

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

**Cisco Networking Academy**

**Introduction**

**Program Mission Statement:** The Cisco Networking Academy prepares students for industry standard certification examinations; for entry-level (learning-oriented) jobs in the computer networking and related fields; and for complementary and/or further education/training.

**Program Description:** The Cisco Networking Academy is an alliance between Cisco Systems, Inc., education, business, government, and community organizations around the world. The program is a comprehensive e-learning program that provides students with the Internet technology skills essential in a global economy.

**Program Learning Outcomes:**

- Pass Cisco and other industry standard certification examinations.
- Succeed in networking and other technology-related academic degree programs.
- Acquire the skills necessary to fulfill various job responsibilities such as, but not limited to:

Entry Level Help Desk Technician  
Entry Level Technical Support  
IT Systems Coordinator  
Entry Level Operating Center Technician  
Entry Level IT Technician/ Specialist  
Help Desk Support Specialist  
Network Technician  
Network Specialist  
Network Administrator  
Technical Support Specialist  
Network Engineering Technician

## Part I. Quantitative Indicators for Program Review

	AY 04-05	AY 05-06	AY 06-07
CISC			
1. Annual new and replacement positions in the State	0	0	0
2. Annual new and replacement positions in the County	0	0	0
3. Number of majors	0	0	0
4. Student Semester Hours for program majors in all program classes	0	0	0
5. Student Semester Hours for Non-program majors in all program classes	51	42	21
6. Student Semester Hours all program classes	51	42	21
7. FTE Program enrollment	3.4	2.8	1.4
8. Number of classes taught	4	2	2
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)	NA	NA	NA
10. Average Class Size	3.5	6.5	3.5
11. Class fill rate	43.75%	36.11%	20.59%
12. FTE of BOR appointed program faculty	0	0	0
13. Student/Faculty ratio	0:1	0:1	0:1
14. Number of Majors per FTE faculty	0	0	0
15. Program Budget Allocation (Personnel, supplies and services, equipment)	\$47,056.00	\$19,121.00	\$18,753.00
16. Cost Per Student Semester Hour	\$922.67	\$455.26	\$893.00
17. Number of classes that enroll less than ten students	4	1	2
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)	NA	NA	NA
19. Persistence of majors fall to spring	0%	0%	0%
20. Number of degrees earned (annual)	0	0	0
21. Number of certificates earned (annual)	0	0	0
22. Number of students transferred (enrolled) to a four-year institution in UH	0	0	0
23. Perkins core indicator: Academic Attainment (1P1)	.00%	.00%	.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	.00%	.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	.00%	.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)	NA	NA	NA
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	NA	NA	NA
32. Number of FTE Faculty	1	0.4	0.4

## **Part II. Analysis of the Program**

It is impossible to address strengths and weaknesses of the Cisco Networking Academy in terms of demand, efficiency, and effectiveness based on an analysis of the data provided. As a non-BOR recognized program, there aren't sufficient data elements directly related to the program that can be extracted, examined, and analyzed; therefore, the vast majority of the data provided for data elements for this report are not available and those that have been provided are extremely inaccurate.

Another factor that contributes to the lack of data as well as its lack of reliability and validity is it seems the data collection process may not be accurately collecting data that can be collected. And maybe the manner in which data was collected and/or calculated for this academic year report differed from last year, but some of the data provided differs from that provided last year. These data collection and discrepancy issues are likely due to the unclear delineation of which courses fall within the Cisco Networking Academy and other programs within the Business Education and Technology Division.

Further compounding the difficulty of obtaining reliable and valid data is that all classes associated with the Cisco Networking Academy are offered on a non-credit basis as well so the student enrollment provided for this report does not include non-credit students and contributes significantly to how various data elements are calculated.

There are various strengths and weaknesses of the Cisco Networking Academy that can be addressed, but not from an analysis of the data provided because of a lack of data and the lack of reliability and validity of the data that is provided. Addressing strengths and weaknesses from a qualitative, anecdotal, and/or unofficial data standpoint does not appear to be appropriate so nothing more can be said at this point. However, if the Cisco Networking Academy will continue to be expected to complete annual reviews, the quantitative data collected and provided have to be significantly improved so a more valid and meaningful report can be completed.

### **Significant Program Actions:**

Perhaps the most significant actions to take place within the Cisco Networking Academy are the rollouts of new versions of IT Essentials PC Hardware and Software course and CCNA series of networking courses. It is extremely important to keep current with advanced technologies as they become mature technologies and with technological advances as they occur as well as to keep current with expectations of updated industry standard certification examinations.

During the past academic year, an articulation agreement for the series of CCNA series of networking courses was established between the UH Community

Colleges offering the courses. Included in the agreement was a provision for high school students completing appropriate requirements to receive credit by articulation for selected CCNA courses as well.

Plans from last year included working with the Marketing department to create a series of Web design and related as well as E-Commerce courses that could be part of a new academic credential or incorporated into existing certificates and/or degrees. Implementation of these plans is currently underway and will be achieved within the next academic year or two.

### **Part III. Action Plan**

The Cisco Networking Academy has functioned fairly well despite being a non-BOR recognized program; however, the creation of an academic credential may also help to further promote the program. Therefore, Certificates of Competence and/or other academic credentials will be examined and considered.

Honolulu Community College is in the latter stages of developing a networking technology and Web/database administration degree pathway that leads to a Bachelor's of Applied Science Degree with UH-West Oahu. Once this is officially recognized, there will be an attempt to determine if we could develop a similar pathway.

Since many of the Cisco Networking Academy courses can also be offered at the high school level, efforts will be made to continue working with the local high schools to help develop/integrate technology instruction and articulation agreements.

### **Part IV. Resource Implications (Physical, Human, Financial)**

Since the inception of the Cisco Networking Academy in 1998, the program has operated primarily with grants and a portion of fees collect from non-credit students. Other than instructor salary and occasional lecturer costs, a relatively low amount of college/division funds have been used for supplies in the operation of the Cisco Networking Academy.

Items in the action plan are essentially non-cost items and expected to be carried out as part of the normal duties and responsibilities of the one person assigned to administer the program and to conduct the courses offered in each semester. Other normal annual operating expenses for the coming year would likely include the following items whose cost would be covered by non-credit fees collected and/or as part of the normal division budget:

- Printer/copy paper (\$300).
- Advertising (\$700).
- Color/black laser printer supplies (\$1,000).
- Professional development activities for one person (\$2,000).