INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

CURRENT YEAR: 2017-2018   **PROGRAM: AUTO BODY AND COLLISION REPAIR TECHNOLOGY**
CLUSTER: ENGINEERING AND TECHNOLOGY   **LAST YEAR CPPR COMPLETED: 2014-2015**
NEXT SCHEDULED CPPR: 2018-2019   **CURRENT DATE: 2/15/2017**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously.

Note: Degrees and/or certificates for the <u>same</u> program <u>may be consolidated</u> into one APPW.

This APPW encompasses the following degrees and/or certificates:
Auto Body Technician A.S. and Auto Body Technician C.A. from Cuesta College. In addition, students can also obtain industry certificate(s) through I-CAR. Students have the ability to obtain Pro-Level One Refinish and Non-Structural Certification(s).

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
None

The program:

The automotive Auto Body Collision repair program directly reflects the college mission statement by inspiring a broad diverse student population in achieving their educational goals with knowledge and vital skill sets needed in society. In some cases, these students may not have the abilities to achieve knowledge in other aspects within the college. Therefore, we really are contributing education to a diverse group of students to implant capabilities to become engaged citizens in our progressively multifaceted society. These learned abilities of our students can be geographically utilized anywhere they choose to encompass them.

The program gives students capacity to learn, improve foundational skills, and achieved worth that result in livelihood and the ability to advance into the workforce.

From the colleges' mission statement: the program conveys a dynamic learning opportunities to promote intellectual professional growth. This educational knowledge provides an invaluable asset to students for the ability to bring success in serving the community wherever they live.

Evidence of these capabilities is demonstrated with activities during class sessions in the classroom and laboratory throughout the semester. Students' complete assignments and projects reflect an arrangement of demonstrated competencies. Further evidence can also be attributed to students that have been in the program and have moved on to be integrated into employment within industry locally and away in other localities.

ILO 1. Personal, Academic, and Professional Development

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Collision repair and refinishing students develop competencies and specific skills required for employment within the collision and auto body industry. The program strives to instill into its students that it is important to achieve dedicated work ethics and determination to be successful in the industry. These ideals are emphasized through lessons and activities during instruction. Enrollment in the program promotes required skills, self-reliance, independence and professional development that can lead to employment and sustainability.

ILO 2. Critical Thinking and Communication
Students develop critical thinking skills during the evaluation of collision repair damage. Surmising a repair plan based on that evaluation is the vital next step. Lastly, the plan is communicated to a prospective customer closing the loop of critical thinking and communication.

ILO 3. Scientific and Environmental Understanding
Students are exposed to chemical and physical reactions, and gain knowledge in those behaviors. Students develop an understanding of the relationship between various materials under numerous conditions, such as temperature, humidity and catalytic binding methods. Critical thinking skills are incorporated and emphasized in working with multiple elements to obtain desired result required to meet industry standards.

ILO 4. Social, Historical, and Global Knowledge and Engagement
Students in the program learn about employee obligations, employer obligations, insurance dealings, commitments to potential customers and the offering of entrepreneurship.
Global knowledge is fulfilled thru the many opportunities available thru pathways within the collision and related industries.

ILO 5. Artistic and Cultural Knowledge and Engagement
In this line of work, it is in itself, a form of art work. Whether it is evaluating damage, developing a repair plan, the manipulating of metal during straightening, refinishing or doing custom painting, it all requires artistic knowledge of how to achieve desired results.
 It is important to recognize, understand, and embrace the dynamics involving an immense assortment of philosophies, values, and perspectives of a diverse populace within a cultural to accomplish the agreed conclusion.

ILO 6. Technical and Informational Fluency
Due to the vast and ever changing technical information regarding vehicle repair methods required by manufacturers to keep safety and design integrity, it is essential to remain fluent in procedures and know how to attain this information. Technical and informational fluency abilities are achieved thru instructional assignments and projects. Customer relation techniques utilized within estimating and damage analysis for safe and effective repairs involve many facets regarding insurance procedures, considerations of reparability within newer materials (i.e. supplemental restraint systems, air bags, high strength steel reparability restrictions….) Repair considerations have are evaluated and correct decisions need to be developed. This all relates to the diversity of people's social economic status, types of repair processes, and customer

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trepidations toward reparability due to of out of pocket expenditures for non-insurance claims. Many aspects come into play and numerous considerations in customer relations have to be evaluated. All of this has to be weighed with the customer, developing a mutual recognition, to make safe and effective collision repairs. Any repair has to be safe for occupants and these processes are continually updated by manufactures. Students need to know how to access information on the latest OEM required repair procedures to stay abreast of all approved procedures to keep vehicles safe as they were designed by manufacturers. Also utilized are numerous technology resources, software, and mechanisms, used to identify, facilitate, and critique a variety of elements associated with effective processes, and proper procedures of the collision repair industry.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

> Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
> No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

In addition to other data that is relevant to your program, institutional program data is available on the SLOCCCD Institutional Research and Assessment Program Review Data Dashboard site. Please paste the charts into this document, and respond to the prompts for each data element. Please also comment on your program's data and how it compares to the overall college data. Take time to work with your faculty to review the disaggregated data. Several measures can be "drilled down" to reveal differentiated results based on location, modality, ethnicity, age, gender and so on. This disaggregated data can reveal a great deal about your program's effectiveness.

Note: Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates then you MAY want to comment on each degree and/or certificate, or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates, if necessary.
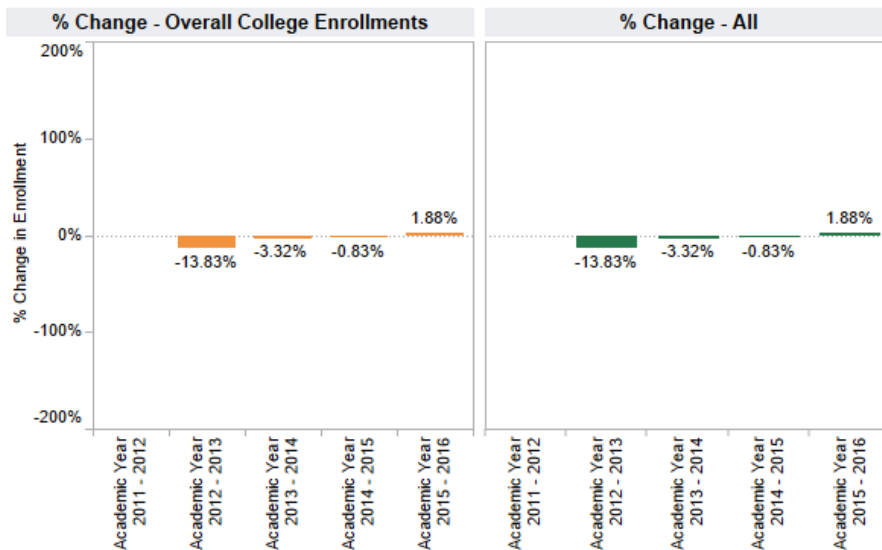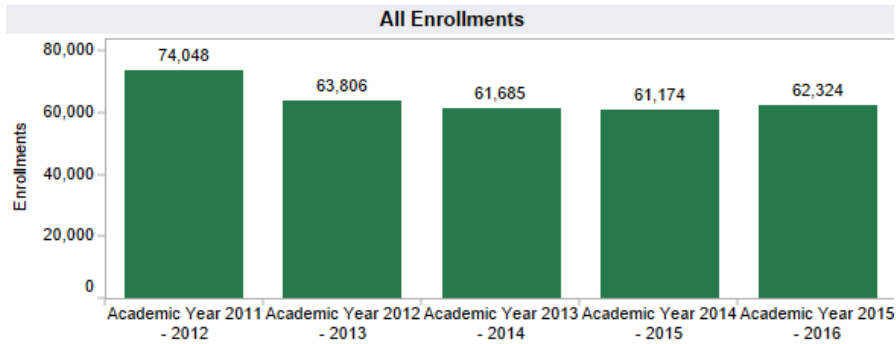
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General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department:
All

Course:
All

All Enrollments

Academic Year	Enrollments
Academic Year 2011 - 2012	74,048
Academic Year 2012 - 2013	63,806
Academic Year 2013 - 2014	61,685
Academic Year 2014 - 2015	61,174
Academic Year 2015 - 2016	62,324

% Change - Overall College Enrollments

Academic Year	% Change in Enrollment
Academic Year 2011 - 2012	
Academic Year 2012 - 2013	-13.83%
Academic Year 2013 - 2014	-3.32%
Academic Year 2014 - 2015	-0.83%
Academic Year 2015 - 2016	1.88%

% Change - All

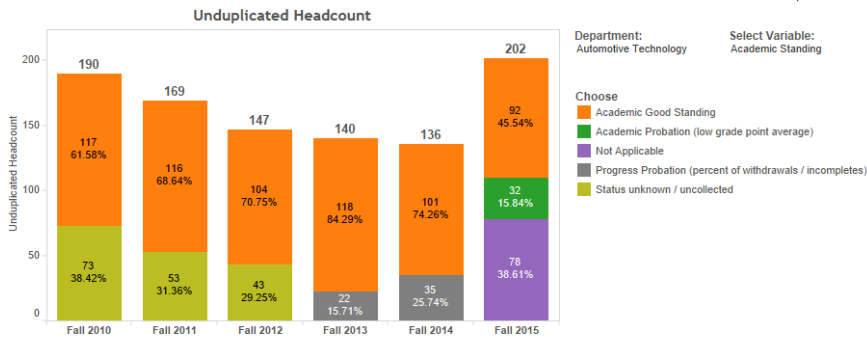| Academic Year	% Change in Enrollment
Academic Year 2011 - 2012	
Academic Year 2012 - 2013	-13.83%
Academic Year 2013 - 2014	-3.32%
Academic Year 2014 - 2015	-0.83%
Academic Year 2015 - 2016	1.88%

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Disaggregated Enrollment Data (review analytically to determine if different populations are impacted)

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CUESTA COLLEGE
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Student Characteristics and Enrollment Trends

Select Term: Fall	**Select Region:** San Luis Obispo
Department: Automotive Technology	**Select Variable:** Academic Standing

Unduplicated Headcount

Choose
- ■ Academic Good Standing
- ■ Academic Probation (low grade point average)
- ■ Not Applicable
- ■ Progress Probation (percent of withdrawals / incompletes)
- ■ Status unknown / uncollected

Student Major

Major	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Automotive Technician (AS)	51	48	41	38	53	52
High School Enrichment	1	2	2	1	2	76
CSU General Ed. Breadth (CA)	9	13	11	16	17	19
Auto Body Technician (AS)	14	19	18	15	9	14
Engineering (AS)	14	5	7	6	9	4
Auto Body Technician (CA)	4	10	4	9	8	3
Adv Engine Perform Tech (AS)	9	7	4	4	6	5
Criminal Justice (AA)	5	5	7	4	1	1
Undecided - Do NOT Use	13	7	2			
Intersegmental GE Trnsfr (CA)	1	3	6	3	2	3
Welding Technology (AS)	3	1	2	7	6	2

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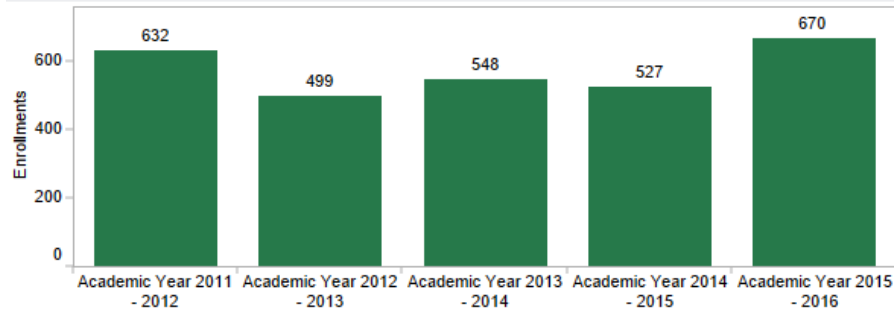Approved Document to be Used for Submission Spring 2017, October 6, 2016

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INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET FOR 2017-2018

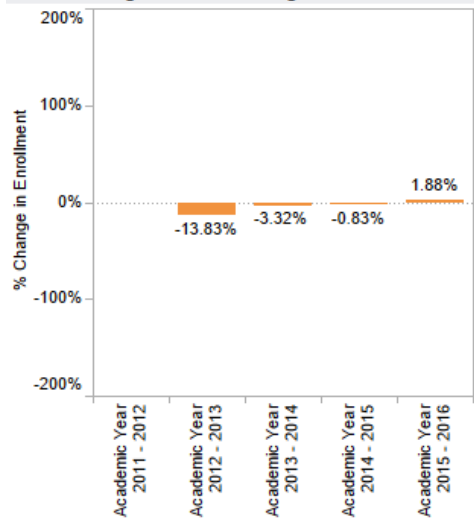## SLOCCCD Program Review Data - Enrollment

Department:
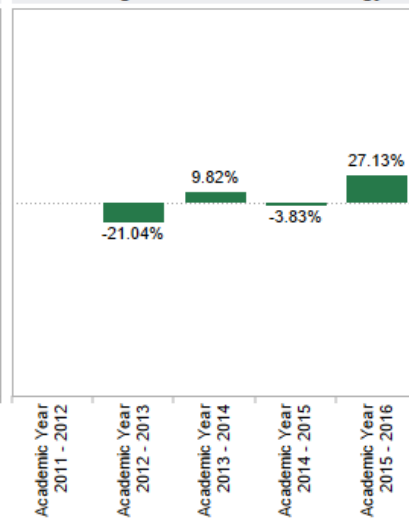Automotive Technology

Course:
All

Automotive Technology Enrollments

% Change - Overall College Enrollments

% Change - Automotive Technology

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

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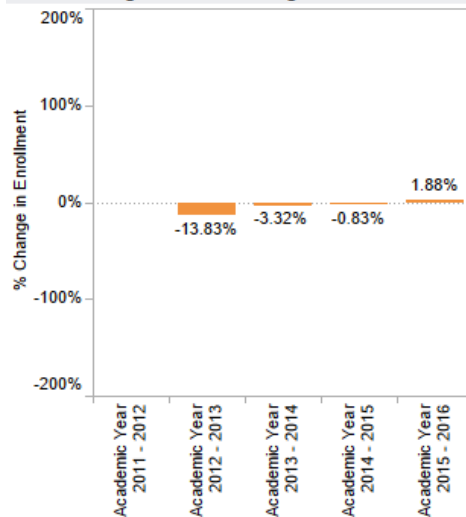## SLOCCCD Program Review Data - Enrollment

Department:
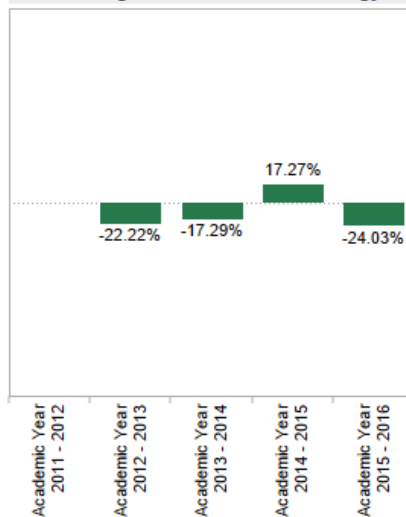Automotive Technology

Course:
Multiple values

Automotive Technology Enrollments
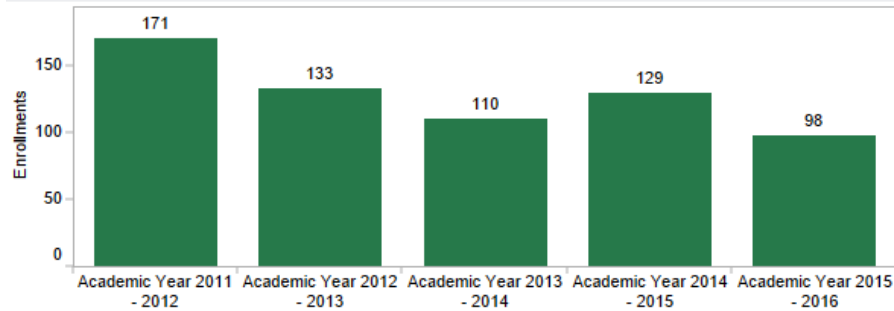
% Change - Overall College Enrollments

% Change - Automotive Technology

Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

- List the previous year's projection and current year's projection for enrollment *(i.e. increase, decrease, remain the same)*.
  Current year enrollments have remained strong for some classes but seem to have dipped a little in others compared to previous years. Many students are selecting the Auto Body degree and

certificate pathways for their education. The data shows a 62% increase from tier 2014 to 2015. This is a step in the right direction as many students are showing interest in the technical knowledge of the industry. The automotive program is above campus percentage numbers. This is probably due to dual enrollment students. Perhaps one contributing factor that the collision numbers have dropped from the previous year maybe due to some class cancelations.
The program is working to increase enrollment by attending local schools and participating in many community events. The program has also worked hard to help numbers by migrating Grizzly classes into the program from the previously semesters course listed as WEXP classes. There have also been efforts to increase numbers by working with the curriculum committee and bringing the credit / no-credit classes into the program. Dual enrollment is not possible currently due to the fact no local high schools offer collision repair studies.

- List the trend (*i.e. increasing, decreasing, same)*. The last semester has seen increasing numbers primarily within the Grizzly classes and the I-CAR certification opportunities. Currently the Grizzly class this semester has seen an enrollment increase up 150%.
- List contributing factors to the trend.
It is hard to say, but a factor may be high costs associated in some classes. Also, the job market is strong and many students within the program have taken jobs in the industry.
- Are different demographic groups underrepresented in your enrollment figures? What might be causing this? How can it be addressed? I do not believe the program is underrepresented of different demographic groups. Many classes and especially the Grizzly classes are represented with broad demographics. The program has male and female Americans in the classes from all walks of life. Young and old, rich and poor, as well as multi ethnicities are all represented in the program.
- What strategies will be employed to meet the current year's projection? Outreach, I go to local high school and many community events to promote the program. Also, offering Grizzly classes, helps bring awareness to the program to many.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t   8
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
All

Course:
All

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

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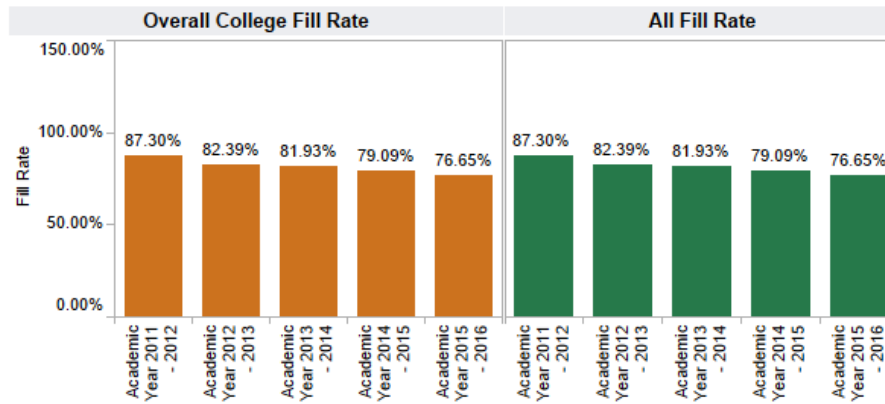Approved Document to be Used for Submission Spring 2017, October 6, 2016

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SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:
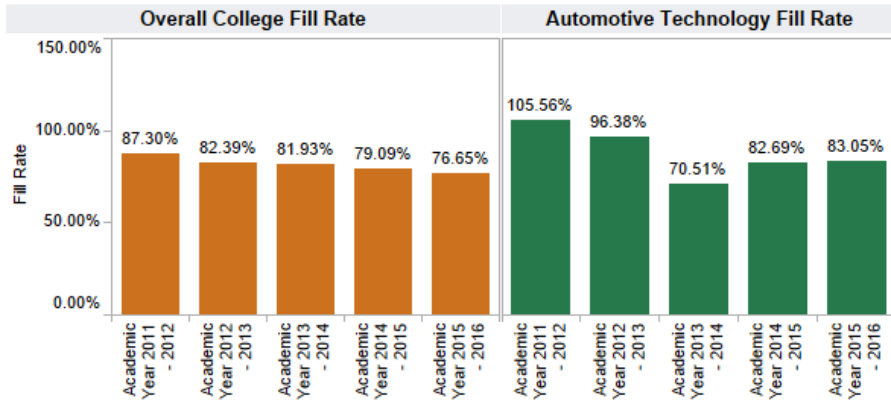Automotive Technology

Course:
Multiple values

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

Disaggregated Student Demand Data (review analytically to determine if different types of courses

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are impacted)

SLOCCCD Program Review Data - Student Demand (Fill Rate) Disaggregated

Department:	Course:	Region:	Disaggregate by:	Legend:
Automotive Technology	Multiple values	All	None	

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately.
Also, courses with zero class limits are excluded from this measure.

- List the trend (i.e. increasing, decreasing, same) Since a small decrease in 2013-2014 the program is on the rise. Fill rates for the program are above campus numbers. Program fill rates for 2015-2016 are 83% compared to 76% for the rest of the campus. The trend of increases within the program continued. Previous year 2014-2015 compared to rest of the campus also continued - program of 82.7% fill rate compared to 76% of the rest of the campus. Albeit it is incremental slight steady increases, these are encouraging statistics and a step in the right direction.

- List contributing factors to the trend. I make every effort to stay in touch with local industry and continue to get out and promote the program. I also make every effort to do all I can to increase enrollment and at the same make concerted efforts to teach students.

- List which courses have the highest student demand and which courses have the lowest student demand. It varies from semester to semester. Some semesters it is the body class that is in high demand and in other semesters, it is the paint classes. Last semester the I-CAR certificate class showed an increase in enrollment.

- Based upon the trend, what strategies do you plan on implementing? I plan to do all I can to increase enrollment and stay in touch with industry and local community. I make every effort to participate in all promotional events on campus and other community and industry events.

Commented [RM1]:

Commented [RM2]:

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General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
All

Course:
All
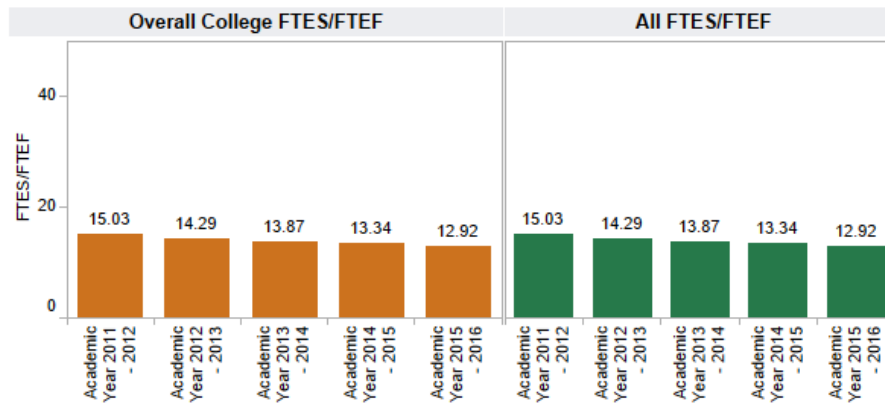
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

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[Disaggregated Efficiency Data](#) (review analytically to determine if different types of courses are impacted)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF) Disaggregated

Department:	Course:	Region:	Disaggregate by:	Legend:
Automotive Technology	Multiple values	All	None	■

Overall - All FTES/FTEF

Summer: 16.66, 11.72, 12.04, 11.15, 11.16
Fall: 15.27, 14.53, 14.58, 13.86, 13.33
Spring: 14.61, 14.62, 13.58, 13.38, 12.92
Annual: 15.03, 14.29, 13.87, 13.34, 12.92

Automotive Technology - All FTES/FTEF

Fall: 12.97, 12.59, 8.32, 9.07, 9.69
Spring: 12.24, 11.73, 9.61, 10.36, 10.00
Annual: 12.56, 12.08, 9.00, 9.72, 9.83

Automotive Technology - All FTES/FTEF X None

Fall: 12.97, 12.59, 8.32, 9.07, 9.69
Spring: 12.24, 11.73, 9.61, 10.36, 10.00
Annual: 12.56, 12.08, 9.00, 9.72, 9.83

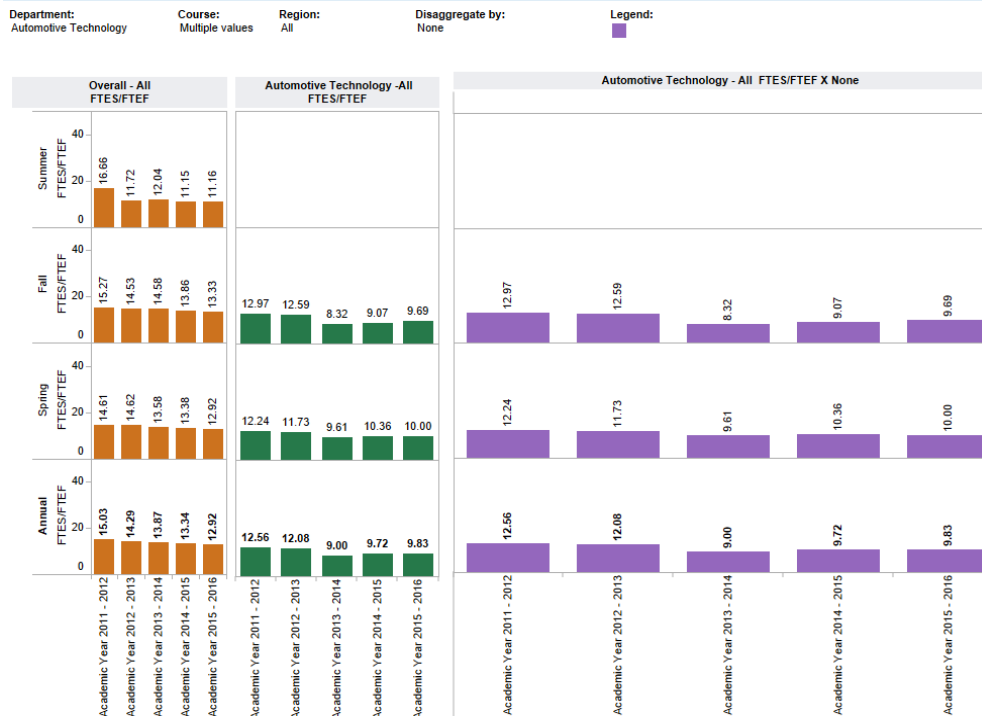(Academic Year 2011 - 2012, Academic Year 2012 - 2013, Academic Year 2013 - 2014, Academic Year 2014 - 2015, Academic Year 2015 - 2016)

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

- List the previous year's projection and current year's projection for enrollment *(i.e. increase, decrease, remain the same). E*nrollment continues to be relatively the same with small incremental increases. Although many limitless efforts have been tried to boost enrollment it continues to be a challenge.
- List the trend (*i.e. increasing, decreasing, same).* Steady increases have been happening since the 2013-2014 year and hopefully this trend will continue. Safety continues to be a concern with large number of students within limited laboratory space and conditions.
- List contributing factors to the trend. Industry continues to be in high demand of new employees. In training students with entry level skills, many have made their way into employment within the industry. Promotion of the program and articulating with industry helps endorse projections.
- What strategies will be employed to meet the current year's projection? I have worked with curriculum and have had approved the option for student to come back as credit/no credit classes to boost enrollment and increase efficiencies. Also, working weekends with the Grizzly classes and moved all of these classes to be under the ATCH program rather than having them

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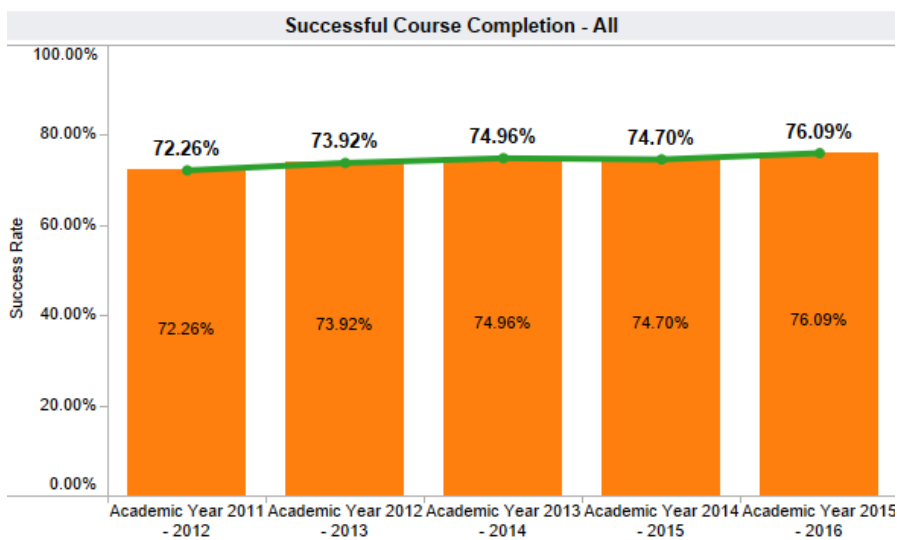listed under the WEXP program all in the effort to boost efficiencies.

General Student Success – Course Completion (Insert Aggregated Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

COURSE
All

Legend:
- 🟩 Department Success Rate
- 🟧 Overall College Success Rate
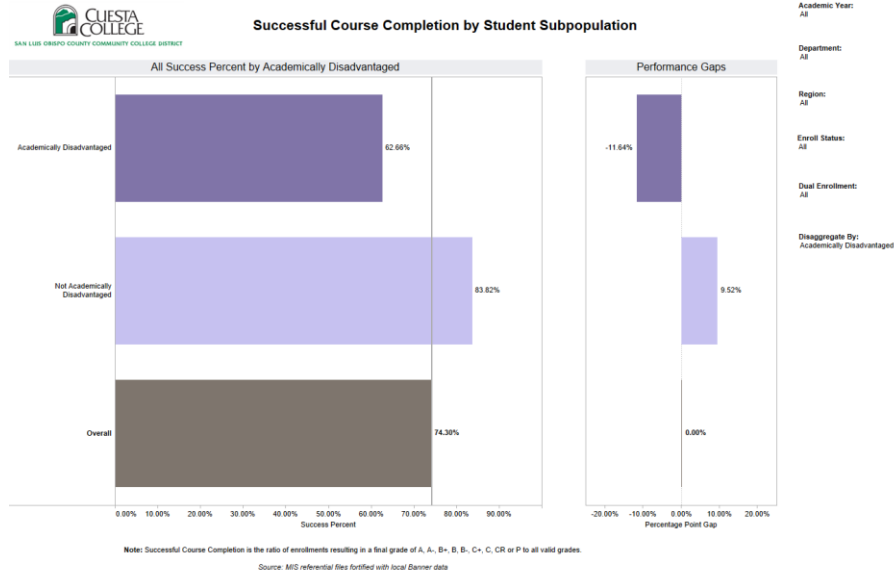
Successful Course Completion - All

All Success Rate Table

	Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Department Success..	72.26%	73.92%	74.96%	74.70%	76.09%
Total Enrollments	73,210	62,969	60,668	59,899	60,889

Success: The Percentage of student enrollments resulting in a final grade of "C" or better

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[Disaggregated Success and Completion Data](#) (review analytically to determine if different populations are impacted)

Successful Course Completion by Student Subpopulation

All Success Percent by Academically Disadvantaged

Academically Disadvantaged	62.66%
Not Academically Disadvantaged	83.82%
Overall	74.30%

Performance Gaps

	-11.64%
	9.52%
	0.00%

Academic Year: All
Department: All
Region: All
Enroll Status: All
Dual Enrollment: All
Disaggregate By: Academically Disadvantaged

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Source: MIS referential files fortified with local Banner data

- Are different demographic groups underrepresented in your success figures? What might be causing this? How can it be addressed? I do not believe the program has underrepresented demographic areas. There are many under privileged and diverse ethnicities represented within the program.
- List strategies used during the last year in which data was reported to increase student success. I give great efforts and utilize many strategies for the success of the program students. One of which is offering industry certificate and having job placement within the industry.
- Did your strategies effect change? Students studying within the program have obtained skills and certificates that have led to success in industry.
- List the trend (*i.e. increasing, decreasing, same).*   Increasing
- Based upon the trend, what strategies do you plan on implementing? Promoting more industry I-CAR certificates for the students.
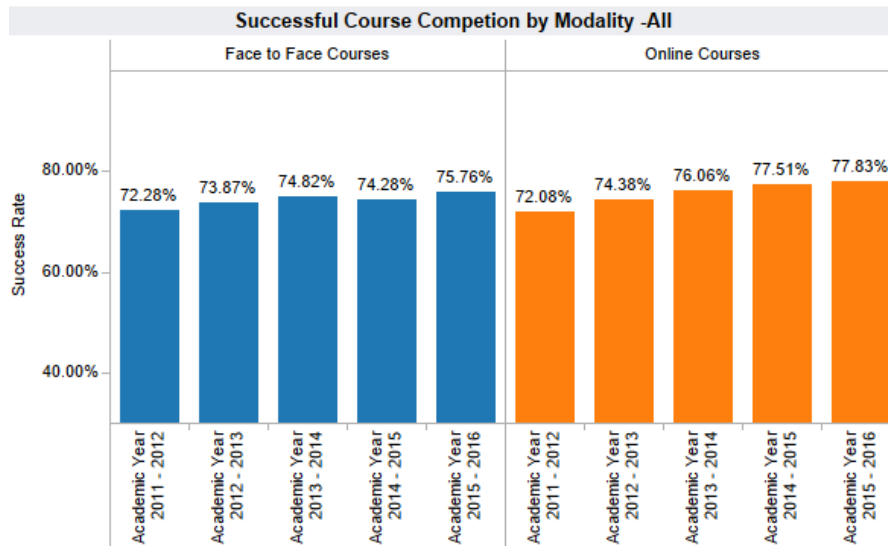
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Student Success—Course Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
All

Legend:
Face to Face Courses
Online Courses

Successful Course Competion by Modality -All

Face to Face Courses					Online Courses				
72.28%	73.87%	74.82%	74.28%	75.76%	72.08%	74.38%	76.06%	77.51%	77.83%

Successful Course Competion by Modality Table - All

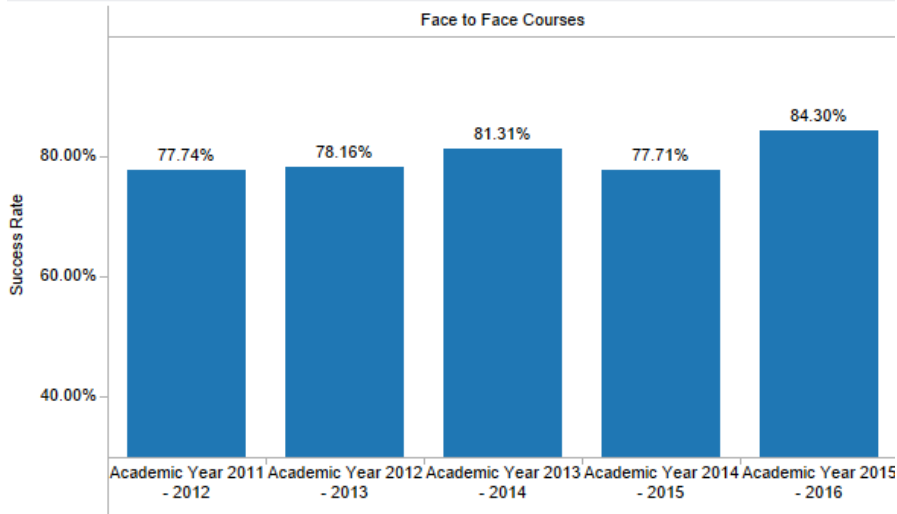|		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	72.28%	73.87%	74.82%	74.28%	75.76%
	Total Department Enrollments	66,834	57,056	54,163	52,642	52,037
Online Courses	Department Success Rate	72.08%	74.38%	76.06%	77.51%	77.83%
	Total Department Enrollments	6,376	5,913	6,505	7,257	8,852

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Automotive Technology

Legend:
■ Face to Face Courses

Successful Course Competion by Modality -Automotive Technology

Face to Face Courses

Successful Course Competion by Modality Table - Automotive Technology

		Academic Year 2011 - 2012	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016
Face to Face Courses	Department Success Rate	77.74%	78.16%	81.31%	77.71%	84.30%
	Total Department Enrollments	638.0	499.0	551.0	489.0	669.0

- List strategies used during the last year in which data was reported to increase student success. Continue to work with students to make sure subject matters are well comprehended and understood. If subjects are not well apprehended, further time is spent on topics to insure subjects are mastered or improved on.

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- Did your strategies effect change? I believe so as success rates have improved from previous years.
- List the trend (*i.e. increasing, decreasing, same*). Increasing from 77.7% in the 2014-2015 year to now 84.3% for the 2015-2016 year. Both are above the campus raye of 77.5(2014-15) and 77.8(2015-16) years.
- Based upon the trend, what strategies do you plan on implementing.
  During the semester and after each semester, material is reviewed to ascertain where students had difficulties or discrepancies. Reflections are made, and adjustments in lesson plans are made in future semesters for students increased comprehension and success.
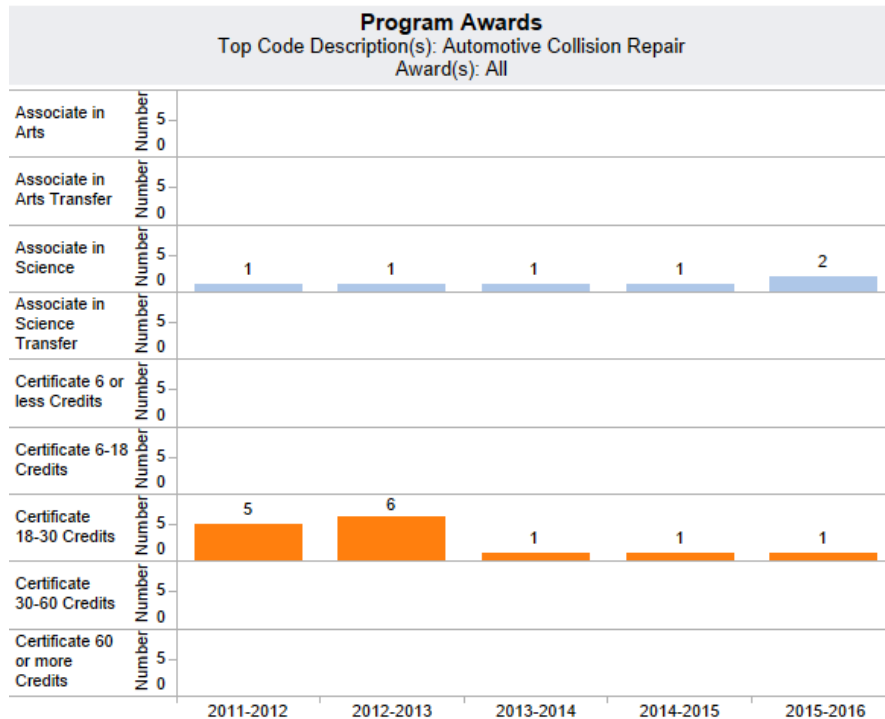
Commented [RM3]:

Degrees and Certificates Awarded (Insert Data Chart)

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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: Automotive Collision Repair

Award Type: All

Program Awards
Top Code Description(s): Automotive Collision Repair
Award(s): All

Program Awards Table

Award T..	Award	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Associate in Science	Auto Body Technician (AS)	1	1	1	1	2
	Total	1	1	1	1	2
Certificate 18-30 Credits	Auto Body Technician (CA)	5	6	1	1	1
	Total	5	6	1	1	1
Grand Total		6	7	2	2	3

Program Awards: The number of degress and certificates awarded by program type

- List the previous year's projection and current year's projection for degrees and certificates awarded *(i.e. increase, decrease, remain the same)*. Remain relatively the same. I know many students are working towards degrees and certificates. Many have left school to go to work into

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the industry.
- List the trend (*i.e. increasing, decreasing, same*). *Same*
- List contributing factors to the trend. Many students are finding placement in industry.
- What strategies will be employed to meet the current year's projection? Continue to encourage students the importance of achieving the importance of completing a degree or certificate.

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Please provide and comment on any other data that is relevant to your program such as State or National certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT AND IMPROVEMENTS CHECKLIST AND NARRATIVE

CHECKLIST:

- ☒ SLO assessment cycle calendar is up to date: yes
- ☒ Date SLO assessment cycle calendar was last updated: 12/22/2016
- ☒ All courses scheduled for assessment have been assessed in eLumen
- ☒ Dates of last completed course assessments in eLumen : 12/22/2016
- ☐ Program Sustainability Plan progress report completed

Narrative:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.* None, however many industry certificates were awarded/earned by students and many students have also found work in the industry.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include, but are not limited to the following: *(Note: you do not need to respond to each of the items below)*. *If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program learning outcomes.
   Stay current on updated vehicle technologies by offering new industry courses.
B. Anticipated changes in curriculum, scheduling or delivery modality.
   As vehicle technologies continue to advance, integration of updated industry classes/modules for student support.
C. Levels, delivery or types of services.
   Promote more industry classes for students.
D. Facilities changes. None- Same
E. Staffing projections. Same
F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

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This section only needs to be completed if a program has an existing Program Sustainability Plan. Please indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success— Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link

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