



# GAVILAN COLLEGE

*Research, Planning, and  
Institutional Effectiveness*

## Program Integrated Planning and Review

### Instruction

Program Name:	HVAC
Academic Year:	2019-2020

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# Gavilan College

## Program Integrated Planning and Review

### Instruction

Academic Year 2019-20

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# 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 (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	<b>If needed</b> , 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).

The Heating, Ventilation and Air Conditioning (HVAC) Technology program is one of six new regional Career Education (CE) programs established at Gavilan College as a part of the State of California Strong Workforce Funding (SWF) initiative, which is intended to expand quality community college CE and workforce development courses, programs, pathways, credentials, certificates and degrees, leading to high demand, high wage jobs in the region.

The program was established in Fall 2019 as a result of feedback from a task force which met throughout Fall 2016 to identify strategies. There has been a lot of community partners show interest in the program. Local 393 the pipe fitter's union from San Jose and Local 467 the pipe fitter's union from San Mateo attended our open house. Also, J & J Air Conditioning and Cushman Wakefield were in attendance. All were looking to recruit our students.

There is a shortage of talent in the HVAC industry. Once a person finishes our program, they should have no problem finding gainful employment. The annual gap between demand and supply from HVAC programs is about 1,325 in the region and 290 in the Silicon Valley sub-region. The two top-paying municipalities for HVAC services are in California: San Rafael, CA: \$75,940 (annual average salary) and San Jose-Sunnyvale-Santa Clara, CA: \$75,470. The program is anticipating 6 graduates the first year, 15 graduates the second year and at least 30 graduates per year after that.

Our goals for the next 3 years are: (1) Assess and report course SLOs and program PLOs, including mapping SLOs, PLOs and ILOs. (2) Create a new EPA certification class.

The program looks forward to achieving these goals and working with our local industry partners as we prepare students to enter the HVAC field.

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## 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 how the program 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's HVAC program is a part of the Career Education Division and is designed to prepare students to enter the Heating, Air Conditioning, and Refrigeration Technology field. Instruction includes both theory and practical application with heating, air conditioning, and refrigeration machinery and with electrical equipment, as well as the related mathematics. Students who complete the program will have the knowledge and skills essential for employment in a variety of careers; including AC Technicians, Heating Technicians, Refrigeration Technicians, HVAC Mechanics, and HVAC Installers.

Upon completion of the program our students will have the ability to earn a living wage which is very tough to do in the greater bay area. The students are learning skills that will make them employable anywhere in the world. It is a profession that is in high demand.

### 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
- Each goal since the last program plan and review and
  - 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
N/A as this program started Fall 2019.	

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

N/A as Fall 2019 is the official hard start of the HVAC program.



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## C. Program Overview

1. List program degrees and certificates under this department according to the [college catalog](#).

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

Certificate of Achievement – Heating, Ventilation, and Air conditioning
Associate in Science – Heating Ventilation, and Air Conditioning

2. List any collaboration you have had with external community stakeholders, for example – advisory committees, articulation agreements, community partnerships, etc. If this does not apply, enter N/A. (200 words or less).

The program is supported by the San Jose City College/Gavilan College HVAC Advisory Committee, who approved the Gavilan College HVAC Certificate of Achievement and Associate of Arts degree at their March 1, 2018 meeting. The program will receive ongoing oversight and guidance from the Committee which is comprised of leading industry employers, college faculty, and program staff.

The program is also supported by the Bay Area County College Consortium (BACCC) who gave approval for Gavilan's HVAC program at their April 1, 2018 meeting.

Local 393 the pipe fitter's union from San Jose and Local 467 the pipe fitter's union from San Mateo attended our open house. Both unions were looking to recruit students. Also, J & J Air Conditioning and Cushman Wakefield attended our open house, they were also looking to recruit our students. Partnerships with these industries will aid the program as they move forward from their inaugural year.

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## 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 CCCCCO Scorecard by 2022.

### Success

The following questions refer to data regarding student achievement.

**Path:** [GavDATA](#) → Program Review/ Equity → D1. Course Success Rates by Group

Find your discipline's course success information. Consider your department success rate trends over the last three years. Compare your overall-success to the college average.

1. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

This course is brand new, last year was a soft start for the program. This year is the hard start and the department will have applicable data after that.

Now find your division persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

**Path:** [GavDATA](#) → Program Review/ Equity → D2. One Year Persistence Rate

2. Are these rates what you expected after comparing with the college average? Are there any large gaps? Is there anything surprising about the data? What trends are suggested by the data (200 words or less)?

The completion rate per class for the Spring semester is lower than we had expected, part of the issue was the lab was not fully functional.

3. What are your set goals for course success? Do your individual course and department rates meet this goal? Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

**Path:** [GavDATA](#) → Program Review/ Equity → D3. Course Rates by Unit

Our goal for the program success rate is 80 percent for the first several years. Once the program is fully established and a full-time faculty member is hired the completion percentage should be around 90 percent. A full-time faculty member brings consistency to the program.

4 – 6: N/A



**Consider addressing success goals 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. Using the path above, locate your program in GavDATA. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

**Path:** [GavDATA](#) → Program Review/Equity → D7. Disproportionate Impact with Margin of Error by Year. Locate your department. Filter by Year

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

No data available in GavDATA as this is the first year of the program. There is a shortage of women in the trades. Recruiting women into the industry has been challenging. This problem is nationwide and has been a tough one to address. There are tons of employment opportunities for women in the industry.

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)?

There is such a shortage of talent in the HVAC industry. Once a person finishes our program, they should have no problem finding gainful employment. Faculty and students in the program need to reflect the general population.

9. Find your Distance Education success information. If distance education is offered, consider any gaps in success rates between distance education and face-to-face courses. Do you notice any trends? Do these rates differ?

**Path:** [GavDATA](#) → Program Review/ Equity → D9. Course Success Rates → Locate your department. Filter by Delivery Methods

Helpful question: If disparity exists, how do you plan on closing the achievement gaps between distance education and face-to-face courses (300 words or less)?

Distance education does not work well for HVAC. There needs to be a lab portion to the program.

10. N/A

## Conferred Award Trends

11. Review the number of certificates and/ or associate degrees awarded in your program. Please supply the number of degrees and certificates awarded for the past three years. For reference, review the "[Majors by Program, 2008-2019](#)" for declared majors by year, unduplicated headcount.

**Path:** [GavDATA](#)→Program Review and Equity→D11. Count of Degrees and Certificates Awarded

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

Year	Degree/ Certificate	Goal for Completion	Actual Degree Completion
2018	None		
2019	None		
2020		6	

12. What is your set goal for degrees and certificates awarded? Do your totals meet this goal? Helpful question: If your totals for degrees/ certificates awarded are lower than your goals, what are you plans to improve them (200 words or less)?

The programs first graduating class will be Spring 2020. We are expecting approximately 6 graduates for the first cohort. The second year should be approximately 15 graduates and from year 3 on the department should have at least 30 graduates per year.



**If your totals for degrees/ certificates awarded are lower than your goals, consider addressing this in your Three-Year Program Plan at the end of this document.**

### [curriQunet](#)

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

13. Are your SLOs, PLOs and ILOs mapped in [curriQunet](#)?

**Yes:**                       **No:**

14. Are your SLOs and PLOs up to date in [curriQunet](#) AND on the [reporting website](#) (←requires your email log-on)?

**Yes:**                       **No:**

15. Have all of your SLOs and PLOs been assessed in the last five years?

**Yes:**                       **No:**

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

**Yes:**                       **No:**

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

This program is one year old. The SLO's were completed by the instructors but have not been logged in curriQunet as the instructors need to gain access.



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

## Learning and Outcomes Assessment

Review Learning 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. Please address the student learning outcomes (SLO), program outcomes (PLO), and institutional outcomes (ILO) in your analysis.

### Student Learning Outcomes (SLO)

**Path:** Gavilan College Intranet → [curriQunet](#)

18. What are your individual course goals for SLO success? If you don't have set goals, what should they be? Helpful question: If your SLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Our course goals are to teach students skills that are applicable in the industry. Our advisory board members reviewed our SLO's prior to starting the course. All of our SLO's are related to skills our students must obtain to be successful in the industry.

### SLO Disaggregation

19. How do your SLO results vary across your courses? Are there any patterns that stand out (200 words or less)?

The students have been very successful in accomplishing the SLO's set forth in each course. The toughest SLO is the EPA licensing. We will have a 100 percent success rate for Fall 2019.

### Program Learning Outcomes (PLO)

**Path:** [Gavilan College Intranet](#) → Program Planning → Student Learning Outcomes Assessment Reporting → Program Level SLO (Far left) → Instructional → Select program

20. What is your set goal for PLO success? Helpful question: If your PLO results are lower than your goals, what are your plans to improve them (200 words or less)?

Providing students with the knowledge and skills essential for employment in the HVAC industry.

### Institutional Learning Outcomes (ILO)

21. How aligned are your SLOs and PLOs to the ILOs (200 words or less)?

They have not yet been aligned.

22. N/A



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

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## E. Curriculum and Course Offerings Analysis

### Curriculum Analysis

1. Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to propose (200 words or less).

Yes, we plan on creating a stand-alone class for EPA certification. The benefit of doing a stand-alone course is that we can offer it to people already in the industry.

2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).

All classes are brand new and will be taught within a 3-year time span.

### Course Time, Location and Delivery Method Analysis

Using the copy of the Master Schedule from [Argos](#), find the information regarding when, where, and in which method the courses in this program are taught.

**Path:** Gavilan Intranet→Argos→Gavilan Schedule→Schedule by Division and Department→Select term, division and your department then press 'run dashboard'.

**To Create a PDF of your results above:** After obtaining results, go to the top of the screen: Reports→Schedule Reports by Division and Dept svc→Run

#### **Location/Times/Delivery Method Trend Analysis:**

3. Consider and analyze your location, time, and delivery method trends. Are classes offered in the appropriate sequence/ available so students can earn their degree or certificate within two years? Are courses offered face-to-face as well as have distance education offerings? Are they offered on the main campus as well as the off-site areas? Different times of day? (300 words or less).

Most of our students work full time and are on their second career path. So, nights are the best option for them. In the future we should look towards morning classes for the students directly out of high school. Weekends may also be an option in the future.



**Consider goal creation around more efficient and beneficial locations, delivery method and/or time of day trends in your Three-Year Program Plan at the end of this document.**

## F. Program and Resource Analysis

### Program Personnel

1. Please list the **number** of Full and Part Time faculty in this program for the past **two** years

\* **Path:** [GavDATA](#) → Program Review/ Equity → F1. Faculty workload (FTEF) by Full-time/ Part-time → Find Program

Academic Year	Number of Full Time faculty	Number of Part Time faculty	Faculty Workload* FT PT	Overall FTEF*
Example	3	7	FT: 7.2 or 39.9% PT: 10.4 or 57.6%	8.63
2018-19	0	4	FT: PT: No data available.	No data available.
2019-20	0	4	FT: PT: No data available.	No data available.

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

The whole state is hurting for HVAC instructors. The program would run a lot smoother and would have better consistency and retention if there was a full-time faculty member. If there is not funding for a full-time faculty member then the department should look at assigning someone as a faculty coordinator. This would ensure all program reviews, budget justification and SLO's are submitted in a timely manner.

### Departmental Productivity Measurements

2. Use the Enrollment Trends section of your Program Review Data Sheet to determine information for below. Please review and enter data for the past three years.

\* **Path:** [GavDATA](#) → Program Review/ Equity → F2. Enrollment Variables and Trends → Find Program

Year	Total FTEF	Total FTES*	Productivity *(WSCH/FTEF)	Total Dept. Allocated Budget	Total Departmental Spending
Ex: 1999	7.1	153	377	\$385,462	\$366,273
2017-18	N/A	N/A	N/A	N/A	N/A
2018-19	No data available.	No data available.	No data available.		\$12,583.62
2019-20	No data available.	No data available.	No data available.		

Your Program Cost per FTES average is: Not available based on the data provided.

College-wide Cost per FTES average is: \$7,203.44

Statewide Funding per FTES: \$3,727.00

3. Evaluate your program cost per FTES. Is your cost in alignment with your FTES generation? If not, what improvements can be made (200 words or less)?

N/A as no data was available on GavDATA.

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
Ex: \$10,000	Equity	2017-18	Purchase text for students in Math 5	83% of students turned homework in on time, an increase from 72% in 2016-17
N/A	N/A	2017-18	N/A	N/A
\$660,000	Strong Workforce Program (SWP)	2018-19	Facilities renovation, equipment, curriculum, total program development costs.	The HVAC program will have its first graduating class in Spring 2020 with approximately 6 graduates. The second year should produce approximately 15 graduates.
		2019-20		From year 3 on the program should have at least 30 graduates per year.

## 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)?

Our advisory board can provide feedback to the program on what the industry needs are. This information can help the instructors prepare the students for success. We have had a lot of community partners show interest in the program. Local unions and non-union facilities, who are looking to hire our students, can provide us with information about the skills the students need to be successful.

Local 393 the pipe fitter's union from San Jose and Local 467 the pipe fitter's union from San Mateo attended our open house. Both unions were looking to recruit students. Also, J & J Air Conditioning and Cushman Wakefield attended our open house, they were also looking to recruit our students. Again, these organizations will be helpful in providing information about industry needs.

The program will look for assistance from Gavilan's CE Counselor and CE and Strong Workforce Senior Program Specialist to assist with student enrollment, possible internships, and job placements.





**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)?

N/A at this time as the program just started this Fall 2019.



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

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## G. Career Education Questions

### External Regulations

1. Does your program have external regulations and/ or accreditation requirements? If yes, list the regulatory body. What is your current status? When is your next renewal **(200 words or less)?**

Our students must receive an EPA License to work with refrigerants. The license is section 608 under the federal clean air act. We offer this license exam here on campus.

### Employment

The following questions can be answered using the labor data from Cal-PASS Plus on [Launchboard](#). **You will need to create an account before accessing [Launchboard](#).**

**Path:** Once you have a Launchboard account, go to the main page, hover over the Community College tab, and from the drop down menu select 'Launchboard'. On the next screen, scroll down to 'Doing What Matters' and press on the 'Explore' button under Strong Workforce Program. Now enter Gavilan College, your program TOP code, and the latest academic year in the cells provided to gather information regarding your program.

2. Are students obtaining and keeping gainful employment in their field **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Job Closely Related to Field of Study' AND 'Employed in the Fourth Fiscal Quarter after Exit' for information.

N/A

The annual gap between demand and supply from Environmental Control Technology (HVAC) programs is about 1,325 in the region and 290 in the Silicon Valley sub-region. Even when only the demand for the Heating Air Conditioning and Refrigeration Mechanics and Installers occupation is used, and compared to the supply from Environmental Control Technology (HVAC) programs, there is still an undersupply of about 580 in the region and 69 in the sub-region. This is according to the Heating Ventilation and Air Conditioning (HVAC) Occupations Labor Market Information Report, March 2018.

3. What percentage of students is attaining a living wage **(100 words or less)?**

**Path:** Under the Strong Workforce Program Metrics page (path listed above), click 'Attained a Living Wage' for information.

N/A

"HVAC is also a relatively lucrative field, paying a mean annual wage of \$48,320, with a median hourly wage of \$22.07, significantly higher than the median hourly wage for all occupations, which is \$17.81 (BLS 2017). Not surprisingly, HVAC professionals' average salary fluctuates by region, industry, level of experience, and source of data." According to the BLS (BLS 2016), California is the second highest top-employing state. Employing 25,360 HVAC specialists. "Additionally, the two top-paying municipalities for HVAC services were located in California (BLS 2016): San Rafael, CA: \$75,940 (annual average salary) and San Jose-Sunnyvale-Santa Clara, CA: \$75,470." [www.labormarketinfo.edd.ca.gov](http://www.labormarketinfo.edd.ca.gov)

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# 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. What training does your program provide for faculty and/ or classified professionals regarding professional development?

Last year two instructors attended an HVAC Trade Show and Conference. Many vendors are present displaying state of the art technology and new innovative ideas. Much can be learned from the conferences.

2. Is there a need for more faculty and/ or classified professional support in your area? Please provide data to justify this request. Is there a need for expanded support services (i.e. counseling, security, 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 department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of the continually changing constituencies, and reflect the make-up of our student body.

4. Provide any additional information that has not been mentioned elsewhere in this program plan, if necessary.

## Review Process Feedback

1. 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 Three-Year Program Plan Goal Setting Worksheet

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

**E  
X  
A  
M  
P  
L  
E  
S**

<p style="text-align: center;"><b>Goal</b></p> <p>One sentence limit.</p>	<p>Connection of Goal to Mission Statement, <a href="#">Strategic Plan</a> and SAO Results.</p> <p>Use one sentence for each item.</p>	<p>Proposed Activity to Achieve Goal</p> <p>One sentence limit.</p>	<p>Responsible Party</p> <p>One sentence limit.</p>	<p>Fund amount requested.</p> <p>If a collaboration, what % required from each partner?</p> <p>If applicable, list each budget partner / source separately</p>	<p>Timeline to Completion</p> <p>Month / Year</p>	<p>How Will You Evaluate Whether You Achieved Your Goal</p> <p>Two sentence limit.</p>
<p>Increase proportion of EOPS students completing degrees by five percentage points</p>	<p>Mission statement: engages students of all backgrounds. Strategic Plan: Goal 4 SAO Results: Outcome 1; 76% of students completed 3 counseling visits</p>	<p>Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule</p>	<p>Dean, Special Programs</p>	<p>None</p>	<p>December 2021</p>	<p>In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase</p>
<p>Eliminate ENGL1A course success rate achievement gap between Foster Youth and general student population</p>	<p>Mission statement: Supports innovate practices Strategic Plan: Goal 4: Improve Equity SLO Results: No direct connection</p>	<p>Partner with EOPS to create a Foster Youth ENGL1A intervention team</p>	<p>Chair, Department of English</p>	<p>None</p>	<p>September 2020</p>	<p>Compare foster youth success rates in ENGL1A before the intervention and after implementation of the intervention</p>

## Three-Year Program Plan Goal Setting Worksheet

### HVAC

**\*\*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, <a href="#">Strategic Plan</a> 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.
Assess and report course SLOs and program PLOs, including mapping SLOs, PLOs and ILOs.	Mission Statement: build their full academic potential. Strategic Plan Goals 1 and 2: increase achievement and improve efficiency. SLO Results: No direct connection.	Secure access to the reporting website and enter the data that has already been gathered from the courses that have been taught and map as needed. As each course is taught, assess SLOs and then assess PLOs.	HVAC Faculty, SLO/PLO Faculty Liaison	\$150 per course x 6 courses = \$900. \$200 per degree/certificate x 2 = \$400.	May 2020 for courses already taught and assessed. May 2021 for new courses. May 2022 for PLOs.	Review of SLO and PLO reporting site.
Create a new EPA certification class.	Mission Statement: engage students to build their full economic potential. Strategic Plan Goals 1 and 3: increase achievement and improve employment. SLO Results: No direct connection	Write and gain approval for new EPA certification course.	HVAC Faculty	\$500 for course development.	December 2021	Curriculum will have been developed, approved, and ready for class schedule.

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## Signature Page

Program being reviewed: **HVAC**

Date: [Click here to enter text.](#)

### How to use form:

Sign off after final review and no later than:  
Peer Reviewers: Nov. 27, 2019  
Dean: Mar. 6, 2020

Role	Name	Assignments/ research assigned, if any	Initial and Date upon final review
Team Lead/ Chair	Susan Dodd/ Jeff Gopp		
Dean			
Peer Reviewer			
Peer Reviewer			
Student			
PIPR Support Team	Sydney LaRose		12-2-19
PIPR Support Team	Simone Reyes		