

## PROGRAM REVIEW Fall 2021

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**Program:** Tutoring Center

**Division:** BSSL

**Date:** 11/1/2021

**Writer(s):** Jin Tsubota

**SLO/SAO Point-Person:** Jin Tsubota

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**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 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

**Sections:** There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

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

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

### Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

### Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

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## Section One: Your Program In 20-21 – Please check N/A where relevant

**A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism?** Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
<b>1 Access:</b> The Tutoring Center overcame barriers to access by implementing Penji, our new mobile-based scheduling software, and embedding nearly all tutors directly into online classes. Tutors were embedded into 18 math classes, the Puente and Umoja English classes, one ECE class, one Music class, one Graphic Design class, and one Biology class.	x	x	x
<b>2 Student Satisfaction:</b> Student satisfaction rates for tutoring increased between October 2018 and March 2021.	x	x	
<b>3 Budget:</b> The Tutoring Center secured AB 19 funding to pay tutors for the academic year with support from the Financial Aid department.	x	x	
<b>4 In-Person Study Hours:</b> During the Fall 2020 semester, the Tutoring Center was open two days per week for open study hours. During which time, 30 students used the Tutoring Center 50 cumulative times. In addition the Umoja/Puente tutor was able to use campus resources to tutor online.	x	x	x
<b>5 Online Transition:</b> The Tutoring Center transitioned all systems online. This included, but is not limited to, <ul style="list-style-type: none"> <li>• interviewing tutors</li> <li>• collecting hiring paperwork</li> <li>• training tutors</li> <li>• scheduling drop-in tutoring</li> <li>• scheduling and holding staff meetings</li> <li>• observing and evaluating tutors</li> <li>• using online whiteboards</li> <li>• completing timesheets</li> <li>• coordinating all tutors and instructors with embedded tutors</li> </ul>	x	x	x

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***B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.***

\_\_\_\_\_N/A

Description	Mission	Master Plan	Presidential Task Force
1 <b>Access:</b> Pisces, our CVC-funded Canvas-integrated tutoring platform, did not have software to override web browser optimization software that reduced bandwidth on background tabs. This resulted in students getting disconnected from their online tutoring sessions. Exacerbating the situation is the students' and tutors' websites looked normal despite being disconnected from Pisces' servers. This led to an unknown number of students and tutors waiting, in some cases for several hours, to get connected to one another.	x	x	x
2 <b>Outreach:</b> Outreach to students was extremely difficult in an online environment. Emailing students and staff had extremely low efficacy rates. Online conversations had higher efficacy but were difficult to implement with given staffing levels.	x	x	x
3 <b>Online Coordination:</b> Transitioning to coordinating all services online was extremely time consuming. In particular, comprehensive asynchronous communication systems had to be developed to replace face-to-face real-time communication. This led to fewer opportunities to support tutors and student learning. For example, 46 asynchronous online systems were developed last year to coordinate tutoring.	x	x	x
4 <b>Online Tutoring:</b> In addition to the reasons outlined above, online tutoring was difficult to implement for several reasons. For example, <ul style="list-style-type: none"> <li>• students and tutors had technology issues</li> <li>• "writing" on an online whiteboard with a mouse or trackpad is difficult</li> <li>• synchronous online communication is just not as smooth or personable as face-to-face communication</li> <li>• tutors felt isolated while "at" work</li> </ul>	x	x	x

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**C. Planning: What are the most important plans, either new or continuing, for your Program?**

\_\_\_\_\_N/A

Plan	New	Continuing	Short term	Long term
<b>Access:</b> Implement single sign on (SSO) so students have one-click access to our new scheduling software.	x		x	
<b>Outreach:</b> Brainstorm, implement, and evaluate marketing efforts to increase awareness of tutoring.		x	x	x
<b>Budget:</b> Secure a 2022-23 Tutoring Center budget. Institutionalize tutoring center budget.		x	x	x
<b>Staff Professional Development:</b> Train new Tutoring Center instructional assistant on operational aspects of the Tutoring Center.	x		x	x
<b>Optimization:</b> Develop, document, implement, and evaluate best methods for all daily, weekly, monthly, and semesterly operations of the Tutoring Center.	x	x	x	x
<b>Tutor Training:</b> Increase the quality of tutoring by <ul style="list-style-type: none"> <li>rewriting curriculum to focus more on active listening and metacognition</li> <li>implementing paid tutor training workshops on active listening and metacognition</li> <li>designing, implementing, and evaluating tutor observation system</li> </ul>	x	x	x	x
<b>Wellness:</b> Supporting tutor and student wellness is a high priority as we transition to offering full-time in-person services	x	x	x	x

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**D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.**

\_\_\_\_\_N/A

Campus system or Committee	How has it benefitted your students?
Currently, no campus system or committee exists to specifically address how to best coordinate needed academic support. In lieu of such a system, Jin Tsubota collaborates directly with the RAW coordinator and Math department to better design services for students. Jin Tsubota also regularly	New mobile tutor scheduling software, Penji, was implemented in collaboration with the RAW Center and IT department. Penji reduces barriers to access by offering a web- and mobile-based platform. Penji was purchased with SEA funds.  Barriers to access were further reduced when tutors were embedded directly into

attends the Basic Skills committee, SEA committee	online classes, including 18 math classes. Approximately 700 students benefited from in-class tutoring during the Spring 2021 semester.
Jin Tsubota also attended the Accreditation Steering committee meetings.	<p>Jin Tsubota wrote the quality focus essay in collaboration with multiple committees and stakeholders. Students may benefit from the future implementation of the accreditation quality focus essay topics:</p> <ul style="list-style-type: none"> <li>• Prioritize, coordinate, and sustain relevant equity and anti-racism professional development for all employees</li> <li>• Develop student success teams to enhance the college experience and career preparation for all students</li> <li>• Develop and institutionalize a comprehensive system of tutoring and other learning support services</li> </ul>

***E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback***

\_\_\_\_N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	<p>Student tutors participated in the SCFF Math Momentum project.</p> <ul style="list-style-type: none"> <li>• During the 2020-21 winter break, tutors called 689 of the 834 unsuccessful Fall 2020 math students.</li> <li>• During the summer of 2021, tutors called 268 of the 756 unsuccessful Spring 2021 math students.</li> <li>• During both semesters, all unsuccessful math students were emailed.</li> </ul> <p>In addition, during the Fall 2021 semester, the Tutoring Center used linkly.com to track the efficacy of qr codes and links in a variety of outreach campaigns including</p> <ul style="list-style-type: none"> <li>• Emailing all students</li> <li>• Hanging fliers</li> <li>• Adding links to the website</li> <li>• Giving class presentations</li> </ul>
What did you learn?	<p><b>SCFF Math Momentum Project: Managing expectations is important:</b> Students' expectations around class are very different than what they encountered.</p> <ul style="list-style-type: none"> <li>• Student-Centered expectations <ul style="list-style-type: none"> <li>○ Learning math online is "a million times harder" compared with other subjects.</li> <li>○ Students are unaware how substantial their home workstation needs to be for success.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Kids and work/life balance was overwhelming.</li> <li>○ Students who may need additional support are difficult to identify if their video is turned off. <ul style="list-style-type: none"> <li>▪ Professors struggling (begging to turn on video) to engage students.</li> </ul> </li> <li>○ Students have a phobia around math.</li> <li>• Expectations around class selection <ul style="list-style-type: none"> <li>○ Some students “shop” for classes and over enroll, with the intent to drop the hardest class.</li> <li>○ Students need to learn to not take too many challenging classes.</li> </ul> </li> <li>• Class expectations <ul style="list-style-type: none"> <li>○ Some students were confused around logistics (ie syllabus).</li> <li>○ Some professors need to have the correct equipment to teach online.</li> <li>○ Some department websites led some students to believe they would thrive. When students didn't thrive, they felt inadequate.</li> <li>○ Students were surprised/disappointed they had to pay for computer programs related to instruction.</li> <li>○ Students benefited from immediate email responses.</li> </ul> </li> </ul> <p><b>Linkly.com:</b> During the Fall 2021 semester, a variety of marketing strategies were evaluated. In summary, it seems faculty partnerships and in-class presentations were the most effective method of reaching students.</p> <ul style="list-style-type: none"> <li>• <b>Emails:</b> <ul style="list-style-type: none"> <li>○ Direct student emails had a 0.1% “clickthrough” rate. For example, although 19.2% of the 6725 emails were opened, this only resulted in 10 clicks on the included hyperlink.</li> <li>○ 970 emails sent to faculty/staff/admin resulted in 156 clicks to download our scheduling app</li> </ul> </li> <li>• <b>Fliers:</b> <ul style="list-style-type: none"> <li>○ Approximately 400 fliers were hung around campus resulting in 32 “clicks” via qr code.</li> <li>○ Approximately 40 fliers inside the Tutoring Center resulted in 34 “clicks” via qr code.</li> </ul> </li> <li>• <b>Website:</b> Adding links to the website resulted in 104 clicks to download our scheduling software.</li> <li>• <b>Class Presentations:</b> Eight class presentations resulted in 151 clicks.</li> </ul>
How will you use the feedback?	Tutors will be trained more thoroughly on active listening and metacognitive tutoring to better understand what the expectations are of students. This may allow tutors to identify internalized barriers to student success.

	We plan to build more faculty partnerships and conduct more in-class presentations.
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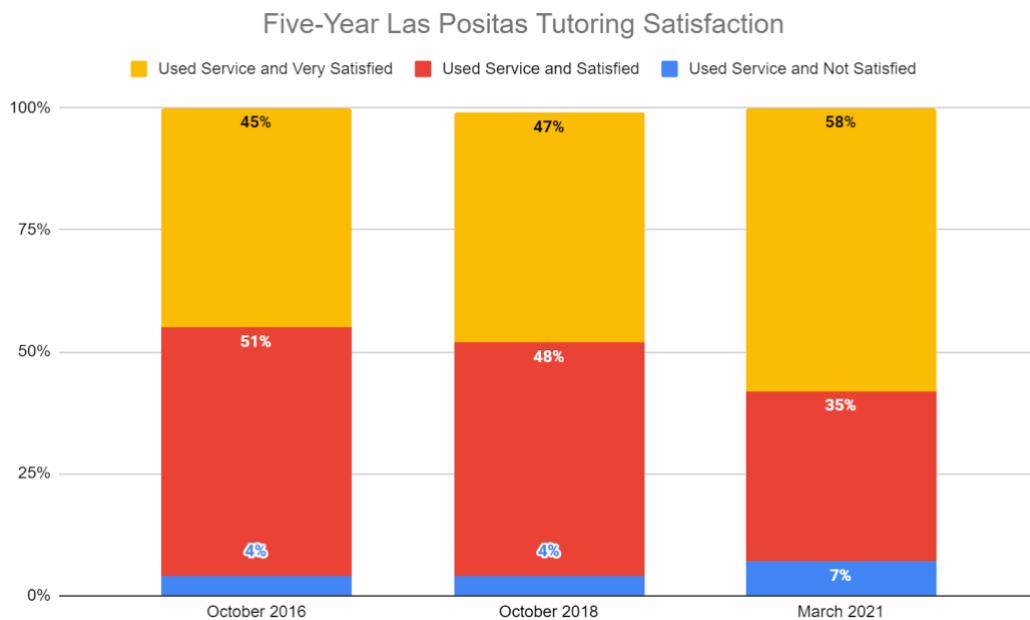
## Section Two: Data Analysis – Quantitative and Qualitative

**A. IR Data Review:** Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

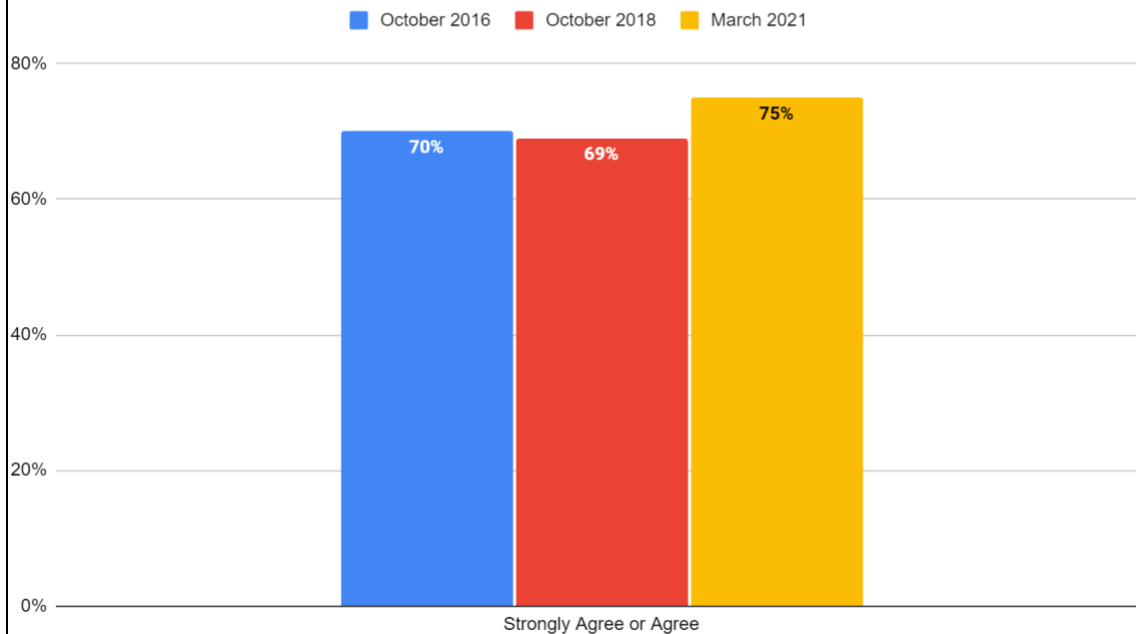
- IR Data packets are available here: <https://bit.ly/2IYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

**Student Satisfaction:** It seems student satisfaction with tutoring has increased despite the pandemic and the switch to online tutoring.

- For example, the percentage of students "extremely satisfied" with tutoring increased from 47% to 58% between October 2018 and March 2021 based on surveys conducted by the office of Research, Planning, & Institutional Effectiveness of over 1300 students.
- Similarly, the percentage of students who "agree" or "strongly agree" sufficient tutoring resources are available increased from 69% to 75% in the same timeframe.



### Sufficient tutoring resources are available for students in a variety of subjects

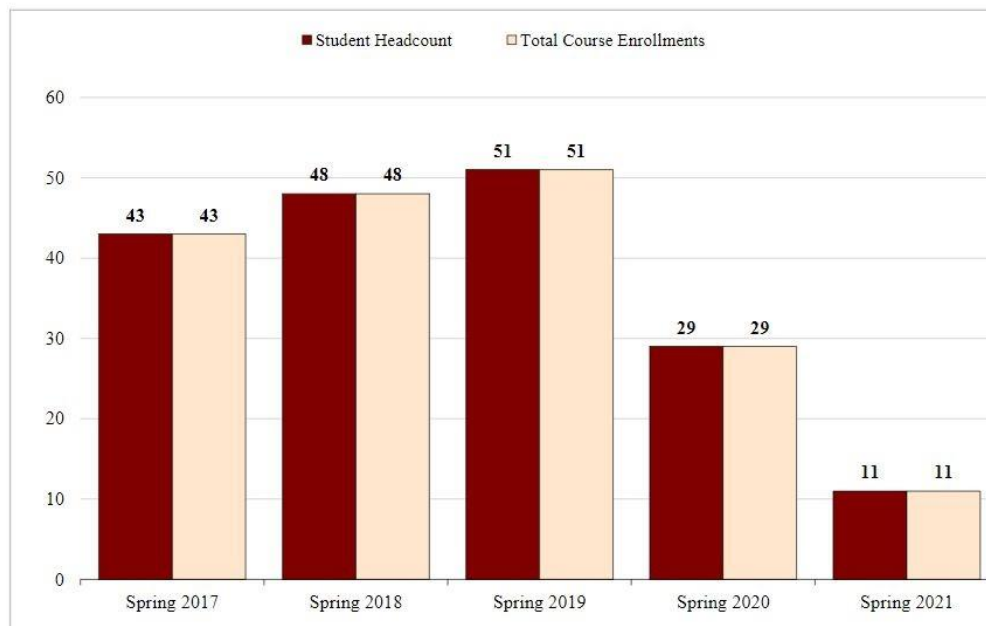


**Training, Hiring Strategy, and Access:** Student satisfaction with tutoring may have increased because of better tutor training, strategic hiring patterns, and removal of barriers.

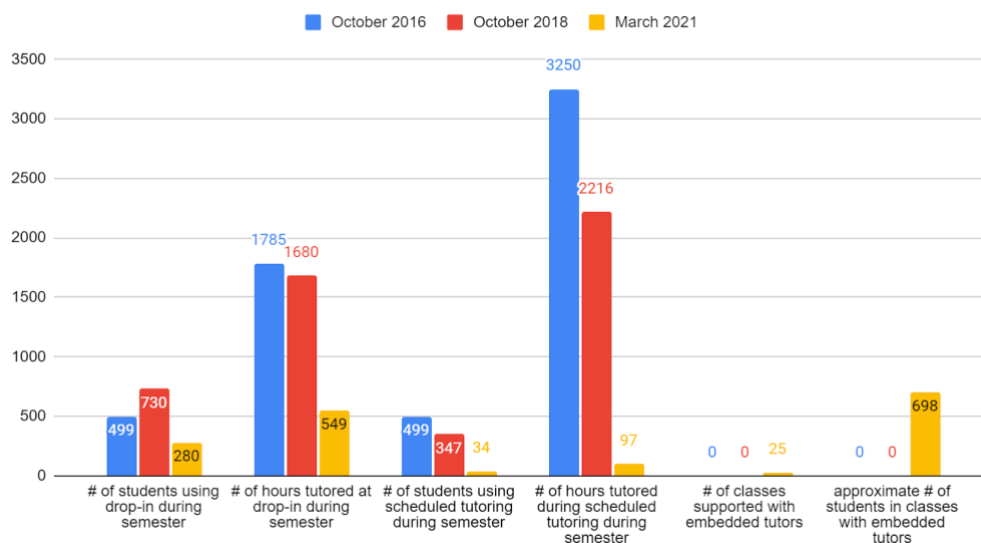
- Tutor training is now more comprehensive because the tutor training courses (TUTR 17 A/B/C) have been redesigned twice in the last three years.
- Tutors who can work a greater number of weekly hours and work more semesters are hired. This results in
  - fewer hires,
  - a smaller tutor to staff ratio resulting in more individualized support for tutors, and
  - a greater likelihood tutors are able to complete all three sequential tutor training courses.
- During the Spring 2021 semester, nearly all tutors were embedded directly into an online course, circumnavigating the access issues we experienced with our tutoring software. Although drop-in and scheduled tutoring programming was severely diminished, approximately 700 students were directly supported every week in our online embedded tutoring program.



Tutoring (includes Non-Credit) ( TUTOR/TUT )					
	Term				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021
Student Headcount	43	48	51	29	11
Total Course Enrollments	43	48	51	29	11



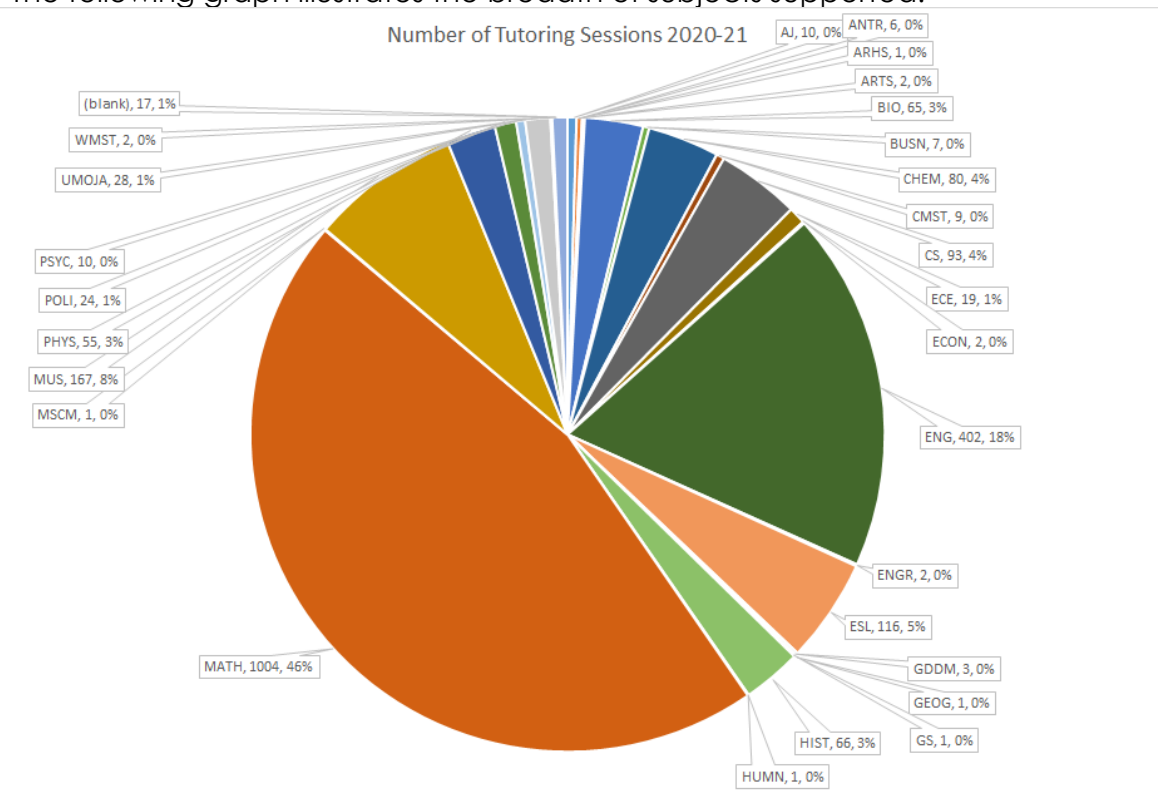
#### Five-Year Las Positas Tutoring Programming



**Diversity of subjects:** Despite the decrease in drop-in and scheduled tutoring, the Tutoring Center still provided support for a wide variety of courses. During the 2020-21 academic year

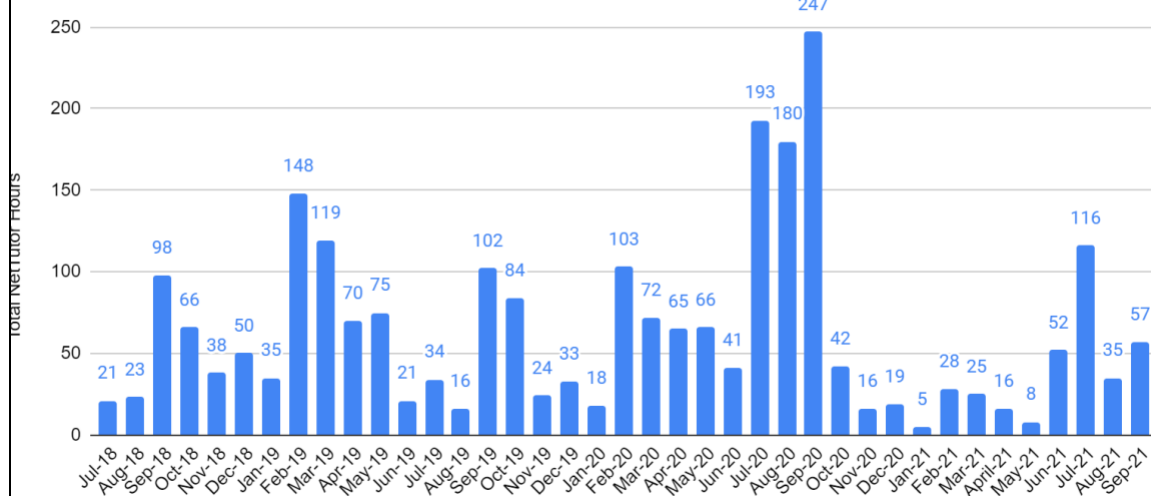
- 546 students received 1365 hours of online drop-in tutoring in 2651 sessions
- 34 students received 97 hours of online scheduled tutoring in 89 sessions.

The following graph illustrates the breadth of subjects supported.



**NetTutor:** NetTutor usage spiked dramatically during the summer of 2020. Given the high cost of NetTutor (\$23/hour), Math and English tutoring on NetTutor were “turned off” during Fall 2020 and Spring 2021 as they were redundant services compared with online peer tutoring and online RAW Center tutoring. NetTutor hours are partially funded by the CVC. Fortunately, we have about 600-900 pre-purchased hours “banked” with NetTutor for future overages since NetTutor hours are not paid with Tutoring Center funds.

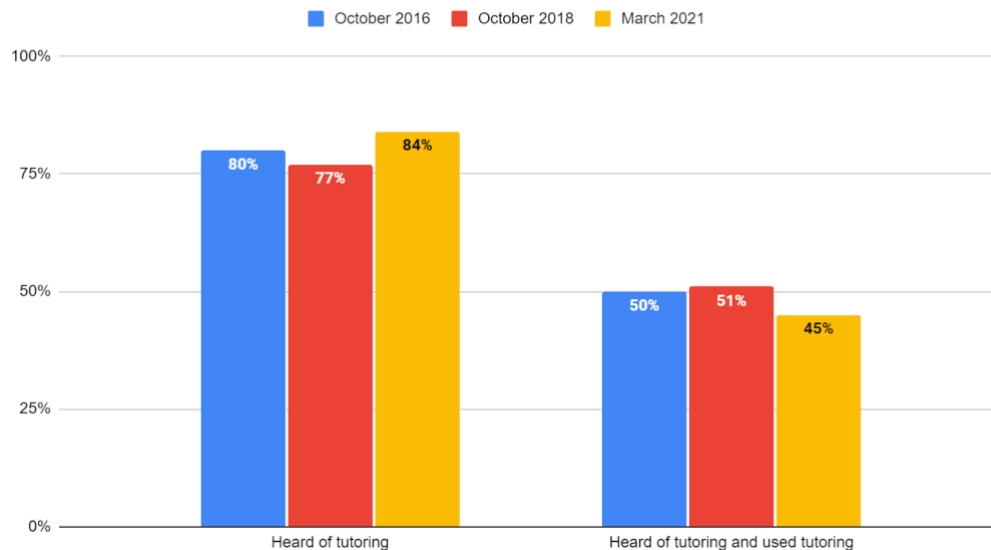
Total Monthly NetTutor Hours



**Marketing:** Although the percent of students who have heard of tutoring increased from 77% to 84% from October 2018 to March 2021, the Tutoring Center is taking steps to expand our marketing efforts. Online marketing has proven to be difficult at best. For example, during the Fall 2021 semester,

- 6725 emails sent to students resulted in 10 clicks to download our scheduling app.
- 970 emails sent to faculty/staff/admin resulted in 156 clicks to download our scheduling app
- In approximately two months, traffic to the Tutoring Center website resulted in 104 clicks to download our scheduling app.

Five-year outreach trends



***B. 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:](#)

- *Did your program meet its program-set standard for successful course completion?*  
\_\_\_yes \_\_\_x\_\_\_no
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

There are a few reasons the TUTOR courses did not meet the Program Set Standard. For example, of the four students who did not succeed in the 2020-21 academic year, one withdrew due to personal issues, one withdrew because we could not provide enough paid tutoring hours, one withdrew because they were in the wrong class, and I am not certain why the last student did not succeed. Of note, there were less students enrolled in the tutor training courses (TUTOR) compared with the previous year (34 vs 77). The smaller sample may indicate the lower success rate may not be statistically significant.

## SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

*Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

### ***C1: Instructional Programs with PSLOs***

#### PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). \_\_\_\_\_%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. \_\_\_\_YES \_\_\_\_No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

(6) List changes that you plan on making to improve student learning and address inequities.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

\_\_\_\_\_YES \_\_\_\_\_No

## C2: Instructional Programs without PSLOs or with Special Circumstances

### CSLO Assessments:

#### Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- Upon completion of TUTOR 17A, the student should be able to describe essential components of the beginning, middle, and end of a tutoring session.
- Upon completion of TUTOR 17B, the student should be able to use active listening strategies to become aware of students' learning processes.
- Upon completion of TUTOR 17C, the student should be able to use scaffolding and Socratic Method to teach hidden curriculum topics.
- Students, enrolled in NTUT 200, who receive tutoring should use the Tutoring Center again.

These SLOs are absolutely essential for tutoring. Being able to describe the essential components of a tutoring session and use active listening, scaffolding, and Socratic Method are useful for guaranteeing students learn during tutoring.

Ideally students use the tutoring center multiple times to get continual support.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year).   100  %

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Student learning was not properly assessed during tutor training courses (TUTR) due to a misalignment between SLOs and summative assessments.

Many students do not use the Tutoring Center. Of those who use the tutoring center, about half of the students only come once or twice.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

Active listening and metacognitive tutoring need to be better assessed and taught. These two skills are essential for supporting students who have internalized barriers to accessing their education.

It seems the tutoring center has an access issue that is preventing students from using the resource.

(5) List changes that you plan on making to improve student learning.

Summative assessments for tutor training courses (TUTR) have been reworded to be better aligned with SLOs. New summative activities have been designed to assess student participation implementing active listening and metacognitive tutoring strategies.

To reduce barriers to access, new scheduling software has been implemented, outreach to faculty has been conducted, and the website has been redesigned.

**Assessment Process: To be completed by the department/program or the SLO Coordinator**

(1) List changes that you plan on making to improve student learning and address inequities.

Active listening and metacognitive tutoring activities will be backwards mapped to SLOs to ensure students have multiple opportunities to learn the material and demonstrate mastery.

To reduce barriers to access, new scheduling software has been implemented, outreach to faculty has been conducted, and the website has been redesigned. We also plan to integrate our tutor scheduling software into Canvas, with the support of district IT, to further reduce access issues.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

It is difficult to plan the spaced retrieval practice needed for student tutors to master active listening and metacognitive tutoring in a 0.5 unit course.

Our current tutoring systems still have some user interface issues that create unnecessary barriers to access. For example, it seems ESL students are not able to access tutoring because they do not know how to access their zonemail. We also plan to integrate our tutor scheduling software into Canvas, with the support of district IT, to further reduce access issues.

(3) Are you planning on revising your 3-year planning template? If so, describe.

\_\_\_\_YES \_\_\_\_x\_\_\_\_No

### C3: Non-Instructional Programs

#### **SAO Assessments:**

##### Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

- Students who use the Tutoring Center should be able to easily access and use any tutoring services.
- Students who use the Tutoring Center should experience a welcoming, empathetic, and supportive environment.
- Students who use the Tutoring Center should improve their grades as a result of tutoring.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). \_\_\_\_100\_\_\_\_%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Survey response rate was too low to make any conclusions.



(4) Describe the pertinent findings. What, if any, equity issues emerged?

n/a

(5) List changes that you plan on making to improve student learning.

We need to create an effective assessment/survey mechanism that does not create another barrier to entry for students seeking tutoring support.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

We need to create an effective assessment/survey mechanism that does not create another barrier to entry for students seeking tutoring support.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

It is extremely challenging to create a survey that has a high response rate and does not create another barrier to access.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

\_\_\_\_YES \_\_\_\_x\_\_\_\_No

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

## Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

**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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

\_\_\_\_YES      \_\_\_\_x\_\_\_\_No

Course Name & Number
All courses are updated. The next update required is 2025 and 2023 for the TUTR and NTUT courses, respectively.

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

\_\_\_\_YES      \_\_\_\_x\_\_\_\_No

Certificate or Degree

**C. Are there any courses or programs for which a non-mandatory update is planned?**

☒ YES      ☐ Not at this time

**If yes, explain details, rationale, or any support that might be helpful**

The TUTOR 17B and TUTOR 17C courses may be revised to better train tutors to support students. In particular, a greater emphasis will be placed on active listening and metacognition to encourage tutors to make tutoring more student centered.

**D. Does your program plan to create any new courses or programs this year?**

☐ YES      ☒ No

**If yes, please provide details and the rationale**

## Section Four: CTE Updates

*(CTE Programs Only)*

*Vicki Shipman will provide you with or support any data needs*

**A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).**

**1) Does your program continue to meet a documented labor market demand?**

\_\_\_\_YES \_\_\_\_No

**2) Does this program represent a training need that is not duplicated in the college's service area?**

\_\_\_\_YES \_\_\_\_No

**Please explain**

**B. Advisory Boards: Has your program complied with advisory board recommendations?**

\_\_\_\_YES \_\_\_\_No

**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.**

**C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?**

\_\_\_\_YES \_\_\_\_No

**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?**

\_\_\_\_YES \_\_\_\_No

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?**

\_\_\_\_YES \_\_\_\_No

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?**

\_\_\_\_YES \_\_\_\_No

If not, what program improvements may be made to increase this metric?