

COMPREHENSIVE PROGRAM REVIEW TEMPLATE

I - MAIN

Overview

Academic Year: 2025-2026

Originator: Brian Charles Tagg

Division: Division 50 - Career Technical Education

Department: HVAC

II - CO-CONTRIBUTORS

- 1) William Wise
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III - PROGRAM MISSION AND ACCOMPLISHMENTS

Gavilan College Mission Statement: *Through equitable access and comprehensive support in a welcoming inclusive environment, Gavilan College guides students of diverse backgrounds to achieve academically and pursue lifelong learning. We prepare students for transfer success, career advancement, and meaningful community participation.*

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 theoretical and practical applications with heating, air conditioning, and refrigeration machinery and electrical equipment, as well as 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.
2. On the [PIPR website](#), locate and review your previous program plan and subsequent annual updates. After reviewing, enter your previous goals below and comment on the progress/accomplishments of each goal. (Enter each goal separately)

EPA 608 Testing Certification: EPA 608 Training and Certification testing was included in HVAC 205 class and provided students with opportunities to take the licensing exam.

Find embedded tutors in all HVAC classes: As of Spring 2026, we have two student employees hired to help in the classroom with lab setup and student support

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

No, there are six courses totaling 24 units required to complete the HVAC program.

PROGRAM REQUIREMENTS: (24 UNITS)

HVAC201 Basic Electrical Theory 4

HVAC202 Basic Refrigeration 4

HVAC203 Heating Systems 4

HVAC204 Air-Conditioning and Heat Pumps 4

HVAC205 Commercial Refrigeration and Ice Machines 4

HVAC206 HVAC Controls 4

IV - STUDENT AND PROGRAM OUTCOMES

College Goal for Student Achievement

The following questions refer to data regarding student achievement. To access program review data, go to the [Program Review Data Matrix website](#).

1. **(Instructional Only)** Find your program's course success information. Consider your program success rate trends over the last three years. Compare your overall success to the college average. 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?

HVAC Program Executive Summary

Gavilan College – Gilroy Campus
2024–2025 Academic Year

Program Growth Snapshot (4-Year Trend)

Over the past four years, the HVAC program has experienced significant and sustained growth:

- **Unduplicated Headcount:** ↑ 86%
- **Enrollment:** ↑ 248%
- **Sections Offered:** ↑ 100%
- **WSCH:** ↑ 112%
- **FTEs:** ↑ 350%
- **Productivity:** Maintained strong performance at 518 WSCH/FTEF

This growth reflects increasing regional demand for HVAC training and the program's expanding capacity to serve students pursuing high-wage, high-demand careers.

2024–2025 Key Metrics (Current Year Performance)

Metric	2024–2025
Unduplicated Headcount	80
Total Enrollment	209
Sections Offered	8
Weekly Student Contact Hours (WSCH)	1,368
FTEs	45
FTEF	2.6
Productivity (WSCH/FTEF)	518

The program is operating at **high enrollment capacity and strong instructional efficiency**, generating 45 FTEs with only 2.6 FTEF.

Alignment to SMART Completion Goal

SMART Goal:

Increase HVAC associate degrees, certificates, and skill set completions by 20% by Spring 2029 (baseline 2024–2025).

Connection to Enrollment Growth:

- A 248% increase in enrollment and 350% increase in FTES over four years creates a strong pipeline of students progressing toward completion.
- Increased sections and sustained productivity demonstrate scalable program infrastructure.
- Strategic investment is now needed to convert enrollment growth into higher credential attainment.

Enrollment growth has positioned the program for expanded completion outcomes; the next phase focuses on improving retention, persistence, and credential attainment.

Connection to Resource Requests

Given rapid program expansion, the following investments directly support increased completions:

1. HVAC Training Equipment Upgrade

Supports expanded sections and ensures students gain hands-on experience aligned with industry standards.

2. Instructional Supplies & Materials

Sustains lab-based instruction required for skill mastery and industry certification preparation.

3. Part-Time Lab Technician

Improves lab efficiency, safety oversight, and student support, critical as enrollment scales.

4. Industry Certification Support

Removes financial barriers and increases credential attainment rates.

Strategic Positioning

The HVAC program is demonstrating:

- Strong enrollment demand
- High productivity and efficient resource utilization
- Direct alignment with regional labor market needs
- Scalable infrastructure ready for targeted investment

With continued support, the program is well-positioned to translate enrollment growth into measurable increases in degrees, certificates, and workforce placement outcomes.

2. **(Instructional Only)** Now find your program's persistence information. Consider your retention rate trends over the last three years. Compare your overall retention to the college average.

HVAC Program Fall-to-Spring Persistence Summary

Gavilan College – Gilroy Campus 2021–2025

Fall-to-Spring persistence in the HVAC program has improved overall over the past four academic years, alongside steady growth in student headcount.

Enrollment & Persistence Trends

- **Headcount Growth:** Increased from 27 students (2021–22) to 54 students (2024–25), representing a 100% increase.
- **Persistence Rate:** Improved from 37% (2021–22) to 63% (2024–25).

While persistence fluctuated during the post-pandemic recovery period, the 2024–2025 rate reflects continued stabilization and improvement as enrollment expands.

Program Impact

The doubling of headcount combined with improved persistence demonstrates strengthening program stability and student engagement. Maintaining and further increasing persistence rates will be essential to achieving the program's goal of increasing HVAC degree and certificate completions by 20% by Spring 2029.

Targeted investments in instructional support, lab resources, and student services will help sustain upward persistence trends and convert enrollment growth into higher credential attainment.

3. 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.

Analysis of Fall-to-Spring Persistence Data

The HVAC program's Fall-to-Spring persistence rate of **63% in 2024–2025** reflects improvement compared to earlier years, particularly when compared to the 37% rate in 2021–2022. The upward trend suggests increasing program stability and improved student engagement as enrollment has grown.

When compared to typical community college persistence averages (often ranging between 65–75%), the program appears to be **approaching institutional norms**, though it may still sit slightly below the overall college average depending on current campus-wide data. If the college average exceeds 70%, this would indicate a modest but meaningful gap that warrants continued focus.

One notable observation is that persistence improved significantly between 2021–2022 and 2022–2023, dipped slightly in 2023–2024, and rebounded again in 2024–2025. This fluctuation is not unusual for a rapidly growing Career Technical Education (CTE) program, where increased enrollment can temporarily impact retention rates as infrastructure and student supports scale.

Trends Suggested by the Data:

- **Enrollment growth is strong and sustainable.**
- **Persistence is improving overall**, indicating strengthening student commitment and program effectiveness.
- Continued growth will require **intentional retention strategies** to ensure enrollment gains translate into credential completion.
- With targeted support (lab assistance, advising, certification pathways),

persistence rates could reasonably move into the 70% range, aligning more closely with or exceeding institutional averages.

Overall, the data suggest positive momentum, with opportunities for focused retention strategies to support the program's completion goal.

Success

The following questions refer to data regarding student achievement. To access instructional program review data, go to the [Program Review Data Matrix website](#).

4. **(Instructional Only)** What are your set goals for course success? Do your individual course and program 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)?

Our goal for course success is to maintain an overall success rate of **at least 70%**, while reducing equity gaps across disproportionately impacted student groups. From 2021–22 to 2024–25, overall course success improved from **62% to 67%**, reflecting steady progress but remaining slightly below the 70% target.

Equity data show continued gaps: in 2024–25, Latinx students achieved a 64% success rate compared to 75% for White students and 87% for Asian students. While success rates for Black, Latinx, and Filipinx students improved collectively from 59% to 65% over four years, disparities persist.

Success rate of white ethnic non-success reported as 22%, which need to be focused on with additional student tutoring support. HVAC class need to improve in enrolling back ethnic population along with college goals.

To improve outcomes, we will strengthen early alert interventions, embedded tutoring, culturally responsive teaching practices, and targeted outreach to students with higher non-success or withdrawal rates. Continued monitoring of disaggregated data will guide resource allocation and instructional strategies.

5. 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? (200 words or less)

In 2024–25, Career Education, Workforce & Educational Partnerships served **4,350 unduplicated students**, generating 8,630 enrollments and 1,270 FTES. Over four years, headcounts increased by 35.6% and FTES by 74.7%, reflecting significant growth in access and participation.

Overall course success improved to **94%**, up from 73% in 2021–22. While service-specific

comparison data are not isolated in this report, overall gains in success and productivity suggest that expanded programming, scheduling adjustments, and instructional support have positively impacted student performance.

Productivity increased from 539 to 803 WSCH/FTEF, indicating efficient scaling of instruction while maintaining improving student outcomes.

6. Given this information, how has your service or area supported student success and retention over the past three years? (200 words or less)

Over the past three years, the area has supported student success through expanded course offerings, improved scheduling efficiency, and increased instructional productivity. Enrollment grew 27% while FTES increased nearly 75%, demonstrating expanded access to career education pathways.

Course success improved from 73% to 94%, and non-success rates declined from 27% to 4%. Persistence and retention efforts, including clearer program pathways and workforce alignment, have contributed to these gains.

Demographic analysis indicates improvement among disproportionately impacted groups, though equity gaps remain. Continued focus on student engagement, retention strategies, and workforce-connected learning will support sustained progress toward completion and credential attainment goals.

7. In your area, what trends do you see and what initiatives need to be developed to support success and retention? (200 words or less).
Key trends include strong enrollment growth, rising productivity, and gradual improvement in overall course success. The student population remains predominantly Latinx (72%), with increasing representation among students 19 and under (32%) and students aged 40+ (21%).

While overall success improved to 94%, equity gaps persist across race/ethnicity and age groups. Withdrawal rates have increased slightly to 13%, indicating a need for earlier intervention and engagement strategies.

To support continued success and retention, the area will prioritize:

- Early alert and proactive advising systems
- Embedded academic and career support
- Equity-focused instructional practices
- Expanded student engagement and work-based learning opportunities

These initiatives will help convert enrollment growth into sustained persistence and completion of gains.

V - EQUITY

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

1. Examine your equity data over the last three years. Comment on what your program has done to address any differences or gaps in the past three years. What has worked? What has not worked? (200 words or less) 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? How can your area help increase disproportionate student success? (200 words or less)?

HVAC program equity gaps remain among identified disproportionately impacted groups, particularly males and African American students. In 2024–25, male students achieved a 68% success rate compared to 66% for females, showing improvement but fluctuating trends over time. African American student success has improved since 2021–22 but remains inconsistent due to small cohort sizes. Success rate of white ethnic non-success reported as 22%, which need to be focused on with additional student tutoring and retention support. HVAC class needs to improve in enrolling back ethnic population along with college goals.

The program has implemented clearer program pathways, increased faculty-student engagement, and strengthened early intervention strategies to support retention. Expanded hands-on learning and structured lab support have positively impacted engagement, particularly for students who benefit from applied instruction.

What has worked: consistent faculty outreach, structured lab time, and clearer sequencing of courses.

What has not worked: passive referral to tutoring without embedded support.

Contributing factors may include outside employment demands, financial pressures, and varying levels of academic preparation. Moving forward, the program will prioritize embedded tutoring, intrusive advising, flexible scheduling, and collaboration with DSPS and EOPS to reduce equity gaps and improve persistence among disproportionately impacted students.

2. **(Instruction Only)** 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? 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 has provided expanded access, particularly for working adults and non-traditional students. However, success rates in online courses tend to be slightly lower than face-to-face sections, particularly in technical and lab-based courses where hands-on instruction is critical.

Emerging trends suggest that students in fully online formats may experience higher withdrawal rates, especially among disproportionately impacted populations balancing work and family responsibilities. In contrast, face-to-face and hybrid formats show stronger persistence and engagement due to direct faculty interaction and structured lab environments.

To close achievement gaps between modalities, the program plans to:

- Increase hybrid course design, combining online theory with in-person lab practice.
- Implement regular faculty check-ins and structured milestones in online courses.
- Provide virtual tutoring and technology orientation modules at the course start.
- Monitor disaggregated distance education data each semester to identify early gaps.

The goal is not to reduce access, but to strengthen support structures so that online students achieve comparable outcomes to face-to-face cohorts.

3. Our 2023 Equal Employment Opportunity (EEO) Plan States: *“Gavilan Joint Community College District (District) is dedicated to proactively cultivating and sustaining a welcoming and inclusive work environment. The District aspires to be Diverse, Purposeful, Inclusive, and Equitable, as reflected in the District’s Principles of Community. The District values the worth and dignity of every person, the pursuit of truth, the acquisition of knowledge, and the nurture of democratic citizenship. These values provide the foundation for an environment of civility, honesty, cooperation, and professionalism.”*

What is your area doing to support district efforts in creating an inclusive college environment? With what programs are you partnering? Did you identify barriers and institute change? How are you creating/ ensuring diversity in your program or in the classroom? **(300 words or less)** *(Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.)*

Our area supports the District’s EEO Plan by fostering an inclusive, student-centered learning environment grounded in respect, equity, and workforce opportunity. We actively

partner with EOPS, DSPS, CalWORKs, and counseling services to ensure historically underserved students receive coordinated academic and career support.

Faculty integrate culturally responsive teaching practices and emphasize collaborative, hands-on learning environments that value diverse lived experiences. Industry guest speakers and employer partners reflect diverse backgrounds, helping students see themselves represented in career pathways.

We have evaluated classroom climate and lab environments to ensure they are welcoming, safe, and accessible, including clear safety protocols and inclusive language practices. Recruitment efforts focus on outreach to underrepresented communities, including high school partnerships and community-based organizations.

Barriers identified include financial hardship, transportation challenges, and limited awareness of career education pathways. In response, we have strengthened communication, improved pathway clarity, and expanded industry engagement to reinforce student belonging and career relevance.

4. How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

To support historically underserved students, the program will expand early alert systems, embedded tutoring, structured cohort models, and targeted outreach to disproportionately impacted groups. Partnerships with support programs will be formalized to ensure coordinated intervention strategies.

Regarding employee equity, we will support inclusive hiring practices by participating in diverse recruitment efforts, encouraging broad applicant pools, and aligning hiring processes with the District's EEO principles. Faculty professional development will emphasize equity-minded instruction and inclusive classroom practices.

By aligning instructional quality, student support, and inclusive hiring practices, the program aims to reduce equity gaps while fostering a diverse and equitable educational environment.

VI - LEARNING AND AREA OUTCOME

Have you reviewed all your Learning and Area Outcomes to ensure that they remain relevant for evaluating the performance of your area?

1. Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet? **YES**
2. Are your SLOs, PLOs or SAOs up-to-date in CurriQunet? **YES**
3. Have all of your SLOs, PLOs or SAOs been assessed in the last five years? **YES**

4. Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program? **YES**
5. If you answered No to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?
N/A

VII - OUTCOME ASSESSMENTS

Review Outcomes data located in CurricUNET Assessment Area. After you have examined your results, what do your findings suggest?

1. Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) **Review the SLOs or SAOs assessment data located in CurriQunet. What improvement do you plan to implement based on your assessment data and when will you implement these changes and how will you know they are successful?**
Update the SLO based on curriculum updates and based on college guidelines.
2. Institutional Learning Outcomes (ILO) **How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.**
They have not yet been aligned.
3. Are you meeting your SLO/SAO success outcomes? What patterns stand out in your results? If your SLO/SAO results are lower than expected, what are your plans to improve them?
Yes

VIII - CURRICULUM AND COURSE OFFERINGS 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).
There is a plan to offer EPA certification elective class. Also, a plan to expose students to Boilers.
2. Provide your plans to either inactivate or teach each course not taught in the last three years (200 words or less).
Each Class in the HVAC program has been taught in last 3 years
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).

There are 6 Core Classes required to earn a degree or Certificate.

All the 6 classes can be completed within two years.

The classes are offered in a face-to-face lab on the main campus, as well as hybrid distance education offerings.

Classes are offered Monday to Thursday and on Saturdays.

IX - PROGRAM AND RESOURCE ANALYSIS

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.

Click Add Item to enter information for each year

Select Year 1: 2025-2026

Number of Full Time Faculty: 0

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 2

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 2: 2024-2025

Number of Full Time Faculty: 0

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 1

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

Select Year 3: 2023-2024

Number of Full Time Faculty: 0

Number of Part Time Faculty: 2

Number of Full Time Classified Professional: 0

Number of Part Time Classified Professional or Student Worker: 0

Number of Full Time Manager, Confidential or Administrator: 1

Number of Part Time Manager, Confidential or Administrator: 0

2. 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)

N/A

3. Additional Comments: N/A

X - EVALUATION OF RESOURCE ALLOCATIONS AND PROGRAM EFFICIENCY

1. 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. Do this for the last three years.**

Select Year 1: 2025-2026

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$105,000

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$64,303

Select Year 2: 2024-2025

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$130,000

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$126,000

Select Year 3: 2023-2024

Number of Students Served. *How many students did your area serve in this year (if you don't have the exact count, please provide an estimate)?*

Total Allocation (Irrespective of Funding Source): \$75,000

Funding Source (**select all that apply**)

Unrestricted General Fund: ☒

Grants & Categorical Programs: ☒

Other Funds: ☐

Total Spent (Irrespective of Funding Source): \$75,000

2. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? (200 words or less)
Faculty Salary, Tutoring services, Equipment and Material purchase are used with the current budget allocations.
3. 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)
The cost of program is increasing as we offer all classes for student success. SWP and Perkins grant funds are used to improve industry standard materials, equipment and professional development opportunities.

XI - INTEGRATED PLANNING AND INITIATIVES

1. What other areas is your program partnering with (i.e. guided pathways, grant

collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the program and your Integrated Planning/ Guided Pathways partners' plans for the next three years? **(200 words or less)**

Expand course offering and certifications to provide employment opportunities for the students. Work with the industry to provide certifications and apprenticeship opportunities.

XII - OTHER OPPORTUNITIES AND CHALLENGES

1. 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 Education Plan/Strategic Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, etc. **Helpful Question:** What are the program plans for the next three years? **(200 words or less)**

Our advisory board will provide ongoing feedback to ensure the program aligns with current industry needs. This input will help instructors better prepare students for success in the workforce. We have received strong interest from numerous community partners, including both union and non-union facilities seeking to hire our students. In order to maintain student employability skills and meet the demands in the community, we hope to offer daytime classes.

Local 393 (Pipe Fitters Union, San Jose) and Local 467 (Pipe Fitters Union, San Mateo) have both expressed interest in recruiting students from the program. These organizations will be valuable partners in identifying the specific skills and competencies students need to be successful in the field.

Cushman & Wakefield, CBRE, ABM, Able Engineering & JLL have also expressed interests in our graduates and exceptionally qualified students for employment within their firms representing Hospitals, Hotels, Biotechnology, Hi-Tech and Hi-Rise Commercial Facilities around the SF Bay Area.

The program will also collaborate with Gavilan's Continuing Education (CE) Counselor and the CE and Strong Workforce Senior Program Specialist to support student enrollment, facilitate potential internships, and assist with job placement opportunities.

2. What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic? **(300 words or less)**
Through remote instruction, the HVAC program at Gavilan College has identified

several instructional and student support practices that remain valuable beyond the pandemic. Online lecture components, recorded demonstrations, and digital learning materials have increased flexibility and accessibility for students, particularly those balancing work and family responsibilities.

Virtual advising, tutoring, and enrollment support have improved communication and reduced barriers to student services. Remote tools also allow for easier participation from industry partners, advisory board members, and guest speakers, strengthening alignment with workforce needs.

The advent of introducing Student Workers to assist students from a peer to peer perspective has proven most beneficial to student success rates.

Moving forward, maintaining a hybrid model, combining in-person, hands-on lab instruction with online theory, resources, and student services will enhance learning outcomes, increase student engagement, and better support retention and completion in the HVAC program.

3. What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed? **(300 words or less)**
We need to focus on rebuilding the core elements of the program and concentrating our funding on the basics of refrigeration and electricity, as they are the gateway to continued student success.

XIII - NEW GOALS

The PIPR/RAP committee will rank each goal according to a [rubric](#) based on two main criteria: the alignment of the goal with the college's [mission statement](#), [strategic plan](#), and student learning outcomes (SLOs) or service area outcomes (SAOs). If resources are requested, complete the Resource Request section.

Goals are designed to be **Specific, Measurable, Achievable, Relevant, and Time-bound** for each functional area. See example below;

- **Instructional Program Goal:** Reduce the equity gap in successful course completion (grade of 'C' or better) between Historically Underserved Student Subgroups and the overall student population in all required gateway transfer-level Math and English courses by **5 percentage points** compared to the 2024-2025 baseline, by the **end of the Spring 2027 semester**.
- **Student Services Goal:** Increase the percentage of first-time, full-time students who successfully complete both a comprehensive Student Educational Plan (SEP) and a financial aid application (FAFSA or Dream Act) from the current baseline of 68% to **80%**, to be achieved by the **Census Date of the Fall 2026 semester**.
- **Business Services Goal:** Reduce the average processing time for standard purchase requisitions (PRs), from internal department submission to final approval, by **50%**—

moving from a baseline average of 14 business days to **7 business days**—by **December 31, 2026**, through the optimization of the electronic workflow system.

Copy and paste to Enter more than one Goal

- **Goal (One Sentence Limit):** By June 2029, increase annual HVAC program completions (associate degrees, certificates, and documented skill sets) from 25 students in 2025 to 35 students annually.
- Alignment to Strategic Goal **Goal 1: Student Success, Completion, and Transfer - To provide a structured and supportive pathway for students to successfully complete their academic and career goals.**
- Alignment to SLO or SAO (*Enter Department SLO or SAO that aligns to this goal*): HVAC Program SLO: Students will demonstrate competency in HVAC system installation, troubleshooting, safety procedures, and industry-standard practices that prepare them for entry-level employment and industry certification.
- Describe the connection of Goal to Mission Statement, Strategic Plan and SLO/SAO Results: This goal supports Gavilan College's mission to provide high-quality educational programs that promote student success, career advancement, and economic mobility. Increasing HVAC credential attainment directly aligns with the College's Strategic Plan, with emphasis on workforce development, equity, and completion. Recent SLO assessment results indicate students demonstrate technical competency; increasing completions ensure more students translate those skills into degrees and certificates that meet documented regional labor market demand.
- Proposed Activity to Achieve Goal: Expand targeted outreach, improve course scheduling and pathway clarity, strengthen industry partnerships for internships and job placement, and enhance student support services to increase retention and completion in the HVAC program.
- Responsible Party (One Sentence limit): HVAC Program Staff Instructors, in collaboration with the Dean of CTE and Strong Workforce support staff.
- Timeline to Completion: Semester/Year: Fall 2026 – Spring 2029, with annual progress review each Spring semester.
- How Will You Evaluate Whether You Achieved Your Goal (Two sentence Limit): Completion data for HVAC associate degrees, certificates, and documented skill sets will be compared annually to the 2024–2025 baseline. Success will be measured by achieving at least a 20% increase in total credential attainment by Spring 2029.

XIV - RESOURCE REQUESTS

Request #1

Request Name (short title):

HVAC Training Equipment Upgrade

Request Amount:

\$45,000

Type of Request:

Equipment

Alignment to Goal(s) in Section XIII:

Increase HVAC associate degree, certificate, and skill set completions by 20% by Spring 2029.

Is this a one-time or ongoing expense?

One-time

Category of Request:

Instructional Equipment / Capital Outlay

Request #2

Request Name (short title):

HVAC Instructional Supplies and Materials

Request Amount:

\$15,000 annually

Type of Request:

Instructional Supplies

Alignment to Goal(s) in Section XIII:

Increase HVAC associate degree, certificate, and skill set completions by 20% by Spring 2029.

Is this a one-time or ongoing expense?

Ongoing

Category of Request:

Instructional Materials / Operating Expenses

Request #3

Request Name (short title):

Part-Time HVAC Lab Technician Support /Peer support

Request Amount:

\$35,000 annually

Type of Request:

Personnel

Alignment to Goal(s) in Section XIII:

Increase HVAC associate degree, certificate, and skill set completions by 20% by Spring 2029.

Is this a one-time or ongoing expense?

Ongoing

Category of Request:

Personnel / Student Support

Request #4

Request Name (short title):

Industry Certification & Student Testing Support

Request Amount:

\$10,000 annually

Type of Request:

Student Support

Alignment to Goal(s) in Section XIII:

Increase HVAC associate degree, certificate, and skill set completions by 20% by Spring 2029.

Is this a one-time or ongoing expense?

Ongoing

Category of Request:

Student Success / Certification Support

Request #5

Request Name (short title):

Full-time HVAC Faculty to offer day-time classes

Request Amount:

\$150,000 annually

Type of Request:

Full-time faculty for HVAC program to provide classes during day time in addition to current evening and weekend classes.

Alignment to Goal(s) in Section XIII:

Increase HVAC associate degree, certificate, and skill set completions by 20% by Spring 2029.

Is this a one-time or ongoing expense?

Ongoing

Category of Request:

Full-Time Faculty

If Personnel is Selected in question 3, select from the following all that applies

- Full-Time Faculty ☒
- Part-Time Faculty ☐
- Faculty Special Assignment or Reassigned Time ☐
- Full-Time Classified Professional ☐
- Part-Time Classified Professional or Student Worker ☒
- Full-Time Manager, Supervisor, Confidential ☐
- Part-Time Manager, Supervisor, Confidential ☐
- Professional Experts ☐

If Non-Personnel is Selected in question 3, select from the following all that applies;

- Instructional Equipment ☒
- Instructional Software ☒
- Instructional Supplies, Materials and Textbooks ☒
- Non-Instructional Equipment ☒
- Non-Instructional Software ☒

- Non-Instructional Supplies and Materials ☐
- Professional Development ☒
- Travel and Conference ☒
- Professional or Contracted Services ☐
- Repairs and Maintenance ☐
- Other ☐

1. *The committee will separate goals with resource requests. Requests will be categorized into two groups: those to be ranked and those not ranked. The requests not ranked include Safety, Compliance, Personnel, and Position.*

Which of the following best describes your requests?

Personnel and Position: Requests that involve hiring, staffing, or reclassifying full-time or part-time faculty or staff. These requests are reviewed and approved through a separate process by the Faculty Staffing Committee or the Executive and Leadership

2. Provide a complete description, justification, or rationale for the requested amount. Describe how it aligns to the selected goal(s) and your responses to the above questions. (300 words)

The requested resources directly support the HVAC program's SMART goal of increasing associate degrees, certificates, and skill attainment by 20% by Spring 2029. Each item is designed to strengthen student learning outcomes, improve retention and completion, and address equity gaps identified in disproportionately impacted populations, including males, African American, Native American, students with disabilities, and foster youth.

1. HVAC Training Equipment Upgrade (One-Time, Equipment): Updated hands-on training equipment will allow students to engage in integrated, scenario-based lab exercises, directly addressing gaps in applied problem-solving and multi-system integration identified in SLO assessments. This investment ensures students are prepared for workforce demands and advisory board expectations.

2. Instructional Supplies & Materials (Ongoing, Supplies): Consistent access to materials supports both lecture and lab instruction, enabling supplemental workshops and hybrid course activities. Supplies are essential to maintain high-quality hands-on learning, reinforce equity by providing all students access to required tools, and sustain productivity as enrollment grows.

3. Part-Time Lab Technician (Ongoing, Personnel): A dedicated lab technician will support student safety, facilitate efficient lab sessions, and provide targeted assistance to students who need extra guidance. This role enhances persistence, particularly for

students from disproportionately impacted groups, by offering real-time, individualized support.

4. Industry Certification Support (Ongoing, Student Support): Covering costs associated with certifications ensures students can demonstrate workforce readiness and achieve marketable credentials. This aligns with Strong Workforce priorities and the program's mission to prepare students for high-demand HVAC careers.

4. Full-time HVAC Faculty (Ongoing, Student Support): Full-time faculty will help the HVAC program to expand to daytime. We have close to 20 students on the waiting list which shows high demand to these courses. Having a full-time faculty added to the department helps to offer 4 classes during day times. This will also help with employer contacts, internship, course updates and leading student success. The full-time faculty for the department can assist the CTE department to organize advisory board meetings, curriculum updates and specialized services to HVAC and CTE completion and retention.

Collectively, these resources are aligned to the program's SLO-driven improvements, growth in enrollment, equity initiatives, and persistence strategies. By investing strategically, the program can convert enrollment gains into measurable completion outcomes, reduce equity gaps, and provide students with the technical skills, certifications, and workforce readiness required for regional HVAC employment.

XV - ADDITIONAL 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.

1. Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development? **Yes**
2. If there is a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success and completion. **We would benefit from a classified Logistics Specialist for HVAC to assist with ordering and maintaining ever needed supplies and equipment.**
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? **There is a need to continuously retain HVAC Faculty based**

upon an ever-evolving HVAC industry.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight? ? students are graduating from HVAC program in 2024-2025
5. 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. Training on PIPR

XVI - EXECUTIVE SUMMARY

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 program review 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 established regional Career Education (CE) programs 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. There is a shortage of talent in the HVAC industry. Once a person finishes the 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. The three top-paying municipalities for HVAC services are in the San Francisco Bay area, California, according to the Bureau of Labor Statistics (April 2024), San Jose-Sunnyvale-Santa Clara, CA, \$ 91,500, San Francisco-Oakland-Hayward, CA, \$ 82,300, Santa Cruz-Watsonville, CA, \$ 76,060

XVII - ATTACH FILES

Optional: If there is any additional information regarding your program that you would like to have uploaded, please attach it here.

XIV (1) from above – Mixed Requests = Here's a **clear table categorizing all four requests into Ranked vs. Not Ranked**, ready for submission:

Request #	Request Name	Amount	Type	One-Time / Ongoing	Committee Ranking Category
1	HVAC Training Equipment Upgrade	\$45,000	Equipment	One-Time	Ranked
2	Instructional Supplies & Materials	\$15,000	Supplies	Ongoing	Ranked
3	Part-Time Lab Technician/Student Peer	\$35,000	Personnel	Ongoing	Not Ranked
4	Industry Certification Support	\$10,000	Student Support	Ongoing	Ranked
5	Full-time Faculty	\$150,000	Faculty	Ongoing	Not Ranked

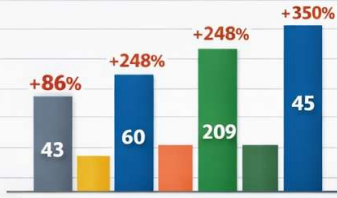
Rationale for Categorization:

- **Ranked Requests:** Equipment, supplies, and student support items can be prioritized based on program impact, alignment to SMART goals, SLO improvements, and student completion outcomes.
- **Not Ranked Requests:** Personnel (Part-Time Lab Technician) is required for program operation and safety, and therefore the committee does not assign a ranking. Full-time faculty is part of program expansion based on college goal of supporting student interest in construction arena.

GAVILAN COLLEGE

HVAC PROGRAM EXECUTIVE SUMMARY (2024–2025)

Enrollment & Growth Trends



► Strong demand, efficient instructional delivery, expanding capacity.

Student Success & Retention



► Integrated labs, scenario-based exercises, targeted workshops.

Equity Highlights



- Tutoring & Advising
- Culturally Responsive Teaching
- Cohort Support

Distance Education



► Lower Success in Online Labs

- Hybrid Courses
- Virtual Tutoring

SMART Completion Goal

20% Increase in HVAC Degrees & Certificates by Spring 2029



► On Track to Achieve Completion Targets.

Resource Priorities

- HVAC Equipment Upgrade
- Part-Time Lab Tech
- Instructional Supplies
- Certification Support

Driving Completion & Workforce Readiness.