

PROGRAM REVIEW Fall 2017

Program: Assessment

Division: Student Services

Date: October 5, 2017

Writer(s): Donna Reed

SLO/SAO Point-Person: Donna Reed

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

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 13.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

The Assessment Center has experienced an increase in the number of students testing from 3191 in 2015-2016 to 3700 in 2016-2017 according to SARS data. The increase in the number of students assessing could be attributed to the open scheduled assessment sessions that were implemented in Fall 2015. The theory for moving from appointments to open scheduled assessment sessions was based on the following observations:

1. The Accuplacer assessments are not timed, however the recommended time allowance for the English test is one hour and 15 minutes and one hour for the Math test. Students often exceeded the 2 hour session length and needed to remain after the session ended to finish the exam. This caused issues when another session was scheduled to begin shortly after the first session.
2. The average no-show rate for scheduled appointments was 35% (From data collected from June 1, 2015 to August 31, 2015). The no show rate for an individual session could be as high as 60%. This posed a problem for students who were unable to make appointments because a session was full. Students who could have been tested, were unable to test because of the appointment system.
3. Because the assessment sessions were only 2 hours in length, students who arrived at the testing center more than 15 minutes late were not allowed to test because they would not be able to complete testing in the allotted time frame. This policy caused a great amount of stress for students who may be caught in traffic or running late due to other unforeseen circumstances. Assessment testing is already a stressful situation for many students, and the additional stress of running late to the testing session could prove detrimental to their performance on the test.

Based on the observations above, the Assessment Center made the following changes to assessment procedures in October 2015 for the Spring 2016 Assessment cycle.

1. Assessment tests are provided during open scheduled sessions, no appointments are necessary to reserve a space for testing.
2. The length of the assessment sessions was increased from 2 hours to 4 hours.
3. Students are placed in the testing sessions on a first-come, first-served basis. Students arriving late will be seated as space becomes available.
4. Students can arrive at the session after the initial start time and be tested as long as

there is enough time to complete the test prior to the end of the session.

5. The schedule for open assessment sessions is available to students on the Assessment Center page of the Las Positas College website. In addition, printed schedules are available in the Assessment Center, the Counseling Office and the Admissions and Records Office.

Survey Results

The Assessment Center conducted a survey of students in the Fall 2016 term to obtain input regarding the new open scheduled assessment sessions and other procedural changes.

Student reactions were very positive and are as follows:

Dates and times of assessment sessions:

65% of students surveyed indicated the dates and times of the open scheduled assessment sessions were very convenient.

28% of students surveyed indicated the dates and times of the open scheduled assessment sessions were convenient.

7% of students surveyed indicated the dates and times of the open scheduled assessment sessions were somewhat convenient.

Length of assessment sessions:

79% of students surveyed indicated the length of the assessment sessions were more than adequate.

18% of students surveyed indicated the length of the assessment sessions was adequate.

3% of students surveyed indicated the length of the assessment sessions was somewhat adequate.

Open scheduled sessions (No appointments needed):

84% of students surveyed indicated the open scheduled testing sessions to be very convenient.

16% of students surveyed indicated the open scheduled testing sessions to be convenient.

Pre-Assessment instructions:

79% of students surveyed indicated the pre-assessment instructions were more than adequate.

16% of students surveyed indicated the pre-assessment instructions were adequate.

2% of students surveyed indicated the pre-assessment instructions were somewhat adequate.

3% of students surveyed indicated the pre-assessment instructions were not applicable.

Post-Assessment instructions (next steps in matriculation):

74% of students surveyed indicated the post-assessment instructions were very satisfactory.

24% of students surveyed indicated the post-assessment instructions were satisfactory.

2% of students surveyed indicated the post-assessment instructions were not applicable.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

<p>The Assessment Center has maintained most of the changes stated in the section above for the 2016-2017 year with a few exceptions. One major change has been to require high school Early Admissions students to schedule appointments for assessments instead of maintaining the open scheduled assessment sessions.</p>	<p>Mark an X next to each area that is addressed in your response.</p>																												
<p>The Assessment Center provides English and Math assessments during the month of March for all local high school seniors who have applied for the Early Admission program. During March 2016, 607 students tested in a one month period. Sessions are scheduled in the evenings and on weekends to accommodate high school student schedules. During March of 2016 the assessment center maintained the open scheduled sessions and did not require students to make appointments. This resulted in many students waiting until literally the last possible day to assess, which put a strain on the Assessment Center to assess over 200 students on one day. Students had to wait in a long line, which is not conducive to a successful testing environment.</p>	<p>Definitions of terms: https://goo.gl/23jrxt</p>																												
<p>Therefore, after consulting with the Counseling office and the Dean of Student Services, the Assessment Center required high school early admissions students to schedule online appointments for the month of March only. The change was very successful as students did not need to wait to test and the no-show rate was very low. The total number of students assessed for Early Admission in 2017 was 522, which is lower than the previous year. The Assessment Center will collaborate with the Counseling office and the Dean of Student Services to formulate a plan to increase the number of EA students assessing for the 2018 enrollment period, which may include beginning to assess students at the local high schools to reach student who may not be able to attend a session at Las Positas.</p>	<table border="1"> <tr><td></td><td>Community Partnerships/Outreach</td></tr> <tr><td></td><td>Curriculum*</td></tr> <tr><td></td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td></td><td>Financial/Budgetary</td></tr> <tr><td></td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td></td><td>Professional Development</td></tr> <tr><td>X</td><td>Services to Students</td></tr> <tr><td></td><td>SLO/SAO Process</td></tr> <tr><td></td><td>Technology Use</td></tr> </table>		Community Partnerships/Outreach		Curriculum*		Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy		Professional Development	X	Services to Students		SLO/SAO Process		Technology Use
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C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<p>1. Continue to collaborate with the English Faculty and the Institutional Research department to evaluate the effectiveness of the Multiple Measures assessment implementation for student success in college level</p>	<p>Mark an X next to each area that is addressed in your response.</p>		
	<p>Definitions of terms: https://goo.gl/23jrxt</p>		
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<p>English courses.</p> <p>Status: Completed and ongoing</p> <p>The Las Positas English Department adopted multiple measures assessment for ENG 1A placement in March 2016. Students self-reporting a high school cumulative GPA of 2.5 or higher and who are attending or graduated from an American high school in the past 10 years qualify for ENG 1A placement. Prior to multiple measures, 35% of students were eligible for ENG 1A. After the implementation of multiple measures, 78% of students were eligible for ENG 1A. Of students who enrolled in ENG 1A despite test scores that would have placed them into English remediation, 58% earned an A or B and 77% earned a passing grade.</p> <p>2. Begin collaboration with the Math Faculty and the Institutional Research department to begin implementation of Multiple Measures in Math assessment procedures to increase student success in Math courses.</p> <p>Status: Ongoing</p> <p>The Math faculty has developed a multiple measures assessment process that will utilize the cumulative high school GPA along with a passing grade in a previous to determine placement. This new process will be implemented in October 2017 and the Assessment Office will work closely with the Math faculty and the Institutional Research office to monitor success of the changes.</p> <p>3. Attend conferences and workshops for the Common Assessment Initiative to prepare for implementation in Fall 2017.</p> <p>Status: Ongoing</p> <p>Due to the delay in the implementation of the Common Assessment instrument, no conferences were available to attend last year. The Assessment Specialist will attend any upcoming conferences for the 2017-2018 year.</p> <p>4. Participate in the campus-wide Common Assessment</p>	<table border="1"> <tr><td></td><td>Partnerships/Outreach</td></tr> <tr><td></td><td>Curriculum*</td></tr> <tr><td></td><td>Enrollment Management</td></tr> <tr><td></td><td>External Factors</td></tr> <tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td></td><td>Financial/Budgetary</td></tr> <tr><td></td><td>Human Resources</td></tr> <tr><td></td><td>Learning Support</td></tr> <tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td></td><td>Pedagogy</td></tr> <tr><td>X</td><td>Professional Development</td></tr> <tr><td>X</td><td>Services to Students</td></tr> <tr><td></td><td>SLO/SAO Process</td></tr> <tr><td>X</td><td>Technology Use</td></tr> <tr><td colspan="2">*Curriculum will also be addressed in Part 2 (Curriculum Review).</td></tr> <tr><td colspan="2">**Facilities will also be addressed in Question H.</td></tr> </table>		Partnerships/Outreach		Curriculum*		Enrollment Management		External Factors		Facilities,** Supplies and Equipment (Including Software)		Financial/Budgetary		Human Resources		Learning Support		LPC Planning Priorities https://goo.gl/LU99m1		Pedagogy	X	Professional Development	X	Services to Students		SLO/SAO Process	X	Technology Use	*Curriculum will also be addressed in Part 2 (Curriculum Review).		**Facilities will also be addressed in Question H.	
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<p>Implementation committee to prepare for successful implementation in Fall 2017.</p> <p>Status: Completed and ongoing</p> <p>The Las Positas Common Assessment Implementation committee met several times last year and identified stakeholders for the upcoming implementation. Due to the delay, the committee has suspended meetings until the CAA implementation date is confirmed by the CCCCCO.</p>	
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>The main impact to students as stated in Question B is to make adjustments and tailor the regular open scheduled assessment sessions to better meet the needs of the Early Admissions High School Students.</p> <p>In the Spring 2017 term, the Assessment Center added additional sessions compared to the previous year. Sessions were offered in the evenings and on weekends. Students were required to make appointments for the assessment sessions to keep the eliminate the wait time for Early Admissions high school students to test.</p> <p>Student no-show rates for the 2017 were extremely low and students seemed to be happy with the appointment system and the convenience of testing on evenings and weekends.</p>	<p>Mark an X next to each area that is addressed in your response.</p>
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<p>**Facilities will also be addressed in Question H.</p>	

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>The Assessment Center staff currently consists of the Assessment Specialist and one student assistant. This has proven to be an obstacle to achieving plans and goals in the following ways. The Assessment Center runs sessions 12 months a year, and must close when the Assessment Specialist takes vacation or is ill because of lack of staffing. As assessment is a core service, closing the Assessment Center due to lack of proper staffing is a disservice to students.</p> <p>The Assessment Center would like to provide on-site assessment services for the local community. However, the assessment center faces the challenge of providing testing off-site and keeping the Assessment Center at Las Positas open simultaneously. One solution to this staffing issue would be to create a part-time permanent Counselor II position to assist the Assessment Specialist run assessments both at Las Positas and off-campus. Having an additional staff person in the Assessment Center would also guarantee that assessments would be available to students at all times and the center would not need to close due to staffing issues.</p> <p>In addition, the Assessment Center provided testing for 3700 students in the 2016-2017 year, up from 3191 the previous year. If this trend continues, the Assessment Center could potentially provide testing for 4218 students in the 2017-2018 year and additional help will be required to provide this essential core service to our students.</p>	Mark an X next to each area that is addressed in your response.	
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	**Facilities will also be addressed in Question H.	

F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<p>The Assessment Center has several new and continuing plans for the 2017-2018 year.</p> <ol style="list-style-type: none"> 1. Continue to provide support for the Math faculty during the implementation of the new multiple measures for Math assessment. 2. Provide smooth implementation of the Next Generation Accuplacer assessment program as the current Classic Accuplacer program sundowns in Fall 2018. 3. Continue to attend conferences and workshops regarding the implementation of the CCCA. 4. Provide assessments for local high school 	Mark an X next to each area that is addressed in your response.	
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	X	Services to Students
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	X	Technology Use
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G. 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).

The Assessment Center does not have any long term plans at this time.	Mark an X next to each area that is addressed in your response.	
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

The Assessment Center does not have any facilities needs at this time.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

The Assessment Center supports the College’s mission in that we provide initial assessments in English, Math, English as a Second Language, Chemistry, Spanish and French to incoming and continuing students. The purpose of the assessments are to ensure that students are enrolling in the appropriate level class, as we do not want students to self-select classes that may be too difficult for them, and we do not want students to enroll in classes that may have material that they have already covered. Therefore the Assessment Center supports student success in their completion of transfer, degree, basic skills, career-technical and retraining goals by ensuring the optimal initial placement level for each individual student.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <https://goo.gl/b59nCy>)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Assessment Center
Text of the CSLO, SAO, or PSLO: Upon completion of the student’s interaction with the Assessment Center the student should be able to understand assessment testing policies and procedures.
Describe the quantitative or qualitative results: Pre-Assessment instructions: 79% of students surveyed indicated the pre-assessment instructions were more than adequate. 16% of students surveyed indicated the pre-assessment instructions were adequate.

<p>2% of students surveyed indicated the pre-assessment instructions were somewhat adequate. 3% of students surveyed indicated the pre-assessment instructions were not applicable.</p>
<p>Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:</p> <p>The Assessment Center would like to improve upon this SAO as all students should have a complete understanding of Assessment instructions. One way to improve is to expand on the initial group instructions provided to students during testing. Another way is to provide individual instructions to students who require more help outside the assessment center so as not to disturb students who are testing. The Assessment Center could also utilize the overhead projector to provide visual instructions for students who may be more visual than auditory learners.</p>
<p>What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?</p> <p>This is the first semester we have analyzed this SAO, we will continue with another survey in Spring 2018.</p>
<p>Course Name, Program Name or Student Service Area: Assessment Center</p>
<p>Text of the CSLO, SAO, or PSLO:</p> <p>Upon completion of the student's interaction with the Assessment Center the student should be able to understand the next steps in the matriculation process.</p>
<p>Describe the quantitative or qualitative results:</p> <p>Post-Assessment instructions (next steps in matriculation): 74% of students surveyed indicated the post-assessment instructions were very satisfactory. 24% of students surveyed indicated the post-assessment instructions were satisfactory. 2% of students surveyed indicated the post-assessment instructions were not applicable.</p>
<p>Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:</p> <p>The Assessment Center would like to improve the percentage of students in the very satisfactory range of this SAO. The Assessment Center would be able to address this issue with creating a new post-assessment flyer, and creating a next-steps section on the web-site. The Assessment Center will also include next steps in the initial instructions so that students can receive the information both prior to and after assessment.</p>
<p>What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?</p> <p>This is the first semester we have analyzed this SAO, we will continue with another survey in Spring 2018.</p>

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Assessment Center
Text of CSLO/PSLO/SAO: Upon completion of the student's interaction with the Assessment Center, the student should be able to understand the next steps in the matriculation process.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. N/A

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area: Assessment Center
Text of CSLO/PSLO/SAO: Upon completion of the student's interaction with the Assessment Center the student should be able to understand assessment testing policies and procedures.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. N/A

**Section Two: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

**Section Three: 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 not represent unnecessary duplication of other training programs 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?