

Instructional Program Planning Guidelines

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INSTRUCTIONAL PROGRAM PLANNING GUIDELINES

PURPOSE

The purpose of Instructional Planning is to recognize quality and assist in the continuous strengthening and improvement of the college academic program as well as the support services in the instruction component.

The process is designed to:

- Look towards the future
- Provide a rigorous examination of programs and their outcomes
- Develop new insights into program effectiveness through identification and assessment of student learning outcomes
- Engage departments in planning program improvements that are responsive to student -- and community needs
- Provide information for resource allocation within departments and within the college

All departments will be reviewed every six years. The Council for Instructional Planning determines the order in which departments will be reviewed. Even in tight budgetary times, program planning provides an opportunity to identify what we value. Career Technical Education (CTE) programs complete an additional biennial review as defined in Ed Code 78016 and AP 4020.

GOALS

- Improve programs and services consistent with the College Mission and Strategic Plan and the California Community College Mission
- Determine department direction and goals for the next six (6) years
- Collaborative participation by a department's faculty and staff in planning for the future
- Review and confirm all courses, degrees, and certificates that make up each of a department's instructional programs
- Foster cooperation among college departments and services
- Develop information to assist in the allocation of resources
- Increase responsiveness to student and community needs
- Improve response to external and demographic changes
- Respond to state and federal mandates for accountability

PROGRAM DATA

Program planning data for the fall and spring semesters is compiled annually and disseminated online: <https://www.cabrillo.edu/pro/pro-research-page/>. The dataset consists of course enrollment, course success, course completion, WSCH, FTES, and FTEF for fall and spring semesters, as well as numbers of degrees and certificates awarded. Additional measures have been incorporated into the Program Planning dataset over the years, including section fill rate and program participation rates by members of under-represented minorities. In addition, a fiscal comparison is included, wherein the ratio of dollars expended by the department vs. revenue (apportionment FTES) credited to the department is calculated.

These data allow one to observe changes (over six years) in student outcomes, as well as see changes in overall size and efficiency of the program. College-wide numbers for the same set of data points are provided for comparison. Data from summer or winter sessions are not included in the above-described dataset, but are available upon request. Regardless of the programs' status in the Program Planning cycle, the above-described program data are compiled for all programs annually. Faculty are encouraged to review program data every year.

The Program Planning website includes explanations regarding how to interpret and use the data. The web page is titled [Program Planning Data Sets](#).

Appointments with staff to examine, discuss, or learn about the Program Planning data can be arranged. Requests for additional data or analysis are appropriate. For example, "drill down" into the existing program data to examine outcomes data separately for certain courses or groups of courses may be appropriate. Such requests can be particularly useful when a program consists of separate tracks, levels, or methods of instruction, etc. Research requests, such as requests for longitudinal studies, etc. are also appropriate, provided the request is received well in advance. (Such requests go to the Planning and Research Office - PRO).

Section level "raw" data can also be obtained from PRO, on request, for self-service in-depth custom analysis. Formerly known as the "Curriculum Alignment Tool" (CAT), the dataset consists of the detailed records used to build the Program Planning data reports described above.

Student Survey

Program planning will begin with surveys of students. These instruments will be administered and tabulated through the Planning and Research Office the semester prior to the commencement of planning. Each department's survey data is included in the [Program Planning Data Sets](#).

INSTRUCTION PLANNING REPORT OUTLINE

The text of this report should not exceed 10 pages. Use the appendices for additional data. All drafts of the report must be reviewed by the mentors prior to the final copy submission to CIP. The report must include, at the end, all attachments. Each draft of the plan must be clearly dated. It will include the following sections (explanation of each section will follow):

Background, Evaluation & Analysis

- Department and Program Description (no more than one paragraph)
- Relationships
- Costs
- Student Learning Outcomes
- Student Success
- Results of Student Surveys
- Curriculum Review

Goals and Recommendations

- Progress on Previous Goals and Recommendations
- New Directions
- Relevance to Other College Plans
- Current Goals and Recommendations
- Required Attachments

Required Attachments

Include, as attachments, any documents that support information presented in your program plan.

REPORT FORMATS and PROCESSES

First and Subsequent Drafts

- The program plan must be written using one of the two templates provided. The templates can be downloaded (and saved to your computer) from the Program Planning Support page on the Planning & Research Website, at <https://www.cabrillo.edu/pro/pro-planning-page/>.
- Submit to: Mentors and Office of Instruction
- Revised draft documents must be submitted in Microsoft Word with revisions/changes in bold font
- Multiple documents/attachments must be numbered or a numbered list provided

Final Submission (for Presentation)

- Review the final draft carefully for clarity, grammar, punctuation, etc. Remember that your plan will ultimately be available for public online viewing.
- Submit to: Mentors and Office of Instruction
- Documents should be submitted as listed below:
 - Program Plan using one of the [MS Word templates](#) provided
- The mentors will review the documents and confirm approval of the final submission to the Office of Instruction
- The assistant to the Vice President of Instruction (VPI) will accept all changes (bold), perform a final spell check, correct minor formatting errors, and post
- Approved final drafts will be returned to the department chair for insertion (cut and paste) into eLumen

BACKGROUND, EVALUATION & ANALYSIS

Department and Program Description

Briefly describe the department and program, stating the goals and the relation to the College Mission. This is an opportunity to educate the committee about the comprehensiveness and flavor of the program or service. Include all key descriptive details of your operation, including staffing levels and type.

College Mission: Cabrillo College empowers students to be effective communicators, critical thinkers, and responsible world citizens. With a **commitment to quality and equity**, we **connect all learners to pathways** that propel them from where they are to where they aspire to be, including: **academic, personal, and career growth**.

Questions to consider in this section:

1. **Commitment to quality** - Did/will the program complete an annual update/program plan that uses available data and demonstrates continuous improvement in the following areas: equity, retention, and success?
2. **Does the program connect all learners to pathways?**

Different measures are used for CTE (transfer and non-transfer) and [non-CTE] Transfer / Basic Skills for this criterion:

A. Transfer

Two measures:

- Percentage of course TUs spent on sections that fall within the major prep for transfer or IGETC or CSU GE requirements and / or are included in a program map
- Number of degrees and transfer-ready students/FTEF over a 5-year period

B. CTE

Three measures:

- Percentage of course TUs spent on sections that fall within those courses required for the A.S. degrees or Certificates of Achievement and included in a program map
- Percentage of students/FTEF employed over a 5-year period
- Number of Certificates of Achievement and degrees/FTEF in that field over a 5-year period

3. Additional questions to consider

Does the program/course promote academic, personal, and career growth? Some questions to consider include: Is there a structured, applied learning experience? Are any courses contextualized? And, are career topics addressed in the curriculum?

Please describe your program's commitment to faculty continuous improvement. Consider professional development as evidenced by participation in the Student Equity Certificate Program, Online Education Institute, etc.; currency in discipline, such as scholarly work including publications, presentations and attendance at professional conferences, etc.; and service to the college and engagement with Guided Pathways, like service on college committees, serving on CAP teams, etc.

Relationships

Utilizing data gathered at meetings with faculty from related Cabrillo, university, and high school programs, as well as other employees and/or advisory committees, describe the importance of the department or program to the community and/or other programs in the college. In writing this section, consider:

- Programs which utilize your classes as required or elective courses in their own program
- Overlap with other programs – one way to obtain this information is to read program plans from other departments (<http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=B24NPQ5A3E54>)
- Possible inter-programmatic collaboration
- Other educational institutions in the vicinity offering the same or similar programs
- Career Technical Education (CTE) Programs will describe the labor market, including industry advisory recommendations, job availability, and wages for the program graduates
- Transfer Programs (including CTE programs with transfer options) are to list the appropriate universities with which the program has been articulated
- Interactions with Student Services and Supports (Counseling, Calworks, EOPS, ILC, HUB, CTC, STEM Center, MESA, Library, etc.)
- Work with the Office of Student Equity
- Connection to Career and Academic Pathways
- Whether the services, skills, employment development provided by the department are available elsewhere in the county
- Evidence of interaction and engagement with the community

Costs

Use the fiscal data (WSCH/FTEF, etc.) from the Program Planning Dataset, and compare the program load with the average for Cabrillo.

Use the FTES income and department or program expenditures to describe the cost effectiveness. Describe how it compares to the college average, including any reasons that the data does not provide an accurate view of the department or program.

Provide other information helpful in understanding your load and cost effectiveness and describe how the efficiency (load and cost effectiveness) can be improved.

NOTE: An explanation of the cost calculations is provided in the appendix. The clarity and consistency of these reports helps determine possible future funding.

Student Learning Outcomes (SLOs)

- Briefly describe which course SLOs, degree and certificate PSLOs and Cabrillo Core 4 competencies were assessed at least once over the last planning cycle (should be all). If any SLO assessments are missing or irregular, explain why and present an expedient timeline to catch up.
- Describe full-time and adjunct faculty participation in department SLO assessment and discussion.
- Compare SLO assessment results for courses offered in multiple formats (i.e., face-to-face vs. online vs. hybrid). If applicable, discuss whether and how the department disaggregates SLO data based on other variables (student demographics, course location, Credit for Prior Learning, etc.).
- Summarize what was learned from assessment results and department discussion in terms of:
 - **Teaching and learning successes:** At which tasks and activities do students demonstrate academic and personal capability and responsibility? To which teaching and learning strategies do they respond well? In what ways did they show active engagement with course content and materials, the class community, and their CAP or major? What resources did they access that helped them succeed in their classes, on- and off-campus?
 - **Barriers to student success:** Which learning tasks and activities are more difficult for students to complete successfully? Which teaching methods, materials, or environments were not as effective in supporting student learning? Did SLO data disaggregation indicate that any group(s) of students encountered more barriers than others in finding success in classes or the program? What necessary resources did some or most students have difficulty accessing, on- and off-campus?
 - **Strategies to improve teaching and learning:** What specific action plans or activities have sprung from department SLO assessment dialogue over the last several years? What results have they yielded so far? Which course SLOs were re-assessed to determine the success of new strategies, and what did that show? How have the department's disaggregation efforts informed any resulting program goals and recommendations to address SLO equity gaps? How can more students be connected to necessary resources? What cost-neutral steps will the department take

to address ongoing teaching and learning challenges? If additional funding is available, how would you use it to address these challenges?

Student Success and Access Analysis

Student Success Analysis should include the following observations:

- Describe how course success and course completion rates compare with overall course success and completion at Cabrillo College and describe factors that may impact these rates.
- Analyze equity data when available, and identify how you will address any achievement gaps.
- **If applicable**, compare student success and completion rates for courses in which students attempted to earn Credit for Prior Learning (CPL) with the classroom version.
- **If applicable**, describe any other studies undertaken with the help of the [PRO office](#) that reveal information about student success.
- Describe any needs for instructional and/or curricular improvement and institutional support for needs outside your department control that arise as a result of looking at these data.
- What is the percentage of faculty completing SLO assessment and reflection?
- Describe any strategies the department uses to disseminate information about applicable tutoring and resources, such as posting student support resources and tutoring on their web page.

For CTE programs, compare success rates to Core Indicators of Performance as defined in Perkins V. If applicable, describe any other studies undertaken with the help of the PRO office that reveal information about student success.

Student Access Analysis should include the following information or answer the following questions:

- Percentage of programs with students who are predominately underrepresented
- Percentage of classes in a department that are "off grid" as related to Cabrillo's standard scheduling grid
- Percentage of classes in a department that interfere with 3 of our standard scheduling blocks (so, if normal blocks are 8-9:20, 9:30-10:50, 11:10-12:30, and we have a class that meets 9:00-12:05, we are impacting 3 blocks, whereas 8-11:05 only takes up 2).
- Are courses with multiple sections offered at a variety of time blocks?
- Are courses with multiple sections offered at all campus locations (Aptos, Watsonville, Online)?
- Are courses with multiple sections offered in varied course modalities (online, in person, hybrid)?
- Does the course utilize the College's Learning Management System (grading, syllabi)
 - Source data: last 5 years
- Does the course provide for Low cost/No cost textbook and materials fees?
- What percentage of the curriculum includes diverse voices that have been historically marginalized?

Results of Student Surveys

This section of the plan is meant to center students' voices, so take the opportunity to feature their praise and to learn from their recommendations. Describe any departmental or campus surveys used (include survey title,

size and scope) and trends identified in the student surveys. Make use of representative and descriptive student quotes to illustrate these trends.

Consider the following as you review and interpret what students say about:

- The schedule, format, and delivery methods of the program's courses
- Their most common challenges in accessing and completing courses in the program
- Department resources for learning, including facilities, equipment, physical materials, technology, classroom and lab design and comfort, etc.
- Workload assigned in courses
- Relevance of course content and activities to their educational and professional goals
- Program faculty accessibility and support in class and in preparation for transfer or career goals
- Faculty guidance in navigating program and college processes and resources
- Availability and usefulness of program and college-wide learning support (e.g. tutoring, Library) and student services

Curriculum Review

Faculty must review the course outlines for every departmental course listed in the catalog. Your program plan will summarize the curricular changes that you made as a part of the review. All curriculum changes will be entered into eLumen, and will go through the usual curriculum review process. Read [the Cabrillo Curriculum Handbook](#) for instructions on course modifications or new course proposals prior to submitting curriculum for review and approval.

The following should be considered in the curriculum review:

- prerequisites and corequisites, recommended preparations, or limits on enrollment. If a course has a prerequisite, it must be enforced. Therefore, make sure that any prerequisite courses teach skills that are essential for success in the subsequent course.
- PSLOs, SLOs, course objectives, course content, methods of evaluation, and textbooks
- appropriateness, currency, and compliance as described in Title 5 regulations
- courses offered with hours by arrangement (TBA) (course description must identify it as such and objectives must indicate which are completed, or partially completed, during the arranged hours). Standard language for these required statements is available from the Instructional Procedures Analyst(s) in the Office of Instruction.

In addition,

- General education departments must review their model programs as listed in the catalog to ensure that they are still in alignment with the identified transfer institutions. If model programs are not comprised of the same courses needed for major/lower division preparation, this may add to the time a student must spend at Cabrillo before transferring.
- CTE departments must review their certificates and degrees to ensure that students who obtain these awards will be well prepared for success in the labor market
- All programs must review their Program Maps for accuracy

Creating Equitable Curriculum

A primary focus of our college mission is a commitment to equity. Revising curriculum to include an emphasis on diversity, inclusion, and equity, reflects the values of the college and promotes student access and success. The program plan should include a reflection on curriculum modifications that address equity.

Some questions to keep in mind as you review and revise programs and course outlines of record through an equity lens:

- Is the program description welcoming? Are course catalog descriptions welcoming, and do they use student-friendly, inclusive language?
- Are program requirements transparent and clear to students to provide them with a realistic idea of how long it would take them to complete the program? Is there a clear map for their path to completion?
- Is course content culturally relevant? Is it relevant to the lived experience of students?
- Does course content communicate a philosophy that values diverse knowledge and abilities?
- Are the prerequisites and corequisites barriers to student progress?
- Does the content explore a broad range of diverse contributions to the discipline?
- Does assessment/evaluation take into account the multiple ways that students learn?
- Are activities designed to encourage students to construct their knowledge through contextualized experiences/activities?
- Can students engage with course material and respond to assignments in a variety of meaningful ways that include real-world examples?
- Do PSLOs and SLOs demonstrate a commitment to help students succeed?
- Does the language in PSLOs and SLOs communicate openness to diverse perspectives and abilities?
- Is the language biased in any way (regarding race, ethnicity, gender, class, ability, or experience)?
- Have all textbook options been considered, including free, open-access texts? Do the texts address current issues that are relevant and meaningful to students?
- Do texts have language and content that is accessible to students from a variety of backgrounds and abilities?

NOTE: Recent changes in legislation to streamline transfer to the CSU system place constraints on the number of units students are expected to complete for the Associate Degrees for Transfer (AA-T and AS-T): 18-20 units in the major, completion of CSU or IGETC for CSU general education requirements and a total of no more than 60 units for the degree. To avoid creating problems or delays for students who are transferring and want to complete a transferable A.A. or A.S. degree that is not an AA-T or AS-T, the department should limit the major preparation requirements to 18-20 units, consistent with the college's approved Administrative Procedure 4100.01 for graduation requirements.

GOALS AND RECOMMENDATIONS

Progress on Previous Goals and Recommendations

Describe progress on meeting all goals and recommendations from the last program plan.

New Directions

As a result of your department's dialog, and an analysis of the data in previous sections, please address any new trends, directions and changes. Be sure to emphasize the values of your department and program, and what you can realistically do in light of your mission, budget constraints, and changing environments.

- Where is your department or program headed based on your SLO assessments?
- Where is your department or program headed based on your external research?
- Have you refined your mission?
- Have you altered your pedagogical approach and methodologies?
- Are you undertaking extended research?

Relevance to Other College Plans

Explain how your program plan integrates with the plans of the college as a whole. In what ways are your new directions aligned with the [College Strategic Plan](#)? If your plans include new or modified facilities, explain the need for such facilities and how they align with the college [Facilities Master Plan](#) (FMP). Any upgrades or innovations in technology for your department should also align with the college [Technology Plan](#) (TechP).

Indicate the relationship of the goal to other college plans. Every goal should refer to a specific goal or objective in our [Student Equity Plan](#) and at least one other college-wide plan. The [BoardDocs Library](#) houses important college documents/plans, including:

- Cabrillo College Mission/Vision/Values
- Capital Construction Plan
- Educational Master Plan
- Facilities Master Plan (FMP)
- Space Allocation Plan
- Strategic Master Plan (SMP)
- Student Equity Plan
- Technology Plan (TechP)

If you are considering a plan not on the list, consult with your mentor. If you need to refer to the FMP, talk to your dean, your mentor and the director of facilities for guidance.

Current Goals and Recommendations

Goals and Recommendations are to appear in long-form in the narrative. Funding requests must also be entered in abbreviated short form (think: newspaper headline) on the online Resource Request Form which is currently embedded within the comprehensive program plan & annual update form in eLumen.

Describe your goals in terms that address improved student access and/or learning, and success in transfer or employment. Focus the goal on the desired learning outcomes and list the activities and resources as means to achieving the goal. For example, hiring an instructor, acquiring lab equipment, and increasing supply

budgets are the means to improving students' learning, and would be activities and resources required to achieve that goal. ***If possible, goals should be stated in a way that allows measurement of whether the desired outcome has been achieved.***

Suggestions for writing goals and recommendations:

- Describe the goal in an abbreviated form. Then list what is needed for your department to meet the goal and to address the challenges identified in the narrative background information. List your goals and recommendations in priority order according to their importance to students' access and success.
- Be as specific as possible in stating your goals. For example, rather than saying, "improve student success," say, "increase one-on-one out-of-class assistance to ESL students having difficulty with the technical language of biology in order to improve their retention and success rate." Consider all aspects needed to institute your recommendations over the next six (6) years. Each recommendation should include everything necessary to implement the stated goal. Describe how you will continue and refine ongoing initiatives and implement new directions. If applicable, include curriculum changes, methodology including distance learning, use of work-based and service learning strategies, scheduling, supplies, specialized equipment, facilities, and staffing.
- If additional resources may be necessary to implement objectives of a goal, identify and quantify those resources and, when possible, identify potential funding sources. When there are multiple costs, sum the costs at the end of the list and note whether the cost is one-time, start-up cost or an ongoing funding need.
- This program plan (and the Annual Update) is the starting point for requests for additional college resources. When requesting equipment from the annual State Instructional Equipment and Library Resources categorical funding, the fact that the equipment was noted and ranked in the program plan can be cited in the request.

Online Resource Request Form:

After writing your goals and recommendations narrative, enter each goal by abbreviated title and total cost on the online Resource Request Form. This form can be accessed from the [PRO Program Planning Support Page](#).

The resource requests will be used by CIP to rank the goals from all departments and programs.

Cost Guideline Notes:

- See the current [CIP Cost Guidelines](#) in the BoardDocs Library.
- For an IA or Program Specialist at less than 100%, contact the appropriate division Financial Support Specialist/Division Accounting Specialist for the estimated costs.
- For accurate information about classified job duties, go to the Human Resources web pages and look under classified staff job descriptions for the appropriate title of the requested position, and then check the job description for that position.
- For department-specific equipment, contact the purchasing office on estimated costs. Go to this link for more information: <https://www.cabrillo.edu/it/tech-standards/>.

Annual Update

Each department **must** submit an annual update to its instructional plan reporting progress towards implementing the recommendations and any necessary adjustment to the original plans. These reports will also be placed in the [Instructional Program Planning Library in BoardDocs](#). This report is due the Friday before spring break. All spring and fall departmental assessment summaries must be attached to and submitted with the annual update. For funding consideration, resource requests must be entered onto the [Resource Requests Form](#), which can be found on the [PRO Program Planning Support web page](#). NOTE: Resource requests from these annual updates will be included in the annual voting and prioritization process for funding.

RESPONSIBILITIES

Council for Instructional Planning (CIP) Composition

The CIP membership includes the Faculty Senate President, the Vice President of Instruction, three faculty members appointed by the Faculty Senate, five division deans, the Library Director, the Student Learning Outcomes coordinator, one student services representative, the Equity Director, two Guided Pathways representatives, and one representative from PRO.

CIP Charge and Process

It is the responsibility of CIP to guide the process of Instructional Planning. During the previous fall, and prior to the Spring Flex Week activity, all faculty involved with program planning will meet to look at possible new directions in their discipline and any new directions the department may need to take in order to serve changing student needs. They will outline the plan they intend to use to meet the department goals they have identified. During the planning period (spring and fall) department faculty from each department will meet with their CIP mentors after faculty have reviewed the background data by PRO and have had their preliminary discussions with faculty and deans. If additional assistance is needed with program data and/or its analysis, faculty should contact the institutional research analyst.

At the fall flex week meeting, department faculty will discuss their analysis of the background data and describe the challenges they feel must be addressed in the coming years.

CIP members will assess the faculty work in light of demographics, college goals and objectives, and provide suggestions for strengthening the department plan.

In the spring semester when faculty have completed their written program plans, the Council will review the content of each plan to ensure that all findings and recommendations are thoroughly supported by

documentation and that the plan objectives conform with, and support, college goals and objectives. Department Chairs or faculty will be invited to a CIP meeting to review their written program plans. Department faculty may be asked to make revisions to their plan on the basis of this review.

After reviewing all of the program plans, CIP will prioritize the recommendations.

Divisions use program plans to guide budget augmentation requests. The VPI considers instructional plans, among other things, in making funding decisions in tenure track position requests, instructional equipment, and classified staffing requests.

Mentors in Program Planning

Departments doing program planning research and writing their plans receive mentoring support from their Division Dean and a second mentor outside the division appointed by the Council on Instructional Planning (CIP). Both CIP mentors will:

- attend the Flex Instructional Planning workshop with their faculty
- answer questions about the planning process, plan format, and possible funding sources
- assist faculty in locating resources for data or other background information
- advise department faculty, as needed, and help guide the development of the plan
- help department chair and faculty adhere to the published timeline
- answer questions about the planning process and plan format
- read drafts and consult as appropriate
- serve as a liaison and coach faculty as they prepare for the presentation at CIP
- review plan for completeness, and consistency with internal and external demands (labor market, instructional methods, community needs, intersegmental (trends))

The [SLO Coordinator](#) advises department faculty and chairs in all aspects of SLO planning and reflection:

- writing course and program SLOs
- scheduling SLO assessment over the department's program planning cycle
- conducting course-embedded assessments
- collecting data and completing faculty and department analysis forms in eLumen
- discussing department assessment results and new strategies in your program plan
- reflecting assessment findings and strategies in the "New Directions" and "Current Goals and Recommendations" sections of your program plan

Additionally, CTE departments should work with the [Career Technical Education Office](#) to obtain relevant labor market data reflecting current and anticipated demand, and General Education departments should consult the [Articulation Director](#) early on if they plan to revise or develop new transferable classes or change course prerequisites.

RESOURCES

Document/Resource	Online Version / Website
Instructional Program Plan Checklist	https://docs.google.com/document/d/1VLTsgJs-G-Xsd3cWIVNJC6Oa8qOa3ks8BGUGzJ_FJdM/edit?usp=sharing
Current CIP Cost Guidelines	http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=BJ4LSX57678F
At-a-Glance Calendar for Instructional Departments (transition from 7 year to 6 year plan)	http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=BJ4LSX57678F
Cabrillo College Fact Book	https://www.cabrillo.edu/pro/pro-research-page/
College-Wide Plans (tab in BoardDocs Library)	http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=BKKRLC6000D6
Course outlines and prerequisite documentation	Sign into eLumen through MyCabrillo
Previous Departmental Instructional Plan Updates	http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=B24NPQ5A3E54
Instructional Plan Format (MS Word templates), Timeline, and Checklists	https://sites.google.com/a/cabrillo.edu/program-planning-data/ **
Instructional Planning Information page	http://go.boarddocs.com/ca/cabrillo/Board.nsf/goto?open&id=C2QVM28158CB
SLO Website	https://www.cabrillo.edu/faculty-senate/outcomes-assessment-review-committee-oarc/slo-resources/

CIP looks forward to reading your plans and learning more about your programs, initiatives, and goals.

Cabrillo SLO Program Planning Template

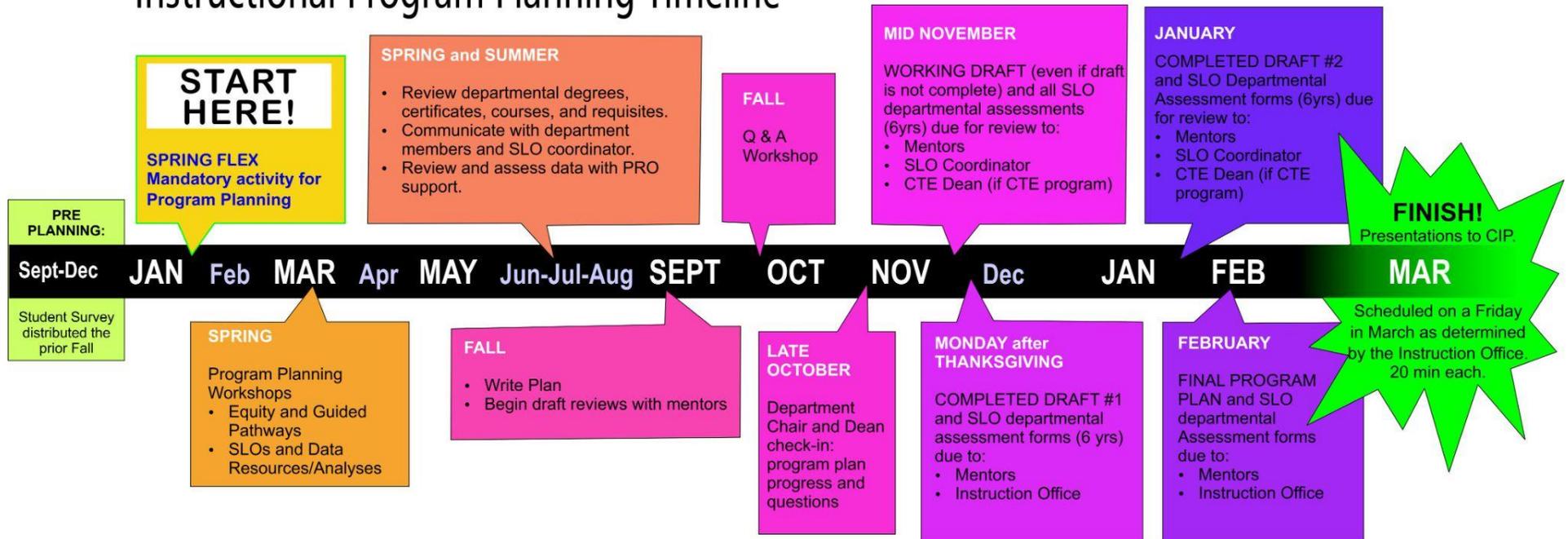
Department faculty and chairs are encouraged to adapt this timeline for planning and reflecting on their SLO assessment data to suit their course and program offerings, preferred established processes, and obligations to external accreditors. All departments must meet the following baseline requirements:

1. All Course, Program, and Core 4 SLOs must be assessed and discussed at least once over the program planning cycle.
2. After department SLOs are mapped, only course SLO data is gathered in class, as PSLO & ISLO data are generated automatically from CSLO mapping and can be reviewed and discussed any time throughout the cycle.
3. Whenever disaggregated SLO data is collected, the findings should be incorporated into department discussion (Distance Ed, Equity, etc.).

Replace italicized content in the cells below w/completed assessments & comments

DEPARTMENT:						
	FALL Courses	DEPT MTG.	SPRING/SUMMER Courses	DEPT MTG.	Special Courses, PSLOs, Core 4 ISLOs	Comments & Action Items
YR 1	<i>CORE CSLOs</i>	<i>date</i>	<i>CORE CSLOs</i>	<i>date</i>	<ul style="list-style-type: none"> ● <i>Short-term, intermittent, & special studies courses;</i> ● <i>optional PSLO/ISLO discussion</i> 	
YR 2	<i>CORE & ELECTIVE CSLOs</i>	<i>date</i>	<i>CORE & ELECTIVE CSLOs</i>	<i>date</i>	<ul style="list-style-type: none"> ● <i>Short-term, intermittent, & special studies courses;</i> ● <i>optional PSLO/ISLO discussion</i> 	
YR 3	<i>CORE & ELECTIVE CSLOs</i>	<i>date</i>	<i>CORE & ELECTIVE CSLOs</i>	<i>date</i>	<ul style="list-style-type: none"> ● <i>Short-term, intermittent, & special studies courses;</i> ● <i>optional PSLO/ISLO discussion</i> 	
YR 4	<i>Reassess CSLOs where interventions have been enacted.</i>	<i>date</i>	<i>Reassess CSLOs where interventions have been enacted.</i>	<i>date</i>	Review & discuss <ul style="list-style-type: none"> ● PSLO (program) data ● ISLO (institutional) data 	
YR 5	<i>Reassess CSLOs where interventions have been enacted.</i>	<i>date</i>	<i>Reassess CSLOs where interventions have been enacted.</i>	<i>date</i>	Confirm all CSLOs, PSLOs, and ISLOs were assessed and discussed.	
YR 6	<i>Write Program Plan!</i>					

Instructional Program Planning Timeline



updated May 2021