

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: Honors Transfer Program	Division: Office of Instruction
IPC Member(s) Reviewers: Behonick, Hamilton, Martin, Tedone	Date Reviewed: 3/6/15

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.	Provides: <input checked="" type="checkbox"/> strengths <input checked="" type="checkbox"/> challenges <input checked="" type="checkbox"/> action plans <input type="checkbox"/> innovative, logical, evidence-based	Executive Summary details strengths of design of HTP. How many students get full benefit of these strengths? Challenges and action items well addressed.
<u>Program Context</u>		
1. Mission:		Click here to enter text.
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.	Provides: <input type="checkbox"/> changes at HS, 4-yr colleges <input type="checkbox"/> Analysis of impact <input type="checkbox"/> Efforts to accommodate changes	n/a for HTP
3. Community and Labor Needs: 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	n/a for HTP

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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	
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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 checked="" type="checkbox"/> description of curricular changes <input checked="" type="checkbox"/> rationale for these changes	Very complete description and analysis.
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 checked="" type="checkbox"/> logical, consistent reasoning <input checked="" type="checkbox"/> progress on action plans/goals	No previous recommendations to address. Very thorough progress update on ongoing action plan.
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	Provides speculation on impact to program, no evidence/analysis of impact of resources (HTP Coordinator, dedicated counselor, funding) to current program.
<u>Current State of the Program</u>		
7. Connection & Entry:	Provides:	n/a for HTP

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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 type="checkbox"/> Descriptive summary of data <input type="checkbox"/> Analysis of data	
<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 type="checkbox"/> suggested changes <input type="checkbox"/> relation to Strategic Enrollment Plan <input type="checkbox"/> logical, consistent reasoning	<p>n/a for HTP</p>
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<u>Current State of the Program</u>		
<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> <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	<p>Click here to enter text.</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> <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 curriculum, pedagogy, scheduling, modality)</p>	<p>Provides:</p> <input checked="" type="checkbox"/> Analysis of barriers <input checked="" type="checkbox"/> suggested changes	<p>No discussion of relation to Student Equity Plan, but does discuss connection of HTP and Educational Master Plan.</p>

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could be implemented to improve these trends?	<input type="checkbox"/> relation to Student Equity Plan <input checked="" type="checkbox"/> logical, consistent reasoning	
9. SLO Assessment: 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 type="checkbox"/> Progress of Course SLO work <input type="checkbox"/> Coordination of SLO work described	n/a for HTP
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 for HTP
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10. PLO Assessment: A. Describe your program's Program Learning Outcomes assessment plan.	Provides: <input checked="" type="checkbox"/> complete description <input checked="" type="checkbox"/> logical means of direct and/or indirect assessments	
B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be,	Provides: <input checked="" type="checkbox"/> Summary of PLO	

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implemented as a result of PLO assessment?	evidence <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Impact on program <input checked="" type="checkbox"/> Examples of changes	
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Looking Ahead

<p>11. Strategic action plans:</p> <p>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.</p>	<p>Provides:</p> <p><input checked="" type="checkbox"/> Detailed plan</p> <p><input type="checkbox"/> logical, evidence-based rationale</p> <p><input checked="" type="checkbox"/> timeline with responsible party</p> <p><input checked="" type="checkbox"/> resource requirements</p>	<p>Action plan focuses mostly on already completed items – only one is ongoing and one is in the future.</p>
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Overall Comments/Feedback/Suggestions on Instructional Program Plan:

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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	Not requested
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	Not requested
C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here	<input type="checkbox"/> working links to applications	Not requested
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	Not requested.
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	Not requested.
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	Not requested.

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<p>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?</p>	<p><input type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program and IT support</p>	<p>Not requested</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> description <input checked="" type="checkbox"/> explanation of impact on program</p>	
<p>16. Professional Development: A. What professional development is needed to strengthen your program's offerings?</p>	<p><input type="checkbox"/> description <input type="checkbox"/> explanation of impact on program</p>	<p>Not requested</p>
<p>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?</p>	<p><input type="checkbox"/> Evidence cited or analysis is clear</p>	<p>Not requested</p>
<p>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.</p>	<p><input checked="" type="checkbox"/> full description of data needs <input checked="" type="checkbox"/> explanation of impact on program</p>	
<p>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.</p>	<p><input type="checkbox"/> description of projects; new ideas for program improvement <input type="checkbox"/> explanation and alignment with college plans</p>	<p>Not requested. Suggest reiterating funding request listed in Program Review document.</p>

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Overall Comments/Feedback/Suggestions on Resource Requests:

[Click here to enter text.](#)

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
