Program: Admissions and Records
Division: Enrollment Services
Date: 09/30/2019
Writer(s): Jeff Lawes, Jesus Bravo-Morales, Frances DeNisco
SLO/SAO Point-Person: Frances DeNisco

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: https://bit.ly/2Y0j7fW

Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM

Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

No Significant Changes Option

☐

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

The office of Admissions & Records (A&R) is here to serve as a resource for admissions, registration transactions, academic records and grades, petitions, evaluation of transcripts for the purpose of awarding degrees and certificates, enrollment verifications, and the production of a timely and accurate transcript. Our goal is to provide an inclusive learning-centered environment that provides educational opportunities and support students in completing their educational goals.

*As the initial point of contact, the A&R staff encourages new, returning, and continuing students to complete the 3 core services (Online Orientation, Guided Self-Placement, and Student Educational Plan) to achieve an earlier priority registration date as well as to gain a better understanding of the College's priority registration process and system.

The College continues to expand programs and services that require support from Admissions and Records Office such as:

Expansion of Concurrent Enrollment: The college has pursued the expansion of concurrent enrollment students, which impacts the Admissions and Records office and their work. In Fall 2017 with 122 students increasing in Fall 2018 to 180 students. Summer 2017 saw 348 concurrently enrolled students, while Summer 2018 grew to 510 concurrently enrolled students,

A&R is responsible for Middle College students and all of their college registration needs, and for providing customer service to this student population in conjunction with Middle College administration. In Fall of 2018, there were 356 high school students enrolled at Las Positas College .

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

A&R does not have a data packet.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

   o **Data generated by your program**
   o **CEMC Data**
   o **Labor Market Data**

The findings below suggest that A&R is successful in serving students, and does have some room to improve service, but it is not clear from the overall data in what areas this can be achieved.

Information provided by the Student Satisfaction Survey from October of 2018 is compared below to the same data from October 2016:

A&R has reviewed the Student Satisfaction Survey conducted by the IR office: 68% of students on the 2018 survey ranked their experience with A&R staff to be Satisfactory or Very Satisfactory as compared

with 67% of students who ranked their experience with A&R staff to be Satisfactory or Very Satisfactory in 2016.

Assistance provided by Admissions & Records staff (A&R) in 2018 was rated by 65% of students surveyed as Satisfactory or Very Satisfactory, as compared with 66% in 2016.

In 2018, 72% of students surveyed had interacted with A&R, and 95% of those students were Satisfied or Very Satisfied with the service they received. That is in comparison with a 2016 wherein 74% of students surveyed had interacted with A&R, and 94% of the students were satisfied or Very satisfied with the service.

In 2018, 34% of students had used the Online Services Center, and of those students 96% were satisfied with the OSC service. In 2016, only 32% of students had used the Online Services Center at that time, 95% were either satisfied or very satisfied with their experience there.

87% of students surveyed in Fall 2018 said that they felt respected by office staff at the college, as compared to 84% of students surveyed in 2016. We cannot define however, what amount of that statistic reflects A&R staff in particular.

A&R also used phone analytics information to improve phone service over the Summer of 2019.

A&R still intends to create an SAO around how to better gather and assess student data to reflect the student satisfaction more effectively.

Mark an X before each area that is addressed in your response.		Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	**x**	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	**x**	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	**x**	Professional Development	**X**	Technology Use

D. **Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.**

Utilize the Admissions and Records Online Service Center to its full potential. Develop strategies on how to increase student usage of its services. Assessment of last year's attempts to increase usage. **As you can see in the data above, a 2% increase occurred in the number of surveyed students who were using the OSC.**

Continue to review and update the Admissions and Records webpage for clarity and accuracy of information. **Admissions and Records created and uploaded a noncredit FAQ, streamlined and updated many forms online, and is continuing the review for clarity and accuracy.**

Implemented a new true self-service online transcript processing service with Credentials Solutions. **As of 9/9/19, CREDENTIALS is live at Las Positas College.**

Assess any outstanding SAOs that are currently unassessed in the eLumen system. **A&R Staff with the help of the Student Services SAO Liaison cleaned up and assessed the required A&R SAO for the year.**

The Admissions and Records office space was reconfigured inside the main secure office. More cubicles were added, and privacy was provided for each cubicle through taller partitions and glass panels to provide lighting, noise reduction and privacy and improve the professional atmosphere of the space and protect the integrity of student information.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Course Offerings		Financial/Budgetary	LPC Collaborations	X	SLO/SAO Process
Curriculum Committee Items	X	Human Resources	Pedagogy		Student Equity
External Factors		Learning Support	Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

Utilize the Admissions and Records Online Service Center to its full potential. Develop strategies on how to increase student usage of its services. Assessment of last year's attempts to increase usage. **This is an ongoing plan.**

Continue to review and update the Admissions and Records webpage for clarity and accuracy of information. **Ongoing.**

Revisit the High School Concurrent Enrollment program policy and procedures. Restrict High School concurrent enrollment and align policies to Chabot college to the extent possible. **The college is currently calling to encourage growth in this type of enrollment. We are revisiting again, to perhaps try and stream line the process for students, administrators at both high schools and colleges, and for admissions and records staff. While the parameter and policies by which these students are admitted may not change, a desire to automate the process and to streamline staffing time for the processing of these documents is a goal. A Student Centered Funding Formula (SCFF) proposal may arise from this streamlining desire.**

More professional development in all areas of A&R for new and reorganized staff. New procedures, new state mandated requirements, and new technologies all need time to learn, and training in conjunction with IT, other college staff, and software providers. **This task was hampered by significant staffing impacts in the Spring and summer of 2019.**

Next steps with Degreeworks involve college consideration of whether or not to implement proactive awarding of degrees and certificates to students using the system. **This decision is being made at a district level and has not reached a final decision/implementation point.**

A&R continues to use SARS to identify and track the type of services students request from A&R. Data obtained will allow A&R to assess current utilization of services that could be redirected to the Online Service Center. **A&R intends to generate and analyze information from SARS Anywhere to ascertain student needs and as a part of creating a data packet for use by Admissions and Records in order to assess and improve services to students.**

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	x	LPC Planning Priorities	x	Services to Students
	Course Offerings	x	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	x	Professional Development	x	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

1. With the staffing issues that happened in the spring and summer of 2019, there remains a need for dedicated time to support training efforts for full-time, part-time and short term clerical employees. Professional development and training is an essential obstacle for A&R in AY2019-2020.

2. Implications of the new statewide funding formula.

3. Staffing needs to meet increasing reporting demands and serve students effectively. There is additional workload left by an unfilled A&R Assistant II position due to retirement, and A&R Assistant Position left, and an Senior Admin Assistant left.

The department was also challenged in Spring/Summer 2019 by unavoidable illnesses and personnel absences.

4. Storage room - Admissions and Records file room is inadequate to maintain our student records **In response to this, as of Fall 2019, scanners were purchased for 10 workstations and a project to complete and continue to add documents to the BDMS (Banner Document Management System) has been made a priority. Also, space has been redistributed through remodeling to allow for more storage in the open workplace and not just the designated storage areas. Consolidation and reorganization of files continues.**

5. Safety issues with the front windows and other spaces, while being addressed, are still a concern.

6. In September 2017, we started a special pilot program that offers free Math tutoring for High School students from the Livermore Valley Joint Unified School District. This requires more Admissions and Records support with applications and registration. Currently, there are 80 students enrolled. Since this

is an open entry program, we continually process application packets and register students on a weekly basis. UPDATE: This program fluctuates in enrollment and has not has not impacted A&R this Fall in the same way it did last year. A&R worked with the Math Department to develop an information solution to advise students of the processes for enrolling. See this website: laspositascollege.edu/hstutoring

7. CCC Apply Noncredit student application has not yet fully been implemented by the district, and it has some developmental issues regarding access that the state is addressing as well.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	X	Student Equity
X	External Factors	X	Learning Support		Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Utilize the Admissions and Records Online Service Center to its full potential. Develop strategies on how to increase student usage of its services. Assessment of last year's attempts to increase usage.

Continue to review and update the Admissions and Records webpage for clarity and accuracy of information.

Revisit the High School Concurrent Enrollment program application process to streamline and improve systems for student and A&R professionals ease of use. Align the program with Chabot College as much as possible. Submit a Student Centered Funding Formula (SCFF) proposal request for software to manage this program.

Continue to refine noncredit application policies and procedures and train A&R Professionals in understanding how to aid students with noncredit applications and enrollment procedures, and continue to refine accurate information on website.

More professional development in all areas of A&R for new and reorganized staff. New procedures, new state mandated requirements, and new technologies all need time to learn, and training in conjunction with IT, other college colleagues, and software providers.

Next steps with Degreeworks involve college consideration of whether or not to implement proactive awarding of degrees and certificates to students using the system. An update of Degreeworks software (to version 5.02) is planned with potential funding from a Student Centered Funding Formula (SCFF) proposal to provide students with a more user friendly experience in planning their educational journey.

Generate data to help student services understand peak periods for classified professionals and staffing needs. Re-vamp the phone system in Admissions and Records so that messages can answer general questions for students.

Improvement of safety of the office and for Front Counter classified professionals is still a short-term goal, and is being addressed through facilities planning and construction expenditures.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Course Offerings		Financial/Budgetary	X LPC Collaborations		SLO/SAO Process
Curriculum Committee Items	X	Human Resources	Pedagogy		Student Equity
External Factors		Learning Support	X Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Source and fund the possibility of an automated response system to frequently asked Admissions and Records questions so as to improve response time to students who need answers.   A potential SCFF to fund this type of automation may be written this year. Develop real time chat support for Las Positas College students. (via CHATBOT or similar software)

Evaluate transfer of credit on the front end of a student cycle in a timely and effective manner for students. This business process will assist to help the counseling department to effectively advise students in their academics.

A&R supports the implementation of the new state mandated funding formula. Define the role of A&R in this implementation, and create processes in support of the college's funding.

Create space in staffing schedules for effective and meaningful professional development training.

Continue to develop ways to assess student satisfaction with Admissions and Records and close the loop by improving customer service.

Improving tools that aid faculty members in understanding Admissions and Records processes, thereby unifying the messaging about Admissions and Records that students receive, and improving customer service to students in that way.

Mark an X before to each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software	LPC Planning Priorities	X	Services to Students
Course Offerings		Financial/Budgetary	LPC Collaborations		SLO/SAO Process
Curriculum Committee Items	X	Human Resources	Pedagogy		Student Equity
External Factors		Learning Support	X Professional Development	X	Technology Use

Section Two: Current Topics (Required for All Programs)

A. **Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.**

   Program-set standard data can be found on this page:
   http://www.laspositascollege.edu/research/outcomes.php

   (Data for AY 18-19 will be available by the beginning of Fall 2019).

   Did your program meet its program-set standard for successful course completion? <mark>N/A</mark>
   _____yes _____no

   If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

B. **SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).**

Course (SLOs only):
SLO or SAO **In order to assess the effectiveness of Admissions and Records services, Admissions and Records will expand the data collection process and use of student data.**
Describe the quantitative or qualitative results: Admissions and Records had a staffing shortage over the Spring and Summer 2019 that resulted in response time issues for students.
Discuss any actions taken so far (and results, if known): Admissions and Records use phone analytics data to analyze and create strategies for responding to students by phone and email in a timely manner with all college resources that could be engaged.

> Discuss your action plan for the future: Continuing to gather and utilize SARS data and other types of student survey data to use in improving Admissions and Records services to students. This may include eventually creating a data packet for Admissions and Records.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples). <mark>N/A</mark>

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LggoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

N/A

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action?**
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.**
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

Have proposed Student Centered Funding Formula (SCFF) proposal to purchase the 5.02 version to enhance the user experience of the program for students planning their education al journey.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Several Admissions and Records SCFF proposals could emerge over the next year.

1. Automating the process for the Application for Concurrent enrollment students.
2. Deciding on and implementing proactive degree awarding.
3. Automated CHATBOT interactivity to answer student questions quickly on the website

Resources would include Professional Development Training, staffing maintenance and perhaps increases, potential software and product purchases.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

> A&R has formalized evening hours to provide greater access to students.
> A&R has revised forms for clarity and to improve access to information for students.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

> Implementation of the noncredit CCCApply application has not occurred yet in the district for the use of noncredit students.
>
> Also, the noncredit application has issues at the state level that are continuing to provide barriers to enrollment for noncredit students. Noncredit education in the state is provided as academic

support, but also as career training (Horticulture training for adaptive students) and language improvement (ESL, for instance). The state intended to provide a more manageable version of the CCCApply application that would improve service and access to these students. Unfortunately, the application remains difficult for these types of students.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

Create a way broaden the SAO process to allow SAOs to be usefully written to reflect services and allow them to be assessed and created easily in the eLumen software.

Section Three: Curriculum Review

(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

> **1. Log in to CurricUNET**
> **2. Select "Course Outline Report" under "Reports/Interfaces"**
> **3. Select the report as an Excel file or as HTML**

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

 (Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

> **N/A**

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

> **N/A**