

PROGRAM REVIEW Fall 2017

Program: WLDT - Welding Technology

Division: CATSS – Don Carlson, DEAN

Date: Fall 2017

Writer(s): Scott A Miner – Welding Faculty

SLO/SAO Point-Person: Scott A Miner – Welding Faculty

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

- Our department is very proud of our Fall 2016, 537.5 productivity number considering we teach primarily CTE lab classes with more than 1,100+ WSCH, 90%+ retention rate and 100%+ fill rate.
- In Spring 2017, our 434 productivity number was a decrease because in the Spring we offer more advanced courses that have lower individual fill rates. We continued to teach primarily CTE lab classes with more than 1,100+ WSCH, 90%+ retention rate and 100%+ fill rate as well. We try to pack in as many students as safely possible to get the greatest utilization we can from the college equipment we are honored to be stewards for.
- Student Headcount remained consistent.
- Course enrollments increased slightly
- Female enrollment declined which could be due to offering more career oriented course sections and fewer Welding for the Arts (WLDT 71) GE sections which are ~ 20% Female. There was a corresponding increase in Male students.
- While overall headcount for students 25 and older remained consistent, there was a shift to slightly older students 30 and above.
- While diversity does exist in the department's students, White, Latino and Multicultural students are the majority as has been in the recent past.
- The enrollment status of the students is similar in the past years, with an increase in the number of returning students.
- With respect to educational goal, there has been a slight decrease in Transfer and AS headcount with a corresponding increase in Job Training goals.
- We are seeing slight increases in the student's educational level of a BA/BS or higher, and increase of High School students with a slight decrease in students who identify as Freshmen.
- We saw a slight increase in Student Success and a slight decrease in Completion Rate.
- The labor market for our skilled trade is strong with many employers contacting the college to seek entry level skilled hands. Some employers have presented at the college about their opportunities for employment.
- Many students are finding part-time welding jobs that fit around their schedule in the \$16-25/hour range.

- Union apprenticeship programs are actively seeking candidates and some students have found success. Math is the barrier to most that follow this route.

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).

<ul style="list-style-type: none"> • Community Partnership/Outreach Participated in the first ever Livermore Innovation Fair. Our department manufactured and passed out to the public, student hand-made Rosie the Riveter bracelets manufactured from recycled/upcycled copper water pipe. Students demonstrated sustainability, manufacturing and metallurgy all in one simple project. Our booth was in front of the Bankhead Theater. Manufactured a large aluminum frame for use by the Valley Spokesmen Bicycle Club. Student veterans in the engineering tech program and welding students collaborated to complete the project. The club reached out to the college as they were unable to find exactly what they wanted and the custom made part form a commercial operation would have been cost prohibitive. This was a service learning opportunity that paid many rewards. The department did some welding on components for the Save Mount Diablo organization. The steel components were for one of the many opens spaces they are caretakers for in the east bay. An Eagle Scout project to help build benches for the East Bay Regional Park system has followed as well, with contacts from Save Mount Diablo. Worked with Tri Valley ROP to offer WLDT 70 Intro to Welding in the Livermore High School welding lab. The focus is on attracting students into welding as well as offering then a viable afterschool program. This class is now being taught for credit by the high school Agriculture instructor. • Curriculum The AS Degree and Certificate were updated in the Spring of 2017. 19 course outlines were updated in Spring 2017. 6 new courses were created including Construction Safety, where a student will earn an OSHA 10 certification in construction safety, a wallet card good for life, in more ways than one. One class in Blueprint Reading for Industry, and 3 more in Beginning through Advanced Laser Welding. Finally, the first of its kind at LPC, Welding Summer Camp, where high school students can earn one unit of welding college credit towards their degree in a summer welding lab experience manufacturing a smoker 	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1"> <tr><td>X</td><td>Community Partnerships/Outreach</td></tr> <tr><td>X</td><td>Curriculum*</td></tr> <tr><td>X</td><td>Enrollment Management</td></tr> <tr><td>X</td><td>External Factors</td></tr> <tr><td>X</td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr> <tr><td>X</td><td>Financial/Budgetary</td></tr> <tr><td>X</td><td>Human Resources</td></tr> <tr><td>X</td><td>Learning Support</td></tr> <tr><td>X</td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr> <tr><td>X</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>X</td><td>SLO/SAO Process</td></tr> <tr><td>X</td><td>Technology Use</td></tr> </table> <p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p> <p>**Facilities will also be addressed in Question H.</p>	X	Community Partnerships/Outreach	X	Curriculum*	X	Enrollment Management	X	External Factors	X	Facilities,** Supplies and Equipment (Including Software)	X	Financial/Budgetary	X	Human Resources	X	Learning Support	X	LPC Planning Priorities https://goo.gl/LU99m1	X	Pedagogy	X	Professional Development	X	Services to Students	X	SLO/SAO Process	X	Technology Use
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BBQ. In all 25 course outlines were created or updated last year.

Articulated three of our WLDT courses with the Engineering program at San Francisco State. SF State has very few manufacturing labs on campus and has students travel off site to take labs. Our classes will offer LPC Transfer students a leg up on their counterparts at other schools that don't offer manufacturing class material.

- Enrollment Management

Added one more section of the WLDT 62AL lab classes exclusively has helped with the impacted 62AL labs. The additional section of the class filled to about 90% capacity.

- External Factors

Passage of Measure A may make some of the long term facility needs of the department a reality in the future. Specifically new lab space to replace our existing 40+ year old welding lab. An outdoor yard covered from the weather would be the hope as well. Both areas are described in the 2012 FMP and in previous program reviews and updates dating back to 2007. The needs for also Advanced Manufacturing spaces(makerspace?) for machine shop work, additive manufacturing and CNC equipment is also showing strong desire from advisory board/industry in welding and engineering technology. Students are asking about these technologies.

- Facilities/Equipment

Our essential needs for facilities are listed above and will be restated in section H below. With respect to equipment, Our desire for a robotic welding cell is still strong. The cost is about \$90K. New equipment as replacements to cut plate and sheet metal would be desirable, both manual and automated. We have constant voltage and constant current welding power supplies in need of replacement as they wear out. There is a constant need for hand tools and measuring equipment. New tools to support our emerging laser welding classes would be a plus. We have hopes to expand upon the few machine tools we have to an introductory machine shop class to serve many trades. Equipment for pipe and tubing as well as layout equipment too. Manufacturing equipment used to support our manufacturing processes class series will increase student success. Finally, the need for Safety equipment and upgrades is constant.

- Financial/Budget

We have added a few sections and headcounts have increased over the last few years, but the budget has remained the same. Gas costs, our primary expense have increased and any help would be appreciated. Our materials fees for students are working well for metal supplies and no need to increase those are needed at this time.

- Human Resources

We have request through the non instructional position request process for increasing our existing 24 hour

instructional assistant to 40 hours for a number of years. This position serves both Auto and Welding in the evenings and weekends. It can never get high enough on the list to be funded, because this position does not serve a campus wide audience. The selection process favors positions that serve many and there seems little path forward with this in the near future. We will continue to submit the request.

- Learning Support

Please see Human Recourses above.

- Professional Development

Department Technician took classes in CNC plasma cutting. Instructors attended local American Welding Society Technical events including the National Welding Educator Seminar. Instructor attended Cal Poly Materials Engineering Advisory Board meetings. Instructor renewed Certified Welding Inspector certification.

- Planning Priority

Actively advocating for CTE tutoring services. What role does a makerspace have in tutoring CTE students? Is a makerspace just another term for CTE tutoring center. I have tried to take a faculty lead role in the Makerspace concept as well. Leading a flex day workshop on CTE tutoring needs of faculty.

- Service to Students

We continue to excel on working with welding students with special needs. Last year we worked with a student in a wheelchair and a student who was deaf. Both of these disabilities create extremely challenging conditions with faculty and student. We feel we do exceptionally well creating opportunities for special populations.

- Pedagogy

More group projects and as much service learning as we can find from external sources.

- Technology Use

Our department is becoming more data driven and technology focused as automation increases needs.

- SLO Process

We need to get better and need to involve more adjunct effort in this area.

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<ul style="list-style-type: none"> Curriculum The AS Degree and Certificate were updated in the Spring of 2017. 19 course outlines were updated in Spring 2017. 6 new courses were created including Construction Safety, where a student will earn an OSHA 10 certification in construction safety, a wallet card good for life, in more ways than one. One class in Blueprint Reading for Industry, and 3 more in Beginning through Advanced Laser Welding. Finally, the first of its kind at LPC, Welding Summer Camp, where high school students can earn one unit of welding college credit towards their degree in a summer welding lab experience manufacturing a smoker BBQ. In all 25 course outlines were created or updated last year. <p>Articulated three of our WLDT courses with the Engineering program at San Francisco State. SF State has very few manufacturing labs on campus and has students travel off site to take labs. Our classes will offer LPC Transfer students a leg up on their counterparts at other schools that don't offer manufacturing class material.</p> <ul style="list-style-type: none"> Professional Development Department Technician took classes in CNC plasma cutting. Instructors attended local American Welding Society Technical events including the National Welding Educator Seminar. Instructor attended Cal Poly Materials Engineering Advisory Board meetings. Instructor renewed Certified Welding Inspector certification. Enrollment Management Added one more section of the WLDT 62AL lab classes exclusively has helped with the impacted 62AL labs. The additional section of the class filled to about 90% capacity. 	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.	

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).

<ul style="list-style-type: none"> Curriculum We have updated our curriculum to bring everything current with industry standards. We are proud of our 6 new course offerings. Beginning, Intermediate and Advanced Laser Welding will open up the doors to new tech jobs in the area of advanced manufacturing, advanced materials and biomanufacturing. Our Welding Summer Camp class offers High School students the opportunity to earn college credits during a series of summer workshops focused on manufacturing. Our Construction Safety short-course serves an industry need for anyone wishing to work in or around the construction trade. OSHA certification in safety will be a take-away for every successful student. Finally, the Print Reading 	Mark an X next to each area that is addressed in your response.
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	Financial/Budgetary

for Industry class will serve the needs of welding, auto, engineering and engineering tech students.	Human Resources	
	Learning Support	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<ul style="list-style-type: none"> • Facility Aging facility with limited space and infrastructure. • Budgetary Inflation in the cost of shielding gasses, increased students, increased usage. • Enrollment Management Pipe welding section cancelled, pushed some students back 8 months to a year in graduation/completion. May need to add CAH for additional WLDT 63 section Layout and Fitting to accommodate engineering tech student as well as welding enrollments. • Human Resources Could use the extra support in the evenings and weekends with extra 16 hours a week to bring our instructional assistant on full time. • Technology Lack of robotic welding and other orbital welding automation technology. CNC Equipment of all types. 	Mark an X next to each area that is addressed in your response.
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F. Short Term Planning: What are your most important plans (either new or continuing) for next

year?

<ul style="list-style-type: none"> • Rolling out our new courses, degree, and certificate. • Developing career certificates focused on specific welding technologies and welding inspection. • Developing the infrastructure to support an American Welding Society Accredited Testing Facility • Increasing the use of Canvas in our teaching • Maintaining a safe workplace 	Mark an X next to each area that is addressed in your response.	
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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).

<p>Passage of Measure A may make some of the long term facility needs of the department a reality in the future. Specifically new lab space to replace our existing 40+ year old welding lab. An outdoor yard covered from the weather would be the hope as well. Both areas are described in the 2012 FMP and in previous program reviews and updates dating back to 2007. The needs for Advanced Manufacturing spaces(makerspace?) for machine shop work, additive manufacturing and CNC equipment is also showing strong desire from advisory board/industry in welding and engineering technology. Students are asking about these technologies.</p>	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.

Passage of Measure A may make some of the long term facility needs of the department a reality in the future. Specifically new lab space to replace our existing 40+ year old welding lab. An outdoor yard covered from the weather would be the hope as well. Both areas are described in the 2012 FMP and in previous program reviews and updates dating back to 2007. The needs for also Advanced Manufacturing spaces(makerspace?) for machine shop work, additive manufacturing and CNC equipment is also showing strong desire from advisory board/industry in welding and engineering technology. Students are asking about these technologies.

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 welding technology program directly supports the following components of the college mission:

Meets the academic needs of students pursuing welding and more advanced degrees, as well as students interested in completing General Education work

Challenges students intellect by exploring the technical aspects of welding and discovering there is more to it than just a bright light

Prepares students for career entry and advancement as well as retraining of displaced workers
Provides a venue to explore creativity and express that through art, while meeting the academic requirements of General Education coursework

Prepares students to meet their personal development goals for career entry and advancement as well as retraining for a career change

Provides the students with a good work ethic and understanding of what is expected in society

and the workplace

Partners with the local business and organizations to promote the welfare of its students and economic health of the Tri-Valley area, our State and our Nation

Cultivates in students the willingness to adapt to change in the workplace

Cultivates students to be engaged, responsible and productive contributing members of our community

Cultivates in students the concept of lifelong learning and continuous improvement in everything they do

Excellence in welding, being the best at what we do, is our focal point of everything that we do. Welding demands perfection, we must strive for the best from within, using all the available resources and assets at our disposal. We continue to serve a diverse population both from the students that are following a career pathway intended to finally secure employment in the welding field, to the artist with a grand imagination, to the hobbyist with a hot rod and ambitions to go the speed of sound, to the person that is considering alternate forms of energy that need skills and knowledge to make their dreams become reality, to the person that's just exploring welding and trying to find themselves because they have not felt excepted elsewhere in life and they think there is some spark of hope here. We adapt as needed our teaching style and equipment needs to meet the needs of a diverse range of disabilities or learning difficulties. Welding serves all these needs and countless more. For some, welding is a doorway to another world never imagined, an unknown path to the area of materials engineering, materials science, welding engineering or other engineering, science or advanced technology degrees in other areas .

Welding meets the transfer, degree, career-technical, and retraining goals specifically called out in the college mission.

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

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

Not Applicable

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: Welding Technology Program
Text of the PSLO: Operate Safely in a welding workplace environment.
Describe the quantitative or qualitative results: 0 reportable accidents in welding shop/courses during the reporting period.
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: We are proud of the safety culture we promote in our classes. A student may struggle to learn how to gain the welding skills, but everyone can be taught to operate safely. We use standard tests supplied by the American Welding Society and spend more than a week of class time devoted to safety before any work in the lab commences. We plan to continue doing what we have done in the past.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement? There were no changes to student achievement. When we are talking about Safety, 0 accidents is something that should be maintained not changed, The students have changed in the sense they are now aware of the potential hazards and deploy personal protective equipment to remain safe in class and beyond. We hope we are teaching a skill set that lasts a lifetime.

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: PSLO
Program Name: Welding Technology
Text of CSLO/PSLO/SAO: Skills Necessary to pass an industry standard certification test.
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed. SLO's from WLDT 61AL, 61BL, 62AL, 62BL, 69A & 69B all require one or more welding certification tests at their completion.

**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.

None – All new effective Spring 2018

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.

None – All new effective Spring 2018

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.

Not Applicable

**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).

TOP Code: 0956.50 - Welding Technology

SOC Codes: 51-4121 - Welders, Cutters, Solderers, and Brazers; 51-4122 - Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders

Summary Based on Demand and Supply: The following tables illustrate the total supply and demand for occupations within the Welding Technology discipline at Las Positas College. The Centers of Excellence Community College Consortia (COECCC) data projects **273 annual Welding Technology based job openings** between 2015-2018. The COECCC data reports a total of **69 Welding Technology based completers per year** from 2012 to 2016, **yielding a demand of 204 openings per year of the combined occupations** (SOC Codes). Geographic Coverage: SF Bay Area.

(Source: Data compiled by and used with the permission of the Centers of Excellence Community College Consortia. More information available at www.COECCC.net).

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

We held advisory board meetings in the Fall and Spring. We are pursuing recommendation in the area of technical math class development, further expansion of advanced manufacturing efforts as well as terminal testing for welding certification(s) for all completers of the program. Confirmation from industry that our PSLOs are correctly focused, certification of skills, safety first in everything.

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?

Base Year: 2015-2016

Enrollments: LPC 559; EastBay 483; Entire Bay Area 339; State 340. LPC's enrollments exceed the EastBay, Entire Bay and State.

LPC Completions: LPC 7; EastBay 7; Entire Bay Area 4; State 8. LPC's completions meet or exceed the EastBay, Entire Bay Area however not the State. To increase completions, faculty will encourage students to complete paperwork to earn their certification/degree; faculty will encourage Student Services to effectively implement DegreeWorks; and, our new degree and certificate offerings should clarify and simplify the process of completion by making the certificate and degree more customizable by the student to better suit their interests.

LPC Transfer: There are insufficient data to calculate 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?

There are insufficient data to calculate 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?

Base Year: 2014-2015

Students employed in the Fourth fiscal quarter: LPC 63%; EastBay 74%; Entire Bay Area 70%; State 67%. LPC's employment rates do not exceed the EastBay, Entire Bay Area, and State. To increase employment rates, the program faculty will reach out to employers in the region to increase opportunities for students. Equally program faculty will encourage the administration at LPC to institutionalize an employment center for students and employers to meet.

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?

Base Year: 2014-2015

Increased Earnings: LPC \$11413; EastBay \$10750; Entire Bay Area \$10087; State \$7623. LPC's increase in student earnings exceeds the EastBay, the Entire Bay Area and the State. To increase earnings, LPC will expand employment opportunities for students with high paying employers.

Median Change in Earnings: LPC 42%; EastBay 39%; Entire Bay Area 50%; State 54%. LPC's median change in students' earnings exceeds the EastBay however not the Entire Bay Area nor the State. Program faculty will attempt to recruit higher wage employers.

