# Instructional Program Plan Feedback Form

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| Program Name: | Division: |
| IPC Member(s) Reviewers: | Date Reviewed: |

The purpose of this form is to provide feedback on the quality of the program review to the Department/Program.

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| Instructional Program Plan |  | | | |
|  | **Components** |  | **Comments, questions, and recommendations** | |
| Executive Summary | | | | |
| Please summarize your program’s strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. | Provides:  strengths  challenges  action plans  innovative, logical, evidence-based |  |  | |
| Program Context | | | | |
| 1. Mission: | | | | |
| 1. Articulation: Describe how your program’s articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes. | Provides:  changes at HS, 4-yr colleges  Analysis of impact  Efforts to accommodate changes |  | |
| 1. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings. | Provides:  Evidence of external changes  Analysis of impact  Advisory group information |  | |

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| Instructional Program Review | Performance Level | | |
|  | **Components** |  | **Comments, questions, and recommendations** |
| Looking Back | | | |
| 1. Curricular Changes: List any significant changes that have occurred in your program’s curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes. | Provides:  description of curricular changes  rationale for these changes |  | |
| 1. Progress Report: Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and strategic goals. | Provides:  responses address recommendations  logical, consistent reasoning  progress on action plans/goals |  | |
| 1. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success. | Provides:  Evidence of impact on program  Impact on student success, including learning outcomes  analysis of impact |  | |
| Current State of the Program | | | |
| 1. Connection & Entry:    1. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets. | Provides:  Descriptive summary of data  Analysis of data |  | |
| 7. Connection & Entry:  B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends? [Strategic Enrollment Plan] | Provides:  suggested changes  relation to Strategic Enrolllment Plan  logical, consistent reasoning |  | |
| 1. Progress & Completion:    1. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, and day/evening. Cite quantitative data and specific tables from the data packets. | Provides:  Descriptive summary of data  Analysis of data |  |  |

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| 8. Progress & Completion:  B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses. | Provides:  Descriptive summary of data  Analysis of data |  | |
| 8. Progress & Completion:  C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends? [Student Equity Plan] | Provides:  Analysis of barriers  suggested changes  relation to Student Equity Plan  logical, consistent reasoning |  | |
| 1. SLO Assessment:    1. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time. | Provides:  Progress of Course SLO work  Coordination of SLO work described |  | |
| 9. SLO Assessment:  B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples. | Provides:  summary of dialogue on SLO results  Analysis of effects on teaching  Impact on student learning  examples of SLO impact |  | |
| 1. PLO Assessment: 2. Describe your program’s Program Learning Outcomes assessment plan. | Provides:  complete description  logical means of direct & indirect assessments |  | |
| 10. PLO Assessment:   1. Summarize the major findings of your program’s PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment? | Provides:  Summary of PLO evidence  Analysis  Impact on program  Examples of changes |  | |

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| Instructional Program Review |  | | |
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| Looking Ahead | | | |
| 1. Strategic action plans:    1. How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, resource requirements. | Provides:  Detailed plan  logical, evidence-based rationale  timeline with responsible party  resource requirements |  |  |
| Overall Comments/Feedback/Suggestions on *Instructional Program Plan*: | | | |

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| Instructional Program Review |  | | | |  |
| Resource Requests | **Components** |  | **Comments, questions, and recommendations** |
| 12. Personnel:  A. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. | position request  timing  brief explanation of impact on program |  | |
| B. Identify any reassigned time/non-instructional assignments that are currently allocated to any of your program’s faculty. Describe the impact (positive and negative) that this reassigned time has on your program. | complete info  explanation of impact on program |  | |
| C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here | working links to applications |  | |
| 13. Instructional Equipment:  A. Provide a list of all equipment needed. In order to be funded, requests must include all the required purchasing information. | full description  explanation of impact on program |  | |
| B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs? | full description  explanation of impact on program |  | |
| 14. Information Technology:  A. Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities. | full description  explanation of impact on program |  | |
| B. Will additional space be needed to accommodate the requested equipment? Will the requested equipment require maintenance agreements and or support personnel? If so what are the projected costs? | full description  explanation of impact on program and IT support |  | |
| 15. Facilities:  Identify your program’s facilities needs (custodial services, maintenance, remodeling, or new construction) and provide a brief explanation/justification. Please identify if the needs address ADA, safety, or utility concerns. | description  explanation of impact on program |  | |
| 16. Professional Development:  A. What professional development is needed to strengthen your program’s offerings? | description  explanation of impact on program |  | |
| B. How can CIETL support groups of program faculty and/or faculty at large, through workshops and Flex days? Explain how these activities can contribute to program success and/or support the college’s planning initiatives? | Evidence not cited or analysis is unclear |  | |

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| 17. PRIE Research:  Identify your program’s specific research needs. Explain how the research will contribute to program/student support and/or support institutional plan initiatives. | full description of data needs  explanation of impact on program |  | | |
| 18. Funding:  Describe any projects that your program would like to pursue that are currently unfunded or not fully funded. Explain how such a project would support program needs and align with the college’s strategic plans. | description of projects; new ideas for program improvement  explanation and alignment with college plans |  | | |
| Overall Comments/Feedback/Suggestions  on Resource Requests: |  |  | | |