

2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022

PROGRAM: CNET

CLUSTER: WORKFORCE DEVELOPMENT

LAST YEAR CPPR COMPLETED: 2019

NEXT SCHEDULED CPPR: 2023 CURRENT DATE: 2/1/2022

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](#)
- 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 degrees and/or certificates:

Click here to enter text.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *The program has made a significant shift to online education. Some of it was planned before Covid, but other classes are the result of the virus impact. All lectures have been shifted to online education and only two courses in the program still have in-person labs. To accommodate the shift and still have a reasonable lab experience third party virtual labs have been used. The remaining in-person labs have been converted to a flipped classroom type instruction so that students can prepare before coming with video materials to optimize the time spent in the classroom.*

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.

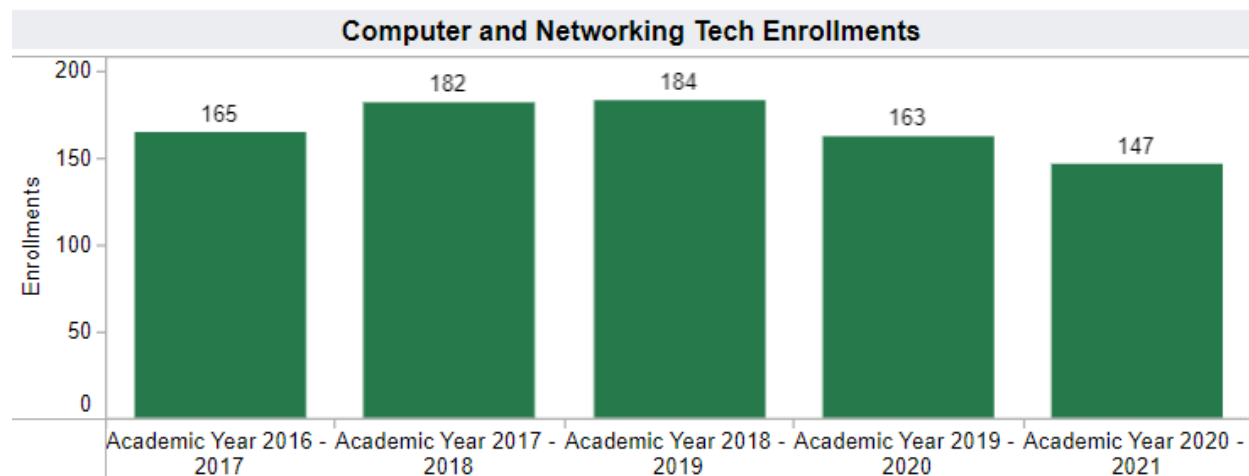
If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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.

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

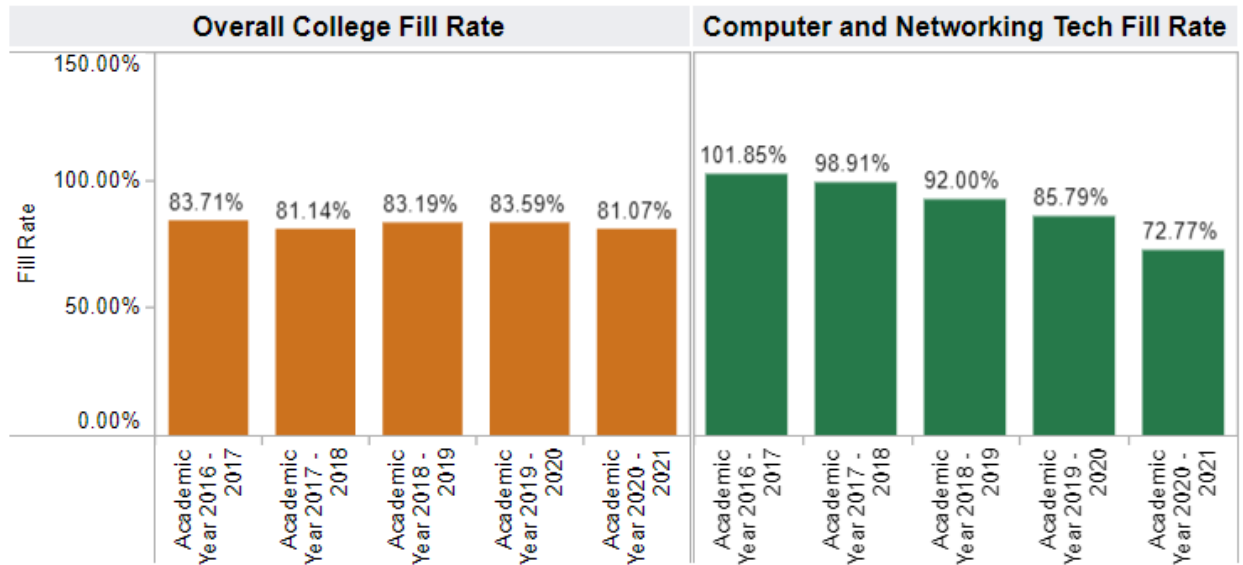
Insert the data chart and explain observed differences between the program and the college.



The most likely reason for the downward shift in 2020 and 2021 is the result of the Covid pandemic. The overall college enrollment trend looks similar.

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

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

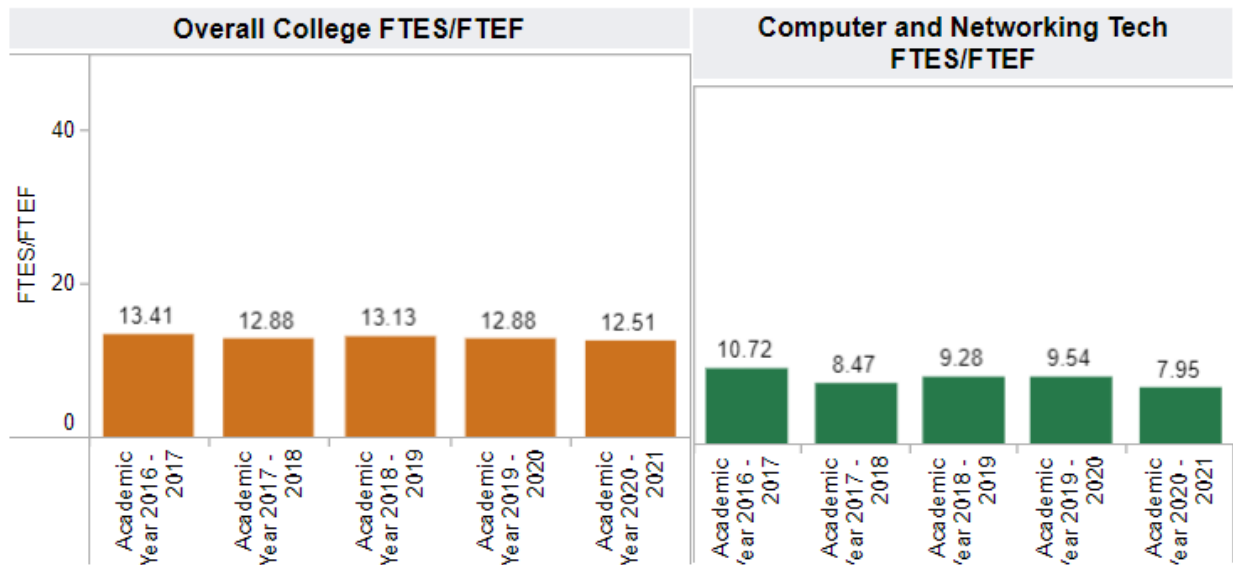


Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The fill rate downward trend partially is due to fewer students who are interested in building their own computers and gaming etc. This trend occurred due to the shift to small handheld computing devices. The shift toward cloud technologies also has caused a shift from traditional computing devices so has affected the way businesses use computers too.

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

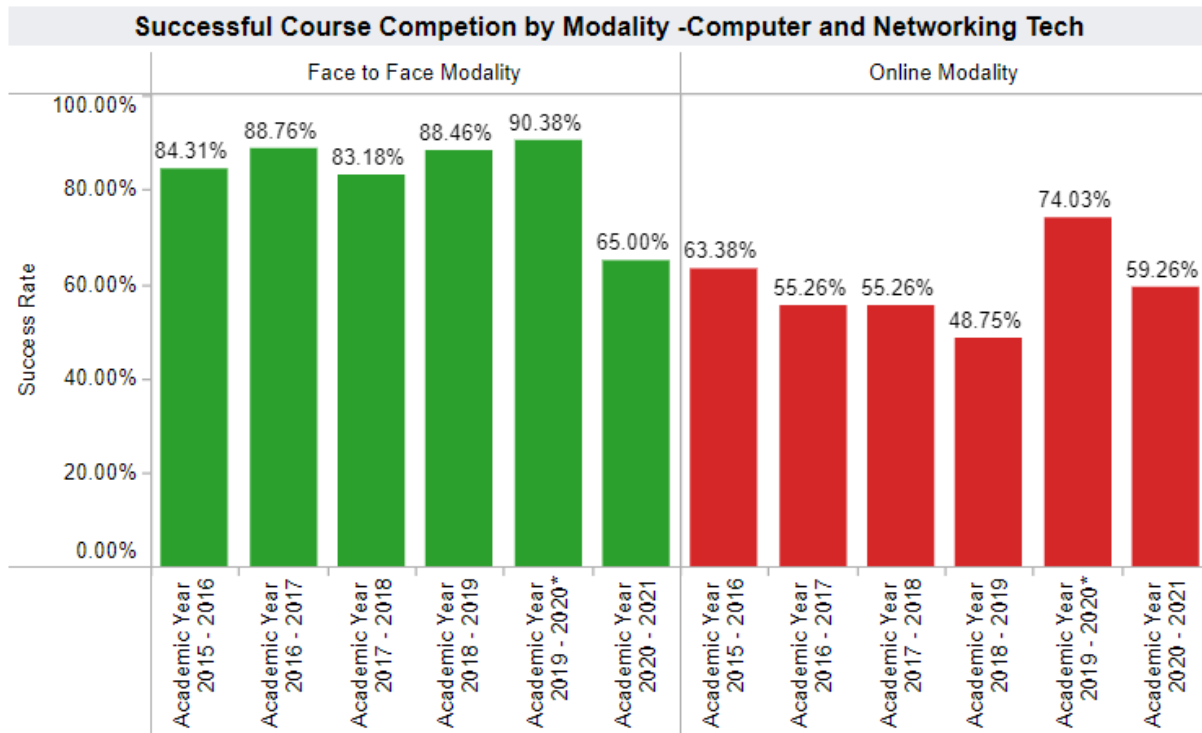
Insert the data chart and explain observed differences between the program and the college.



The downward trend in the ratio of students per instructor is related to the downward trend in enrollments which is related the changes in the way people use computing technology and partially related to the effects of the covid virus.

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

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



Before Covid the in-person mode of instruction clearly had better success rate than online. After Covid hit initially students were still partially engaged from their in-person instruction. Then, after online transition weariness progressed combined with the fear of in-person expose, the in-person and online success rates are equally as poor.

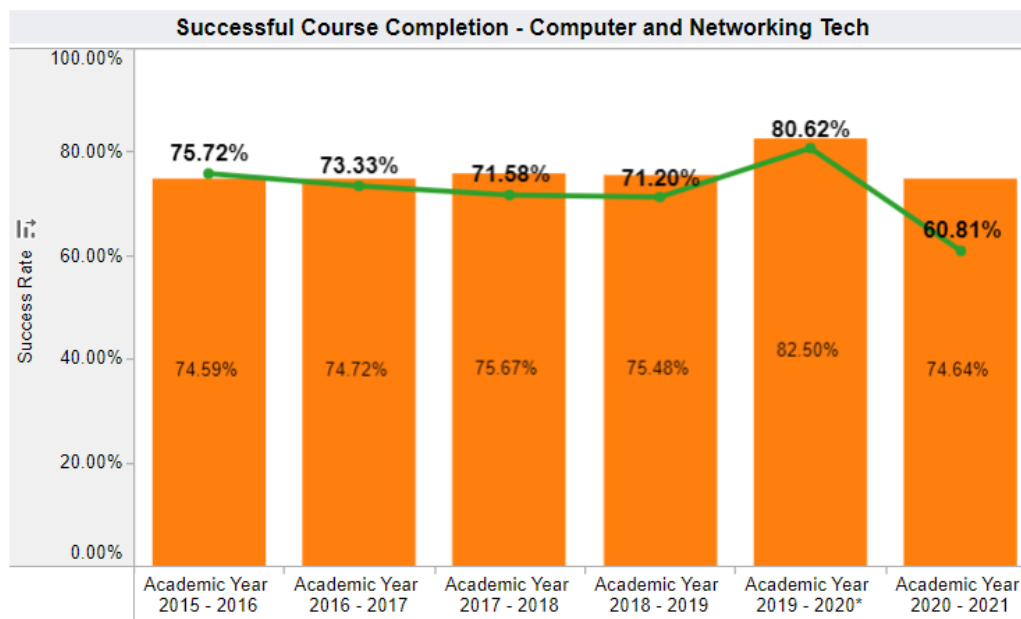
[Degrees and Certificates Awarded \(Insert Data Chart\)](#)

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

Program Awards Table							
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science	Computer & Network Tech (AS)	6	6	5	11	8	7
	Total	6	6	5	11	8	7
Certificate of Specialization	Comp Supp Spec (CS)	7	4	3	5	4	17
	Computer Networking Spec (...)	1		1	2	3	10
	Netwk Infrastructure Spec (CS)	6	6	3	2		2
Program Awards: The number of degrees and certificates awarded by program type							
	Total	14	10	7	9	7	29
Grand Total		20	16	12	20	15	36

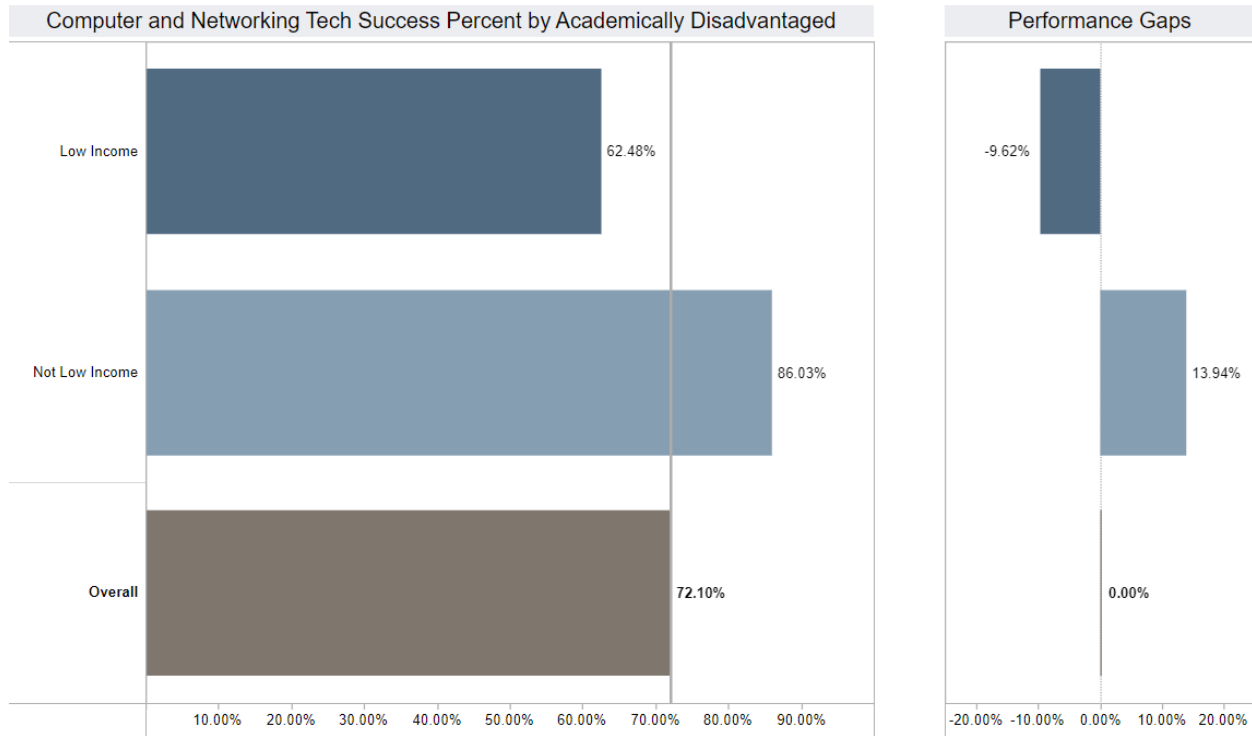
What is interesting here is the number of certificate completions increased dramatically during 2020-2021. What may be the cause of this is students who completed the CNET courses and later decided to finish during the Covid pandemic where many people were restricted from work.

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



The student success seems to be fairly consistent even with the effect of the Pandemic. It probably relates to those that are taking coursework are still just as serious about making a new career as before the pandemic.

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.



Clearly Low-income students have a serious disadvantage to be successful in a complicated technical program that takes many hours of study that may compete with work necessary for survival.

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.

Certifications have been at the core of the Program offerings in the past. Microsoft and Cisco in particular have been a staple for drawing students and providing them with industry standard training that helped get them be work ready and employable. However, both companies have made serious shifts in their training strategies including not supporting their Certifications in the same manner. For example, Microsoft stopped aligning with Wiley and no longer offers Microsoft Official Academic Curriculum. This has sent many community college programs into a knee jerk reaction to address the training resource shortfall. Some third parties are starting to step up to fill in the gap; however, the direction of the training is in transition and not even our advisory committee can give a good recommendation at this point which way to change the training focus.

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.
- All from Chris Akelian, Alan Ross and Donald Repucci were notified to update theirs so I assume they did their job as I have no way to see it.
- Program Sustainability Plan progress report completed (if applicable).

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
- 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		<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.