

Cañada College
Instructional Program Plan Feedback Form

Program Name: Early Childhood Education	Division: Business & Workforce
IPC Member(s) Reviewers: David Johnson, Diva Ward, Andee Liljegren, Penelope Blair, Sarah Harmon	Date Reviewed: 03/06/2015

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
<u>Executive Summary</u>		
Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees.	<p>Provides:</p> <p><input type="checkbox"/> strengths</p> <p><input type="checkbox"/> challenges</p> <p><input type="checkbox"/> action plans</p> <p><input type="checkbox"/> innovative, logical, evidence-based</p>	Provides all
<u>Program Context</u>		
1. Mission:		Is aligned to college mission and goals
2. 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.	<p>Provides:</p> <p><input type="checkbox"/> changes at HS, 4-yr colleges</p> <p><input type="checkbox"/> Analysis of impact</p> <p><input type="checkbox"/> Efforts to accommodate changes</p>	Efforts to accommodate change is not discussed in this section but is discussed later in this section.
3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or	<p>Provides:</p> <p><input type="checkbox"/> Evidence of external</p>	<p>Evidence of external changes is listed in progress report, not in this section.</p> <p>Analysis of impact is also listed in progress report and</p>

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accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.	changes <input type="checkbox"/> Analysis of impact <input type="checkbox"/> Advisory group information	current state of the program. Advisory group information is listed.
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<u>Looking Back</u>		
4. 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: <input type="checkbox"/> description of curricular changes <input type="checkbox"/> rationale for these changes	Curricular changes are listed and rationale is provided.
5. 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: <input type="checkbox"/> responses address recommendations <input type="checkbox"/> logical, consistent reasoning <input type="checkbox"/> progress on action plans/goals	Responses and recommendations addressed
6. 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: <input type="checkbox"/> Evidence of impact on program <input type="checkbox"/> Impact on student success, including learning outcomes <input type="checkbox"/> analysis of impact	Listed in current state of the program section
<u>Current State of the Program</u>		

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<p>7. Connection & Entry:</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> <p><input type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>Trends listed and data needs met</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> <p><input type="checkbox"/> suggested changes</p> <p><input type="checkbox"/> relation to Strategic Enrollment Plan</p> <p><input type="checkbox"/> logical, consistent reasoning</p>	<p>Met</p>
<p>Instructional Program Plan</p>	<p>Components</p>	<p>Comments, questions, recommendations</p>
<p><u>Current State of the Program</u></p>		
<p>8. Progress & Completion:</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> <p><input type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>Met</p>
<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> <p><input type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>Met</p>
<p>C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses</p>	<p>Provides:</p> <p><input type="checkbox"/> Analysis of barriers</p>	<p>Addressed in section Progress and Completion</p>

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<p>and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?</p>	<input type="checkbox"/> suggested changes <input type="checkbox"/> relation to Student Equity Plan <input type="checkbox"/> logical, consistent reasoning	
<p>9. SLO Assessment:</p> <p>A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.</p>	<p>Provides:</p> <input type="checkbox"/> Progress of Course SLO work <input type="checkbox"/> Coordination of SLO work described	Met
<p>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.</p>	<p>Provides:</p> <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	Met with reference to process of course improvement
Instructional Program Plan	Components	Comments, questions, recommendations
<p>10. PLO Assessment:</p> <p>A. Describe your program's Program Learning Outcomes assessment plan.</p>	<p>Provides:</p> <input type="checkbox"/> complete description <input type="checkbox"/> logical means of direct and/or indirect assessments	Described in PLO assessment section
<p>B. Summarize the major findings of your program's PLO assessments. What are some</p>	<p>Provides:</p>	Met. Working on signature assignments and alignment with

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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	cap.
<u>Looking Ahead</u>		
11. Strategic action plans: 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 type="checkbox"/> Detailed plan <input type="checkbox"/> logical, evidence-based rationale <input type="checkbox"/> timeline with responsible party <input type="checkbox"/> resource requirements	Met. Specified action plan and timeline for the plan.
Overall Comments/Feedback/Suggestions on Instructional Program Plan: Click here to enter text.		

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<u>Resource Requests</u>		
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.	<input type="checkbox"/> position request <input type="checkbox"/> timing <input type="checkbox"/> brief explanation of impact on program	References to needed Spanish speaking resources. Met.
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	Click here to enter text.
C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here	<input type="checkbox"/> working links to applications	Request for retention specialist. There is discussion on how this will impact the program.
13. Instructional Equipment: 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	Met
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	Click here to enter text.
14. Information Technology: 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	No software was requested

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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	Click here to enter text.
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.	<input type="checkbox"/> description <input type="checkbox"/> explanation of impact on program	Plan to open a new ECE Center.
16. Professional Development: A. What professional development is needed to strengthen your program's offerings?	<input type="checkbox"/> description <input type="checkbox"/> explanation of impact on program	Listed.
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	Not listed. Should be included.
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.	<input type="checkbox"/> full description of data needs <input type="checkbox"/> explanation of impact on program	Not specifically addressed.
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.	<input type="checkbox"/> description of projects; new ideas for program improvement <input type="checkbox"/> explanation and alignment with college plans	ECE Study Center is listed and described.

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Overall Comments/Feedback/Suggestions on Resource Requests:

Overall-informative and complete.

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
