Program: English as a Second Language
Division: Arts and Humanities
Date: 8/30/19
Writer(s): Julia McGurk
SLO/SAO Point-Person: Jonathan Brickman

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 ESL Program serves a diverse student population in their pursuit of English language acquisition. We offer a rigorous academic six-semester program, with beginning to advanced level classes in reading and writing, grammar, oral communication and pronunciation, vocabulary and spelling. All of our advanced level classes are UC and CSU transferable. We also offer a variety of support courses through our ESL Smart Shop Workshops. Students who successfully complete ESL 25 have the ability to move directly into English 1A, and that student population consistently has the highest success rate in English 1A.

Students come to us from all over the world to learn English for many different purposes: to get a new job or promotion, to improve their ability to communicate in their everyday lives, to be able to talk with their children's teachers and help their children with homework, to act as role models for their family members, and to earn a certificate or transfer. After taking ESL, many of our students decide to stay at the college and further their education.

Our program is unique in that we serve a student population quite different from the average LPC student and as such the student needs and our strategies to support them are similarly unique. For example, we work tirelessly with local Adult Schools and Public Libraries across the bay area, we partner with local businesses to assess employer needs, and we collaborate with Chabot to ensure that language learners in the bay area have resources to learn English.

The majority of our students are between 30 and 50 years old, compared to the college average of 19. Many of our students have professional degrees from their native countries, but many never completed an elementary education. We have resident, non-resident, undocumented, international and visa students in our program. Our students often live in large extended-family homes and work while going to school. To better serve these students we offer morning, evening and weekend classes.

Instructors in the ESL program act as teachers and mentors. We help our students navigate culture, community and resources as they work to achieve their goals in English fluency.

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

(Data for AY18-19 will be available at the links above by the beginning of Fall 2019).

Since 2012, we have seen a yearly increase in overall student success rates partnered with lower withdrawal and non-success rates. For example, in 2012-2013 the overall success rate was 65.8%, whereas in 2017-2018 it was 79%.

Most notably, of ESL 25 students who took English 1A, there is a <u>100% pass rate</u> over the past three cohorts beginning in 2014.

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

We are seeing some changes in our throughput in grammar classes. Most notably, in the past a higher percentage of male students were continuing to the next grammar level with a lower throughput of female students. Those numbers have switched.
For example, in 2014 students moving from beginning grammar to intermediate grammar were as follows:
Males: 62%
Females: 41%
Whereas in 2018 the throughput for the same classes was as follows:
Male: 45%
Female: 63%

We will look more carefully at the data to see if we can improve student retention and throughput.

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
	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.

1. Successful revision of 9 ESL course outlines; including Noncredit course offerings. In addition, three new courses were written and approved
2. Successful organization and completion of fall and spring ESL Open House/application workshop and assessment/orientation workshop
3. Successful continuation and further development of recent projects: Smart Shop Workshops, BELL section, Conversation Corner, library collaboration, etc. We saw a very high attendance rate of ESL Smart Shops and added new books to the BELL section in collaboration with LPC librarians.
4. Successful implementation of AB705 standards
5. Continued collaboration with our MACC partners
6. Support for adjunct ESL instructors: part-time faculty were invited to participate in a number of funded department projects
7. We re-evaluated course offering structures, and are implementing new course offerings at new times to better serve our student population, including evening course offerings; moving oral communication class schedules and offerings each semester; moving grammar course offerings each semester; cross-listed course evaluation
8. Guided pathways: We were able to secure funding through the Basic Skills Committee to pay full-time instructors to offer in-class registration workshops for continuing students each semester
9. We were able to secure funding for instructors offering the ESL Open House through the Basic Skills Committee
10. We are continuing our collaboration with counseling and English to promote effective student registration and counseling, especially in light of AB705
11. We are continuing our efforts to support all students, including International Students, through course curriculum and objectives, and collaboration with the International Student Program.
12. SLOs: There is a new ESL SLO point person, Jonathan Brickman, who revised department SLOs, organized our eLumen page and did outreach with part-time faculty on inputting and tracking SLOs. We believe this will lead to more effective analysis and use of SLO data.

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

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

1. Development of ESL Bridge Class – we did not complete the project because we prioritized creating noncredit curriculum, new vocabulary and spelling curriculum, and addressing AB705.
2. Exploring and developing an ESL learning community – We met with parties across campus who can help us with this idea. We need more time to implement.
3. Finding classroom space when 400, 500, and 600 are demolished – We have followed up on this multiple times, but we need administrative support and response to create solutions for this problem.
4. Creation of reading SLOs for our reading and writing courses – We prioritized cleaning up and organizing eLumen. We will add new reading SLOs this academic year.
5. Secure funding for our grassroots outreach efforts – We are in the process of applying for and hopefully hiring a student through Student Work Study to accomplish this.
6. Development of non-credit VESL courses – The scope of this project is very large, and we anticipate it will take time to complete. We plan to apply for funds this academic year through the Student Centered Funding Formula Project Proposal Application process.

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

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

1. Non-credit: As stated above, we would like to create a branch of non-credit VESL courses. We believe these courses would have high enrollments, and satisfy a currently unmet need in our community. However, without increased FTEF, we will not be able to offer non-credit classes.

2. Evening students are suffering from a lack of course options, and the ripple effect of canceling evening classes seems that it will continue in the coming semesters. We are piloting mirrored course options to encourage evening students to attend and complete more units/semester.

3. AB705: We are very concerned about the requirement of ESL students to complete English 1A within six semesters as that is not a common goal among our student population. Based on IR data, 100% of students who move to English 1A from ESL 25 are successful. We boast the most successful student completion rate in English 1A; however, only 53% of our students actually move on to take English 1A. We are unsure how the state will handle this discrepancy between what we are being mandated to do, and what the actual needs and goals of our students are. This includes the sunsetting of our currently approved assessment process.

4. The decrease of more than 1.0 FTEF for our program since 2014 is troubling. I would like to account for this loss in order to try to rectify it.

5. We would like to improve our collaboration with LPC Outreach, Counseling, Admissions and Records, and Adult Education. We appreciate all current efforts to collaborate and look forward to improving communication and processes. We especially need help in sharing out registration, application, and curriculum information with current and new students.

6. The ESL Open House and Registration events have been very successful for many years. We have been told my administration that we will no longer be able to get support for ESL specific events, and that we will need to transition to having new ESL students participate in the orientations/registration events for all LPC students. We are deeply concerned about issues of equity should that step be enforced considering the language needs of our students. In the past, in an effort to collaborate and based on encouragement from administration, we changed our Open House and merged with a greater college orientation. This effort, while done by all parties in good faith, was detrimental to our new students and adversely affected our enrollments, and the willingness of our Adult School partners to participate in the future. It took over 3 semesters of work to get our Open House back to what it was originally. In addition, revision we made to our program, including an attached application workshop and mega orientation, have greatly served our students. We want to continue offering these valuable services to our students. We are hopeful that administration will take this into account and support our efforts to best serve our student population.

7. We are looking for ways to advocate for our program through the merging of Basic Skills and SEA.

8. We are eager to participate in the hiring of a new equity director and new dean for A&H, and we look forward to necessary collaboration with both parties.

9. We are concerned about lack of classroom space in the future. Anywhere from 12-18 of our classes are held in buildings that will be demolished in the future. Having access to classroom space to offer classes during times that work for our students which can support their needs is our top priority. We will need support from administration to ensure we do not have to cancel classes simply from lack of space.

10. Our student population is currently confronting significant political obstacles. ICE raids and threats thereof, the human rights crisis at the border, tariffs on students' home countries, the travel ban, and other anti-immigration policies are a consistent and systematic means to spread fear and uncertainty among our immigrant student population, documented and undocumented alike. We are concerned about our students' mental health, available resources, information sharing and disinformation. We are certain that LPC wants to provide a welcoming and supportive environment for this vulnerable population, and we believe that we need to actively collaborate across campus to ensure that message is being clearly sent to all students on campus.

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

H. 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. Creation of an ESL bridge to college class in partnerships with the local Adult Schools.
2. Piloting and analysis of new courses: noncredit, spelling and vocabulary
3. Support and professional development opportunities for ESL faculty
4. Exploration of developing an ESL Learning Community
5. Securing classroom space after the demolition of current ESL classrooms
6. Creation of reading SLOs for our reading and writing courses
7. Get administrative support and funding for ESL Open House, Orientations and Application workshops
8. Secure funding for instructors offering the ESL Open House and doing in-class registration visits
9. Secure institutionalized funding to continually maintain ESL Extensive Reading Libraries
10. Work with Counseling, Admissions and Records, Outreach, English and other departments to promote effective student registration and counseling

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

I. 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).

1. Development of a Noncredit VESL program, including MOUs with local businesses.
2. Data study of implementation of AB705
3. ESL Learning Community
4. Space for classes currently held in space set to be demolished
5. Part-time faculty support and mentoring
6. Review and analysis of ESL course offerings, including credit/noncredit, VESL and core curriculum

Mark an X before to 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		Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
X	Curriculum Committee Items		Human Resources		Pedagogy		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?
   __X__ **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): All of our reading/writing courses have a writing final with a connected SLO.
SLO or SAO: Develop a piece of writing of varying lengths depending on level that is organized, well-developed and demonstrates language proficiency.
Describe the quantitative or qualitative results: Variety of results across courses
Discuss any actions taken so far (and results, if known): Holistic Scoring

Discuss your action plan for the future: Holistic Scoring has proven to be a meaningful way to ensure consistency across courses and the department.

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

D. DLO/SAO Progress Review: SLO and SAO results should be reported at least once every three years. To see if your program is up to date with the creation and assessment of SLOs, please consult the list available here: [this link will be added by the beginning of Fall 2019].

D1. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be written as soon as possible; please work with your SLO/SAO coordinator for help submitting new SLOs/SAOs to the SLO Committee.

NESL 220A, NESL 220B, NESL 231A, NESL 231B These SLOs are written, but need to be added in eLumen.

D2. List any courses or service areas that do have approved SLOs/SAOs but do not have any SLOs or SAOs that do not have recorded assessments during the past three years (Fall 2016-Spring 2019).

N/A

D3. Describe your plans for assessing the SLOs or SAOs listed under Question D2 above.

> N/A

E. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

> N/A

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."**

1. Educational Pathways:

2. We offer in-class registration visits where ESL faculty share information about courses and SEPs, how to register and pay for courses, length of time to English 1A, degree/certificate options

3. Our students consistently have questions about the ESL pathway, course options, financial aid, how to register, SEPs, how to get priority registration, the difference between the English and ESL pathway, etc. We also help students register for classes during some of these visits.

4. Student appreciate the clarity of seeing where they are, what they need to do next, and what steps to take moving forward depending on their academic goals. In my opinion, it would be easy for different disciplines to do something similar, but it requires buy-in from part-time faculty who are willing to share 10-15 minutes of their class time for the presentations.

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?

- Ensuring eligible students receive financial aid, if desired: FAFSA application workshops

- Removing barriers that hinder students from moving toward their goals: Don't adopt the one-size-fits-all approach. If we can recognize that students are individuals with diverse needs, we can make sure that we address them that way. We can do this by allowing individual departments to offer informational sessions that best suit the needs of their student population.

- Offering additional information and support about educational pathways: institutionalize funding for counselors and departmental classroom visits

- Offering academic support that increases English/math completion in the first year: Provide English language learners with accurate information about English and ESL pathways so that students can meet their educational goals in the most efficient way possible.

- Enhancing career readiness through coursework: Support CTE and VESL creation with funding that optimizes both student needs and college needs based on the new funding formula.

- Increasing transfers and transfer readiness: Continue offering Smart Shop Workshops that help students complete transfer and TAG paperwork

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?

> - The ESL program coordinator has attended equity meetings to try to better understand the metrics and impacted groups
> - The ESL program coordinator has met with IR to dig into the ESL data in an effort to better understand our impacted groups
> - We would like to create a survey to give our students to better understand student needs.

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).

> It is difficult to see the ESL student population in the metrics because many of the areas/metrics do not directly connect with our students until *after* they complete their English language acquisition studies and move on to seek degrees. Many ESL students do not initially intend to complete a degree, certificate or transfer, and because of that fact, I believe that we do not see an accurate reflection of the impacted groups in ESL.

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.

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