

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: MATH	Division: Sci/TEch
IPC Member(s) Reviewers: Carol Rhodes, Jonathan MacSwain	Date Reviewed: March 20

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 type="checkbox"/> <input checked="" type="checkbox"/> strengths <input type="checkbox"/> <input checked="" type="checkbox"/> challenges <input type="checkbox"/> <input checked="" type="checkbox"/> action plans <input type="checkbox"/> <input checked="" type="checkbox"/> innovative, logical, evidence-based	Good discussion of plans and ongoing work. What has worked well so far?
<u>Program Context</u>		
1. Mission:		appropriate
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 checked="" type="checkbox"/> <input type="checkbox"/> changes at HS, 4-yr colleges <input checked="" type="checkbox"/> <input type="checkbox"/> Analysis of impact <input type="checkbox"/> Efforts to accommodate changes	Will there be any changes in the placement tests themselves? Are other measures (HS Scores, prior math classes) being considered? How are you responding to these articulation changes?
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	Click here to enter text.

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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	logical
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"/> response address recommendations <input type="checkbox"/> logical, consistent reasoning <input type="checkbox"/> progress on action plans/goals	Are you planning to gather data on the effectiveness of RA in courses? This might be useful in promoting it across the entire campus.
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	What has been the effect of the SI/EPIC tutors? There are daily workshops and lots of tutoring; new program services coordinator. Is full use being made of these resources?
<u>Current State of the Program</u>		
7. Connection & Entry:	Provides:	Click here to enter text.

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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>	<p><input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data</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: <input type="checkbox"/> suggested changes <input type="checkbox"/> relation to Strategic Enrollment Plan <input type="checkbox"/> logical, consistent reasoning</p>	<p>Click here to enter text.</p>
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<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: <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data</p>	<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: <input checked="" type="checkbox"/> Descriptive summary of data <input type="checkbox"/> Analysis of data</p>	<p>Do online students have access to adequate support? Same question for evening students. How can this support (tutors?) be provided in an effective mode?</p>
<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: <input checked="" type="checkbox"/> Analysis of barriers <input checked="" type="checkbox"/> suggested changes</p>	<p>When will the updated placemetn tests be implemented? Don't you already have data on the effectiveness of Math Jam? Re; Math for STEM, why not use STEM-applicable problems</p>

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could be implemented to improve these trends?	<input type="checkbox"/> relation to Student Equity Plan <input type="checkbox"/> logical, consistent reasoning	with the existing math courses? It can be difficult to get a new course to attract enough students.
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 checked="" type="checkbox"/> Progress of Course SLO work <input checked="" type="checkbox"/> Coordination of SLO work described	Nice plan for assessing all the math classes. Do all instructors fully participate? Do you use a common assessment method for all sections of a course?
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 checked="" type="checkbox"/> summary of dialogue on SLO results <input type="checkbox"/> Analysis of effects on teaching <input type="checkbox"/> Impact on student learning <input checked="" type="checkbox"/> examples of SLO impact	Good example.
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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	Direct assessment is well done. The Tracdat report is not clear: are the 77 studnens a combination of those in all three math courses: 120, 200, and 252? It doesn't make sense to combine those results.
B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be,	Provides: <input type="checkbox"/> Summary of PLO	How did transfer-level students do?

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implemented as a result of PLO assessment?	evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on program <input 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 type="checkbox"/> Detailed plan <input type="checkbox"/> logical, evidence-based rationale <input type="checkbox"/> timeline with responsible party <input type="checkbox"/> resource requirements</p>	<p>Dates are historical. Unless you can time travel.</p> <p>What about DE, night students, instructional aid, new class, math for stats changes, ?? No mention of request for new FT instructor. Or proctor in the Learning Center.</p> <p>Incomplete response. Designate one or two individuals for followup, please.</p> <p>Do you want help from PRIE to measure impact of changes in any of the courses or sequences?</p>
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Overall Comments/Feedback/Suggestions on Instructional Program Plan:

There's lots of good progress reported here. It seems as though you could make use of additional resources, so you should mention those in this document. Please address actions that could help DE students, evening students, Afro-Americans. What impact will dropping of in-person basic math classes have on these groups, in particular? What extra support might be needed for any student taking those classes online?

Why not work with PRIE to measure effects of some of the changes you plan to incorporate? If there is a best –practice method of tutoring, it would be nice to identify it and put resources there rather than in less effective means.

Please check for grammar and spelling errors, as this report does circulate widely.

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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	Click here to enter text.
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	Why is Michael Hoffman's assignment as ACES Leader not mentioned here? Does Denise Hum have reassigned time for her coordination and outreach work? Others?
C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here	<input type="checkbox"/> working links to applications	Click here to enter text.
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	Click here to enter text.
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	Click here to enter text.

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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>Click here to enter text.</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 type="checkbox"/> description <input type="checkbox"/> explanation of impact on program</p>	<p>Click here to enter text.</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>Click here to enter text.</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>Click here to enter text.</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 type="checkbox"/> full description of data needs <input type="checkbox"/> explanation of impact on program</p>	<p>Click here to enter text.</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>Click here to enter text.</p>

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Overall Comments/Feedback/Suggestions on Resource Requests:

No resources requested??

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
