# Annual Program Plan/Review Assessment—Instructional Planning Committee

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| Program Name: Spanish | Division: Humanities |
| Date Reviewed: March 18, 2016 |

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 Review | Performance Level |  |
|  | **Commendations** | **Recommendations** | **Comments** | **ACCJC Exemplary Example** |
| Executive Summary |  |
| Please summarize your program’s strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees.  | Provided:X Summary of strengths X Summary of opportunities/challengesX Summary of action plansX Thorough summary | Information needed:◻ Summary of strengths ◻ Summary of opportunities/challenges◻ Summary of action plans | We would have liked to see mention of staffing issues in other parts of the Program Review. | ◻ |
| Program Context |  |
| 1. Mission:
 | X Mission provided | ◻ Mission needed |  | ◻ |
| 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.
 | Provided:X Evidence◻ AnalysisX Impact on programX Efforts to make changes | Information needed:◻ EvidenceX Analysis◻ Impact on program◻ Efforts to make changes  | ◻ No recommendation or change needed◻ Not applicableIt would be nice to give some analysis on what ADT and C-ID approval mean for students. | ◻ |
| 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.
 | Provided description of:◻ Community needs◻ Employment needs◻ Technology needs◻ Licensing◻ Accreditation◻ Impact on program | Information needed:X Community needsX Employment needsX Technology needsX LicensingX AccreditationX Impact on program | ◻ No recommendation or change needed◻ Not applicableCould be more thorough. | ◻ |

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| 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.
 | Provided:X List of changes that occurredX Rationale for changes | Information needed:◻ List of changes that occurred◻ Rationale for changes | X No recommendation or change needed◻ Not applicableGood job! | X |
| 5A. Progress Report—IPC Feedback: Provide your responses to all recommendations received in your last program review cycle | Provided:X Response to all recommendations | Information needed:◻ Response to all recommendations | ◻ No recommendation or change neededX Not applicable | ◻ |
| 5B. Progress Report—Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review. | Provided:X Summary of progress | Information needed:◻ Summary of progress | X No recommendation or change needed◻ Not applicable | ◻ |
| 6A. Impact of Resource Applications: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write “not applicable”. | Provided:◻ Thorough description of new resources’ impact on program◻ Thorough description of impact on students◻ Efforts to make changes | Information needed:◻ Further description of new resources’ impact on program◻ Further description of impact on students◻ Efforts to make changes | X Not Applicable | ◻ |
| 6B. Impact of Staffing Changes: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable". | Provided:◻ Thorough description of staffing changes’ impact on program | Information needed:◻ Further description of staffing changes’ impact on program | X Not Applicable | ◻ |

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| Current State of the Program |
| 7A. Connection & Entry--Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs. | Provided:X Thorough description of trends in all identified areas◻ Quantitative evidence from data packets | Information needed:◻ Further description of trends in all identified areasX Quantitative evidence from data packets | ◻ No recommendation or change neededCould do a better job presenting quantitative evidence. Refer to “Table 3,” but no Table 3 is provided. | ◻ |
| 7B. Connection & Entry—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 in enrollment? | Identified: X Changes that could be implemented | Information needed:◻ Changes that could be implemented | X No recommendation or change needed◻ Not applicable | X |
| 8A. Progress & Completion—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. If other sources of data are used, please upload these documents or provide URLs.  | Provided:X Thorough description of trends in all identified areasX Quantitative evidence from data packets | Information needed:◻ Further description of trends in all identified areas◻ Quantitative evidence from data packets | ◻ No recommendation or change neededWe like that you compare to the college average.Good analysis.Some of the information provided (CTE, Basic Skills, Transfer) was unrelated to the question. | ◻ |
| 8B. Progress & Completion Online—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 (f2f) courses.  | Provided:X Description of differences compared to f2f courses | Information needed:◻ Description of differences compared to f2f courses | ◻ Not applicableWhile this is interesting to read, it would be nice to provide a transition to tie the description of the East Palo Alto Phoenix Academy online course to the college.  | ◻ |

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| 8C. Progress & Completion—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?  | Provided:◻ Discussion of factors/barriers influencing student success◻ Discussion of potential changes  | Information needed:X Discussion of factors/barriers influencing student successX Discussion of potential changes  | ◻ No recommendation or change needed◻ Not applicableThis is a repeat of 8B.It would be nice to hear about barriers for students on campus, not just EPAPA. | ◻ |
| 9A. SLO Assessment—Compliance: Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.  | Provided:X Evidence that SLOs are assessed at least once/4 yearsX Coordination of assessment across sections and time is thorough | Information needed:◻ Evidence SLOs are assessed at least once/4 years◻ Description of assessment across sections and time |  | ◻ |
| 10A. PLO Assessment—Plan: Describe your program’s Program Learning Outcomes assessment plan.  | Provided:X Evidence of assessment planX Thorough description of assessment plan is thorough | Information needed:◻ Evidence of assessment plan◻ Further description of assessment plan | Very thoughtful and well written. This is a model! | X |
| 10B. PLO Assessment—Impact: 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? | Provided:◻ Summary of findings◻ Thorough discussion of improvements | Information needed:X Summary of findingsX Further discussion on improvements | We would have liked a more detailed summary of findings and discussion of improvements. | ◻ |
| 9B. SLO Assessment—Impact: 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? | Provided:X Summary of findings◻ Thorough discussion of improvements | Information needed:◻ Summary of findingsX Further discussion on improvements | It would be nice to have more detail on how current SLOs are affecting the courses. | ◻ |

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| Looking Ahead |
| 11. Personnel request: see SPOL for details | Not review by IPC | Not review by IPC |  |  |
| 12. Equipment, technology, and facilities requests:  | Not review by IPC | Not review by IPC |  |  |
| 13. Strategic Action Plans: Use this objective to describe the action plans that your program intends to implement. Describe your plan. Be sure to describe any research or training you will need to accomplish these plans. Then select PRIE and/or Professional Development in the "Units Impacted" section. | Provided:X Thorough description of action plans | Information needed:◻ Further description of action plans | X No recommendation or change needed | ◻ |

**Overall Commendations:**

**Your mapping of SLO assessments to PLO assessments is very impressive. Good work integrating data.**

**Overall Recommendations:**

**If staffing is an issue, it would have been good to infuse that into other parts of program review.**

**Overall Program Effectiveness:**

◻ Highly effective

X Effective

◻ Needs program improvement

**Dean’s perspective on the vitality of program:**

*See the executive summary under “Suggested Follow Up” in SPOL*

**Approval Process is embedded in SPOL (Approval from IPC chairs and VPs)**