



Annual Program Plan/Review Feedback Form - IPC

Program Spanish **Division** Click here to enter text.
IPC Member(s) _____ **Date** _____
Reviewers Keri Ferrari **Reviewed** 5/17/13

The purpose of this form is to provide feedback to the Department/Program.

I. Curriculum Offerings	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: This section should include the following:</i>				
1. Status of curriculum updates for all courses.	Click here to enter text.	-improve assessment and placement process - retain Spanish placement test -identify clear pathways for basic skills to be met	Click here to enter text.	Click here to enter text.
2. Status of SLOAC for all courses.	Click here to enter text.	Click here to enter text.	Ensure Program learning outcomes align with Student learning outcomes g-improve student's linguistic abilities -students will learn cultural aspects of Spanish speaking countries as well as language -have students recognize their own errors for improved accuracy	- fulfilling SLOAC requirements -Review benchmark and goal data
3. A description of the complete curriculum offering cycle.	Click here to enter text.	-offer courses from beginner to literature	Click here to enter text.	Click here to enter text
4. A plan for necessary curriculum development.	Click here to enter text.	Click here to enter text.	Click here to enter text.	-self correction as a strategy to improve



Annual Program Plan/Review Feedback Form - IPC

			performance (Spanish 140, SLO 3)
Comments/Questions: Click here to enter text.			

II. Program Level Data	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The data is prepared by the Office of Research and Planning and is to be attached to this document. This section should include the following:</i>				
1. Identification of trends on data packets.	Click here to enter text.	-there is an upward trend of enrollment in Spanish classes	Click here to enter text.	Click here to enter text.
2. Identification of program performance.	Click here to enter text.	Click here to enter text.	Click here to enter text.	The program has performed in the areas of marketing the department (brochures/banners) –attending preview day at high schools-participating in majors day in April, on campus-teacher availability with the option for students to attend office hours
3. Identification of PLOs (Program Learning Outcomes) assessment plan.	Click here to enter text.	Click here to enter text.	-produce and understand oral & written communication at an advanced high level, as defined by the ACTFL-recognize their own errors and self correct	Click here to enter text.

Annual Program Plan/Review Feedback Form - IPC

			to improve accuracy – compare/contrast cultural aspects of Span. Speaking countries – compare/contrast cultural elements from Spanish speaking countries with their own culture.	
4. Analysis of PLOs (Program Learning Outcomes) results.	No statistical results listed, but the general results teacher's aim at achieving are listed in the category above.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

III. Action Plan	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: This section should include the following:</i>				
1. Reflections on Department/ Program needs and goals.	Click here to enter text.	Click here to enter text.	Spanish department should expand outreach efforts to local high schools to increase enrollments – specific program goals for next cycle need to be articulated, including a plan	Click here to enter text.



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			for addressing program growth	
2. An action plan for what is to be accomplished for the next year.	Click here to enter text.	Click here to enter text.	Click here to enter text.	-continuing recruitment among Canada students, high school students, etc.- promoting degrees, certificates, and individual courses-evaluating if hybrid courses are beneficial from the point of view of student learning – designing an AA-T in Spanish –Increasing student abroad opportunities – exploring need for additional Spanish courses-re-introducing the idea that Canada should offer more than 0-1 foreign languages
Comments/Questions: Click here to enter text.				

IVa. Faculty and Staff hiring needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The request should explain clearly and with supporting data how it will serve Department/Program/Division/College needs. Information from the most recent comprehensive program should be included.</i>				
1. Justification is consistent with accurate data.	Click here to enter text	Click here to enter text.	Click here to enter text	-Yes the staff writes a page with accurate data leading up to their request (See box below)
2. Justification fits	Click here to	Click here to	Click here to	The Spanish



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Department/Division/College needs.	enter text.	enter text.	enter text.	department has two-full time faculty teaching Spanish – At best the college has 1 full time FTE at worst, 0. The Spanish department requests an additional full-time faculty member
Comments/Questions: Click here to enter text.				

IVb. Professional Development needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The request should explain clearly how it will serve Department/Program/Division/College needs</i>				
Justification is consistent with Department/Program needs.	Click here to enter text.	Click here to enter text.	-non of the activities discussed were funded by a Professional Development Program-Faculty feels pressured to participate in Flew Day activates – The department desires the choice to pursuer professional activities of their choice during flexible time	Click here to enter text.
Comments/Questions: Click here to enter text.				

IVc. Classroom and Instructional Equipment needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs including Item description, Number of Items, Total Cost</i>				

Annual Program Plan/Review Feedback Form - IPC

1. Complete source/cost information (item description, suggested vendor, number of items, total cost).	Click here to enter text.	No new requests.	Click here to enter text.	Click here to enter text.
2. Justification is consistent with Department/Division/College needs (uses previous program plan information).	Click here to enter text.	"	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IVd. Office of Planning, Research & Student Success data needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs.</i>				
Justification is consistent with Department/Division/College needs.	Click here to enter text.	"It is not meaningful to draw any conclusions on data that considers concurrent sections separately."	Click here to enter text.	Click here to enter text.
Comments/Questions: Click here to enter text.				

IVe. Facility needs	Incomplete information	Complete information, some analysis	Complete information, analysis	Complete information, analysis, plan
<i>Guidelines: The request should explain clearly how the request will serve Department/Program/Division/College needs.</i>				
Justification is consistent with Department/Division/College needs.	Click here to enter text.	None.	Click here to enter text.	Click here to enter text.



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Comments/Questions: Click here to enter text.
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Other/General Comments: Click here to enter text.
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IPC Co-Chair Signature Carol Rhodes Date 5/23/13

VPI Co-Chair Signature [Signature] Date 5/23/13