

Annual Plan Report

Academic Cluster/Area of Study: Plumbing (example annual plan filled out)

1. Updates on actions taken based on previous Annual Plan or recent Program Review
 - a. Update on previous planning activities Last year, faculty worked on several activities to improve the student experience. For example, all faculty agreed on a common textbook so that students will know which book to get and minimize the impact of schedule changes. The faculty also agreed on common assessments and scoring criteria to measure PLOs. The facility was modified so that additional plumbing techniques could be taught in an environment that mimics a typical job site.
 - b. Update on outcomes from approved funding (skip if no funding was approved last planning cycle)

Name of funding request  Smart Water-Leak Sensors

i. Status ☐ not started ☒ in progress ☐ completed

ii. Outcome & evidence

☐ Evidence of improvement [Click or tap here to enter text.](#)

☒ Not enough time to prove outcome The supply chain challenges slowed the delivery of equipment. The leak sensors were recently installed and the lab is set up to simulate real-world settings. The intent is to incorporate this new tech into the program in Fall 2023.

*Use plus symbol if multiple initiatives were funded

[Click or tap here to enter text.](#) Touchless Fixtures




i. Status ☐ not started ☐ in progress ☒ completed

ii. Outcome & evidence

☒ Evidence of improvement Instructors successfully incorporated the installation and maintenance of touchless fixtures into the curriculum. All students completing the program will now have experience with servicing this type of hardware.

☐ Not enough time to prove outcome [Click or tap here to enter text.](#)

*Use plus symbol if multiple initiatives were funded

- c. Review and update Curriculum Map  update in SharePoint ☒
- d. Updates to: GP Program Map, other program documentation  check map for currency schedule alignment, share/collaborate with IA Counselor ☒
- e. Results from annual PLO assessment  noted above, faculty agreed on a common PLO assessment and used it for the first time this term. Thus far, students are meeting the PLO outcomes 90% of the time. The faculty intend to make minor changes to the assessment to improve the fidelity of the instrument.

2. Current Program Context (SWOT/SWOC analysis)

- a. What are the strengths of your area? *Reference items from any associated program reviews or previous areas plans as needed.* Faculty have significant industry experience and understand the local job market. They also have good relationships with large employers. This leads to high employment rates for graduates and the program has a good reputation.

- b. Improvements needed? *Reference Items from previous program review etc. - e.g. equipment, software, learning outcomes, enrollment, success and retention, or personnel:*

As noted above, the program is going well. Student success rates are consistently above the institution-set standard as are employment rates. One challenge is that students are not completing the program. Instead, they are finding employment before finishing the sequence. The department is looking at offering evening options to mitigate that concern and allow working adults the opportunity to earn the certificate in the evening.

- c. What groups are being impacted disproportionately (if any) and how is your program addressing these through Diversity, Equity, Inclusion and Accessibility (DEIA)? We did not see evidence of disproportionate impact in terms of success or retention because current enrollment is not diverse enough to support substantive conclusions in this regard. That said, the data led to a conversation about how we might diversify interest and enrollment in the program. For example, only one female enrolled last year. The program intends to begin participating in the New World of Work program that aims to recruit females into CTE programs. Moreover, the faculty and classified staff will work with Marketing to update the promotional material and seek other non-traditional recruiting opportunities in the community.

- d. Describe any external opportunities or challenges: The construction industry has been fairly strong in the area, which supports a steady supply of employment opportunities. That said, interest rates are high, so new housing development will likely stall over the next few years. Inflationary pressure and stagnant wage growth could impact remodels as well. These factors could impact the number of jobs available for graduates and the faculty will monitor enrollments and employment to see if changes are needed.

3. Write a brief summary of the continuous improvement efforts you plan to make over the next year. If your plans require additional funding, please use the Funding Request form to request funding available on the SharePoint site for your area. As noted above, the faculty and staff intend on altering recruitment to diversify enrollments and altering the class schedule to provide the opportunity for working adults to complete the program. Additionally, we will monitor job placement given the potential for interest rates and inflation to impact the number of available jobs. No additional funding is being requested at this time.

Mini Program Review

CTE programs/academic clusters only. Odd years only


- ☒ The program meets a documented labor market demand.

Briefly explain using data (LMI data available to you) the employment rate suggests demand remains strong. Launchboard data suggest moderate growth in the number of jobs. As an example, all associated middle skilled jobs have between 5 and 6 percent growth projected between 2021 and 2026.

☒ The program does not represent unnecessary duplication of other occupational training programs in the area.

Briefly explain using data. The closest plumbing certification program to the College is in Sacramento. This is not close enough for the colleges to compete for students and therefore does not create unnecessary duplication or cause regional "skill saturation" that could drive wages down.

☒ The program is of demonstrated effectiveness as measured by the employment and completion success of its students.

Briefly explain using data (use CTEOS, Launchboard, Perkins or other local source)  Most employment and wage data are lagging and/or hard to get. That said, Community College Pipeline Dashboard indicates that 82% of Plumbing Certificate Awardees are working in a field either closely or very closely related to the program. This is consistent with other Plumbing programs across the state.

☒ Courses with prerequisites and co-requisites shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

List the courses and stipulate when the review occurred. All courses in the plumbing programs are on a regular review cycle through the College Curriculum review process. In addition, courses specific to the Plumbing program are reviewed for continued relevancy/appropriateness as part of the annual planning process (every other year). PLUM 16, PLUM 18, PLUM 22, PLUM 24, PLUM 25, and PLUM 28 were reviewed in November 2022 at a department meeting. Based on the review, the faculty made an adjustment to the program map but all courses remained in the program with no substantive changes recommended.

☒ Per AP 4102, Advisory Committees are to be informed about how students are progressing toward the competencies, objectives, and student learning outcomes identified for the particular program, including data on the educational needs of disadvantaged students in the program. Briefly describe how this takes place for your program. The Plumbing Advisory Committee meets twice per term. These meetings discuss program outcomes, needs, growth, and improvement plans related to student outcomes, employment, and recruitment. The challenge of diversifying enrollments came up and industry partners agreed to ask some of their female staff members to join the Shasta College team in recruiting efforts.