Program: Counseling
Division: Student Services
Date: 10/18/19
Writer(s): Joel Gagnon & Michael Schwarz
SLO/SAO Point-Person: Michael Schwarz & Joel Gagnon

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

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

Counselors assist current and prospective students in identifying, clarifying, and reaching their educational and career goals. The focus of the counseling program is to provide academic, transfer, career, and personal counseling services, both on campus and online, in support of student success. Additionally, counselors liaise with local high schools and partner with the LPC outreach department to insure successful recruitment and onboarding of new students. Counselors support students from their admissions and matriculation processes including orientation and guided self-placement in Math and English through completion of their educational goals. Counselors also work with students to complete Educational Planning as required by the SEA (Student Equity and Achievement) program, and when required for Financial Aid, Athletic eligibility, International Student eligibility, and eligibility for Veterans benefits. Counselors coordinate student success programs and learning communities (e.g. Student Interventions Program, Puente, HSI, Umoja, Middle College, etc.), and as a result, are often reassigned from general counseling duties in order allow for such coordination. Counselors support students in academic difficulty, helping them navigate the probation, dismissal, and readmission process; as well as personal difficulty, immediately assisting students in crisis and making appropriate referrals to mental health services on and off-campus. Finally, Counselors also teach within the Psychology-Counseling discipline, engaging student both in "college success" and "health and human services" related curriculum (see PCN program review).

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/2Y9vGpI

The Counseling Program does not receive 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		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	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 Student Satisfaction Survey provides data related to the Counseling Program. Although student responses do not suggest a cause (and are prone to misinterpretation), these data are useful to identify specific aspects of the program that warrant further discussion. Selected findings appear below.

Significant areas of success as identified in the 2018 Student Satisfaction Survey:

- 89% of students who use Counseling Services were "Very Satisfied" or "Satisfied."

Significant areas that warrant further attention as identified in the 2018 Student Satisfaction Survey:

- 19% of responding students were "Dissatisfied" or "Very Dissatisfied" with the "Convenience of getting a counseling appointment."
- 19% "Disagree" or "Strongly Disagree" with the statement that "Counselors have been available when I needed to see them."
- 28% of responding students had "Heard of, but Never Used" Counseling Services.

The above data has motivated Counseling to address student access, while working to maintain or increase student satisfaction.

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	X	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		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.

The Counseling Program has achieved several goals from the 2018 program review, and has made improvements beyond those identified as well.

In response to the above data, Counseling has worked to increase the number of appointments available to students, both by increasing the ratio of appointments to drop-in services, and by identifying appointments that can appropriately be scheduled for 30 minutes. In September 2019, Counseling increased the number of appointment attended by 177, a 43% increase over the number attended in 2018. Counseling plans to continue collecting long-term data, and wants to make sure that an increase in satisfaction of availability does not conversely result in a decrease with satisfaction in quality.

With the support of the campus technology department, the most aged equipment in the offices (computers) was upgraded, and dual monitor systems were installed in all offices as well.

Several Counseling faculty have benefited from professional development opportunities over the past year including attendance at Leading from the Middle, AEPI Guided Pathways Workshops, Degree Works conference, Ensuring Transfer Success (ETS), Transfer Counseling Summit, the CCCCO Online Counseling course, and the annual Online Teaching Conference.

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		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

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

The most significant unmet needs from the 2018 program review involve staffing. The above data showing lack of access and underutilization of Counseling Services has as much or more to do with staffing then it does with strategy. A detailed discussion of this issue follows in the "Challenges, Obstacles, and Needs" section of this Program Review.

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	**X**	Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

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

Challenges: Staffing

To provide the necessary support for students, and to continue as the coordinators and champions of student support programs and communities, ***additional staffing continues to top the list of program needs***. Having lost one FT Counselor to resignation in 2017, the Counseling Program then lost both DSPS counselors in the Spring of 2019, which represents a reduction of full-time Counseling Faculty by nearly 20% (from 16 to 13). In order to provide required counseling services to DSPS students, a full-time General Counselor was temporarily reassigned to support the DSPS program, further straining ability to serve the general student population. Additionally, due in part to categorical program budget uncertainty, very limited part-time faculty hiring was done for the 2019-2020 academic year (one part-time counselor to support DSPS, who left shortly thereafter). The result was a net-loss of 5 part-time faculty, representing a reduction in our part-time faculty pool for the 3rd consecutive year.

The Counseling Program is further depleted in that the majority of general counselors are reassigned to coordination functions, including special programs. In 2018-19, and 2019-20, the General Counseling department is working with 10 full time faculty, but with counseling faculty being tasked with a significant amount of reassigned work and program coordination. (2018-19 Breakdowns Below)
- 2 counselors assigned @ 50% each Special Programs (Umoja/HSI)
- 1 counselors reassigned 100% as HSI Director & Puente
- 1 counselor reassigned 75% to Student Interventions and Guided Pathways Lead
- 1 counselor reassigned 100% to support DSPS and Mental Health Service
- 1 counselor reassigned 15% SAO (concluded 2018-19)
- 1 counselor reassigned 30% FA
- 1 counselor reassigned 15% OEI
- 1 counselor reassigned 15% to Counseling Co-Coordinator
- 2 counselors assigned to PCN instructional load, 60% total (increasing to 5 counselors / 107% total, Fall 2019)

Of the 10 full-time counseling positions hired to serve the general population, just over half (equivalent to 5.4 positions) remained in 2018-2019 for providing general counseling services after reassignments and coordination are considered. With increased counselor reassigned time to Guided Pathways, as well as increased PCN instruction for load due to our new degree program (see Psychology-Counseling Program Review), in 2019-2020 only ***4.4 full-time equivalent counselors*** (44%) remain to serve the general student population. For 2019-2020, this leaves the Counseling Department with 110 total counseling hours per week to provide counseling services for our General Student body (**).

<u>Needs: Staffing</u>

To address the current and future staffing needs, the Program requests the following priority positions:
- ****General Counselors:** After the reassignments mentioned above, the Counseling program has 4.4 FTEF remaining to serve the estimated 8,400 students not being served by a special population counselors (Approx. 1,900 students/counselor), which far exceeds the statewide Academic Senate recommended ratio of 370:1. ***The Program must hire general counselors to better serve its general population students.***
- **Career Counselor**: A need for additional career counseling has been forefront in the last couple of counseling program reviews. This request is in line with state goals of emphasizing CTE, and has been supported by the VP of Student Services. The need for this position and Career Counseling program development has been further emphasized through the goals of Guided Pathways. With approximately 950 having undecided educational goals at any point in time, and approximately 20% of new students stating their major as "undeclared," a career counselor would have considerable impact in student persistence, success and achievement.
- **Athletic Counselor:** The LPC Athletic Program has grown to over 200 students (with special eligibility and enrollment requirements). This high demand population requires a dedicated athletic counselor who is specifically trained to work with student athletes.
- **Financial Aid Counselor:** Students receiving loans, petitioning for financial aid eligibility, and participating in the new state completion grants require specialized and timely counseling services.
- **Transfer Counselor:** A need to restore faculty leadership and designated expertise for our increasing transfer student population is a priority, especially considering the growth of our prospective transfer student population. In addition to overseeing campus obligations to meet Title 5 requirements in reporting and overseeing a Transfer Advisory Committee, this position would be the point person among counseling faculty to acquire and disseminate timely transfer updates, as well as training counseling faculty on the latest strategies to enhance student transfer.
- **Puente Counselor:** The counselor overseeing the Puente Project resigned in 2018 and has not been replaced. The current demand for the existing Puente Program far surpasses the capacity of the single cohort program that is available. In order to maintain the program and consider adding a second cohort to meet student demand, a dedicated full-time counselor would be needed.

Additional identified counselor needs include a retention counselor, honors counselor, Middle College counselor, noncredit counselor, API program counselor, and an international student counselor.

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	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development		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.

An e-mail survey of the full-time counseling faculty yielded the following suggested plans:

- Hire and train additional part-time counselors to replenish our depleted PT Faculty Pool
- Hiring additional full-time counselors (as noted earlier in this program review)
- Align projects as they pertain to Guided Pathways
- Implement the new online orientation system
- Integrate the Smart Shop Workshop series and Counseling's role in the program
- Streamline administrative processes/forms to expedite response times
- Implement an increased appointment offering and a reduction in available drop-in coverage in an effort to reduce wait times and increase productivity
- Coordinate with Enrollment Services to support implementation of an updated Degree Works
- Researching and implementing a new career counseling tool (e.g. MBTI, SII, or VitaNavis)
- Discuss institutionalization of HSI Gateway to Stem Success Learning Community Program as the grant is coming to an end

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	X	LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		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).

An e-mail survey of the full-time counseling faculty yielded the following suggested plans:

- SCFF Grant proposals (IGETC/CSU GE for AA degree completion, implementation of a mid-semester intervention tool)
- SCFF Grant Proposal to develop a Career Planning Program with integrated career counseling
- Future SCFF Grant Proposals in support of onboarding new students, and student transfer
- Developing comprehensive career counseling services
- Building out comprehensive transfer center services
- Recruit and establish an additional student cohort for Puente Project
- Consider implementing additional learning community programs for DI groups (e.g. API, LGBTQ, Foster Youth, Homeless students, Undocumented students)
- Based on Guided Pathways development goals, consider aligning counselors to specific campus disciplines / Meta Majors

Mark an X before to 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	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
X	External Factors		Learning Support		Professional Development		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?
N/A

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

Not applicable.

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): N/A
SLO or SAO: As a result of attending a probation workshop, students will gain awareness of campus resources designed to improve academic achievement.
Describe the quantitative or qualitative results: Of the 20 students surveyed, 100% Strongly Agreed (14/20) or Agreed (6/20) with the following statement: As a result of the workshop, I know where on campus I can get additional resources, or support services that I need to be a successful student.
Discuss any actions taken so far (and results, if known): A strength of the probation workshop is that it covers resources available to help students and their success. The preliminary results of this SAO indicate that students are getting the message about resources. A companion SAO, that involves commitment to use these resources, yields less promising results (covered in additional SAO reflection).

Discuss your action plan for the future: This SAO will continue to be assessed with a larger sample in a future semester. Part of the value of this SAO is comparing the awareness of the resources with the commitment to use them. From this preliminary assessment, students who attend the probation workshop demonstrate awareness of the resources that can help them succeed.

Course (SLOs only): N/A
SLO or SAO: As a result of attending a probation workshop, students will commit to utilizing campus resources designed to improve academic achievement.
Describe the quantitative or qualitative results: 17 or the 20 surveyed students responded that they will commit to using campus resources after completion of the Probation Workshop (8 Strongly Agreed; 9 Agreed). The other three did not disagree, but identified as neutral.
Discuss any actions taken so far (and results, if known): Surveys will continue to be distributed during Spring 2020 probation workshops, to ascertain the level of commitment of students to use resources that are known to enhance student success.
Discuss your action plan for the future: Counselors will continue to emphasize the importance of getting support during the probation workshops, with the goal of 100% of students making the commitment to do so. Students identified specific resources in the short-answer portion of the question, including Tutoring, Counseling, DSPS, and others. Specific information about these resources will be included within the workshop.

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).

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

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.

The Counseling Program is up-to-date with creation of SAOs.

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."**

Counseling faculty were involved in the submission of three SCFF proposals during the first cycle: "Career Planning Program," "Reviewing and Integrating Mid-Semester Intervention Tools," and "IGETC/CSU General Education for AA/AS Degree Completion." Each proposal seeks to impact FTES and Student Success metrics to drive funding. All three are currently being evaluated for full implementation.

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?

Full support for the proposals identified above will positively impact Goals #2, 3, 5, 6, and 7. Increasing counseling faculty FTEF (as identified earlier in this program review) would have a direct, positive relationship with Goals #1, 2, 3, 6, and 7, and an indirect positive relationship with Goals #4, and 5. Significant resources, including funding for overload and/or counseling reassigned time, will be required. Future SCFF proposals to enhance the experience of new incoming students, as well as transfer outcomes, are under consideration.

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?

Within the past few years, Counseling has supported three learning communities - Umoja, Puente, and the HSI Gateway to Success – that are designed to support the success disproportionally impacted and historically disadvantaged student populations. For specific information, please consult the program reviews for each of the aforementioned programs.

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).

Staffing remains a challenge; however, dedication of counseling resources to disproportionally impacted groups has enhanced the outcomes and we plan to continue to do so, despite the challenges we face serving our general student population. In order to provide equitable service to Distance Education students, four of our full-time counseling faculty have trained specifically to serve this population, and two General Counselors currently serve as online counselors for a dedicated number of hours per week. Increasing awareness among students and training additional counselors has proved to be a challenge given the multiple and competing demands within the Counseling Department.

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

N/A

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.

Not applicable.

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.

Not applicable.

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.

Not applicable.

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).

> Not applicable.

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

> Not applicable.

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?

> Not applicable.

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?

> Not applicable.

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?

Not applicable.

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?

Not applicable.