

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: CHEM	Division: Science 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 type="checkbox"/> challenges <input checked="" type="checkbox"/> action plans <input checked="" type="checkbox"/> innovative, logical, evidence-based	Clear articulation of strengths and action plan was identified. No real mention of challenges.
<u>Program Context</u>		
1. Mission:		Mission identified
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	UC major prerequisites must be reviewed in comparison with the CSU.
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	Not Applicable

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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	They have identified challenges and concerns for their programs; however, did not describe the curricular changes. For example, were there changes made to the evening CHEM 410 class? If so, please identify. Proposed goals to establish standardized laboratory curriculum seems appropriate.
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 checked="" type="checkbox"/> responses address recommendations <input checked="" type="checkbox"/> logical, consistent reasoning <input checked="" type="checkbox"/> progress on action plans/goals	They have made significant progress on SLO development and assessment.
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 checked="" type="checkbox"/> Evidence of impact on program <input checked="" type="checkbox"/> Impact on student success, including learning outcomes <input checked="" type="checkbox"/> analysis of impact	Emphazied need for additional support staff.
<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 checked="" type="checkbox"/> Descriptive summary of data</p> <p><input type="checkbox"/> Analysis of data</p>	<p>Vague description and analysis, although the program seems to be productive.</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>None required.</p>
Instructional Program Plan	Components	Comments, questions, recommendations
<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> <p><input checked="" type="checkbox"/> Descriptive summary of data</p> <p><input checked="" type="checkbox"/> Analysis of data</p>	<p>Very thorough.</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 checked="" type="checkbox"/> Descriptive summary of data</p> <p><input checked="" type="checkbox"/> Analysis of data</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 checked="" type="checkbox"/> Analysis of barriers</p>	<p>Very thorough.</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 checked="" type="checkbox"/> suggested changes <input type="checkbox"/> relation to Student Equity Plan <input checked="" 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 checked="" type="checkbox"/> Coordination of SLO work described	<p>Very impressive record of assessment results. It's great that you have FT and adjunct faculty participating.</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 checked="" type="checkbox"/> summary of dialogue on SLO results <input checked="" type="checkbox"/> Analysis of effects on teaching <input checked="" type="checkbox"/> Impact on student learning <input checked="" type="checkbox"/> examples of SLO impact	<p>Clearly identified improvements based on SLO results.</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 checked="" type="checkbox"/> complete description <input checked="" type="checkbox"/> logical means of direct and/or indirect assessments	<p>Great follow-up on PLO assessment and making data-driven decisions. Even incorporated a workshop on how to make an appropriate lab report - very student centered.</p>
<p>B. Summarize the major findings of your program's PLO assessments. What are some</p>	<p>Provides:</p>	<p>Click here to enter text.</p>

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improvements that have been, or can be, implemented as a result of PLO assessment?	<input checked="" type="checkbox"/> Summary of PLO 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> <input checked="" type="checkbox"/> Detailed plan <input checked="" type="checkbox"/> logical, evidence-based rationale <input checked="" type="checkbox"/> timeline with responsible party <input checked="" type="checkbox"/> resource requirements	<p>Well thought out and detailed plan.</p> <p>They raise a significant concern regarding the required math prerequisite courses and they do not prepare students for the math needed so successfully complete CHEM.</p>
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Overall Comments/Feedback/Suggestions on Instructional Program Plan:

Click here to enter text.

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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 checked="" type="checkbox"/> position request <input checked="" type="checkbox"/> timing <input checked="" type="checkbox"/> brief explanation of impact on program	Clear case made for support staff needed.
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	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 checked="" type="checkbox"/> full description <input checked="" type="checkbox"/> explanation of impact on program	Clearly justified in the program review.
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 checked="" type="checkbox"/> full description <input checked="" 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 checked="" type="checkbox"/> description <input checked="" type="checkbox"/> explanation of impact on program</p>	<p>Stated their case for training by a certified Perkin Elmer instructor.</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>None.</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 checked="" 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:

[Click here to enter text.](#)

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
