

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: CBOT	Division: Business
IPC Member(s) Reviewers: David Johnson, Diva Ward, Sarah Harmon, Penelope Blair, Andee Liljegren	Date Reviewed: 6 March 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	Click here to enter text.
<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 checked="" type="checkbox"/> changes at HS, 4-yr colleges <input checked="" type="checkbox"/> Analysis of impact <input checked="" type="checkbox"/> Efforts to accommodate changes	Analysis of impact needs more detail. Perhaps more alignment with the other programs on campus.
3. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or	Provides:	Click here to enter text.

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<p>accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence of external changes <input checked="" type="checkbox"/> Analysis of impact <input checked="" type="checkbox"/> Advisory group information 	
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<u>Looking Back</u>		
<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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> description of curricular changes <input checked="" type="checkbox"/> rationale for these changes 	<p>Click here to enter text.</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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> responses address recommendations <input checked="" type="checkbox"/> logical, consistent reasoning <input checked="" type="checkbox"/> progress on action plans/goals 	<p>Click here to enter text.</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> <ul style="list-style-type: none"> <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 	<p>Click here to enter text.</p>

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<u>Current State of the Program</u>		
7. Connection & Entry: A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.	Provides: <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	The comments regarding evening students and success/retention rates are in conflict with the college data.
B. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.	Provides: <input checked="" type="checkbox"/> suggested changes <input checked="" type="checkbox"/> relation to Strategic Enrollment Plan <input checked="" type="checkbox"/> logical, consistent reasoning	Click here to enter text.
<u>Current State of the Program</u>		
8. Progress & Completion: A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.	Provides: <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	Click here to enter text.
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.	Provides: <input checked="" type="checkbox"/> Descriptive summary of data <input checked="" type="checkbox"/> Analysis of data	Click here to enter text.

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<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) could be implemented to improve these trends?</p>	<p>Provides:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analysis of barriers <input checked="" type="checkbox"/> suggested changes <input checked="" type="checkbox"/> relation to Student Equity Plan <input checked="" type="checkbox"/> logical, consistent reasoning 	<p>Click here to enter text.</p>
<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> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Progress of Course SLO work <input checked="" type="checkbox"/> Coordination of SLO work described 	<p>Click here to enter text.</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> <ul style="list-style-type: none"> <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>Click here to enter text.</p>
<p>Instructional Program Plan</p>	<p>Components</p>	<p>Comments, questions, recommendations</p>
<p>10. PLO Assessment:</p> <p>A. Describe your program's Program Learning Outcomes assessment plan.</p>	<p>Provides:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> complete description 	<p>Click here to enter text.</p>

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	<input checked="" type="checkbox"/> logical means of direct and/or indirect assessments	
<p>B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?</p>	<p>Provides:</p> <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	<p>Click here to enter text.</p>
<p><u>Looking Ahead</u></p>		
<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>Click here to enter text.</p>
<p>Overall Comments/Feedback/Suggestions on Instructional Program Plan:</p> <p>Click here to enter text.</p>		

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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	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 checked="" type="checkbox"/> full description <input checked="" 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	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 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>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 checked="" 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>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 checked="" 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 checked="" type="checkbox"/> full description of data needs <input checked="" 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>n/a</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
