Program: Engineering Technology Learning Community
Division: Enrollment Services
Date: 9/28/2019
Writer(s): Todd Steffan
SLO/SAO Point-Person: Todd Steffan

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

Spring 2014, Las Positas College staff, faculty, and administrators begin working on a partnership with Lawrence Livermore National Laboratories (LLNL) and Alameda Workforce Investment Board provide a pipeline of Las Positas College graduates to meet the growing needs for Engineering Technologists at (LLNL). The first group of students started their pathway to become Engineering Technologist in Fall 2014. This initially started as a grant funded program for student Veterans to join a cohort to complete a two-year associates degree and which later would become institutionalized and fully funded by the college. The program has expanded to include non-veterans, and now includes about 10 different technical employers in the Tri-Valley area, although LLNL has been the largest provider of hiring interns and graduates into fulltime Engineering Technologist careers.

This associates degree in Engineering Technology provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Graduates of the program may assume employment as mechanical technicians, mechanical technologists, stationary engineers, or in other applied engineering fields and collaborate with scientists, engineers, designers, and manufacturing professionals. The program has evolved from a cohort program to the newest learning community at Las Positas College, joining the other Learning Communities at Las Positas College, Puente, Umoja, and Gateway to Success.

To date, thirty-six graduated from the program and thirty-three work full time at Lawrence Livermore National Laboratories. Three transferred and graduated from 4-year universities. Forty-five are currently in the program, with the ratio of 50 % of the students are Veterans and 50% of the students are non-Veterans.

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

Given that the Engineering Technology Learning Community was formally established this year, currently there is no data packet for the Engineering Technology Learning Community, but there is a data packet for the Engineering discipline and Engineering Technology is embedded within that discipline. One of the goals of the Engineering Technology Learning Community is to collect better quantitative and qualitative data. A current challenge is identifying who is exactly in the Engineering Technology Learning Community; as of now, this program is open to any student. Moving forward, a plan is to create an identifier in the student system to track students in the Engineering Technology Learning Community. There are various plans to address how to identify and create the feel of belonging to the Engineering Tech Learning Community, such as revamp and develop an Engineering Tech Learning Community webpage and canvas page, utilize the space for learning communities in Building 1000, increase number of events and workshops for Engineering Tech students, and develop a brand logo to give better identity of the Engineering Tech Learning Community

From the data packet for the discipline of Engineering, the number of females in Engineering is slowly increasing, Spring 2015 it was 9% female and Fall 2019 it was 17%. This area still needs to continue to encourage and promote the opportunities in the field of Engineering. There is a large demand for female Engineering Technologists. Another noticeable demographic in Engineering, in Spring 2015 there was 25% Latino students, which increased to 36% in Spring 2019. But there has been a decline of African American students in Engineering, Spring 2015 was 3% and dropped to 1% in Spring 2019. These changes in demographics and equity need to be collected with students in Engineering Technology.

There is a very strong hiring demand for Engineering Technologists, especially for all the national laboratories, including both national laboratories in Livermore (Sandia and Lawrence Livermore). Last year LLNL provided 11 openings for summer interns from the Engineering Tech program. Sandia and LLNL have both announced they plan on having more opening for paid interns summer 2020.

Although enrollment is down in many disciplines, Engineering continues to have full classes.

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		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	X	Student Equity
X	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:**

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

There is a very strong hiring demand for Engineering Technologists, especially for all the national laboratories, including both national laboratories in Livermore (Sandia and Lawrence Livermore). Last year LLNL provided 11 openings for summer interns from the Engineering Tech program. Sandia and LLNL have both announced they plan on having more opening for paid interns summer 2020.

Although enrollment is down in many disciplines, Engineering continues to have full classes.
Thirty-six students have graduated from the program and thirty-three work full time at Lawrence Livermore National Laboratories. Three transferred and graduated from 4-year universities. Forty-five are currently in the program, with the ratio of 50 % of the students are Veterans and 50% of the students are non-Veterans.

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X	Community Partnerships/Outreach	X	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	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.**

This is the first program review for Engineering Technology Learning Community. But it is important to note, Las Positas College has gone from a grant funded program for only Veterans to a college funded program for all students. The college has also invested in permanent staff in Summer 2019, by hiring a STEM Coordinator and also a Veterans First and Engineering Technology Supervisor to lead and grow the Engineering Technology Learning Community. The previous Engineering Technology Program, it was supported by a part time professional expert.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software	X	LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary	X	LPC Collaborations		SLO/SAO Process

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

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

This is the First Program Review for Engineering Technology Learning Community.

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

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

There are various obstacles the Engineering Learning Community faces in achieving its plans and goals.
Goals of the program –

1. Expand services and programs to support retention and student success.
2. Meet the needs of current and future growth – space
3. Develop Funding – always a challenge. Search for grants, local and national organizations which may financially support the program
4. Develop the feeling of belonging for students in the Engineering Technology Learning Community
5. Obstacles of the program
6. Funding – The program will need to raise its own funds through fund raisers, grants, etc. There currently is no dedicated general funds specifically for the Engineering Technology Learning Community.
7. Space – Currently share the space in bldg.. 1000, RM 1018 with the other three LPC Learning Community. There is nothing that identifies that this room is also for the Engineering Tech Learning Community.
8. Identification/Sense of Belonging for Students in the ET Learning Community – The is no branding/logo, specific application, web page dedicated to this learning community.
9. Data - Basic data on self-identified students in the Engineering Tech program. There current is no report specific for the Engineering Tech group.
10. Counseling Services – All other learning communities have a dedicated counselor for their students. The Engineering Tech program does not have a dedicated counselor. Currently, any counselor can be seen, which causes issues in identifying students in the Engineering Tech Learning Community, mistakes made of student education plans, since information interpreted by the different counselors can be different.

There is no point person in counseling for this learning community who can keep the other general counselors up to date on the changing needs and scheduling of this program. In the past the professional specialist dedicated to this program was advising students on courses. Not having at least, a point person with some dedicated hours weekly for Engineering Tech students is a major barrier and obstacle for this program.

Although the college has hired two full-time permanent positions in which some of their hours are dedicated to the Engineering Technology Learning Community there still is a key dedicated counselor needed for this learning community

There is a challenge in obtaining data specifically on students in Engineering Tech. Sending out various surveys, creating an Engineering Tech Learning Community application, and self-reporting are the only methods of identifying who is in the Engineering Technology Learning Community. Students switch their degree plans with general counselors pursuing Engineering Technology, but often do not update their majors with admissions and records. Data is inconsistent and inaccurate, which needs to be addressed. This will help provide key data such as retention, completion rates, and student demographics. All important and needed in developing student learning outcomes.

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

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

Immediate short term planning is to address the lack of the sense of belonging in the Engineering Technology Learning Community as well as better identifying who is in the Learning Community. Plans have been made and are starting to be implements.
1. Revamp LPC Engineering Tech Learning Community webpage. No longer only be part of the LPC Engineering webpage. Have its own site.
2. Develop an Engineering Tech Learning Community Application, like the other LPC Learning Communities have.
3. Create branding for Engineering Tech Learning Community. Develop its own logo.
4. Utilize the space in bldg. 1000, RM 1018 more. Provide workshops and other events for Engineering Tech Learning Community students. Create a feel of belonging for Engineering Tech students.
5. Work with the other learning communities at LPC. Learn what they do successfully in creating this sense of belonging. Invite the other learning communities to the Engineering Tech Learning Community functions and events.

6. Create and promote new Canvas page for Engineering Tech Learning Community students. Keep updated and relevant information, such as related internship and job postings, workshops, etc.
7. Develop a new and improve quarterly newsletter, but make it electronic. Post on the new webpage and canvas page for the Engineering Tech Learning Community.
8. Organize various social functions for the LPC Engineering Tech Learning Community.

Another immediate short term plan is to develop more methods of recruitment. Some of the plans include the following.
1. Work closely with key partners such as Lawrence Livermore National Laboratory and Sandia to continually promote the need.
2. Provide various information sessions to students on campus. Smart Shops.
3. Develop logo/brand and strengthen web presence. Canvas, Twitter, Facebook, etc.
4. Attend various career fairs in the Engineering Tech sector.
5. Work with Cal Taps to get the information about LPC Engineering Tech on military bases.
6. Collaborate with Employment Development Department, One Stops, Work Force Investment, and other similar agencies to promote the program.
7. Educate staff, faculty, and administrators on the Engineering Tech Learning Community and the careers available and needed for Engineering Technologists. Organize tours for various individuals at LLNL, Sandia, etc.
8. Work with Institutional Research Department to clean up data, develop better methods of identifying students who are in the Engineering Technology Program (this will help with recruitment and retention).

Ongoing short and long term plan is to raise funds for the Engineering Technology Learning Community (ETLC) Program through some of the following –
1. Advocate for funding from general funds to help cover costs such as marketing, supplies, and attending key conferences in the Engineering Technology program.
2. Search and apply for grants which can go towards the ETLC.
3. Develop partnerships with local community organizations and businesses.
4. Create a ETLC student group to help provide guidance and fund raising.

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

It is always a long term goal to continue to advocate for additional needed dedicated funding for Engineering Tech Learning Community as mentioned in the short term planning.

1. Advocate for funding from general funds to help cover costs such as marketing, supplies, and attending key conferences in the Engineering Technology program.
2. Search and apply for grants which can go towards the ETLC.
3. Develop partnerships with local community organizations and businesses.
4. Create a ETLC student group to help provide guidance and fund raising.

Another key long-term goal is to have a dedicated academic counselor for Engineering Tech Learning Community. All of the other learning communities have a dedicated counselor. This is a key component for learning communities. By having this position which would be one counselor with some of his/her time dedicated to the Engineering Tech Learning Community it will address the following:

1. Dramatically assist in identifying students in the Engineering Tech Learning Community Program. This designated counselor will be up to date on program changes, career pathway, and the process to update an education plan in counseling and admissions and records.
2. Someone students in the Engineering Tech Learning Community Program can build a rapport and trust. Counselors provide more than just education plans. They often counsel and provide support resources for students. This will help with retention and student success.
3. Reduce errors in education plans. This person will be updated on all schedule, catalog, and other changes with Engineering Tech degree. Only academic counselors should counsel courses, not professional experts or advisors. This person would attend all program meetings and would work closely with the STEM coordinator and Veterans and Engineering Tech supervisor.
4. Increase recruitment by providing more direct student support for this learning community.
5. Improve with career readiness as this person would also have a strong knowledge base on the career employment needs and best pathway for Engineering Technology students pursuing an associates degree.
6. Would be the expert in assisting students who want to pursue an associates and transfer into a 4-year degree in Engineering. He/she will be able to best help guide the student in his/her path to success.
7. A point person in counseling will be another vital team member and coach in the Engineering Tech Learning Community which has been proven success in promoting retention and completion rates in other learning communities.

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

Section Two: Current Topics (Required for All Programs)

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

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

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

   Did your program meet its program-set standard for successful course completion?
   _____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: There is no current SAO for Engineering Technology Learning Community. This will be developed this year by the STEM Coordinator and Veterans and Engineering Supervisor.
Describe the quantitative or qualitative results: Need to develop better methods of collecting data to help develop and support SAO.
Discuss any actions taken so far (and results, if known): Working with Instructional Technology and Institutional Research Office in collecting data. Developing an application for Engineering Tech Learning Community. Developing better communication methods such as a dedicated canvas page for students in the Engineering Tech Learning Community.

> Discuss your action plan for the future: Send out surveys to identify students in the Engineering Tech Learning Community. As students are better identified, this collect data can be utilized to determine retention and completion rates. Developing better tools to identify students in the Engineering Tech Learning Community, it will help collect and analyze ongoing data to help demonstrate support success as well as key needs that will support student success and equity.

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.

> Currently there is no SAO for the Engineering Tech Program Learning Community. Developing SAOs is in progress.

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."**

N/A

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?

Areas of career readiness could be developed to assist at Las Positas College which could help with recruitment of students for the high demand for Engineering Technologists. As the Career/Transfer Center implements more services and programs, such as career assessment, the Engineering Technology Learning Community Program will continue to collaborate and connect student with the Career/Transfer center and other resources provided.

Continue tutorial support by collaborating with the tutorial center for students in the Engineering Technology. Courses in Engineering Technology are not easy. Completing math to be calculus ready within two years is challenging. Other courses in Engineering are also challenging and dedicated study support is need to ensure retention and student success. Continue collaboration with financial aid, such as having financial aid outreach and specialists in the Learning Community Center to promote and advise in both workshop and one on one to ensure eligible students in the program receive financial resources. Financial barriers often prevent students from completing their degree. Identifying various scholarships and other financial resources will promote retention and completion. Ffinancial aid promotion and awareness is important in the Veterans Resource Center.

Promoting other valuable resources and services on and off campus such as SMART shops, RAW (Reading and Writing Center), LPC Library, experts and LPC alumni from the industry providing workshops and mentoring will all be important in recruitment, retention, and completion. It will also be vital to provide constant follow-up and recognize success through various celebrations including graduation recognition. LPC graduates from the Engineering Tech program and those LPC alumni hired into as fulltime Engineering Technologists will be showcased on the LPC Engineering Tech Learning Community website to motivate students to enter and complete this degree.

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?

Although there is not a data packet specifically for students in the Engineering Tech Learning Community (which is being developed for future), information from the program review data packet for Engineering and data collected from self-evaluation and intake forms, continue effort will be made to improve equity within the Engineering Learning Community. Developing and promoting a learning community for Engineering Tech students that is welcoming and building a sense of belonging will be a major goal. Per the student demographics from the current Program Review Discipline Data Packet, there has been a steady increase of Latino students (Spring 2019 is 36%), while African American (Spring 2019 is 1%). Effort is being done to collaborate with other Learning Communities on campus, such as Umoja and

Puente. Workshops about the career opportunities as an Engineering Technologist and the benefits in being a part of the Engineering Tech Learning Community will continue to be promoted .

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).

Solving challenges with the shared Learning Community space which would allow more students in the Engineering Tech program to utilize the area dedicated for all of the Las Positas College Learning Communities.
Recruitment of any students regardless of background into the Engineering Tech program is a challenge. Financial resources dedicated to recruitment, outreach, and marketing is needed. The financial resources will help promote the program. career opportunities, and services available for students who pursue the Engineering Technology program offered at Las Positas College.

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

All questions are valid, but it would be helpful to continue to look in how to streamline and reduce questions. Overall this is a valuable form.

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.

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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.

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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.

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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?