

## PROGRAM REVIEW Fall 2019

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**Program:** FIRE Service Technology

**Division:** SLPC

**Date:** 21 October 2019

**Writer(s):** German Sierra

**SLO/SAO Point-Person:** German Sierra

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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 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](mailto: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>

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## 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 Fire Service Technology program at LPC encompasses three main areas within the program; they are:

1. AS degree FST with 4 COA
2. Fire Academy: Direct entry program
3. Continuing Educations for Professional working Firefighters and classes required to promote

The FST program is staffed by one full-time faculty members who work cooperatively with the public safety manager and the SLPC Dean in matters of state and national accreditation for both our AS Degree program and our Fire Academy, additionally we have experienced a tremendous amount of growth and nearly double our FTES with the addition of our new Fire Academy. We see the opportunity for growth and have met most of our goals from previous program reviews.

- B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may**

also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

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

In the fall of The Program Coordinator for FST and the program coordinator for EMS agreed to “SYNC” schedules and avoided overlap between FST and EMS classes. The goal of this agreement was to:

1. Speed the rate of completion for FST students by allowing them to complete both EMS and FST classes simultaneously since EMS classes are part of the FST degree.
2. Increase the number of units carry by students. My goal was to target new students and encourage them to carry at least 12 units. The benefits of carrying a full load (12 Units) and getting an FST degree in 18 to 24 months, was the consistent message given to them.

We are happy to report that we met these goals. Data shows

1. Average of students carrying 12 units or more from 2015-2018 = 48.75%. Spring 2019 which represents new students under Professor Sierra vision is 60%. We remain cautiously optimistic that we can continue to grow this metric.

3. Having students carry 12 Units or more, has shown to increase student success by completing a degree in as little as 18 months with most completing it in two years. The recent Fire Service Technology pathway seeks to begin with students in K12 all the way until BS/ BA degrees in about four years from the time students start at LPC.

Student success in our programs remains within expected numbers. Spring 2019 shows 79% completers. Equally impressive is the number of FTES generated by FST, Spring 2018 at 26.5 FTES versus Spring 2019 57.6 FTES. The increase of FTES is due to our FIRE Academy, FST 11 which is a 16-unit class and boasts a 97% success rate of completers.

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

**C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:**

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

The FST program coordinator attends the Alameda County Training Officers Association meetings in which upcoming hiring numbers are shared with the members. There is a need for Firefighter Trainees, particularly those candidates that possess a Firefighter 1 certification (Lateral Transfers) or those candidates that have a Paramedic License. Our Fire Academy helps with the FF1 Certificate, and our Paramedic Program here at LPC is also doing some great work providing this much-coveted license.

The demand for Firefighters continues to be strong, there is a projected increase of 7.6% in the number of Firefighter Positions in the Subregion that includes Alameda, Santa Clara, and Contra Costa County, as shown in the EMSI 3<sup>rd</sup> Quarter LMI Data Report.

Strong Work Force Metric is, for the most part, flat. We are closely watching this matrix, as a result of the program update and FST revamp effective in the Spring of 2019, the number of students getting degrees will increase in our estimate by 25% in two years, this will have a tremendous effect on the success of our Students in the FST program.

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**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.**

FST has had the following successes in 2019; all of these successes contribute to an increase in the number of students getting degrees and jobs; those are our two top priorities in FST.

1. Became California's first FESHE (Fire and Emergency Services Higher Education) recognized the program, a program administered by the National Fire Academy under FEMA.
2. An articulation agreement with EOU Eastern Oregon University for an accelerated BS Fire Services Administration Degree, 100% online, and for about half or a third of the cost of a CSU or UC.
3. Graduated 29/30 Fire cadets including seven women, 25% of our Fire Academy was female, this far outpaces the 5% for most Fire Academies in California.
4. 6 of our Fire Cadets were Veterans (20%), another underrepresented group that LPC FST is targeting
5. Partnerships with several Fire Agencies for student (cadet) placement after graduation from our Fire Academy

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

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

**SLO Assessments:**

On the academic side of the house, the SLO assessment has not been completed. I have discussed this at length in previous program reviews, suffice to say that it has been challenging to get this project completed. Professor Sierra has made some headway in this area and has been working with Madeline and Professor Ann Hight to get this done. Professor Sierra arrived at LPC in the Fall of 2018, and all this work was started then.

Our Engines and other equipment still need to be tested and certified, we continue working on this as time allows, there is a need for an equipment logistics person, similar to the lab technician position that other disciplines have, the amount of equipment and maintenance required on our FST equipment is well beyond the bandwidth that the FST coordinator has at this time.

**Measure A, Public Safety Complex design:**

As a SME / Subject matter expert with the Firefighter 1 and Firefighter 2 curriculum, I have serious concerns with the pace and lack of details that were provided to us during our planning meetings for our Public Safety Training Center Buildings, in particular, our FIRE Tower (Risk Mitigation). Currently, the *proposed* facility does NOT support growth of this program.

I have been asked to revamp our FST curriculum and to growth this program by becoming a Regional Fire Training and Educational Facility, the curriculum that I have created and the extra programs which will target working professional firefighters, partnerships with Fire Agency and outreach, recruitment and enrollment of K12 or ROP students will not be possible with the current plans that have been provided to us.

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
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	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
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**F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.**

The lack of available classroom space, namely a dedicated FST classroom continues to be a challenge, and our students are spread all over campus using whatever classroom is available to us. We would like to have a dedicated classroom where we can offer FST CE courses to several FDs who are our partners and a classroom to house our props and to conduct CSFM (State Fire Training) classes. We want to institutionalize our Fire Academy into LPC General Fund with a consistent and stable funding source. We are grateful for all the support and backing given to us, thank you LPC!

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

1. Outreach, outreach for K12 and ROP, creation of a "First Responder" Career pathway
2. Launching of our Second Fire Academy (two per year?)
3. Continue revamping and streamlining our curriculum with new classes
4. ISAs with Fire Agencies, short term

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**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).**

1. The building of our Public Safety Training Center, move past the design stage and into construction

2. ISAs agreements with FIRE Agencies in Alameda County, long term
3. Continue to secure equipment, props, and funds

Mark an X before to each area that is addressed in your response.			Definitions of terms: <a href="https://bit.ly/2LqPxOW">https://bit.ly/2LqPxOW</a>				
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## Section Two: Current Topics (Required for All Programs)

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

Program-set standard data can be found on this page:

<http://www.laspositacollege.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.

Met Standard
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- 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): <b>Work in progress</b>
SLO or SAO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

- 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: <b>Work in Progress</b>
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Program SLO: <b>Work in progress</b>
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**D1. SLO/SAO Progress Review:** To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKv>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

We will have DATA with new SLOs and PSLOs this semester, work in progress
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**D2.** This question has been removed.

**D3.** This question has been removed.

**E.** This question has been removed.

**F. Student-Centered Funding Formula (SCFF):** The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
<ul style="list-style-type: none"> <li>• Ensuring eligible students receive financial aid, if desired</li> <li>• Removing barriers that hinder students from moving toward their goals</li> <li>• Offering additional information and support about educational pathways</li> <li>• Offering academic support that increases English/math completion in the first year</li> <li>• Enhancing career readiness through coursework</li> <li>• Increasing completion of degrees and certificates</li> <li>• Increasing transfers and transfer readiness</li> </ul>

**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.”

We streamlined our FST curriculum, we renumbered the classes and made them easy to follow, remove ALL the prerequisites for the 6 CORE Fire Classes. We are anticipating a 25% INCREASE in the number of AS FST degrees given and a 200% increase in the number of COA given for FST over two years.

**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?**

FST needs a dedicated classroom and the continued support of SWF funding to keep our momentum and continue growing and instituting best practices in our program.

**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?

We have been working closely with our VRC, Veterans Resource Centers to increase the success of our Vet students by participating in outreach and also by working with the VETS dedicated counselor

**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).

Discussed in Section D at length

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

As stated before, I would like to see a two-year program review rather than a one year

**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.**

NONE

**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.**

Yes, Fire Prevention COA will get a second look at the classes in the document

**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.**

FST 3 and FST 8, these courses will be HYBRID and may transition 100% online in two or three years down the road.

## 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).**

The FST program continues to provide a valuable and critical workforce of well trained and educated Fire Service Professional to many agencies in Alameda County and the region. Additionally, our IFSAC, Proboard offered under the umbrella of California State Fire Training, and our FESHE recognition makes our program a national program. EMSI data shows a +7.6 growth in the three-county sub-region of Alameda, Contra Costa, and Santa Clara County.

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

Recommendations have been taken into consideration, at times to continue the growth of the program and to remove barriers for students and to create more equity, the desire of the Advisory Board to have EMT as a minimum requirement has been changed to completion of EMR, which was agreed to by the board. This opens the door to more students in our Fire Program. We continue to work with our partners in EMS to see if there is a way to accommodate a second EMT cohort per semester. FST needs to have a large pool of EMS 20 completers to fill all the vacancies in our Fire Academy. The Advisory Board continues to work with LPC for the benefit of our students by providing input critical to our most important customers, our students.

**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?**

FST programs, unlike our Administration of Justice, are typically not programs with a high transfer rate, we at LPC are seeking to change this. The streamline of our curriculum and the alignment with National model curricula plus the partnership with 4 year institutions, will, in my opinion, set LPC in a league of its own with a higher transfer rate than other FST programs in the state.

**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?**

**Yes we do**  
**EMPLOYED IN THE SECOND FISCAL QUARTER AFTER EXIT: 83%**

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving college**? If not, what program improvements may be made to increase this metric?

**Yes we do**  
**EMPLOYED IN THE FOURTH FISCAL QUARTER AFTER EXIT: 79%**

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?

**Yes we do**  
**MEDIAN CHANGE IN EARNINGS: 178%**