

## PROGRAM REVIEW Fall 2019

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**Program:** Kinesiology & Athletics

**Division:** BHAWK

**Date:** 10/18/19

**Writer(s):** Andrew Cumbo, Sue Cumbo

**SLO/SAO Point-Person:** Sue Cumbo

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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 Kinesiology Discipline includes five full time faculty over ten part time faculty members, two full time equipment technicians, and a part time student assistant in that same office. Our athletic department has nine intercollegiate athletic teams who compete in the Coast Athletic Conference. Our Dean has made a strong effort to increase communication with all of the faculty members and coaches. There has been an increase in email communication and also face to face meetings. We are aggressively adding courses, certificates and IER requests to bolster our offerings to the students. We are also engaged in community outreach through fundraisers such as sports camps and the holiday tree & wreath program.

- 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>

Our student head count and course enrollments increased in a year from 162 to 172 and 737 to 737 respectively.

We also had more females enrolled in athletics from 52 to 75 and the addition of intercollegiate women's volleyball most likely played a part in this increased enrollment.

We also had an increase in the Latino population in athletics from 46 to 57.

KIN AAT-GE almost tripled last year from 5 to 13.

KIN AAT-IGETC was the same as last year, with 2 degrees completed.

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**

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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.**

Instruction:

Higher productivity has been reached.

- 499.78 WSCH/FTEF (Productivity for fall '19)
  - 475.43 for summer and fall 2019 trending towards 480 for the year which represents a stabilization of productivity for the KIN discipline after seven (7) years of decline.

New courses written:

KIN FG 1,2,3: Footgolf 1,2,3

KIN FGS 1,2,3: Footgolf Summer 1,2,3

KIN CT1: Circuit Training

KIN GBW2: Guts and Butts 2

KIN OM1: Optimal Movement 1

KIN Golf 4

KIN Archery 1

KIN Sports Psychology has been updated and is now a DE course.

Through RAC we also received a number of new equipment that we can use for instruction. Some of the items include, new dumbbells, exercise mats, exercise bands, stationary cycles, weight lifting platforms, basketball and soccer ball shooting machines.

Facilities:

- The synthetic turf field to be resurfaced, and also building in the plans on new construction under the new bond. The new construction will help increase our course offerings, increase productivity and also increase revenue on campus through sport camps and outside rentals.

Our program requires continued maintenance, repair, and replacement of existing facilities and equipment for both activity courses and Intercollegiate Athletics.

We are a program that is very heavy on equipment. Without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings, student learning will decrease.

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>		
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<b>x</b>	Course Offerings		Financial/Budgetary	LPC Collaborations	SLO/SAO Process
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**E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?**

Instruction:  
 Professor Sue Cumbo is diligently working on updating and writing KIN SLO's. She is the SLO coordinator for our division and has been informed that we have a considerable amount of work to be done with our SLO's. To date she has created or revised over 75 SLO's for our division. We are still in the process of updating curriculum and changing our activity units to 1 units, and we are also creating new curriculum. Some of which include Specifically, Archery 2, 3, 4 and making our Lifeguarding Class a hybrid one, which will be supported by the American Red Cross.

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
<b>x</b>	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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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.**

Staff:  
 A need for a larger institutional support to ensure that all online course content (e.g., in Canvas) are web accessible.

Instruction / Facilities:  
 We recently acquired weightlifting platforms for our weight room. Our department needs to write new course offerings in order to utilize this equipment. Our faculty would benefit from professional development training in Olympic/Power lifting techniques and safety. Filtered water fountains should be put in rooms 202 & 203. Additional equipment needed for course are the following: Hex bar, barbell pads, circular resistance bands, BOSU balls, measuring tapes, BIA measuring devices, skin calipers and scrimmage pennies for our team sport courses.

Our program requires continued maintenance, repair, and replacement of existing facilities and equipment for both activity courses and Intercollegiate Athletics. We are a program that is very heavy on equipment. Without resources to maintain what we already have or purchase new/replacement equipment to meet our diverse offerings, student learning will decrease. Some examples of new equipment items that the faculty has mentioned are: multiuse sports nets, archery, IER #1 – Rescue tubes, spineboard, replacement straps and head immobilizers for spineboards, CPR mannequins, AED trainer, first aid training kit, Epi-Pen trainer, tourniquets for training, Timing system replacements. Timing console, touchpads, touchpad caddy, finish buttons, Water Polo training belts (weight belts). Yes, it seems like a bad idea to put a weighted belt on

someone in the deep pool! But they work well, Backstroke flags for the pool, Kickboards and fins for swim classes, Weight benches and more weight for platforms, soccer goals, speed and fitness equipment.

Also, we are looking into having our diving board stands resurfaced and painted. They are chipping, worn, and corrosion is very evident.

We are also trying to add an additional 3Meter board and stand so we have two 3Meter and two 1Meter boards, which are require to host certain events.

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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.**

Staff:

The need for additional drivers to transport the student-athletes to their away contests.

Instruction:

Creating new curriculum and updating current curriculum. Specifically, Archery 2, 3, 4 and making our Lifeguarding Class a hybrid one, which will be supported by the American Red Cross.

Also we will need to acquire additional equipment for the students to use.

Facilities:

Continue to support and communicate with the architects who are currently in the process of updating the team rooms.

Continue to support and communicate with the architects who are currently in the process of resurfacing the synthetic field.

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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).**

Staff:

The need for additional drivers to transport the student-athletes to their away contests.

Instruction:

Creating new curriculum and updating current curriculum. Acquiring additional equipment for the students to use.

Facilities:

Continue to support and communicate with the architects on the construction of a new softball and soccer complex which includes team rooms and a satellite athletic training room. Be prepared to discuss our needs and vision for new building construction for a new building which will include a new gym.

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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.laspositascollege.edu/research/outcomes.php>

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

Did your program meet its program-set standard for successful course completion?

**YES**  no

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

**B. SLOs/SAOs:** Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): KIN CYCL 1 – CYCLING CONDITIONING 1
<b>SLO</b> or SAO: Students will be assessed on their ability to safely and effectively use acceptable riding posture while seated on the stationary cycle.
Describe the quantitative or qualitative results: 100% of the students mastered this SLO.
Discuss any actions taken so far (and results, if known): Instructor uses the “Tell, Show, Do” method the posture and technique while seated. Instructor assesses posture and provides positive and constructive feedback when needed regarding safe and effective posture.
Discuss your action plan for the future: NA

**C. Program SLOs (Degree/Certificate granting programs only):** Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

**D1. SLO/SAO Progress Review:** To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. 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.

- KIN 18B
- KIN 40A
- KIN 40B
- KIN 40C
- KIN AB
- KIN AAE
- KIN FNF2
- KIN OM1
- KIN SI2
- KIN UF4

**D2.** This question has been removed.

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

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

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

**Goals for SCFF Projects**

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

**F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.**

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

NA

**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?**

Increasing completion of degrees and certificates  
 Increasing transfers and transfer readiness

**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?

**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).

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

**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.**

KIN AIE	Adapted Individualized Exercise
KIN AQA	AQUA AEROBICS
KIN AAQE	Adapted Aquatic Exercise
KIN AQA	AQUA AEROBICS
KIN AWT	ADAPTED WEIGHT TRAINING
KIN HHA	HIP HOP AEROBICS
KIN TK1	TAE KWON DO 1
KIN TK2	Tae Kwon Do 2
KIN TK3	Tae Kwon Do 3
KIN UF1	ULTIMATE FRISBEE 1
KIN UF2	ULTIMATE FRISBEE 2
KIN UF3	ULTIMATE FRISBEE 3
KIN UF4	ULTIMATE FRISBEE 4
KIN VB1	VOLLEYBALL BEGINNING
KIN WP1	Water Polo 1
KIN WP2	Water Polo 2
KIN WP3	Water Polo 3

**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.**

Curriculum was written and approved for 6 levels for a new course called Footgolf. Three of these levels are specific for the summer, and the other three are for the Fall & Spring semesters. We are currently in the process of changing our non-intercollegiate KIN activity courses to 1 unit, rather than a .5 - 2.0 unit range. This change supports the student population by offering activity courses that they can use towards completion.

**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.**

The newly written Fitness Instructor Certificate goes live this semester, Fall 2019.  
Sports Management is now offered as a DE course.

**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).

Athletic Trainer: Yes there is still a demand in the labor market.

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

Yes it has and there will be another advisory board meeting this semester.

**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?

NA – New certificate

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?

NA – New certificate

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?

NA – New certificate

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?

NA – New certificate