

PROGRAM REVIEW Fall 2019

Program: Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE)

Division: Student Services

Date: 10.8.19

Writer(s): Jill Oliveira

SLO/SAO Point-Person: Jill Oliveira

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>

Extended Opportunity Programs and Services (EOPS) is a program that serves full time students who are educationally and financially disadvantaged. With the goal of promoting academic and career development success, EOPS supports students with services such as priority registration, book grants, supplies, dedicated counselors and additional tutoring. Cooperative Agencies Resources for Education (CARE) is a smaller program in EOPS that serves single parents who are receiving CalWORKs cash aid for themselves and/or for their children. CARE provides additional support to these high-risk students including meal grants, transportation funds, and stipends.

- 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/2lYaFu7>

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

Although many of our data trends have stayed constant, one significant increase has been in the number of students taking distance education courses. From Fall 2017 to Fall 2018, the percentage of students enrolled in a combination of distance education and face to face courses jumped from 29% to 40%. Fortunately, the success rate in distance education courses in the same time frame also went up, from 66% to 72%. It should also be noted that this percentage closely mirrors the success rate of face to face sections, which is 74%. This data makes it clear that the use of programs such as Cranium Café for online counseling will become more rather than less necessary.

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
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors	X	Learning Support		Professional Development	X	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:

- Data generated by your program
- CEMC Data
- Labor Market Data

Last year, EOPS served 360 students, up from 297 from 2017-18. Of these, 15 also participated in CARE. 33 of our students earned degrees and certificates, and transferred. This left 221 students who will continue in the program next year. This puts our retention rate at 83%. We also had some great successes in our Academic Success Program, which targets students with a 2.49 or lower GPA with additional case management services. In particular, 13 students raised their GPAs from below a 2.0 to over a 2.0, in many cases effectively ending Academic Probation status. We are especially proud of two former foster youth who significantly raised their GPAs and no longer need to be part of this extra service.

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		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
	External Factors	X	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.

1. Our suite was successfully remodeled, removing half of the reception desk and adding tables and chairs. It is much more open and inviting. Our hope that is that the new configuration will continue to provide our students with a welcoming and safe environment where they already have established integral connections through program participation.
2. We completed our first year with the addition of a full time counselor supported through SEA funds. This brings our EOPS/CARE/CalWORKs program counselors to 1.5, as the other counselor is assigned 50% to coordination. As expected, this helped to increase availability of student appointments and expanded the range and depth of our services.
3. We successfully implemented group sessions with topics such as time management, goal setting, TAG and CSU/UC applications, and what to expect after transfer.
4. We are continuing to work on tracking for our EOPS Academic Success Program (ASP) students who have a GPA 2.49 and below. We have completed a Microsoft Access database but are working on figuring out the best practices of what to include. We have one SAO related to the ASP but will most likely propose another next year.
5. Banner reports and FAFSA reports are now available for foster youth. Counselors were tasked with following up with foster youth to ensure that they are part of EOPS whenever appropriate. We have increased networking with local High Schools to create a foster youth pipeline from high school directly to LPC and services such as EOPS.
6. Cranium café (online counseling) training was completed by one full time counselor. We are ready to implement distance counseling for fall 2019.
7. We started an alumni database. We will continue this practice and also collect success stories for outreach and advocacy purposes.
8. An SAO was created for an ASP worksheet. The SAO was evaluated in Fall and in Spring.
9. This year we changed our programming to have a recognition ceremony in collaboration with the CalWORKs program participants. We received positive feedback from our students and administrators on the success of this combined recognition program.

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

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

1. We still need to develop a plan to rent out/loan laptops for use in the suite.
2. We still need to fully develop a tracking plan for our ASP students.

3. One more counselor needs to be fully trained on Cranium Café.

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	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	X	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.

Our problem is directly related to our success. In AY 2017-18, we served 297 students. In AY 2018-19, we served 360. Although it helped to have a full time counselor and to embrace strategies such as group sessions, we found that we were struggling to provide enough appointments for all of our students. Further, we found it nearly impossible to complete new student SEPs in a half hour appointment. Finally, we found that our most at-risk students need additional time to discuss their barriers to success and to identify strategies to improve their academic performance.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	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.

1. We will continue to work on the ASP program, including building the database, adding a new SAO and analyzing the data.
2. We will create an EOPS warning program: warning and interventions for students not meeting their contract obligations.

3. We will continue to develop/use the alumni list; adding success stories available for press release, newsletters, advocacy, awards celebrations, etc.
4. We will update the EOPS orientation to highlight services and to make it more interactive, such as with built-in quizzes.
5. We will improve tracking of non EOPS/CalWORKs students served in our suite: foster youth, homeless, AB540, etc.
6. We will explore the intersection of EOPS and Guided Pathways, and participate in how EOPS services can be scaled to serve general population students.
7. We would like to explore the idea of a part-time counselor with our increased allocation due to our growth.
8. We will participate in LPC's counseling internship program.
9. We will continue to explore tutoring options for EOPS/CARE/CW students.
10. We will explore ideas such as remind.com to stay in touch with students/remind them of appointments, events, etc.

11. The CalWORKs/EOPS Counselor has taken the lead to write a SCFF proposal for a "Basic Needs" website and center. In recent years, numerous studies have looked at barriers to student success at both the community college and 4-year college level, and those studies have found that a lack of access to basic needs prevents many students from reaching their educational goals. Such basic needs include regular access to nutritious food, secure housing, and financial security. Researchers have found that when college students lack these basic needs, they are more likely to experience depression, anxiety, eating disorders, suicidal ideation, and other mental health issues. In a national study, researchers found that over half of students at 70 community colleges were food insecure, and half of the students were described as living in insecure housing arrangements (35% were living in unaffordable or unstable environments, and 14% were homeless).

Given these statistics and knowing that our own CalWORKs, foster youth and homeless student population experiences these same challenges with regular access to basic needs, we will be pushing for a Basic Needs website, and a longer-term goal of a Basic Needs Center.

One immediate goal of the SCFF proposal is to launch a Basic Needs website that will serve as the "hub" for information to basic needs resources available at LPC. We plan to post referral information for our foster youth and homeless students so they are clearly guided to the CalWORKs/EOPS office suite to begin their educational careers at LPC. We hope to consolidate all of the scattered basic needs resources that we offer at LPC on one landing page to make it easier for our most vulnerable students to navigate our system and be successful while they are here.

12. We will continue to use technology resources such as Cranium Café to equitably serve our distance education students.
13. We will continue to outreach/create partnerships and pipelines with local high schools.
14. We plan to research how many first generation college students are participating with EOPS.
15. In collaboration with our student assistants in EOPS and in the CalWORKs program, we are creating a student assistant handbook. Student assistants will also get an orientation, training, and evaluation throughout the semester.

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X	External Factors	X	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).

Basic Needs Website and Center							
<p>As discussed in Part G., above, we are putting together a SCFF proposal to push for a Basic Needs website and center. We will be proposing for the build-out of a Basic Needs Center to be located within the new Student Center (documented in the Facilities Master Plan, section 5.11, pg. 110). The Facilities Master Plan discusses the building of a Student Center with a dedicated space for a Food Pantry. We will be proposing space for a Basic Needs Center, which will also host the food pantry. Establishing a Basic Needs Center is in alignment with priorities set forth by the California Community College Chancellor's Office, the California State University system and the University of California system. Many community colleges, and most CSUs and UCs have already established Basic Needs Centers with staff to support the services offered by these centers.</p>							
Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
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	Curriculum Committee Items	X	Human Resources		Pedagogy	X	Student Equity
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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?
____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 : As a result of completing the self-assessment worksheet in the EOPS Academic Success Program, students will identify three student success goals for the semester.
Describe the quantitative or qualitative results: Spring 2019: Of the 93 students identified as having a 2.49 GPA or below, 64 were expected to complete the Academic Success Program self-assessment worksheet. 17 students, or 27%, filled out the worksheet. This is a significant improvement as in Fall 2018 semester only 2 students, or 3%, filled it out.
Discuss any actions taken so far (and results, if known): For Spring 2019, we ran a report detailing those students with 2.49 GPA and below. Then, we divided this list into three groups: Red, for those with 0-1.99 GPA, were students who were also most likely on probation and were expected to complete the worksheet. Yellow, for those students with a 2.0-2.24, were also expected to fill out the worksheet. Finally, students with a 2.25-2.49 had an opportunity but were not necessarily expected to fill out the worksheet. The students in the yellow and red groups were assigned to a particular counselor and were given a one hour appointment for their second contact to fill out and review the worksheet. Counselors treated these students like a caseload,

maintaining contact through emails and phone calls to remind students of upcoming appointments.

Discuss your action plan for the future: Compared to the Fall 2018 semester, the results were much better. Those students who completed the worksheet expressed positive comments and did not resist the one hour appointment. However, many of these students missed their one hour appointment and were only allowed to have a one half hour appointment due to time and staffing constraints. Also, counselors felt that the one hour meeting would be more effective at the beginning of the semester rather than in the middle. So, our future plans are:

1. Move the one hour appointment to the first contact for students 2.24 and below. Counselors will complete the worksheet with the student.
2. If the student misses this appointment, they will be emailed the worksheet and be given a one half hour appointment to review and set goals.
3. We will create a follow up self-assessment worksheet for those students still on the program who filled out the original worksheet.

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:
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.

We are currently up to date.

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
<ul style="list-style-type: none"> • 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.”**

<ul style="list-style-type: none"> • Any student who applies to EOPS must have a FAFSA or California Dream Act Application (CDAA) on file. • Although we don't know an exact number, all of our outreach for EOPS/CARE involves asking students to complete FAFSA or CDAA. Further, when students apply to our program and don't have FAFSA or CDAA on file, they are directed to do so. Anecdotally, this leads to many students receiving financial aid and becoming eligible for our program. • We believe that almost any outreach presentation should include information on financial aid. <p>We believe that our program addresses five of the other SCFF goals. Specifically, we help remove barriers (through grants and supplies), we offer additional information and support (through counseling), increase English and math completion in the first year (front loading math and English in education plans, providing additional tutoring) and increase completion of degrees, certificates and transfers through all of the above. Because our students meet with a counselor three times each semester, EOPS students are given constant encouragement and reminders regarding their educational goals. We highly promote degrees and certificates to our students, and in fact review their degree petitions</p>
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for accuracy before they are turned in. We also provide our students with caps and gowns for the graduation ceremony, enabling them to participate with no out of pocket cost.

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?

In order to scale up and potentially serve more students in EOPS, we would need several resources. These would include but are not limited to more office space, increased funds for tutoring and book services, and funds to hire more counselors.

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?

Access: EOPS participates in many of our outreach activities throughout the school year. As previously mentioned, we work to build pipelines between our feeder high schools and our programs. We often work individually with students who get “stuck” in the application/matriculation process.

Readiness: Our counselors encourage our students to complete Guided self-placement, to take English and math without delay, and to utilize assistance such as support courses, Math Jam, and/or other tutorial services.

Retention: EOPS is a retention program. We see students three times each semester to monitor progress and strategize to remove any barriers students are facing. CARE also provides our most at-risk students with car repair funds, meal grants and stipends to help remove financial barriers to continuing in college. It should also be noted that EOPS serves a diverse group of students, including Black or African American (10% compared to 4% college wide) and Latin(x) (38% compared to 31% college wide). Our office is the designated service destination for foster youth, most of whom also qualify for EOPS.

The effect of the actions can be seen in our data. 78% of our students are full time, and 74% are succeeding in their classes (contrasted with 38% and 72% college wide). I believe this is significant because EOPS students are usually at highest risk. They often face such issues as housing, food and financial insecurities. Many have children of their own and are helping to support families.

We have also been working on our services to LGBT students. We removed the gender question from our application as this information is reported to the state through CCC apply. We have added a line that asks for “preferred name” and then include this name in their file. Finally, we have provided training to our student assistants regarding best practices for pronoun and name use.

Completion: As previously mentioned, counselors in our program work with students to develop a personalized student education plan and meet with them three times each semester to encourage, to monitor progress and to discuss strategies for success. We offer workshops such as goal setting, time management, transfer applications and what to expect after transfer. We encourage all students to include a degree or certificate within their educational plan whenever possible.

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).

Overall we have been challenged to enroll more males in EOPS. 65% of our students are female and 35% are male. However, this has improved overall as in 2014 it was 71% and 29%. We have also found that serving foster youth can be difficult and requires more time and work. For example, we needed to specifically reach out to our foster youth to make sure they are accessing our services, often employing email, calling and texting through remind.com to make contact.

H.

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

**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.

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.

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.

**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).

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

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?

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?

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?

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?