GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

Program Integrated Planning and Review

Administrative Services

Program Name:	Career Education and Workforce Pathways Division
Academic Year:	2019 - 2020

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Gavilan College
Administrative Services Program Planning and Review
Academic Year 2019-20

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GAVILAN COLLEGE | RESEARCH, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

Purpose, Standards and Resources

Purpose

The fundamental purpose of ongoing, Program Integrated Planning and Review (PIPR) is to maintain and if possible improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular, systematic assessment. The ultimate beneficiaries of program integrated planning and review are our students and the community we serve.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Development of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Program leadership continuity of expertise (e.g., a department chair change)
- A baseline for the integrated planning process and cycle
- Assessment of Program viability
- Accreditation compliance; board policy / administrative procedure compliance (c.f. BP/AP 4020)

Another purpose of the process is to focus available resources—staff time, budget, technology, space - on the achievement of goals and objectives intended to maintain or improve effectiveness of the program itself, but also the programs' contribution to the College's Strategic Plan. Achieving some objectives requires resources over and above what is available, which means that a resource request is necessary. But achieving others requires no extra resources—only the reallocation of existing ones

 Whenever this symbol appears, consider creating a goal on this topic in your three year planning grid at the end of the document.

Resources:

Please refer to the accompanying PIPR Handbook which you can find here. In addition, there are links and paths to information throughout the document.

Program Plan and Review Timeline

When	Description	Participation
2019 Aug	Program Lead training, including website 'tour', GavDATA and other data site overview.	PIPR Chair All Program Leads in Review Cycle
Sept	Program Lead provides budget codes to PIPR for submission to Business Office (Sept 20).	Program Lead
Sept - Nov	Program Lead seeks assistance from support team, department faculty, Dean, others to gather information for report (on-going, as needed). Write Program Report draft (Sept 2 – Nov 15).	Program Lead
Nov	Initial draft due to peers (Nov 15). Peers review report, make suggestions, and identify areas of improvement. Sign off on last page of report (No later than Nov. 22). First Draft revision begins (Nov. 19).	Program Lead Peer Review Team
Dec	2nd draft due to Dean to review, request additions/ clarifications (Finals Week).	Program Lead Supervising Admin
2020 Feb	Dean-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Dean signs and forwards completed report to PIPR (Jan 27-31). If report needs revision, Dean returns to Program Lead.	Program Lead PIPR Supervising Admin
Feb - March	**If needed**, Program Lead makes edits as needed to report (Feb 3-28). Final report sent to Dean for approval and signature (March 2-6). Dean forwards approved document to PIPR (March 13).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (Feb 3 – May 22).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June-Aug	Final reports submitted to President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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A. Executive Summary

(Complete this section last).

1. Please provide a brief executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees **(300 words or less)**.

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Gavilan College offers 30 degrees and 26 certificates in the Career Education (CE) division. Career Education programs meet labor market demands for the community and are reviewed annually based on performance indicators in the Vocational Technical Education Act (VTEA) Core Indicators. In addition, all Career Education departments are monitored by local advisory committees which include employers and external agencies. The programs receive input from advisory members which guides instruction.

Each program maintains applicable industry standards and prepares students for employment and as applicable, qualifies them to take state and local certification/licensure exams that may be required for employment. Through partnerships with businesses in the community, Gavilan College offers Work Experience programs for students to earn credit while in an unpaid or paid position in the field. A number of CE programs have external accrediting agencies that report results of the success rate of Gavilan graduates that take the licensure exams. CE program faculty and the college monitor success rates on these examinations.

Licensure and other professional certifications are conducted by organizations outside of Gavilan College after College programs prepare students to take the exams. Cosmetology and Esthetics licensing is administered by the California Board of Barbering and Cosmetology. Once students meet state requirements, they are eligible for the examination. In the Aviation Department, students complete Gavilan's courses in preparation for taking their final testing through the FAA (Federal Aviation Administration). This process is regulated by FAA FAR Part 65 & 147

Through program performance evaluation, advisory committee guidance, partnerships, and adherence to industry standards and licensure requirements, Gavilan College ensures that graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

B. Program Mission and Accomplishments

Gavilan College Mission Statement

> *Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.*

1. Provide a brief overview of the program and how it contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement **(300 words or less)**.

Gavilan College Career Education (CE) prepares students for rewarding careers in their chosen field of study. Programs provide opportunities for students to obtain an education that reflects the needs of the community. The CE division is responsive to the needs of business and industry and anticipates changes and trends in employment demands in the surrounding communities. The Career Education division provides students with the skills and opportunities necessary to survive and thrive in today's competitive business world. Students completing CE programs at Gavilan are in high demand in the job market and are better able to provide for their families and themselves.

Research indicates that over 75% of all new jobs require post-secondary education, making occupational training more important than ever. Gavilan College is responding to the expanding demands for highly trained workers and for the needs of workers who wish to change careers.

Response and follow-up to previous program reviews

On the **PIPR website**, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

2. Briefly describe the activities and accomplishments of the department with respect to
        a) Each goal since the last program plan and review and
        b) PIPR recommendations.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

IEC Recommendation or PIPR Program Goal	Accomplishment
CE Counselor will provide counseling and career pathway advisement for at least 427 CE students per year.	Met
Develop a CE Institute. Goals would be to increase success, retention and persistence of students in the CE programs and ensure a pipeline of students into Gavilan's CE programs.	Yes, the CE division has a dedicated full-time counselor to serve CE students. The intent of the institute was to have a full-time dedicated counselor.
Participate in Strong Workforce Program (SWP) activities both locally and regionally.	Yes. SWP continues to fund development of new programs, supplementing the improvement and expansion of CE programs. Techer Preparation Pipeline, Law Pathway, Water Resource Management, Drone, Hospitality, HVAC, Cement Industry Management (CIM) 2+ 2 with Chico State University and others as they emerge in the CE division including Construction Management(CM).

3. Have the services of your program changed over the past three years? Please explain **(300 words or less)**.

Additional courses, degrees, and certificates have been added to the CE Division. Others are currently in the works. Examples are: HVAC program which began offering courses in Fall 2019 and Construction Management courses which are in the planning stages and will be articulated with CSU, Chico's program. As outlined in the college's Educational Master Plan; courses/programs in advanced manufacturing/welding, information technology technician, medical records and health information technician, phlebotomy, and biotechnology are in the development stages.

Gavilan College has established a new Career Technical Information partnership with Chico State University to offer a "2+2" program for Gavilan College business majors, leading to a bachelor's degree in Concrete Industry Management (CIM) at Chico State. Students will complete an Associate Degree in Business at Gavilan College and then transfer to CSU Chico to major in CIM. A similar model is being developed for Construction Management with Chico State.

Dual Enrollment (High Step model) continues to expand the CTE curriculum areas offered at the local high schools to create seamless pathways for high school students into the CE programs at Gavilan College.

C. Program Overview

N/A

D. Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement. **If your area does not regularly interface with or provide direct services to students, skip to question 5.**

1-3. N/A

4. How many students did your area serve (if you don't have an exact count, please provide an estimate)? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years **(200 words or less)**?

Path: GavDATA→ Program Review/ Equity→D4. Milestone Tracking Summary

> N/A

5. Refer to your previous three-year plan for your stated outcomes and initiatives that were evaluated. Using your previous plan, consider and comment on the following questions.

- o What were the measured outcomes of specific initiatives over the past three years?
- o What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
- o What indicators are you measuring?

(300 words or less)
> Refer to B.2.

6. In your area, what goals need to be set and what initiatives need to be developed to support success and retention **(200 words or less)**?

> NA- area does not work directly with students but supports CE programs

Consider setting goals toward these initiatives in your Three-Year Program Plan at the end of this document.

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males (African American, Asian, White, Two or More Races, and First Generation), Students with Disabilities, Veterans and Foster Youth.

7. How can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data **(200 words or less)**.

Path: GavDATA→Program Review/ Equity→D7. Disproportionate Impact with Margin of Error by Year →Filter by Year

Contact your support team for any needed assistance in using GavDATA.

> A review of the data shows that the CE division is below the college average for course completion rates for African-American Males (2018-19 -11, 2017-18 -5, and 2016-17 -15); and Foster Youth (2018-19 -15, 2017-18 -10, and 2016-17 -15). However, the program exceeds the college average for Veterans (2018-19 +7, 2017-18 +6, and 2016-17 +1).
>
> One recent avenue that is being pursued to help increase student success is the Improving Online CTE Pathways Grant. Areas targeted include AJ, BOT, CD, CSIS, DM, WTRM, and General Business. The Grant's "overarching goal is to improve employment equity by enabling and empowering low income and underrepresented students to access high and higher wage career pathways and jobs, or to develop skills to advance in their current job." This grant works to: increase access to existing online certificates, credentials or programs; improve quality of existing online certificates, credentials or programs; and create online programs using industry content, Zero Textbook Cost Materials, and Open Educational Resources. The timeline for this one-year grant is July 1, 2019 thru June 30, 2020.

8. BP 3420 (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program.

How does your department align with the District's Equal Opportunity Board Policy? Helpful Question: How do you plan to address EEO outcomes in your employee hires **(300 words or less)**?

> CE Division follows district HR processes for all hiring practices. Targeted advertisement in industry journals and places of business focus on CE area in need of faculty.

9. N/A

10. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires **(200 words or less)**?

> The CE Division follows HR guidelines for employment. Recruitment for faculty is done through local business and industries.

11-12. N/A

curriQunet

Click Link above and go to Intranet page in My.Gav

13. Are your SAOs mapped in curriQunet?

Yes: ☐   **No:** ☒

14. Are your SAOs up to date in curriQunet AND on the reporting website (←requires your email log-on)?

Yes: ☐   **No:** ☒

15. Have your SAOs been assessed in the last five years?

Yes: ☐   **No:** ☒

16. Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes: ☐   **No:** ☒

17. If you answered no to any of the above questions, what is your plan to bring SAOs into compliance **(200 words or less)**?

> Career Education as a division has not had SAO's. SAO's to be developed in 2020-2021.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Outcomes Assessment

Review Outcomes data located in the Course and Program Reports for your area (path below).
After you have examined your results, reflect on the data you encountered.

18-19. N/A

Path: Gavilan College Intranet → Program Planning →Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Administrative Services →Select program

Services Area Outcomes (SAO)
20. What is your set goal for SAO success for each SAO **(200 words or less)**?

> N/A. To be developed in 2020-2021.

Institutional Learning Outcomes (ILO)
21. How do your SAO support the college ILOs? Be specific **(200 words or less)**.

> N/A. To be developed in 2020-2021.

Gap Analysis
22. Are you meeting your SAO success goals? What patterns stand out in your results? If your SAO results are lower than your goals, what are your plans to improve them **(200 words or less)**?

N/A. To be developed in 2020-2021.

 Consider addressing this in your Three-Year Program Plan at the end of this document.

E. Curriculum and Course Offerings Analysis

N/A

F. Program and Resource Analysis

Program Personnel

1. Please list the **number** of Full and Part Time faculty, staff and/ or managers/ administrator **positions** in this program over the past three years. Focus on your individual program.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
2017-18	F= 92, S=9, M=1	F=15, S=7	F=77, S=2	19% FT fac
2018-19	F=72, S=7, M=1	F=10, S=5	F= 62, S=2	15% FT Fac
2019-20	F=71, S=7, M= 1	F=9, S=5	F=62, S=2	15% FT Fac

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee **(200 words or less)**?

> No reassigned time currently or projected. Retirements may need to be replaced and new full time faculty should be considered for CE programs as needed. Cosmetology, HVAC and Water Resource Management for example.

Program Productivity Measurements

2. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out columns 1, 3 and 4.**

1. Academic Year	2. Total Number of student contacts (refer to D.4.)	3. Total allocated budget	4. Total spending	5. Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	$15,000	$14,500	$20.28 per student
2016-17	NA	304,721	317,105.83	
2017-18	NA	365,425	375,137.76	
2018-19	NA	370,052	377,245.06	

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results **(200 words or less)**.

> Program expenditures are within reasonable limits of the allocations. Work experience will continue to increase due to the emphasis of the Strong Workforce Program to include experiential learning into the educational programs. Internship opportunities for our students will continue to increase with the expansion of the College Central Network online job board platform and the efforts of the CE SWP Senior Program Specialist and other CE staff.

3. N/A

Evaluation of Resource Allocations

4. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?   For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Funding Source	Academic Year	Purpose of Funding	Result
$340,391 (CE Dean's Budget)	General Fund (GF)	2019-2020	CE Division operating costs	In process.
Year 3 funds 853k local, 458k regional	Strong Workforce Program (SWP)	2018-2020	Meet SWP metrics	In process and meeting metrics set by state.
40k	Career Technical Education (CTE) Transitions	2019-2020	Increase pathway from HS to Gavilan	Pathways identified via marketing campaign.
143k	Vocational Technical Education Act (VTEA)	2019-2020	Supplement CE programs	Identified programs receiving supplemental funding for program improvement.

Integrated Planning and Initiatives

5. What other areas is your program partnering with (i.e. guided pathways, grant collaboration) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three **years (200 words or less)**?

> Through the efforts of the Career Education Pathway Consortium(CEPC) which includes members from local high school CE representatives, Gavilan CE credit and non credit staff and faculty and contract ed staff, the focus has been strengthening the pathways from high school to CE programs. The CEPC group meets monthly to discuss strategies and identify activities leading to a seamless pathway from high school to Gavilan CE programs.   The CE Division is also involved in several grants, including the most current, Improving Online CTE Pathways Grant. Areas targeted include AJ, BOT, CD, CSIS, DM, WTRM, and General Business. The Grant's "overarching goal is to improve employment equity by enabling and empowering low income and underrepresented students to access high and higher wage career pathways and jobs, or to

develop skills to advance in their current job." Child Development and Educational Studies is one of the programs leading the way, piloting the Guided Pathways partnership.

The pathway created by the partnership with CSU Chico to offer a "2+2" program for Gavilan College business majors, leading to a bachelor's degree in Concrete Industry Management is another new venture.

Gavilan CE is participating in several Bay Area California Community College regional joint venture projects including Law Pathway, NetLab, Teacher Preparation Pipeline, Cyber Patriot Camps, Aviation Maintenance Technology, and HVAC,

Development of construction management courses whose curriculum is aligned with Chico's program to allow for a seamless transition by students to the 4-year pathway. CM is a part of Gavilan's Strong Workforce Plan for year 2 and 3 funding.

In the works is the possibility of providing an employment seminar with Bay Works in our service area. The Business Department has revamped their Associate Degree to provide a single degree with several options.
This streamlining will enhance student success. The units have been reduced and the program options are now focused on specific interest areas.

VTEA and CTE Transition grants have been ongoing.

Three year goals include expanding partnerships with business and industry partners and strengthening programs and developing at least 2 new programs at the new San Benito site.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Other Opportunities and Threats

6. Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. Helpful Question: What are the departmental plans for the next three years **(200 words or less)**?

The CE division will need to stay flexible in responding to trends and employment demands in the communities it serves. Strong Workforce Program goals will continue to drive the focus of the work of the division. The State is a strong advocate for maintaining SWP as ongoing categorical funds.

Emerging industry segments which may become a part of the CE Division, and are outlined in the College's Education Master Plan, include advanced manufacturing/welding, information technology technician, medical records and health information technician, phlebotomy, and biotechnology. The HVAC program which began offering courses in Fall 2019 and Construction Management courses which are in the planning stages and will be articulated with CSU, Chico's program is also a part of CE. Welding(beginning and intermediate and non credit) classes have been approved and are ready to be offered.

The CE Division will continue to monitor labor market data and use that information to guide their program development especially at the San Benito site and any changes that may be made.

Consider addressing this in your Three-Year Program Plan at the end of this document.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment. **All replies should consist of 100 words or less**.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Is there a need for expanded support services (i.e. tutoring or math lab at the off-sites, in the evening, etc.) in your area? Indicate how it would support the college mission and college goals for success and completion.

3. What, if anything, is your program doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

Example Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

	Goal One sentence limit.	Connection of Goal to Mission Statement, **Strategic Plan** and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
E X A M P L E S	Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Dean, Special Programs	None	December 2021	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
	Decrease average response time for IT requests from three days to two days	Mission statement: Actively engages students Strategic Plan: Goal 2: Improve Efficiency SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff.	Implement new workflow management software	Director of Information Technology	$7,500 for software package	September 2020	Compare average response times from one year before software implementation to one year after implementation

Program and Collaboration Three-Year Program Plan Goal Setting Worksheet

Career Education Division

**Personnel-related requests must follow the hiring practices of the appropriate area and will not be considered through Program Review

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal** One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Credential attainment	Mission: Innovative practices in both traditional and emerging environments. SP: Increase proportion of CE grads in employment field of study by 1/3.	Counseling transcript audits annually to review for unclaimed credentials.	CE Counselor	5k SWP	August 2023	Annual transcript review performed- identify # of completions attained from transcript audit.
Increased earnings	Mission: Innovative practices in both traditional and emerging environments. SP: Increase proportion of CE grads in employment field of study by 1/3.	Develop and expand programs at the new Hollister site (at least 2 new CE programs) that lead to increased earnings.	CE Dean, Dept. Chair, Program faculty	SWP allocation to be determined	August 2023	CTEOS annual report.

Program Signature Page

Program being reviewed: **CE Division**

Date: Click here to enter text.

How to use form:

Role	Name	Assignments/ research assigned, if any	Date and Initial upon **final** review
Team Lead/ Chair	Sherrean Carr		
Supervising Admin	D. Pescarmona		
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		12-2-19
PIPR Support Team	Simone Reyes		