

**Cañada College**  
**Instructional Program Plan Feedback Form**

<b>Program Name: ASTR (PHYS)</b>	<b>Division: Sci/Tech</b>
<b>IPC Member(s) Reviewers: Rhodes</b>	<b>Date Reviewed: 4/2/15</b>

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

Instructional Program Plan	Components	Comments, questions, recommendations
<b><u>Executive Summary</u></b>		
Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees.	Provides: <input checked="" type="checkbox"/> strengths <input checked="" type="checkbox"/> challenges <input checked="" type="checkbox"/> action plans <input type="checkbox"/> innovative, logical, evidence-based	Click here to enter text.
<b><u>Program Context</u></b>		
<b>1. Mission:</b>		
<b>2. Articulation:</b> 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: <input type="checkbox"/> changes at HS, 4-yr colleges <input type="checkbox"/> Analysis of impact <input type="checkbox"/> Efforts to accommodate changes	No changes anticipated. Would any of the astronomy courses fit into a proposed GE Thematic Pathway?
<b>3. Community and Labor Needs:</b> Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs	Provides: <input type="checkbox"/> Evidence of external changes	No changes anticipated. Are there any pertinent Transfer Curriculum degrees being set up to aid transfer to CSUs?

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should identify the dates of their advisory group meetings.	<input type="checkbox"/> Analysis of impact <input type="checkbox"/> Advisory group information	
<b>Instructional Program Plan</b>	<b>Components</b>	<b>Comments, questions, recommendations</b>
<b><u>Looking Back</u></b>		
<b>4. Curricular Changes:</b> 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: <input type="checkbox"/> description of curricular changes <input type="checkbox"/> rationale for these changes	Click here to enter text.
<b>5. Progress Report:</b> 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: <input type="checkbox"/> responses address recommendations <input type="checkbox"/> logical, consistent reasoning <input type="checkbox"/> progress on action plans/goals	What did you add to your analysis and plans? (on last year's Program Plan)
<b>6. Impact of resource allocations:</b> 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: <input type="checkbox"/> Evidence of impact on program <input type="checkbox"/> Impact on student success, including learning outcomes <input type="checkbox"/> analysis of impact	It is a challenge to get students to use tutoring services, even if they are clearly beneficial. How can you further promote use of tutors? Would online tutoring be more accessible to evening students? Other ideas?
<b><u>Current State of the Program</u></b>		
<b>7. Connection &amp; Entry:</b>	Provides:	

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<p>A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.</p>	<input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	<p>Which students are typically enrolled in ASTR: STEM, non-STEM, transfer or non-degree? Does the higher enrollment in daytime classes give any clues?</p>
<p>B. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.</p>	<p>Provides:</p> <input checked="" type="checkbox"/> suggested changes <input type="checkbox"/> relation to Strategic Enrollment Plan <input checked="" type="checkbox"/> logical, consistent reasoning	<p>Kudos for the Star Parties. Were they well attended?</p> <p>It's also nice to see Honors added. Middle College students are a good target; are there other groups that could be specifically marketed to?</p>
<b>Instructional Program Plan</b>	<b>Components</b>	<b>Comments, questions, recommendations</b>
<b><u>Current State of the Program</u></b>		
<p><b>8. Progress &amp; Completion:</b></p> <p>A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.</p>	<p>Provides:</p> <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	
<p>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.</p>	<p>Provides:</p> <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	
<p>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</p>	<p>Provides:</p> <input checked="" type="checkbox"/> Analysis of barriers <input checked="" type="checkbox"/> suggested changes	<p>What resources are needed to better develop the online courses?</p>

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curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?	<input type="checkbox"/> relation to Student Equity Plan <input checked="" type="checkbox"/> logical, consistent reasoning	
<b>9. SLO Assessment:</b>  A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.	Provides: <input checked="" type="checkbox"/> Progress of Course SLO work <input checked="" type="checkbox"/> Coordination of SLO work described	Please make sure that the new SLOs are entered in both Curricunet and in Tracdat.
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: <input type="checkbox"/> summary of dialogue on SLO results <input type="checkbox"/> Analysis of effects on teaching <input type="checkbox"/> Impact on student learning <input type="checkbox"/> examples of SLO impact	N/A, because of revision of SLOs. Discussion based on analysis of other measures of student performance, which is fine. Carry on!
<b>Instructional Program Plan</b>	<b>Components</b>	<b>Comments, questions, recommendations</b>
<b>10. PLO Assessment:</b>  A. Describe your program's Program Learning Outcomes assessment plan.	Provides: <input type="checkbox"/> complete description <input type="checkbox"/> logical means of direct and/or indirect assessments	See PHYS Program Plan
B. Summarize the major findings of your program's PLO assessments. What are some	Provides:	See PHYS Program Plan

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improvements that have been, or can be, implemented as a result of PLO assessment?	<input type="checkbox"/> Summary of PLO evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on program <input type="checkbox"/> Examples of changes	
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**Looking Ahead**

<b>11. Strategic action plans:</b>  A. 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: <input checked="" type="checkbox"/> Detailed plan <input type="checkbox"/> logical, evidence-based rationale <input checked="" type="checkbox"/> timeline with responsible party <input checked="" type="checkbox"/> resource requirements	
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**Overall Comments/Feedback/Suggestions on Instructional Program Plan:**

Your active recruitment efforts are applauded. Make sure to get full support of marketing staff and others to help put ASTR front and center at college events. As instructional delivery and course content are adjusted, that could help increase enrollments, too. As mentioned above, consider aligning ASTR with a GE Pathway, as that program develops.

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Instructional Program Plan	Components	Comments, questions, recommendations
<b><u>Resource Requests</u></b>		
<b>12. Personnel:</b> 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.	<input type="checkbox"/> position request <input type="checkbox"/> timing <input type="checkbox"/> brief explanation of impact on program	No request found.
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.	<input type="checkbox"/> complete info <input type="checkbox"/> explanation of impact on program	
C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here	<input type="checkbox"/> working links to applications	
<b>13. Instructional Equipment:</b> A. Provide a list of all equipment needed. In order to be funded, requests must include all the required purchasing information.	<input type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program	See PHYS Program requests.
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?	<input type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program	
<b>14. Information Technology:</b> A. Provide a list of all software and hardware needed. Include the required purchasing information and/or desired capabilities.	<input type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program	See PHYS Program requests.

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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?	<input type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program and IT support	
<b>15. Facilities:</b> 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.	<input type="checkbox"/> description <input type="checkbox"/> explanation of impact on program	See PHYS Program requests.
<b>16. Professional Development:</b> A. What professional development is needed to strengthen your program's offerings?	<input type="checkbox"/> description <input type="checkbox"/> explanation of impact on program	None requested.
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?	<input type="checkbox"/> Evidence cited or analysis is clear	No request.
<b>17. PRIE Research:</b> Identify your program's specific research needs. Explain how the research will contribute to program/student support and/or support institutional plan initiatives.	<input type="checkbox"/> full description of data needs <input type="checkbox"/> explanation of impact on program	No request
<b>18. Funding:</b> 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.	<input type="checkbox"/> description of projects; new ideas for program improvement <input type="checkbox"/> explanation and alignment with college plans	No request.

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**Overall Comments/Feedback/Suggestions on Resource Requests:**

[Click here to enter text.](#)

**IPC Co-Chair Signature**

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**Date**

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**VPI Co-Chair Signature**

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**Date**

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