# Annual Program Plan/Review Assessment—Instructional Planning Committee

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| Program Name: | Division: |
| Date Reviewed: |

The purpose of this form is to provide feedback on the quality of the program review to the Department/Program.

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| Instructional Program Review | Performance Level | | |  |
|  | **Commendations** | **Recommendations** | **Comments** | **ACCJC Exemplary Example** |
| Executive Summary | | | |  |
| Please summarize your program’s strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. | Provided:  Summary of strengths  Summary of opportunities/challenges  Summary of action plans  Thorough summary | Information needed:  Summary of strengths  Summary of opportunities/challenges  Summary of action plans | Click here to enter text. |  |
| Program Context | | | |  |
| 1. Mission: | Mission provided | Mission needed | Click here to enter text. |  |
| 1. 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. | Provided:  Evidence  Analysis  Impact on program  Efforts to make changes | Information needed:  Evidence  Analysis  Impact on program  Efforts to make changes | No recommendation or change needed  Not applicable  Where do programs get information regarding curriculum/degree requirements and changes at HSs & 4-year institutions? Is this clear for all departments/faculty? Is there a way to facilitate this? |  |
| 1. Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings. | Provided description of:  Community needs  Employment needs  Technology needs  Licensing  Accreditation  Impact on program | Information needed:  Community needs  Employment needs  Technology needs  Licensing  Accreditation  Impact on program | No recommendation or change needed  Not applicable  Same question as for 2 – where do departments/faculty (esp. non-CTE departments, which don’t have advisory boards or regularly receive labor market data) get this information? Are we assuming faculty have information that they may not have? Has anyone checked in with faculty about this? |  |

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| Looking Back | | | |  |
| 1. 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. | Provided:  List of changes that occurred  Rationale for changes | Information needed:  List of changes that occurred  Rationale for changes | No recommendation or change needed  Not applicable  Is there a mechanism for back-checking this? I assume that the Dean and VPI (who have in-depth knowledge of each department’s curricular developments) should catch if department isn’t responding to this appropriately. |  |
| 5A. Progress Report—IPC Feedback: Provide your responses to all recommendations received in your last program review cycle | Provided:  Response to all recommendations | Information needed:  Response to all recommendations | No recommendation or change needed  Not applicable  If faculty writers don’t provide previous cycle’s feedback, reviewers don’t know what they’re responding to. Ostensibly, completion of PR process in SPOL will facilitate this … right?  But what are the checks for this? Who is actually making sure loop is closed? |  |
| 5B. Progress Report—Prior Action Plans: Provide a summary of the progress you have made on the strategic action plans identified in your last program review. | Provided:  Summary of progress | Information needed:  Summary of progress | No recommendation or change needed  Not applicable  Similar comment to 5A re: previous cycle’s PR and tracking in SPOL. |  |
| 6A. Impact of Resource Applications: Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write “not applicable”. | Provided:  Thorough description of new resources’ impact on program  Thorough description of impact on students  Efforts to make changes | Information needed:  Further description of new resources’ impact on program  Further description of impact on students  Efforts to make changes | Not Applicable  This question seems challenging in the face of some departments not knowing what becomes of their resource requests (are they filled? if they go unfilled is it because there is no funding? is it because they requested materials from the wrong source?) Faculty need the VPAS primer on resource requests. |  |
| 6B. Impact of Staffing Changes: Describe the impact on your program of any changes in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred, please write "not applicable". | Provided:  Thorough description of staffing changes’ impact on program | Information needed:  Further description of staffing changes’ impact on program | Not Applicable  Click here to enter text. |  |

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| Current State of the Program | | | | |
| 7A. Connection & Entry--Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs. | Provided:  Thorough description of trends in all identified areas  Quantitative evidence from data packets | Information needed:  Further description of trends in all identified areas  Quantitative evidence from data packets | No recommendation or change needed  Faculty struggle with analysis of data from data packets. Is it because they don’t align with questions we ask? Is it because analysis is time-consuming? Is it because everyone isn’t a total data nerd? |  |
| 7B. Connection & Entry—Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends in enrollment? | Identified:  Changes that could be implemented | Information needed:  Changes that could be implemented | No recommendation or change needed  Not applicable  Click here to enter text. |  |
| 8A. Progress & Completion—Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, and day/evening. Cite quantitative data and specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs. | Provided:  Thorough description of trends in all identified areas  Quantitative evidence from data packets | Information needed:  Further description of trends in all identified areas  Quantitative evidence from data packets | No recommendation or change needed  Click here to enter text. |  |
| 8B. Progress & Completion Online—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 (f2f) courses. | Provided:  Description of differences compared to f2f courses | Information needed:  Description of differences compared to f2f courses | Not applicable  Click here to enter text. |  |

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| 8C. Progress & Completion—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? | Provided:  Discussion of factors/barriers influencing student success  Discussion of potential changes | Information needed:  Discussion of factors/barriers influencing student success  Discussion of potential changes | No recommendation or change needed  Not applicable  Click here to enter text. |  |
| 9A. SLO Assessment—Compliance: Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time. | Provided:  Evidence that SLOs are assessed at least once/4 years  Coordination of assessment across sections and time is thorough | Information needed:  Evidence that SLOs are assessed at least once/4 years  Further description of assessment across sections and time | Click here to enter text. |  |
| 9B. SLO Assessment - Impact: Summarize the dialogue that has resulted from these course SLO assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning (SL) been improved by changes in teaching? Cite specific examples. | Provided:  Summary dialogue  Improvements implemented  Thorough description of how SL has been improved by changes in teaching | Information needed:  Summary dialogue  Improvements implemented  Further description of how SL has been improved by changes in teaching | Click here to enter text. |  |
| 10A. PLO Assessment—Plan: Describe your program’s Program Learning Outcomes assessment plan. | Provided:  Evidence of assessment plan  Thorough description of assessment plan is thorough | Information needed:  Evidence of assessment plan  Further description of assessment plan | Click here to enter text. |  |
| 10B. PLO Assessment—Impact: 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? | Provided:  Summary of findings  Thorough discussion of improvements | Information needed:  Summary of findings  Further discussion on improvements | Click here to enter text. |  |

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| Looking Ahead | | | | |
| 11. Program Improvement Initiatives:  Use the objectives in the Planning module to describe the action plans that your program intends to implement. Describe your plan. Be sure to describe any research or training you will need to accomplish these plans. Then select PRIE and/or Professional Development in the "Units Impacted" section. | Provided:  Thorough description of action plans | Information needed:  Further description of action plans | No recommendation or change needed  Click here to enter text. |  |

**Overall Commendations:** Click here to enter text.

**Overall Recommendations: more forward thinking, more specific plans**

**more specific plans**

**more data/evidence to support claims/conclusions**

**Overall Program Effectiveness:**

Highly effective

Effective

Needs program improvement

**Dean’s perspective on the vitality of program:**

*See the executive summary and select the “IPR” tab in SPOL*

**Approval Process is embedded in SPOL (Approval from IPC chairs and VPs)**