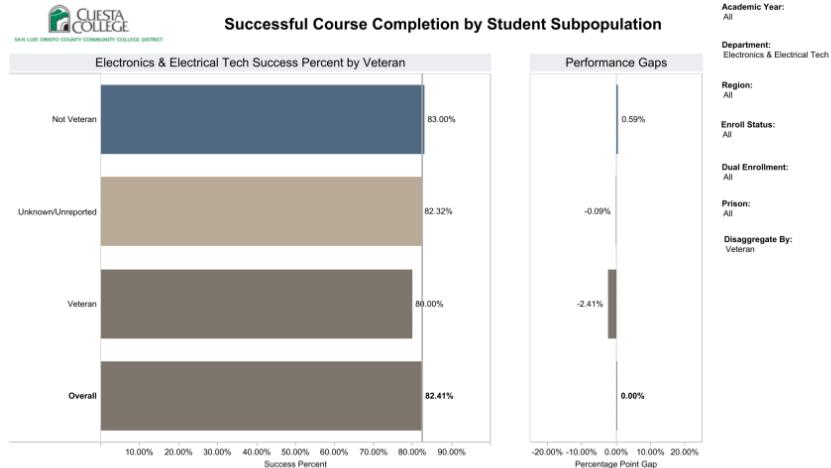


**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

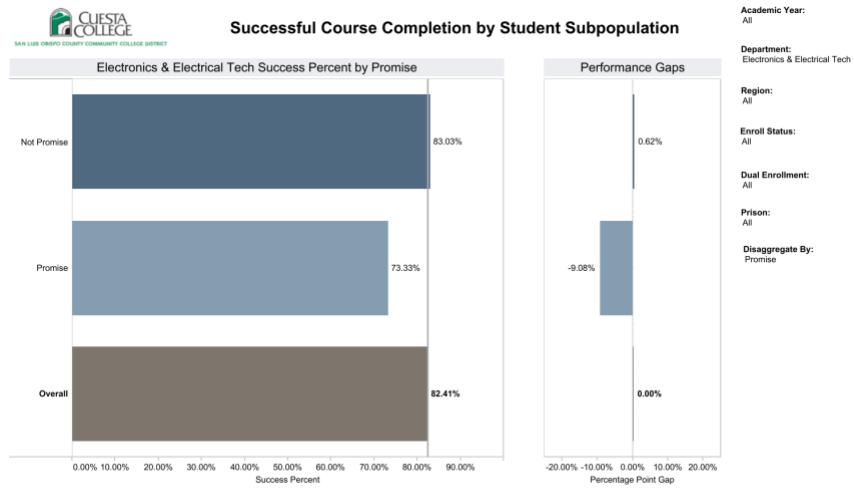
### Successful Course Completion by Student Subpopulation



**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.

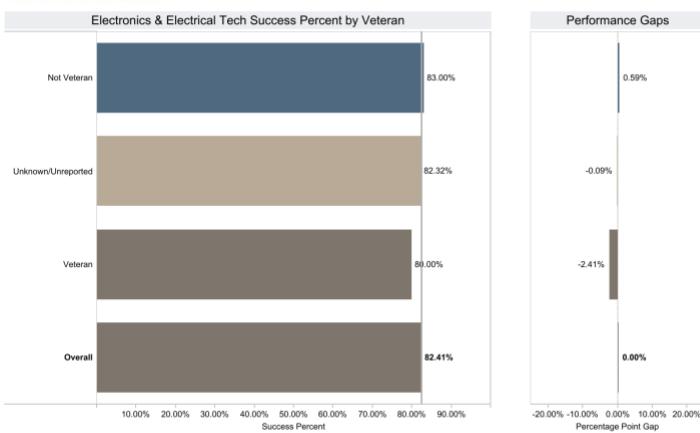


**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.



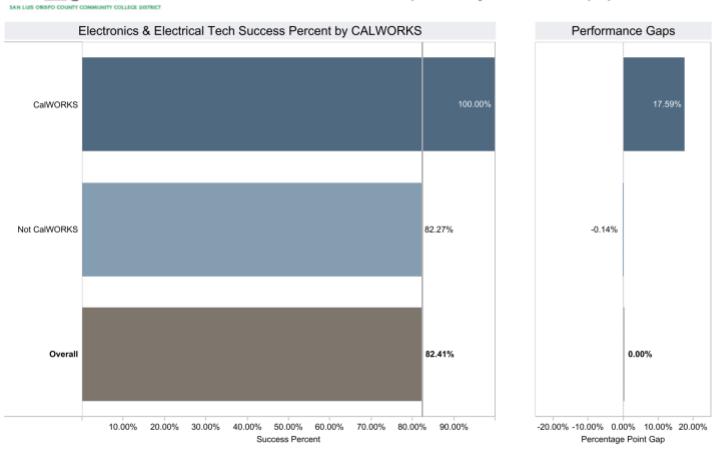
**Note:** Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

**Successful Course Completion by Student Subpopulation**



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

**Successful Course Completion by Student Subpopulation**



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

**[Narrative corresponding to the foregoing bar graphs can be found above on page 10]**

## 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**

**14 San Luis Obispo County Community College District  
Instructional Annual Program Planning Worksheet**

Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

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.

THE DEGREES, CERTIFICATES, AND COURSES WITHIN THE EET PROGRAM ARE ALL IN COMPLIANCE WITH THE CONTRACTUAL AGREEMENT BY AND BETWEEN THE CALIFORNIA DIVISION OF LABOR ENFORCEMENT (DLE) AND CUESTA COLLEGE. SPECIFICALLY, THE EET PROGRAM MAINTAINS ALL REQUIREMENTS FOR THE CALIFORNIA GENERAL ELECTRICIAN TRAINEE CERTIFICATION (INDUSTRIAL, COMMERCIAL & RESIDENTIAL) AND IS RE-CERTIFIED EVERY 12 MONTHS THROUGH THE DLE. ADDITIONALLY, THE EET DEGREES, CERTIFICATES, AND COURSES ARE IN FULL COMPLIANCE WITH THE DLE CROSSWALK.

2. 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)
“N/A”	“N/A”	“N/A”

3. 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. **“N/A”**

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 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)
"N/A"			

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)**

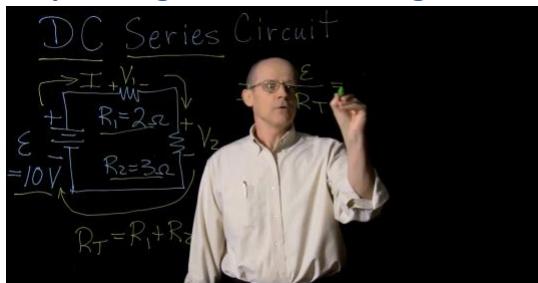
Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

#### **Other relative program data narrative and graphics:**

The EET program was re-certified by the state in 2024 to offer the highest level of laboratory and lecture (including D.E.) curriculum available, the Whole General (Residential, Commercial, and Industrial) Electrician Program in accordance with the California Labor Code (CLC) statutes.

Addition to EET program for D.E. recordings and zoom presentations:

### Example of Light Board Recording Technology Currently in use for D.E. (screen shot)



Important Note: The EET light board recording studio is currently set-up in the corner of room 4603 which has turned out to provide an inadequate environment for an audio/visual recording studio. Room 4603 is approximately 2200 square feet and does not provide adequate darkness for studio lighting or sound isolation for audio. Additionally, multiple courses are delivered in the adjacent section of the room and large welders are stored and used behind the rear “blackout” curtain that closes out the recording area. The lightboard recording equipment can be made available to the ST&T Division, our Cluster, and even collegewide for recording DE content and delivering more robust zoom meetings with the large glass lightboard available to the zoom presenter. The system incorporates two large monitors and allows for annotation and screen sharing directly on the glass medium.

**We need a dedicated room to set-up a professional lightboard D.E. recording studio on the SLO campus to properly use the equipment purchased under the SWP.**

[APPW section continued the following page]

**State (DLE) Website Listing (screen shot from internet):**

**147 Cuesta College - Open to the public**

**Approved to Offer Whole General Electrician Curriculum**

**San Luis Obispo County**

P.O. Box 8106

San Luis Obispo, CA 93403

Phone (805) 546-3264

Fax (805) 546-3963

\*

Contacts: John Cascamo (Administrator), [john\\_cascamo@cuesta.edu](mailto:john_cascamo@cuesta.edu)

Bret Allen (Technical), [ballen@cuesta.edu](mailto:ballen@cuesta.edu)

Website: [www.cuesta.edu](http://www.cuesta.edu)

\* **Note:** Administrator website change in process with state (DLE), changing to: [monica\\_millard@cuesta.edu](mailto:monica_millard@cuesta.edu)

## **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). **"N/A"**

### **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.*

### **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

**-Acquire new room to set-up a professional lightboard D.E. recording studio on the SLO campus to properly use the equipment purchased under the SWP.**

- Acquire new multimeters and oscilloscopes for use in all EET courses (In Process, SWP-9)*
- Acquire new multimeters and oscilloscopes for use in all EET courses (In Process, SWP-9)*
- Acquire electrical parts list (X3) for custom platform fabricated by Welding Department for EET (SWP-9)*

*- Acquire dynamic signal analyzer for 3-phase power lab (Pending, SWP-9)*

B. Anticipated changes in curriculum, scheduling or delivery modality

**N/A**

C. Levels, delivery or types of services

**N/A**

D. Facilities changes

**-Paint and carpet rooms 4501-D & 4501-E (over 25 years since last carpeted or painted, pending, SWP-9)**

**-Acquire new 110" monitors (x2) for side walls in room 4501-D for better student presentation visibility (based partly on strong recommendation from former Dean Ramos, student, and faculty needs/requests). Pending, SWP-9.**

**-Acquire seatrain for placement in 4000 complex parking/gravel area to move pneumatic and hydraulics trainers between power lab (4501-D) and seatrain. Room 4501-D is too cluttered with mentioned trainers stored permanently in 4501-D. Also, associated EET course is only offered during fall semesters. Important acquisition for storage. Pending, SWP-9.**

E. Staffing projections

**Lab Technician needed for EET (75%) in addition to additional adjunct faculty pool.**

F. Other

**Used panel work truck and/or trailer needed for State Certified EET Program (Pending, SWP-9 or 10)**

## 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.

**“Not Applicable”**

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

**“N/A”**