# Annual Program Plan/Review Assessment (Rubric: 2 point scale)—Instructional Planning Committee

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| Program Name: | Division: |
| 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 Review | Performance Level | | |  |
|  | **Commendations** | **Recommendations** | **Comments** | **ACCJC Exemplary Check** |
| Executive Summary | | | |  |
| Please summarize your program’s strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make 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  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |

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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. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 5A. Progress Report—IPC Feedback: Provide your responses to all recommendations received in your last program review cycle | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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”. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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". | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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? | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| Instructional Program Review | Performance Level | | |  |
|  | **Commendations** | **Recommendations** | **Comments** | **ACCJC Exemplary Check** |
| 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. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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 courses. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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? | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 9B. SLO Assessment--Impact: 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:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 10A. PLO Assessment—Plan: Describe your program’s Program Learning Outcomes assessment plan. | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |
| 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? | Provides:  Evidence  Analysis  Impact on students  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on students  Efforts to make changes |  |  |

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| Looking Ahead | | | |  | |
| Resource Requests | **Developing** | **Acceptable** | **Exemplary** | | **Comments** | |
| 12. Equipment, technology, and facilities requests:  Use this objective to request supplies, equipment, technology or facilities improvements. | Information is unclear | Description is acceptable but needs additional information | Information is complete | |  | |
| 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. | Information is unclear | Description is acceptable but needs additional information | Information is complete | |  | |

**Overall Commendations:**

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**Overall Program Effectiveness:**

* Highly effective
* 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)**