

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: STEM	Division: Science and technology
IPC Member(s) Reviewers: Andee Liljegren, Jessica Kaven, Karen Olesen	Date Reviewed: March 20th , 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.	Provides: <input checked="" type="checkbox"/> strengths <input checked="" type="checkbox"/> challenges <input checked="" type="checkbox"/> action plans <input checked="" type="checkbox"/> innovative, logical, evidence-based	Clearly identified.
<u>Program Context</u>		
1. Mission:		Complete.
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	Did not include.
3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs	Provides: <input checked="" type="checkbox"/> Evidence of external changes	General description included. Description on how they are encouraging underrepresented students to enter the STEM field is needed.

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<p>should identify the dates of their advisory group meetings.</p>	<input checked="" type="checkbox"/> Analysis of impact <input type="checkbox"/> Advisory group information	<p>Does STEM have an Advisory committee made up of appropriate industry representation?</p>
<p>Instructional Program Plan</p>	<p>Components</p>	<p>Comments, questions, recommendations</p>
<p><u>Looking Back</u></p>		
<p>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.</p>	<p>Provides:</p> <input type="checkbox"/> description of curricular changes <input type="checkbox"/> rationale for these changes	<p>Not stated clearly. Could have incorporated data breakdown of which STEM subjects students require the most tutoring in, and how that would impact curricular changes.</p>
<p>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.</p>	<p>Provides:</p> <input type="checkbox"/> responses address recommendations <input type="checkbox"/> logical, consistent reasoning <input type="checkbox"/> progress on action plans/goals	<p>Did not include.</p>
<p>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.</p>	<p>Provides:</p> <input type="checkbox"/> Evidence of impact on program <input type="checkbox"/> Impact on student success, including learning outcomes <input type="checkbox"/> analysis of impact	<p>Stated as not applicable; however, they did make a case that they need larger facilities.</p>
<p><u>Current State of the Program</u></p>		

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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 checked="" type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>Strong enrollment in Math Jam, transfer level STEM courses and tutoring services. Speaker series is well attended. Has there been an increase in these areas over time?</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 checked="" type="checkbox"/> suggested changes</p> <p><input checked="" type="checkbox"/> relation to Strategic Enrollment Plan</p> <p><input checked="" type="checkbox"/> logical, consistent reasoning</p>	<p>Click here to enter text.</p>
Instructional Program Plan	Components	Comments, questions, recommendations
<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 checked="" type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>General trends identified. Strong descriptive summary of students participating in specific STEM related activities.</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>Did not specify.</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>None provided.</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: 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 checked="" type="checkbox"/> Progress of Course SLO work <input type="checkbox"/> Coordination of SLO work described	<p>Chart included for one SLO. Other data provided.</p>
<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	<p>None provided.</p>
<p>Instructional Program Plan</p>	<p>Components</p>	<p>Comments, questions, recommendations</p>
<p>10. PLO Assessment: 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	<p>None provided. However, program goals were mentioned following the mission.</p>
<p>B. Summarize the major findings of your program's PLO assessments. What are some</p>	<p>Provides:</p>	<p>None provided.</p>

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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

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	Detailed plan not provided.
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Overall Comments/Feedback/Suggestions on Instructional Program Plan:

The review does not include all of the required elements of the Instructional Program Review document. This led to confusion for the evaluatees when reviewing the program review.

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Instructional Program Plan	Components	Comments, questions, recommendations
<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	n/a
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	n/a
C. Links to new position requests and reassigned time/non-instructional assignment applications will be included here	<input type="checkbox"/> working links to applications	n/a
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	n/a
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	n/a
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	n/a

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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>n/a</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 type="checkbox"/> explanation of impact on program</p>	<p>Description provided.</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>n/a</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>n/a</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>Futher support needed.</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>n/a</p>

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Overall Comments/Feedback/Suggestions on Resource Requests:

Grant funding addresses most of the aforementioned needs.

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
