2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2023 - 2024   **PROGRAM(S): ELECTRONICS AND ELECTRICAL TECHNOLOGY (EET)**
CLUSTER: WORKFORCE DEVELOPMENT   **AREA OF STUDY: ELECTRICAL TECHNOLOGY**
LAST YEAR CPPR COMPLETED: 2022   NEXT SCHEDULED CPPR: 2026   CURRENT DATE: 2/27/2024

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 this **SharePoint 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):

1 - Associate of Science (A.S.) in Electrical Technology.
2 - Certificate of Achievement (C.A.) in Electronics and State Electrician.
3 - Certificate of Achievement (C.A.) 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"

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)**

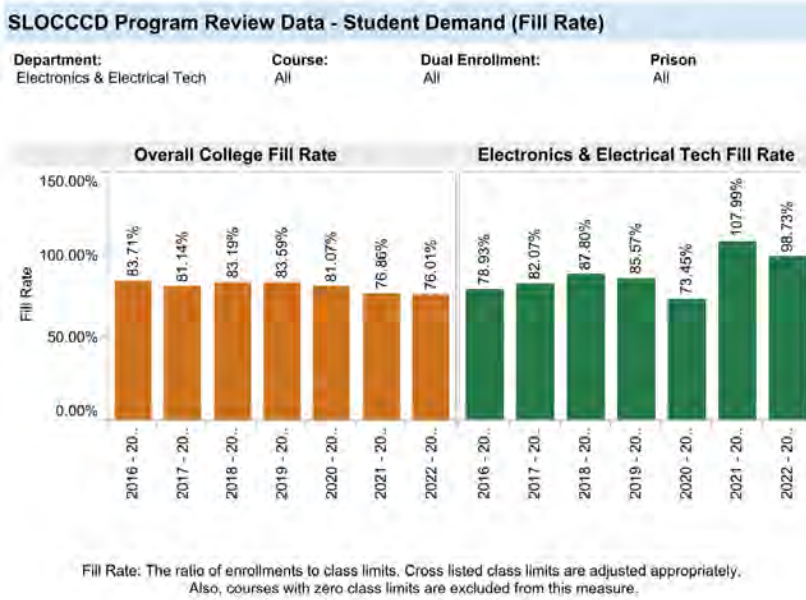Insert the data chart and explain observed differences between the program and the college.
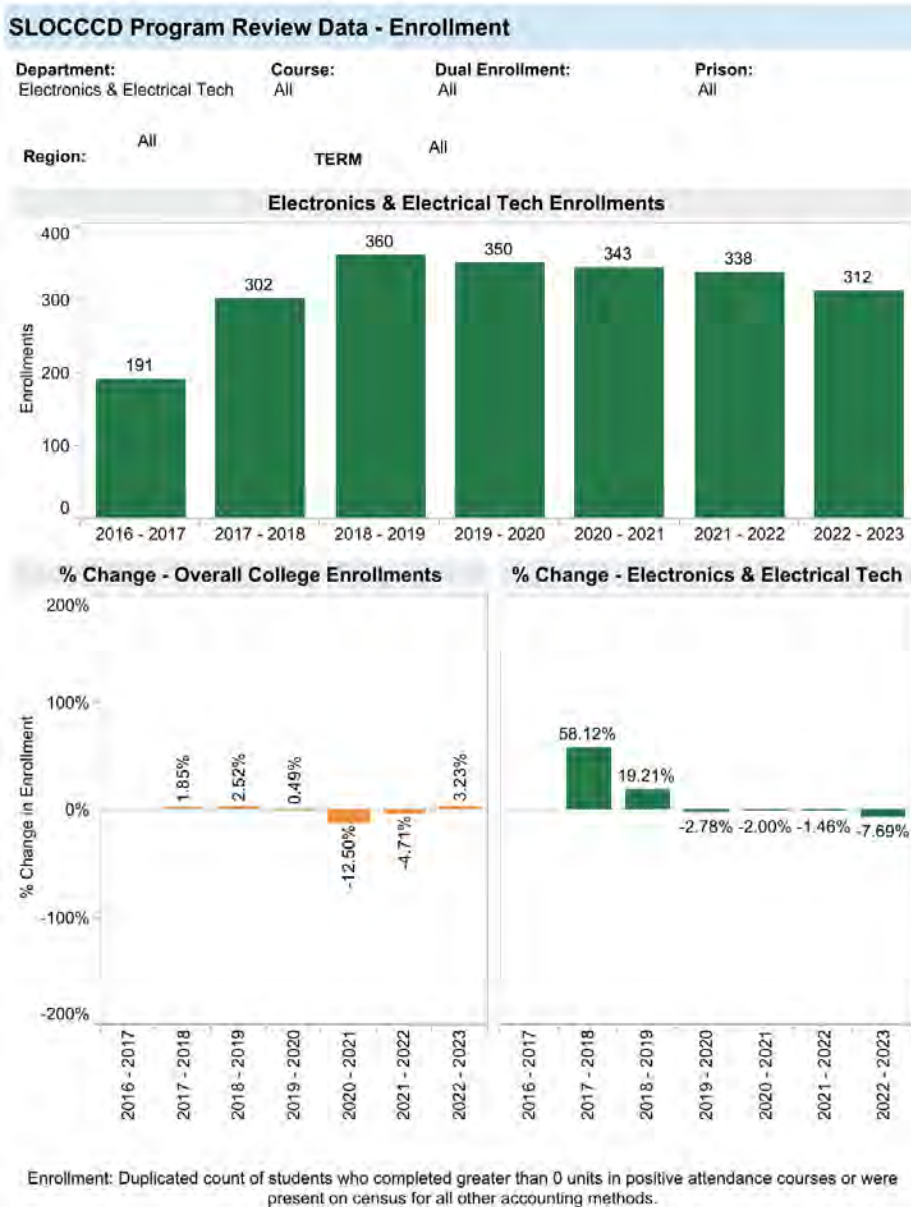
GENERAL ENROLLMENT NARRATIVE:

For the 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.

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.

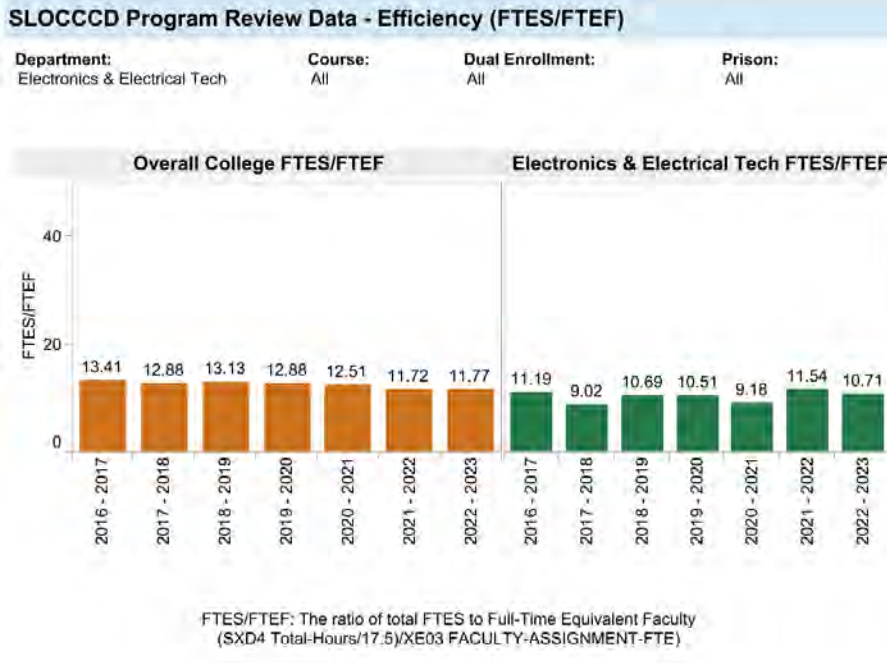**Student Demand (Fill Rate) Narrative:**

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

We continue to have relatively 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.

[SEE NEXT PAGE]

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

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: Electronics & Electrical Tech
Course: All
Dual Enrollment: All
Prison: All

Overall College FTES/FTEF: 13.41 (2016-2017), 12.88 (2017-2018), 13.13 (2018-2019), 12.88 (2019-2020), 12.51 (2020-2021), 11.72 (2021-2022), 11.77 (2022-2023)

Electronics & Electrical Tech FTES/FTEF: 11.19 (2016-2017), 9.02 (2017-2018), 10.69 (2018-2019), 10.51 (2019-2020), 9.18 (2020-2021), 11.54 (2021-2022), 10.71 (2022-2023)

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

General Efficiency (FTES/FTEF) Narrative:

The EET Departments overall efficiency (FTES/FTEF) increased 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.

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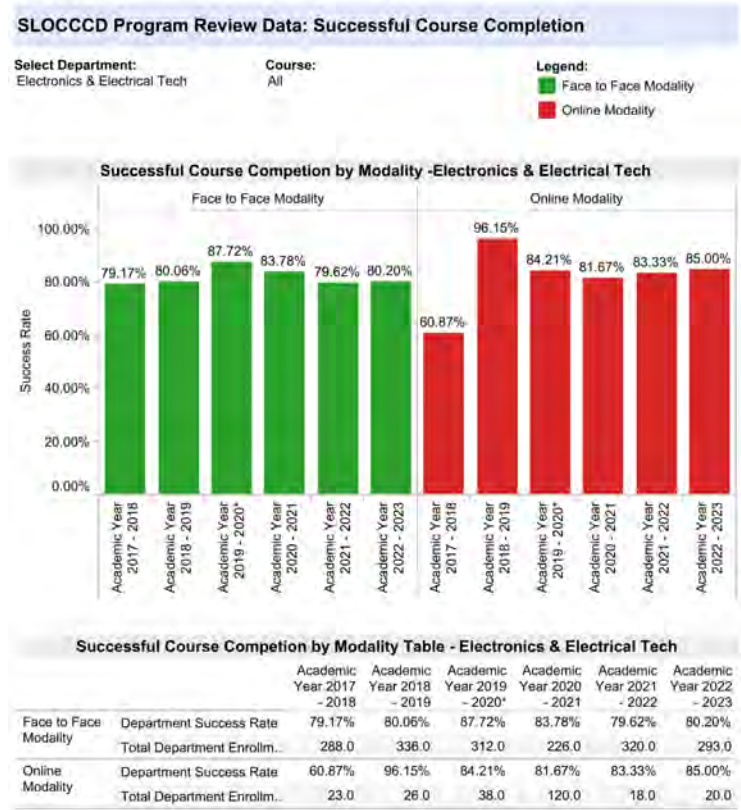Insert the data chart and explain observed differences between the program and the college.

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 -Electronics & Electrical Tech

	Face to Face Modality	Online Modality
	79.17% 80.06% 87.72% 83.78% 79.62% 80.20%	60.87% 96.15% 84.21% 81.67% 83.33% 85.00%

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
Face to Face Modality	Department Success Rate	79.17%	80.06%	87.72%	83.78%	79.62%	80.20%
	Total Department Enrollm..	288.0	336.0	312.0	226.0	320.0	293.0
Online Modality	Department Success Rate	60.87%	96.15%	84.21%	81.67%	83.33%	85.00%
	Total Department Enrollm..	23.0	26.0	38.0	120.0	18.0	20.0

Successful Course Completion by Modality – Summary of EET Dept courses Narrative:
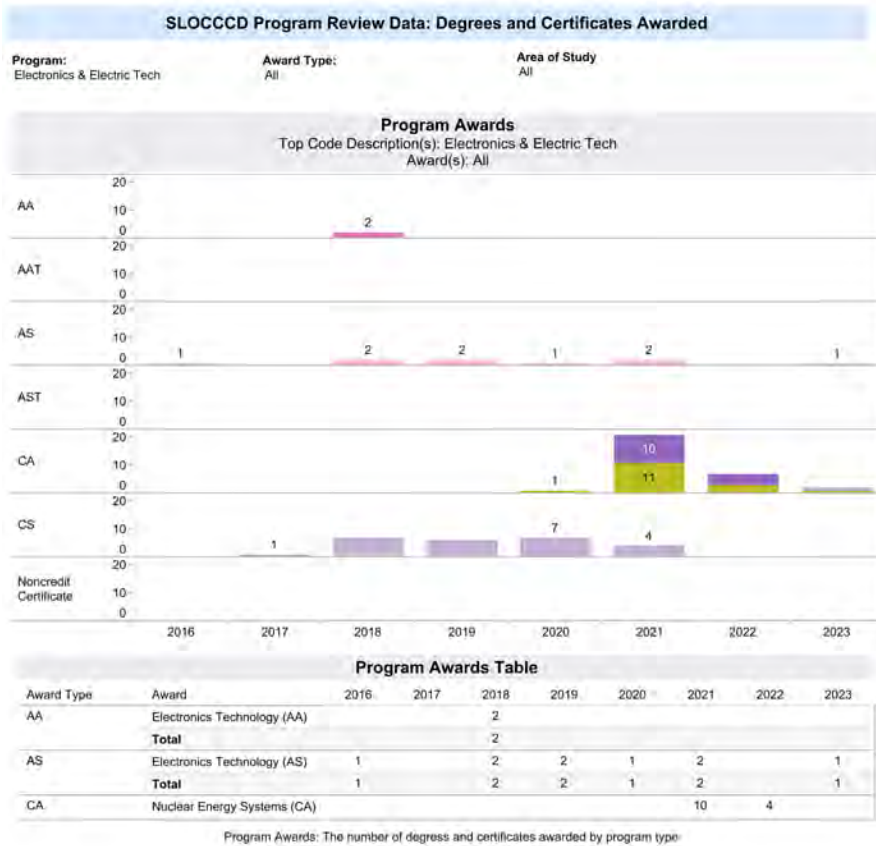
Based on the bar chart and data in the graph above (emphasizing the first successful course completion by modality graph which represents all program courses), successful course completion for face-to-face instructional modality decreased very slightly. The data shown for 2017 – 2018 vs 2022 – 2023 shows 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 well as continued employment.

This increased awareness of the need to have active employees and applicants enrolled in a state certified program has increase 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 the main campus.

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

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Electronics & Electric Tech   Award Type: All   Area of Study: All

Program Awards
Top Code Description(s): Electronics & Electric Tech
Award(s): All

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AA	Electronics Technology (AA)			2					
	Total			2					
AS	Electronics Technology (AS)	1		2	2	1	2		1
	Total	1		2	2	1	2		1
CA	Nuclear Energy Systems (CA)						10	4	

Program Awards: The number of degress 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 Achievement (C.A.) to qualify to sit for the General Electrician Certification exam. The state does not currently require that students apply to Cuesta for their C.A. 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.A. are focused on working and preparing for the state exam. Most simply do not submit their C.A. 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)**
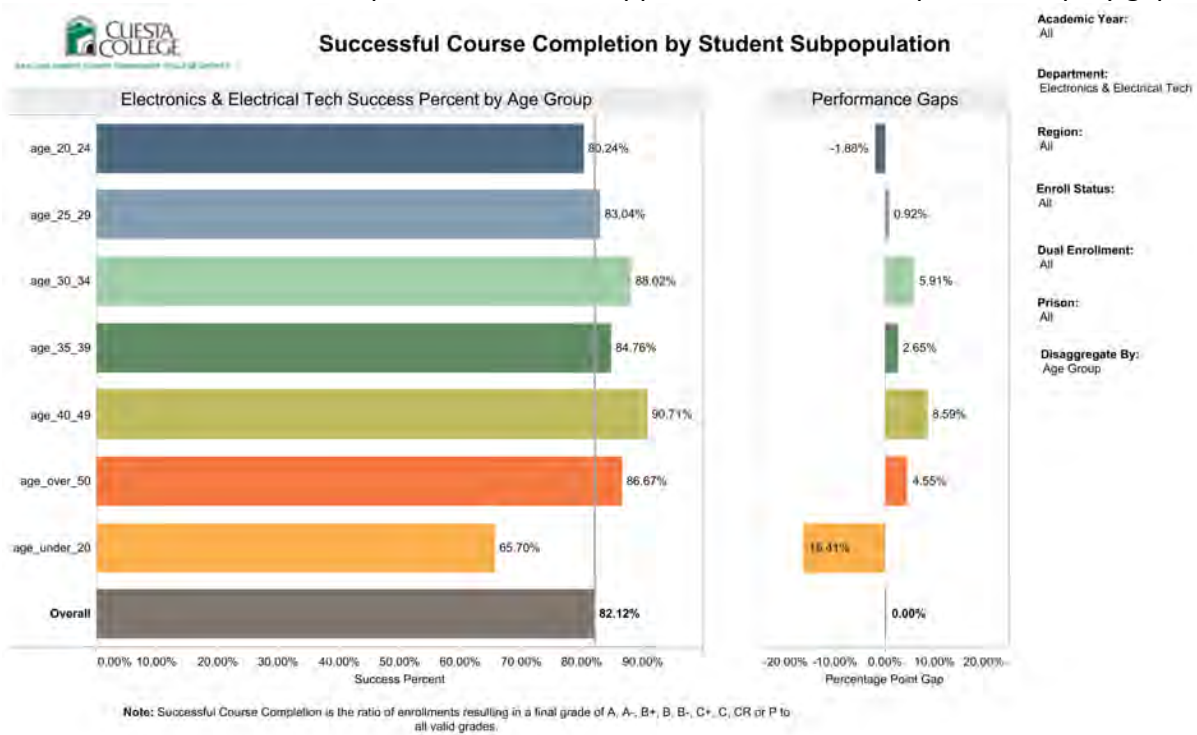Insert the data chart and explain observed differences between the program and the college.

HYPERLINK INACTIVE. HOWEVER, EET GENERAL STUDENT SUCCESS IS ABOVE COLLEGE AVE. EACH YEAR.
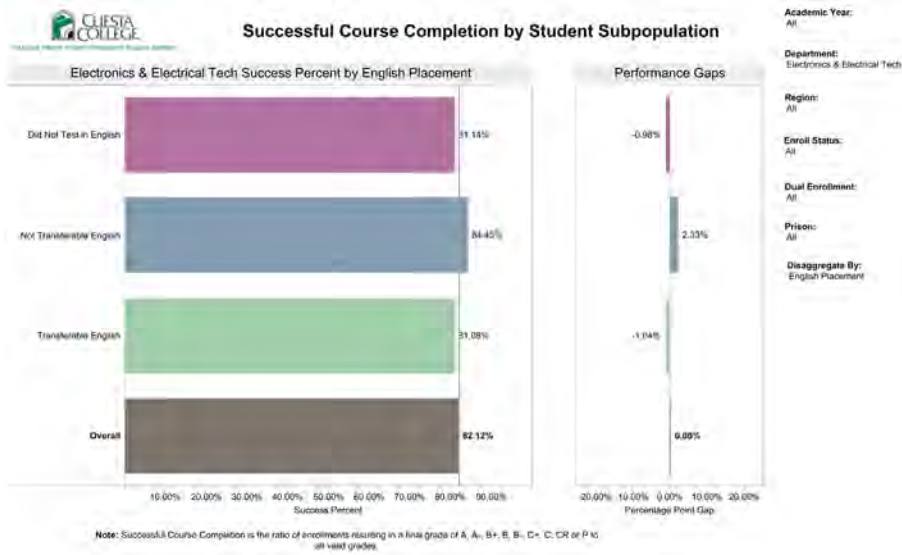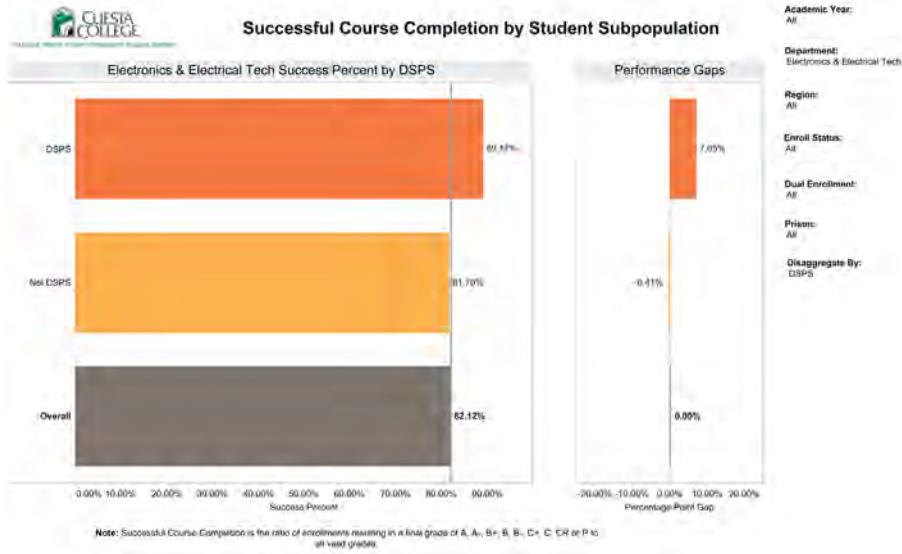
G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

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?

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.

Refer to page 14 for summary comparative narrative.

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by DSPS | Performance Gaps

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

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by English Placement | Performance Gaps

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

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by Ethnicity

	Success Percent
American Indian or Alaska Native	83.87%
Asian	86.35%
Black or African American	80.00%
Hispanic / Latino	76.27%
Two or More Races	81.93%
Unknown / Non-Respondent	88.64%
White	85.51%
Overall	82.12%

Performance Gaps

	Percentage Point Gap
American Indian or Alaska Native	1.75%
Asian	4.25%
Black or African American	-2.12%
Hispanic / Latino	-5.83%
Two or More Races	-0.19%
Unknown / Non-Respondent	6.52%
White	3.39%
Overall	0.00%

Academic Year: All
Department: Electronics & Electrical Tech
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
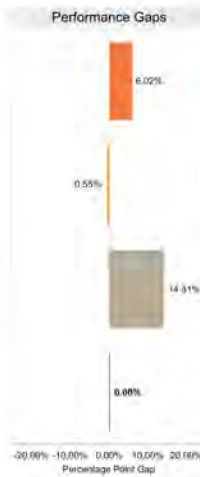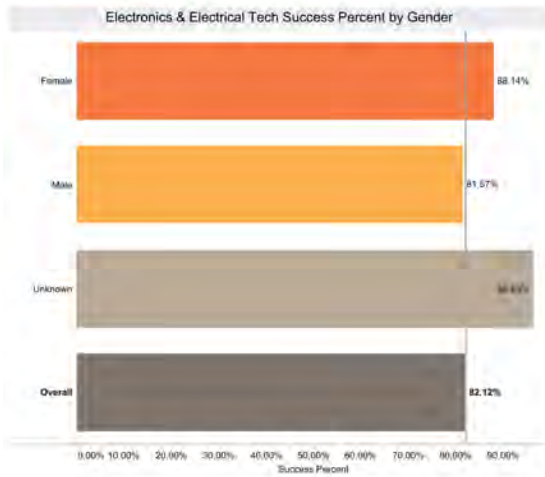Disaggregate By: Ethnicity

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

Electronics & Electrical Tech Success Percent by Financial Aid Status

	Success Percent
Did not Receive BOGW	82.97%
Received BOGW	80.00%
Overall	82.12%

Performance Gaps

	Percentage Point Gap
Did not Receive BOGW	0.85%
Received BOGW	-1.13%
Overall	0.00%

Academic Year: All
Department: Electronics & Electrical Tech
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Financial Aid Status

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

Electronics & Electrical Tech Success Percent by Gender

Female	88.14%
Male	81.57%
Unknown	96.63%
Overall	82.12%

Performance Gaps

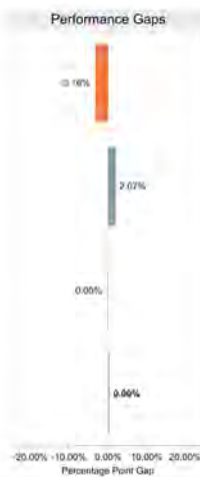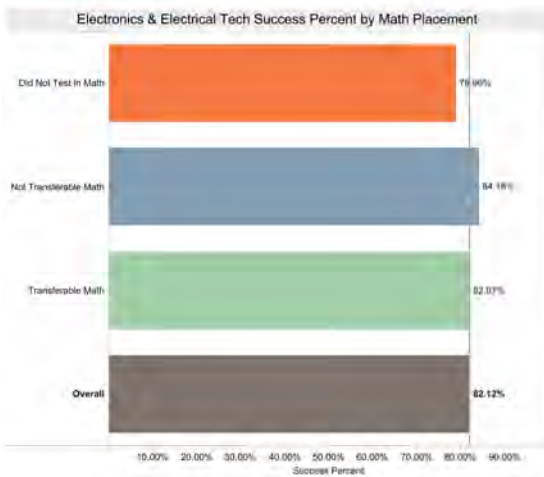|	
	6.02%
	0.55%
	14.51%
	0.00%

Academic Year: All

Department: Electronics & Electrical Tech

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Gender

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

Electronics & Electrical Tech Success Percent by Math Placement

Did Not Test In Math	78.96%
Not Transferable Math	84.18%
Transferable Math	82.07%
Overall	82.12%

Performance Gaps

	-3.16%
	2.07%
	0.00%
	0.00%

Academic Year: All

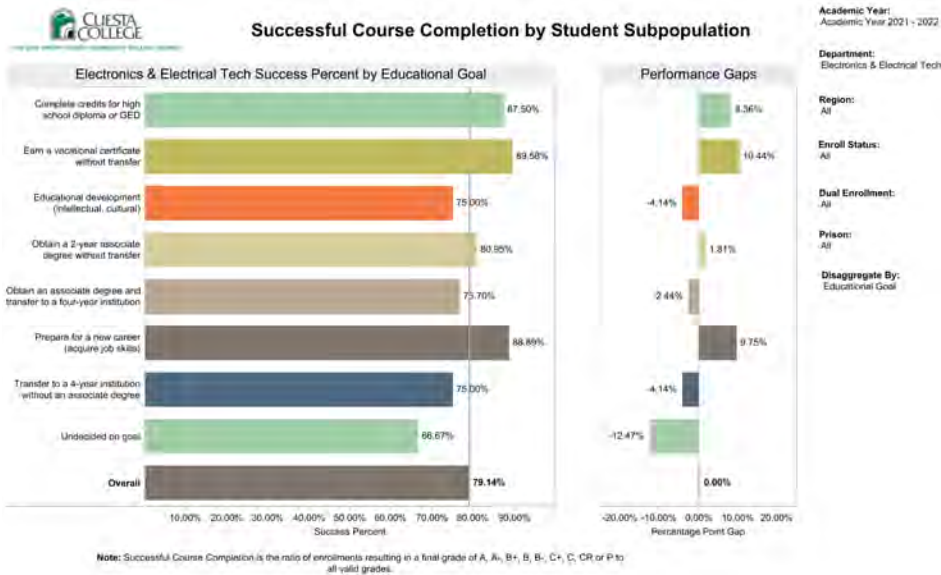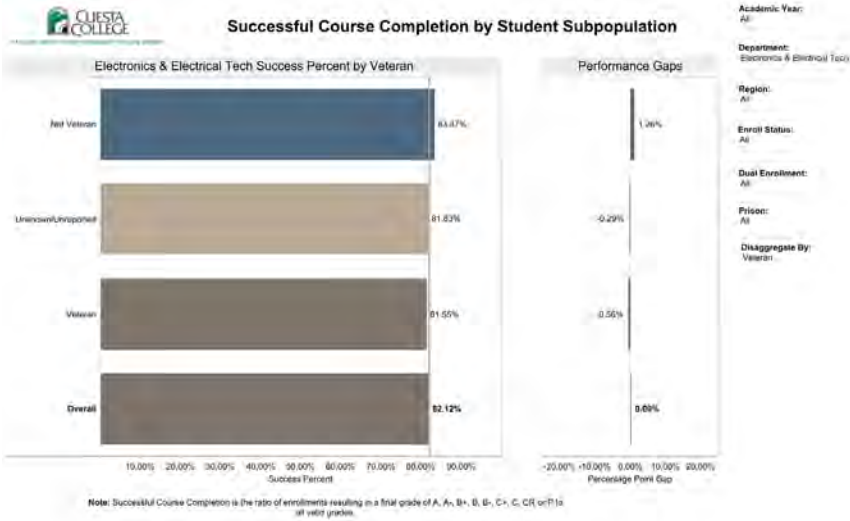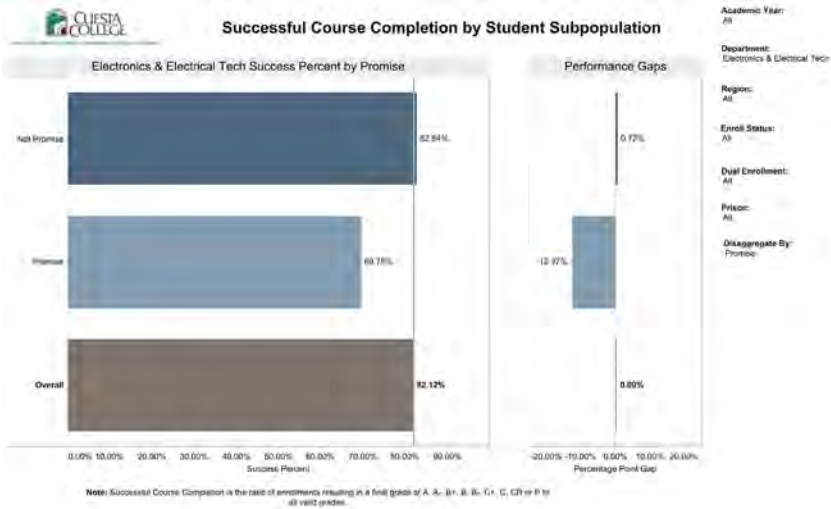Department: Electronics & Electrical Tech

Region: All

Enroll Status: All

Dual Enrollment: All

Prison: All

Disaggregate By: Math Placement

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.

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
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by Promise | Performance Gaps

Not Promise 82.84% / 0.72%
Promise 69.75% / (12.37%)
Overall 82.12% / 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.

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by Veteran | Performance Gaps

Not Veteran 83.37% / 1.26%
Unknown/Unreported 81.83% / -0.29%
Veteran 81.55% / -0.56%
Overall 82.12% / 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.

Successful Course Completion by Student Subpopulation

Electronics & Electrical Tech Success Percent by Educational Goal | Performance Gaps

Complete credits for high school diploma or GED 87.50% / 8.36%
Earn a vocational certificate without transfer 89.58% / 10.44%
Educational development (intellectual, cultural) 75.00% / -4.14%
Obtain a 2-year associate degree without transfer 80.95% / 1.81%
Obtain an associate degree and transfer to a four-year institution 75.70% / 2.44%
Prepare for a new career (acquire job skills) 88.89% / 9.75%
Transfer to a 4-year institution without an associate degree 75.00% / -4.14%
Undecided on goal 66.67% / -12.47%
Overall 79.14% / 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.

Responses:

- What specific groups are experiencing inequities? Response: Age Group, Gender, Promise, Educational Goal. What patterns do you notice in the data? Response: Program predominantly consisting of males, 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? Response: Increased industry guest speakers including members of the EET advisory committee. 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 and career connections at the SLO Student Center.

Programs and Curriculum Review PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the **Curriculum Review Worksheet** (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR. *Most recent CPPR completed and submitted in 2022.*

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

Click here to enter text.

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the _"N/A"_ 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"

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 _____ 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)

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #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 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"			

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 _____ year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

15 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
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

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)
"N/A'	"N/A"	N/A"	"N/A"

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 is certified by the state 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.

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 *****
Bret Allen (Technical), ballen@cuesta.edu
Website: www.cuesta.edu
   *   **Note:** Administer website change in process with state (DLE) changing to: **oscar_ramos@cuesta.edu**
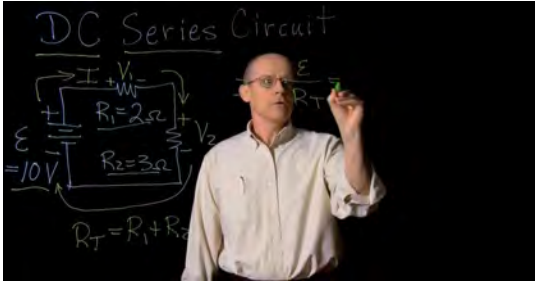
Recent addition to EET program for D.E. recordings:

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

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.*

"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.*

NONE

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
   -Acquire new lab trainers for Commercial and Industrial wiring course (SWP)

   - Acquire new multimeters and oscilloscopes for use in all EET courses (SWP)

   - Acquire electrical parts list (X3) for custom platform fabricated by welding lab for EET

   - Acquire handheld CT meters and data recorders for EET courses (SWP)

   -Acquire dynamic signal analyzer for 3-phase power lab (SWP)

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 room 4501-D (over 25 years since last carpeted or painted)
E.   Staffing projections
     Lab technician needed for EET (75%)
F.   Other
     Trailor and/or work truck needed for EET Program *(SWP)*

18 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
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

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		☐ 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.

"N/A"