

**Cañada College
Instructional Program Plan Feedback Form**

Program Name: MEDA Medical Assisting	Division: Bus WF
IPC Member(s) Reviewers: Carol Rhodes, Jonathan Macswain	Date Reviewed: March 20, 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 type="checkbox"/> strengths <input type="checkbox"/> challenges <input type="checkbox"/> action plans <input type="checkbox"/> innovative, logical, evidence-based	What are the biggest challenges in this program?
<u>Program Context</u>		
1. Mission:		
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 type="checkbox"/> Analysis of impact <input type="checkbox"/> Efforts to accommodate changes	How many of the MEDA courses are transferable for students who go on to nursing school? How frequently do MEDA students intend to go on to nursing?
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	Click here to enter text.

**Cañada College
Instructional Program Plan Feedback Form**

should identify the dates of their advisory group meetings.	<input type="checkbox"/> Analysis of impact <input type="checkbox"/> Advisory group information	
Instructional Program Plan	Components	Comments, questions, recommendations
<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 type="checkbox"/> description of curricular changes <input checked="" type="checkbox"/> rationale for these changes	Has the inclusion of soft skills had any impact? Are students more aware of the importance of these skills?
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 type="checkbox"/> responses address recommendations <input type="checkbox"/> logical, consistent reasoning <input type="checkbox"/> progress on action plans/goals	
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 type="checkbox"/> Evidence of impact on program <input type="checkbox"/> Impact on student success, including learning outcomes <input type="checkbox"/> analysis of impact	What is the impact of the 26 hours of tutoring? How have the 4 laptops been useful?
<u>Current State of the Program</u>		
7. Connection & Entry:	Provides:	Why not ask PRIE to breakdown the data for your program?

**Cañada College
Instructional Program Plan Feedback Form**

<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><input checked="" type="checkbox"/> Descriptive summary of data <input type="checkbox"/> Analysis of data</p>	<p>Why don't you coordinate better than "no control or knowledge of" off-site classes? These seem to be classified as part of the MEDA program.</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: <input type="checkbox"/> suggested changes <input type="checkbox"/> relation to Strategic Enrollment Plan <input type="checkbox"/> logical, consistent reasoning</p>	<p>What opportunities for online classes are there? This might help retain students with less-flexible work and family schedules. What courses are offered on evenings and weekends?</p>
Instructional Program Plan	Components	Comments, questions, recommendations
<u>Current State of the Program</u>		
8. Progress & Completion:		
<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: <input checked="" type="checkbox"/> Descriptive summary of data <input type="checkbox"/> Analysis of data</p>	<p>Click here to enter text.</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: <input checked="" type="checkbox"/> Descriptive summary of data <input type="checkbox"/> Analysis of data</p>	<p>Why do employers not support online courses?</p>
<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)</p>	<p>Provides: <input checked="" type="checkbox"/> Analysis of barriers <input checked="" type="checkbox"/> suggested changes</p>	<p>Good idea to include English training is every course.</p>

**Cañada College
Instructional Program Plan Feedback Form**

could be implemented to improve these trends?	<input type="checkbox"/> relation to Student Equity Plan <input type="checkbox"/> logical, consistent reasoning	
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.	Provides: <input type="checkbox"/> Progress of Course SLO work <input type="checkbox"/> Coordination of SLO work described	needs to be discussed in more detail
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.	Provides: <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	What has been the impact of including English skills in every course? Has it made any difference? How are instructors compensated for personal tutoring?
Instructional Program Plan	Components	Comments, questions, recommendations
10. PLO Assessment: A. Describe your program's Program Learning Outcomes assessment plan.	Provides: <input type="checkbox"/> complete description <input type="checkbox"/> logical means of direct and/or indirect assessments	
B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be,	Provides: <input type="checkbox"/> Summary of PLO	Other than soft skills, what other changes have been indicated by these assessments?

**Cañada College
Instructional Program Plan Feedback Form**

implemented as a result of PLO assessment?	evidence √ <input type="checkbox"/> Analysis √ <input type="checkbox"/> Impact on <input type="checkbox"/> Examples of changes	
--	---	--

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> <p><input type="checkbox"/> Detailed plan</p> <p><input type="checkbox"/> logical, evidence-based rationale</p> <p><input type="checkbox"/> timeline with responsible party</p> <p><input type="checkbox"/> resource requirements</p>	<p>Can the ESL dept or English Dept help to address the language needs of your students?</p> <p>Who are the Volunteer Aides? What will they do?</p>
---	--	---

Overall Comments/Feedback/Suggestions on Instructional Program Plan:

Good idea to include language skills and soft skills in every class. Nice direct assessment of PLOs by measuring employer satisfaction with our graduates.

Consider using other college resources to help your students. Is there any way that the Learning Center can provide assistance?

**Cañada College
Instructional Program Plan Feedback Form**

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	Click here to enter text.
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	Click here to enter text.
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 type="checkbox"/> full description <input 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	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 type="checkbox"/> full description <input type="checkbox"/> explanation of impact on program	Click here to enter text.

**Cañada College
Instructional Program Plan Feedback Form**

Instructional Program Plan	Components	Comments, questions, recommendations
<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 type="checkbox"/> description <input 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 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>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>Click here to enter text.</p>

**Cañada College
Instructional Program Plan Feedback Form**

Overall Comments/Feedback/Suggestions on Resource Requests:

No resources requested.

IPC Co-Chair Signature

Date

VPI Co-Chair Signature

Date
