INSTRUCTIONAL PROGRAM PLANNING INSTRUCTIONS

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 programs and services will be reviewed every six years. The Council for Instructional Planning determines the order in which programs will be reviewed. Even in tight budgetary times, program planning provides an opportunity to identify what we value.

Goals

- Improve programs and services consistent with the College Strategic Plan and the California Community College Mission
- Determine department direction and goals for the next 6 years
- 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 publically online as part of the Cabrillo College Fact Book (http://pro.cabrillo.edu/pro/factbook). The published dataset consists of course enrollment, WSCH, FTES, and FTEF for fall and spring semesters, as well as numbers of degrees and certificates awarded. Time-to-degree or award (measured in semesters) was added in 2009. These data allow one to observe changes (over five years) in student outcomes, as well 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 on
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.

In addition, a one-page sheet of program-related fiscal data is prepared and inserted into the Program Planning Binder. The data on this sheet facilitates rough comparison of the ratio of dollars expended by the program vs. revenue (apportionment FTES) credited to the program. (The underlying fiscal detail is compiled by the Instruction Office Accounting Specialist.)

The Program Planning Binder includes ten pages of explanation, regarding how to interpret and use the data. The illustrated pages are titled “Program Planning Data – Where to Start?”

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.)

Faculty are also encouraged to explore program data using self-service resources, such as the Cal-Pass SMART Tool, the Faculty Inquiry Network (FIN) -- on the PRO website at http://cabrillofin.ning.com/main/authorization/signIn?target=http%3A%2F%2Fcabrillofin.ning.com%2F -- or the “Curriculum Alignment Tool.” All of these allow more in-depth, adhoc, exploration of data and information.

The Cal-PASS SMART tool allows Cabrillo faculty members to look at student-level data, and outcomes by gender, ethnicity, department, course, and more. Using a web based interface, users can drag-and-drop variables into tables or charts. The tool can reveal patterns of student enrollment and success. To find out more about the SMART tool visit http://my.calpass.org. You may register at the site free of charge. Once you have registered at my.calpass.org, you should contact Dan Borges - Cabrillo's Director of IT, at daborges@cabrillo.edu and let him know that you have registered and are interested in getting full access to the SMART tool.

The Curriculum Alignment Tool” (CAT) is a collection of pivot tables and charts prepared for Vice President of Instruction, and subsequently made available to interested staff and faculty. On the ‘backend’ is a prepared dataset, consisting of some 16,000 rows - one row for each section taught at the college over the last four years. Included are data regarding the section’s department, division, location, enrollment, success, WSCH, FTES, and curriculum details [Basic skills, CTE, Transfer, IGETC, CSU GE], etc. Pivot tables are designed for interactive manipulation - a little skill or experience with manipulating Excel pivot tables will be helpful. The current version of the Excel file is located in a folder on the Public P: drive as follows:

P:\President_PUBLIC\Planning and Research_PUBLIC\Enrollment Management\.

Examine the ‘Notes’ tab, for information as to which terms/sections are included. The ‘Notes’ tab also has a brief description of the available data fields.
INSTRUCTION PLANNING REPORT FORMAT

The text of this report should not exceed 10 pages. It must be reviewed and signed by the Division Dean and, if appropriate, the External Advisory Committee, prior to submission to CIP. The report must be submitted with the official title page and 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):

I. **Background, Evaluation & Analysis**
   - Program Description (no more than one paragraph)
   - Relationships
   - Costs
   - Student Learning Outcomes
   - Student Success
   - Results of Student Survey
   - Curriculum Review
   - Relationship to other College Plans

II. **New Directions**
    Describe connections to background/analysis and evaluation

III. **Program Goals and Recommendations**
    - Program Planning Goals Template

IV. **Required Attachments:**
    - SLO Assessment Analysis Forms; CTE programs should also include their Assessment Plan form
    - Catalog Pages of Program and Course Lists
    - Program Plan Goals Template
    - Cover Page with Signatures

**NOTE:** After plan is finished and approved, an annual update is submitted each year in December.
I. BACKGROUND, EVALUATION & ANALYSIS

PROGRAM DESCRIPTION
Briefly describe the program, stating the program goals and the program’s relation to the College Mission. This is an opportunity to educate the committee about the comprehensiveness and flavor of the program or service.

Relationships
Utilizing data gathered at meetings with the faculty from related Cabrillo, university and high school programs, as well as other employees and/or advisory committees, describe the importance of the 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 plans from other departments (located on the Office of Instruction public (P:) network drive (see resource chart on page 13).
- Possible inter-programmatic collaboration
- Utilization of cross-curricular programs and the Library/Learning Resource Center
- Other educational institutions in the vicinity offering the same or similar programs

Career Technical Educational Programs will describe the labor market, including job availability and wages for the program graduates.

Transfer Programs are to list the appropriate universities with which the program has been articulated.

Cost
Use the WSCH/FTEF information from the Instructional Planning Book to compare the program load with the average for Cabrillo. (See CAT pivot table for program specific data – chart on page 13 gives network location).

Use the FTES income and program expenditures to describe the cost effectiveness of the program. Describe how it compares to the college average, including any reasons that the data does not provide an accurate view of the program.
Provide other information helpful in understanding the load and cost effectiveness of the program and describe how the efficiency (load and cost effectiveness) of the program 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. A copy of your own program’s cost and efficiency analysis is included in your binder. If you need additional information or clarification, contact the institutional research analyst.

**Student Learning Outcomes**

For the purposes of assessing student learning outcomes, programs are defined as non-career technical educational associate’s degree programs, transfer programs, and career technical educational programs. The college measures the first two (non-career technical educational associates degree and transfer programs) through the core competencies established for the general education requirements and also through the SLOs in each course that the department offers (see the college’s SLO web site for details on this process). CTE programs assess the SLOs for each course, certificate and degree offered using the method they created during their last Instructional Planning cycle. This method, along with the degree and certificate SLOs, are captured on the CTE Assessment Plan form. Assessment results for CTE and transfer programs are discussed during a department meeting and the entire process is documented on the Assessment Analysis and Assessment Plan forms, which must be appended to your Instructional Plan.

In this section of the Instructional Plan, describe how many course SLOs, core competencies and/or degree and certificate SLOs have been assessed and summarize what was learned from the process including how the department plans to improve teaching and learning. Describe any changes that occurred as a result of the dialog about assessment results and what program goals and recommendations arose as a result. If any irregularities or incompleteness in SLO assessment occurred, describe what happened and how this will be addressed by the department. Finally, CTE programs should also discuss the result of meetings with those transfer programs whose GE courses are required for certificates and degrees. Additional information and assistance may be obtained from the SLO Assessment Coordinator and at the PRO website: [http://pro.cabrillo.edu/slos/](http://pro.cabrillo.edu/slos/)

**Student Success**

Describe how success and retention rates compare with overall student success and retention at Cabrillo College and describe factors that may impact these rates. If applicable, describe any other studies undertaken with the help of the PRO office that reveal information about student success (for example, how many students who begin a remedial sequence of courses reach college level). Describe any needs for instructional and/or curricular improvement and institutional support for needs outside your program control that arise as a result of looking at these data.

For career technical educational programs, compare students’ success rates with the goals established in VTEA Core Measures, which are included in the Instructional Planning
Book. If applicable, describe any other studies undertaken with the help of the PRO office that reveal information about student success.

**Results of Student Survey**

Describe the trends identified in the student surveys.

**Curriculum Review**

Summarize the curricular changes addressing the below activities. If no changes were made, indicate such and explain why. During this process, **faculty must review the course outlines for every departmental course listed in the catalog**, including any prerequisites and co-requisites, 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. All curriculum timelines must be followed. In addition to curriculum review, the following activities related to the program planning process must be addressed.

- All courses should undergo a thorough review, which include SLOs, course objectives, course content, methods of evaluation, and textbooks.
- Course and program review should consider appropriateness, currency, and compliance as described in Title 5 regulations.
- If any courses are offered with hours by arrangement (TBA), the course description must identify it as such and the objectives must indicate which are completed, or partially completed, during the arranged hours. Standard language for these required statements is available from the Office of Instruction.
- Read the Cabrillo Curriculum Handbook for instructions on course modifications or new course proposals prior to submitting curriculum for review and approval.

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.
- Occupational programs must review their certificates and degrees to ensure that students who obtain these awards will be well prepared for success in the labor market. Program changes must be submitted in the spring.

NOTE: Recent changes in legislation to streamline transfer to the CSU system may place constraints on the number of units students are expected to complete toward their degrees. To avoid creating problems or delays for your students, your program should stay within the total 60 units for the A.A. or A.S. degrees.
II. NEW DIRECTIONS
As a result of your department/program’s dialog, and an analysis of the data in previous sections, please address any new trends, directions and changes for your program. Be sure to emphasize the values of your departments and programs, and what your program can realistically do in light of your mission, budget constraints, and changing environments.

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

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 program should also align with the college Technology Plan (TechP).

III. GOALS AND RECOMMENDATIONS
Describe trends, issues, and challenges identified through your research of the labor market; local, state, and nation economy; transfer requirements; laws and regulations; and data pertaining to students entering the college.

A. Suggestions for writing program goals and recommendations:

- Divide your goals and recommendations into two lists: 1) Recommendations with no additional costs (anything that can be accomplished without additional funding) and 2) Recommendations with additional costs (goals that will need additional revenues to come into being)

- Describe the program goal in an abbreviated form. Then list what is needed for your program to meet the goal and to address the challenges identified in the narrative background information. List your program goals and recommendations in priority order according to their importance to student’s access and success.

- Describe your program’s 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.

- 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 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.

- Indicate the relationship of the program goal to other college plans, including the College Strategic Plan (CSP), the Facilities Master Plan (FMP), the Technology Plan (TechP), the Distance Ed Plan and the Watsonville Master Plan. Every goal should refer to a specific goal or objective in at least one college-wide plan. The appendix lists relevant plans, including the Space Allocation Plan. If you are considering a plan not on the list, consult with your mentor.

- 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.

B. Program Planning Goals Templates:

After writing your program goals and recommendations, list each goal by title and total cost on the Excel spreadsheet named ProgramPlanning-GoalsRecommendations-Template.xls that you will find at P:\Instruction_PUBLIC\Instructional Plans - Program Plans & Rankings\Instructions for Instructional Planning Process. This ballot template will be used for CIP to rank the goals from all the programs in any given year’s cycle. An example of what a goal title would look like is included in section C below, “Examples of Program Goals.”

C. Examples of Program Goals: Below are three effective sample statements

**Example 1:** Example of this goal’s title for the ballot template on Excel: “Three New Web-Based Courses.”

As revealed by our course SLO assessment results, we will meet the needs of working students for access to Associate Degree instruction by offering 3 web-based distance-learning courses in math by spring of 2010 serving a minimum of 90 students. (DE plan).
Examples of program recommendations to implement the goal

a) Evaluate existing materials available for purchase and discuss with TLC how to make selected curriculum available to students
   - $1000 per year course license
b) Revise curriculum and schedule and market the course
   - Coordinate with Marketing and Communications to publicize the course
c) Provide staff development to faculty as needed to offer courses
   - Utilize opportunities in TLC for faculty management of online course
d) Pilot course and evaluate student outcomes
e) Refine as needed
   Costs: Startup for 3 courses: $3,000

Example 2: Example of this goal’s title for the ballot template on Excel: “Skills Certificate Program for Working Students.”

Based on our certificate SLO assessment results, we will develop a Skills Certificate Program for working students that will be ready for the fall 2010 Schedule of Classes (CMP C3: Offer CTE programs that inform students of career opportunities...)

Examples of program recommendations to implement the goal

a) Review offerings of UCSC Extension and other programs serving working students to determine course offerings, scheduling patterns, certificate requirements that appear to be serving working students. (no cost)
b) Develop skills certificate in consultation with advisory committee and business contacts provided by Career Education office. (no cost)
c) Work with Matriculation and Assessment and Counseling and Guidance offices to ensure simple, effective means for ensuring that students are adequately prepared for the course. (no cost)
d) Take skills certificate program to Curriculum Committee. (no cost)
e) Work with Marketing and Communications and Career Education offices to market certificate to potential students. (no cost)
f) Offer classes required for certificate. (XX additional TUs)

Example 3: Example of this goal’s title for the ballot template on Excel: “Develop Program in Biotechnology.”

Based on our labor market studies, develop a program that provides instruction leading to career opportunities at the Associate, Bachelors, and advanced degree levels in the emerging field of biotechnology for 30 completers per year. Provide local biotechnology and lab science employers with needed lab technicians. (CMP.
**C3:** Offer CTE programs that inform students of career opportunities and requirements, address needs of local and regional employers, and prepare students for lifelong career advancement and prosperity.

- Note that #3 is a recommendation for a new program, so it is not based on SLO assessments in the current program; therefore it does not tie back to the assessment results from your courses.

**Examples of program recommendations to implement the goal**

a) Hire full-time instructor with expertise and industry experience in the area of biotechnology.
   - 1 FTE Instructor. $66,000 annually  [If the request is for a new FT faculty member to teach existing courses, then use the average rate of a new FT faculty with benefits and back out the cost of 30 adjunct TUs.]

b) Acquire 15 biotechnology lab kits @ 500.00 per kit
   - $7,500 start-up

c) Increase supply budget for biotechnology consumables
   - $2,000 annually

d) 15 hours of TA per week @ $XX.XX per hour
   - $5,000 annually

e) Develop internship program at local biotech companies with the assistance of the Work Based Learning Resource Center (no cost)

**Costs**

- Start-up: $7,500 for kits (replaced every 5 years)
- On-going: $73,000
**Cost Guideline Notes:**

- For adjunct (teaching) TUs estimate $1,735/TU
- For adjunct academic specialist (non-teaching) TUs estimate $2078/TU
- For expansion FT contract faculty estimate $91,112 annually (this includes all benefits). Note: an expansion FT contract faculty assumes you are growing your program and all TUs will be in addition to current offerings.
- For replacement FT contract faculty estimate $39,062 annually, which includes all benefits. Note: a replacement FT contract faculty assumes you are replacing 30 adjunct TUs with the FT 30 TUs, so your overall department TUs will remain the same; only the cost of those TUs will change. ($91,112 – $52,050 = $39,062)
- For a 100% LIA estimate $65,169 annually, which includes all benefits.
- For a 100% Program Specialist estimate $60,681 annually, which includes all benefits.
- For an LIA or Program specialist at less than 100%, contact the Instructional Office Accounting Specialist (Dawn) 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 program specific equipment, check with the purchasing office on estimated costs, or this link: [https://sites.google.com/a/cabrillo.edu/techpurchasing/home/computers](https://sites.google.com/a/cabrillo.edu/techpurchasing/home/computers) should connect to all the pricing.
- For smart classrooms, estimate $40,000. This includes the cost of all new smart classroom equipment: projector and installation, wiring, computer, and wall panel or desk panel. It also includes minor classroom upgrades such as painting and furniture. If you request a smart classroom, you do not need to list the items separately, just the total $40,000 estimate.
- If you are requesting an upgrade of an existing smart classroom, estimate $15,000.
- Relevant Plans: CSP, Basic Skills, Distance Ed., Watsonville, Space Allocation Plan, (FMP) Facilities Master Plan: If you need to refer to the FMP, talk to your dean, your mentor and the director of facilities for guidance.
IV. Required Attachments
Include, as attachments to your program plan:

- Goals and Recommendations with no costs form
- Goals and Recommendations with additional costs form
- Planning grid
- SLO Assessment Analysis forms and for CTE programs, their Assessment Plan form
- Catalog pages
- Course Outline and Prerequisite Review Process

V. Annual Update
Each department is expected to produce a one page annual update to its instructional plan reporting progress towards implementing the recommendations and any necessary adjustment to the original plans. CIP will receive these updates, which will then be attached as addenda to the program’s instructional plan. These reports also will be compiled into a comprehensive, campus-wide report placed on the P drive celebrating all departmental achievements during that year. This report is due in early December. All spring and fall assignment summaries should also be attached to and submitted with the annual update.

RESPONSIBILITIES

Council for Instructional Planning (CIP) Composition
The CIP membership includes the Faculty Senate President, the Vice President of Instruction, two faculty members appointed by the Faculty Senate, five division deans, three instructional deans, the library director, one dean from Student Services, the Student Learning Outcomes coordinator 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 program may need to take in order to serve changing student needs. They will outline the plan they intend to use to meet the program goals they have identified. During the planning period (spring and fall) program faculty from each department will meet with their CIP mentors after faculty have reviewed the background data provided in their Instructional Planning Book and have had their preliminary discussions with faculty and deans. If additional assistance is needed with program data and/or its analysis, contact the institutional research analyst.

At the fall flex week meeting, program 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. Program 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 programs’ recommendations in a cluster ranking.

The recommendations will be prioritized for implementation as follows:

- high priority
- moderate priority
- low priority

The top third of these priorities will be forwarded by CIP to the Faculty Senate and to CPC for their information and review.

Divisions use the 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.

**What Your Mentors Will Do**

It is the role of the Division Dean to serve as a resource to the faculty as they develop the department plan. Division Dean will:

- attend the flex Instructional Planning workshop with their faculty
- guide the development of the plan
- help faculty adhere to the published timeline
- answer questions about the planning process and plan format
- read drafts and consulting as appropriate
- serve as the liaison between the CIP and the faculty
- sign completed plan signifying Dean review of plan for completeness, consistency with internal and external demands (labor market, instructional methods, community needs, intersegmental trends).

In addition, Division Deans will monitor the progress of the plan.

**Additional Instructional Division Responsibilities**

The Dean of Career Education and Economic Development can assist career technical educational programs with collection and analysis of labor market information, development of relationships with important stakeholders including local employers and feeder programs from the high schools and adult schools, and development of strategies for acquiring new sources of
students. The Dean can also offer assistance in developing funding sources to support improvement and expansion of career technical educational programs and can provide guidance in the development of new certificates and degrees and the steps necessary to obtain approval from the Chancellor’s Office. Career Technical Educational programs that are contemplating major changes in their certificate or degree offerings or that are not growing as quickly as desirable are particularly encouraged to consult with the dean early in the planning process.

General education programs will find it advantageous to consult with the Articulation Officer early in the planning process if they are revising or creating new transferable classes or if they are changing course pre-requisites.

**Mentor Responsibility**

It is the role of the mentor to serve as a secondary resource early in the process to the faculty as they develop the department plan. Mentors will:

- attend Flex Instructional Planning workshop with their faculty
- answering questions about the planning process, plan format and possible funding sources
- advise program faculty, as needed, as they develop their program plan
- assist faculty in locating resources for data or other background information
- check in with the program chair to assist in meeting the published timeline
- offer to read drafts, provide written comments to strengthen the plan, and consult as an outside mentor
- review the final version for completeness prior to submission
- coach faculty as they prepare for the presentation at CIP.
- Monitor the development of the plan
- Sign off on completed plans

**What the SLO Coordinator Can Do**

- Meet with you or your department to help you get back on the Revolving Wheel of Assessment
- Create a plan to help you fast-track the assessment of all your SLOs if you’ve fallen behind
- Meet with your department to help you revise SLOs
- Train your faculty in Cabrillo’s assessment methods
- Train your faculty in rubric writing
- Help you figure out how to discuss your assessment results in the Student Success and Student Learning Outcomes portions of your Instructional Plan
- Help you to analyze how to use your assessment results in the Department Goals section of your Instructional Plan
- Teach you how to properly complete the SLO Assessment Analysis Forms
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<th>Document/Resource</th>
<th>Online Version / Website / Network Information Location</th>
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<tr>
<td>Instructional Planning Binder prepared for each program</td>
<td>P:/Instruction/Instructional Program Plans &amp; Rankings</td>
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<td>Instructional Plan Format, Timeline, and Checklists</td>
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Student Survey
Programs and services 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 Instructional Planning Binder.

Appendices:

- College-wide at-A-Glance Program Planning Schedule
  P:\Instruction_PUBLIC\Instructional Plans – Program Plans & Rankings\Program Planning Schedules\Instructional Program Planning AT-A-GLANCE. REV[date]

- CIP/Program Planning Process Flow Chart
  P:\Instruction_PUBLIC\Instructional Plans – Program Plans & Rankings\Program Planning Schedules\Schedule of 2013 Program Plan Presentations