Academic Program Review

(Program Name Typed Here)

Introduction

**Organization of Program Review Materials:**

* Component I: Academic Program Course Review Form
* Component II: Program of Studies/Major Review Form
* Component III: Response to Previous Review
* Component IV: Review of SWC Statistical Data
* Component V: Criteria for Academic Program Review
* Component VI: Academic Program’s Recommendations
* Component VII: Academic Program’s Executive Summary
* Component VIII: Academic Program Review Snapshot

**Contributing Faculty:**

(Names & Titles here)

###### Component I

###### Academic Program Course Review Form

| **Catalog Course Number** | **Date of last approval for activation, modification, or inactivation for course outline** | **Date of last review of prerequisites, corequisites, and/or recommended preparations** | **Identify year for review, modification, or inactivation**\* |
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\* Courses should be reviewed at least every 5 years for articulation purposes.

**Component II
Program of Studies/Major Review Form**

Every program or major that is the direct responsibility of the academic discipline should be reviewed with updated information documented on the form below.

| **SWC Program/Major/Certificate** | **SWC Major Code** | **Certificate Code**  | **Date of Last Review** | **Date of Next Review** |
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**Component III
Response to Previous Review**

Review the last APR. Identify program strengths, weaknesses, the recommendations for program improvements, and progress to date in a brief narrative.

**Component IV**
**Review of SWC Statistical Data**

**Please cut and paste tables and graphs from Data Dashboard as supporting evidence within the reflective narrative questions.**

 **Reflective Narrative Questions**

**1.  What factors or overall changes in your program may have influenced or contributed to your program’s four-year observed trends from the data?**

**2.  What program changes will you recommend that you expect would have a positive effect on your students’ outcomes?  (Please be specific.)**

**3.   What role do modifications in your program’s budget have in impacting the outcomes of both the students who major in your program and students taking courses offered by your discipline?**

**4.  The data report provides the demographic diversity of students that have declared a major offered by your program.   What strategies has your program implemented in attracting a diverse involvement of students to your program?**

**Component V**
**Criteria for Academic Program Review**

**Criterion 1.0 The Student Learning Outcomes of the discipline are congruent with the goals of the program.**

| 5 | 4 | 3 | 2 | 1 |   |  Excellent   5   4   3   2   1  Needs Improvement |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **1.1** | The discipline faculty, including adjunct faculty, has met to discuss Student Learning Outcomes  |
|  |  |  |  |  | **1.2** | Faculty and administrators worked toward mutually identified goals and stated Student Learning Outcomes. |
|  |  |  |  |  | **1.3** | Stated Student Learning Outcomes are consistent with the institutional mission. |
|  |  |  |  |  | **1.4** | The development of and revisions to curriculum are aligned with stated Student Learning Outcomes. |
|  |  |  |  |  | **1.5** | Discipline faculty has implemented appropriate strategies/assessment tools to measure student success of stated Student Learning Outcomes\*. |
|  |  |  |  |  | **1.6** | The discipline faculty, including adjunct faculty, has discussed learning results. |

**Please explain any “needs improvement” scores (1 or 2) in the space below or add additional comments.**

**Reflective Narrative Questions**

**1. How does the program identify and measure student learning outcomes? How are learning outcomes used by the discipline? (See Appendix A)**

**2. What types of learning assessment beyond course grades is the department collecting?  Regularly? Are there any summative/capstone learning results collected?**

**3. Give examples of how the program uses SLOs to modify instruction.**

**4. What needs to be accomplished next year to move toward where you want your program to be with the stated SLOs in three years (information, expertise, materials, examples, etc.)?**

\*Responses to this criterion will reflect the progress the discipline has made in implementing SLOs.  Please see Appendix A for further explanation.

**Criterion 2.0 Faculty members are qualified by academic background, experience, and continuing professional staff development.**

| Yes | No | N/A | Other |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **2.1** | Faculty is involved in selection, evaluation and retention of full-time and part-time staff. |
|  |  |  |  | **2.2** | Faculty members are sufficient in number and diversity to provide effective instruction. |
|  |  |  |  | **2.3** | Full-time and Part-time ratios meet college averages. |
|  |  |  |  | **2.4** | Full-time and Part-time ratio meets or exceeds AB 1725 Standards (i.e. 75% Full-time/25% Part-time). |
|  |  |  |  | **2.5** | Faculty members are involved in professional organizations, publishing of papers/books, artistic productions, and other scholarly works. |
|  |  |  |  | **2.6** | Faculty members have received honors, awards, grants in support of Disciple/Program curricula. |

**Please explain any “No” or “Other” answers in the space below or add additional comments.**

**Reflective Narrative Questions**

**1. Describe how Staff Development activities are being used to enhance professional development and how the discipline benefits.**

**2. Describe how faculty publishing and participation in professional organizations is benefiting the discipline.**

**3. How does the full-time/part-time ratio impact your program?**

**Criterion 3.0 Program is responsive to changing conditions within the field.**

| Yes | No | N/A | Other |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | **3.1** | Discipline changes are consistent with technological and scientific advances, and program coursework incorporates new developments in the field. |
|  |  |  |  | **3.2** | Discipline faculty work with Library Faculty subject specialists to insure adequate and current resources in the Library/Learning Resource Center. |
|  |  |  |  | **3.3** | Courses have been articulated with feeder and transfer institutions. |
|  |  |  |  | **3.4** | Faculty works with transfer institutions to insure currency of course contents and standards. |
|  |  |  |  | **3.5** | Faculty works with professionals in the field to insure appropriateness of course content and standards. |
|  |  |  |  | **3.6** | Faculty members insure that SCANS (See Appendix B), SLOs and Critical Thinking standards are infused into course curricula. |
|  |  |  |  | **3.7** | Course curricula include issues relating to diversity and/or global awareness within student populations. |

**Please explain any “No” or “Other” answers in the space below or add additional comments.**

**Reflective Narrative Questions**

**1. Describe how critical thinking, reading and writing skills, and information competency are being integrated into the curriculum.**

**2. How can Assist.org help your program? (See Appendix H)**

**Criterion 4.0 Enrollment planning leads to student success**.

| 5 | 4 | 3 | 2 | 1 |  | Excellent 5 4 3 2 1 Needs Improvement |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **4.1** | Changes have occurred in the number of course sections offered each semester in response to student demand. |
|  |  |  |  |  | **4.2** | Changes to schedule patterns (times, sequencing, etc.) are made to optimize student enrollment, course completion, and program completion. |
|  |  |  |  |  | **4.3** | The discipline retention rate is in line with total college retention rate. |
|  |  |  |  |  | **4.4** | Discipline is responsive to the need for articulation, integration, and sequencing of courses with transfer institutions that require these courses. |
|  |  |  |  |  | **4.5** | The transfer patterns of students in the discipline are in line with the college totals. (Transfer disciplines)  |

**Please explain any “needs improvement” scores (1 or 2) in the space below or add additional comments.**

**Reflective Narrative Question**

**1. What is the level of need for this program in the community we serve or among different student populations?**

**Criterion 5.0 External support for career & technical programs.**

*(Criterion 5.0 is only completed by Career Technical Programs)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |  | Excellent 5 4 3 2 1 Needs Improvement |
|  | **5.1** | Program Advisory Committee |
|  |  |  |  |  | a) Meets at least once a year with a minimum of five dedicated industry advisors providing input. |
|  |  |  |  |  | b) Reviews and approves curriculum outlines, learning objectives, and major equipment. |
|  |  |  |  |  | c) Confirms local labor market need for continuance of program. |
|  | **5.2** | Other accreditation/certifying agency involvement (if any) |
|  |  |  |  |  | a) Program has received full accreditation/certification in \_\_\_\_ (year).  |
|  |  |  |  |  | b) No major negative findings were received in the last program accreditation/certification. |
|  |  |  |  |  | c) Accreditation/certification recommendations have been implemented. |
|  | **5.3** | Local industry support |
|  |  |  |  |  | a) Industry provides equipment, supplies, and/or guest lecturers to program. |
|  |  |  |  |  | b) Industry provides student scholarships. |
|  |  |  |  |  | c) Industry provides mentoring to program students. |
|  |  |  |  |  | d) Industry provides cooperative education/work experience placements for students in the program. |
|  |  |  |  |  | e) Industry hires graduates who have completed degrees/certificates in this program. |
|  | **5.4** | Program articulation |
|  |  |  |  |  | a) Program has 2+2 articulation agreement(s) with feeder schools. |
|  |  |  |  |  | b) Program has transfer agreement(s) with local four-year colleges/universities. |

**Please explain any “needs improvement” scores (1 or 2) in the space below or add additional comments.**

**Reflective Narrative Questions**

**1. Describe your program’s collaboration or partnerships with local industry/business, government, or private agencies and how this collaboration contributes to student learning outcomes, academic success (degree or certificate) and career placement?**

**2. Discuss whether your program provides entry level, in-service, and/or skill upgrade training. Who is your primary student audience and why? How successful are you in meeting their educational needs?**

**Component VI**
**Academic Program’s Recommendations**

Based on the results of your self-study, list your program's recommendations for improvements. Use the data and information gathered to support and formulate a plan. List program goals and the plan for improvement based on the previous components. These recommendations should be

* prioritized, include supporting information
* placed on the Summary Work Plan for implementation

Number your recommendations so that you may refer to them in the Summary Work Plan.

**Recommendations:** *(All recommendations must be substantiated by information from the self-study.)*

# Additional Information. On occasion some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as articulation agreements, consultant reports, study guides, etc (Delete this if not adding any additional information).

**Component VII
(Program Name) Executive Summary**

* *Limit Executive Summary to three pages or less.*
* *Secure signatures\* before submitting to Academic Program Review Committee Chair the first week of December. Send full report electronically and original of this summary via campus mail.*
* *Attach the routing slip (See Appendix E)*

Academic Program: \_\_\_

Faculty Lead Person\* Date:

 (Name & Title typed here)

Committee Members\*

 (Names & Titles typed below the lines)

Department Chair\* Date:

 (Name & Title typed here)

School Dean\* \_\_\_\_ Date:

 (Name & Title typed here)

**Major Findings:**

• Review of Statistical Data (Component IV): (begin typing here)

• Curriculum (Component V criteria # 1.0, 4.0): (begin typed here)

• Student Success (Component V criteria # 2.0, 3.0): (begin typing here)

• Transfer/Placement (Component V criterion # 4.0): (begin typing here)

**Priority Recommendations:** *(All recommendations must be substantiated either by reference to responses in the components, specific criteria, or by additional information included with the self-study.)*

• Personnel (Faculty, Staff): (begin typing here)

• Instructional Materials/Technology: (begin typing here)

• Fiscal (New construction/capital outlay): (begin typing here)

• Other: (begin typing here)

ANNUAL NEEDS ASSESSMENT & RESOURCE ALLOCATION REQUEST SNAPSHOT 2013-2014

**PROGRAM:**       **CAMPUS/CENTER:**

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| Identify your Program Review Level: |
| **L1** [ ]  Superintendent/President or Vice President |
| **L2** [ ]  Dean  |
| **L3** [ ]  Director |
| **L4a** [ ]  Academic Program or Non-Instructional Unit**L4b** [ ]  Supervisor/Unit Lead |

Year of Last Comprehensive Program Review

Name of Contact

|  |
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| SUMMARY REPORT 2012-2013 |
|  | **List Your Past Goals for AY 2012-2013** **Ranked in Order of Importance** | **Strategic Priority,** **Institutional Goal & Objective** | **Outcomes, Data & Evidence Sheet** **Item #** | **Requested Category and Rank Number** | **Cost** | **Status** |
| 1 |  |  |  |  | [ ] N/A[ ] One Time $ \_\_\_\_\_\_\_\_\_\_\_[ ] Ongoing $\_\_\_\_\_\_\_\_\_\_\_\_ | [ ] AccomplishedDate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] In ProgressEst. DOC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] No longer pursuing goal |
| 2 |  |  |  |  | [ ] N/A [ ] One Time $ \_\_\_\_\_\_\_\_\_\_\_[ ] Ongoing $\_\_\_\_\_\_\_\_\_\_\_\_ | [ ] AccomplishedDate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] In ProgressEst. DOC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] No longer pursuing goal |
| 3 |  |  |  |  | [ ] N/A[ ] One Time $ \_\_\_\_\_\_\_\_\_\_\_[ ] Ongoing $\_\_\_\_\_\_\_\_\_\_\_\_ | [ ] AccomplishedDate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] In ProgressEst. DOC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ] No longer pursuing goal |

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| SUMMARY REPORT 2013-2014  |
|  | **List new Goals and/or Innovations for Improvement of Program or Administrative Unit for 2013-2014****Ranked in Order of Importance** | **Strategic Priority,** **Institutional Goal & Objective** | **Outcomes, Data & Evidence Sheet Item #** | **Requested Category & Rank Number** | **Cost** |
| 1 |  |  |  |  | [ ] Yes [ ] No [ ] One Time $ \_\_\_\_\_\_\_\_\_\_\_[ ] Ongoing $\_\_\_\_\_\_\_\_\_\_\_\_ |
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| 3 |  |  |  |  | [ ] Yes [ ] No [ ] One Time $ \_\_\_\_\_\_\_\_\_\_\_[ ] Ongoing $\_\_\_\_\_\_\_\_\_\_\_\_ |
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Please add more rows as needed. Too add a row, click anywhere in the bottom row of this table. After, go to the top of the screen and in the menu bar click “Table.” From the dropdown menu select “Insert” then “Row Below.” You can cut and paste information from the **Cost** and **Status** boxes into the new rows.

**OUTCOME, DATA AND EVIDENCE SHEET**

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| **SLO EVIDENCE/DATA***Briefly describe any pertinent SLO findings below. Information listed below should link directly to needs listed in the Snapshot report. (Not all SLO data need be reported. Report only SLO data that directly link to need). Add more lines as necessary. Recall, all learning outcomes are SLOs, regardless of what we call them. AUOs, SAOs, CSLOs, PSLOs, GESLOs and ISLOs are all SLOs.* |
| **Your Discipline or Unit****Area** | **Item Number** | **ISLO Number** | **Outcome** | **Source/Means of Measurement** | **Results** |
| **Unit Example:**ADMIS | S1 | 8 | Students understand Registration information/directions and can complete the process without one-on-one, face-to-face assistance. | Survey developed by Admissions personnel | After a comprehensive student survey, it was found that a large number of students (68%) registering for courses for the first time could not do so without direct assistance. In order to assist many students at once, Registration workshops were made available to new incoming students from local high schools. It was found that all students who attended the workshop were able to register for courses successfully without one-on-one assistance. It is recommended that funding be provided 1) to make the workshops available to all students and 2) to create an online workshop, similar to the on-site workshop, to train online students in the process. |
| **Discipline Example:**COMM | SI | 1 | Deliver a speech using appropriate nonverbal communication for a given context. | In-class assessments developed by faculty | After a comprehensive student survey, it was found that a large number of students (68%) registering for courses for the first time could not do so without direct assistance. In order to assist many students at once, Registration workshops were made available to new incoming students from local high schools. It was found that all students who attended the workshop were able to register for courses successfully without one-on-one assistance. It is recommended that funding be provided 1) to make the workshops available to all students and 2) to create an online workshop, similar to the on-site workshop, to train online students in the process. |
|  | S1 |  |  |  |  |
|  | S2 |  |  |  |  |
|  | S3 |  |  |  |  |

**A List Of Institutional Student Learning Outcomes (Islos) Are Attached At The End Of This Form.**

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| **Additional Sources of Evidence/Data***Briefly describe any other* ***pertinent*** *evidence or data beyond SLO data.* ***Information listed below should link directly to needs listed in the Snapshot report.*** *Additional sources of evidence or data include information from surveys, internal scans, the Environmental Scan, the AARC report, the Data Dashboard, and Institutional Performance Indicator (IPI) data including retention rates, success rates, transfer rates, et cetera. Add more lines as necessary.* |
| **Your Discipline or Unit****Area** | **Item Number** | **Source/Means of Measurement** | **Results** |
|  | 1 |  |  |
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**CATEGORIES FOR PRIORITIZATION**

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| A. MAJOR EQUIPMENT*(any single item $5,000 or more)*Needed to meet Strategic or Institutional Plans and/or Institutional Goals (not for replacement items)***Such as: vehicles, forklifts, specialized furniture, Do Not List Technology Items*** |
| **Rank****#** | **List Equipment and/or Equipment Repairs Needed for the Following Academic Year:**  | **Rationale for Requests** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
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|  |  |  | $ | $ |  |

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| B. FACILITIESNeeded for Strategic or Institutional Plans and/or Institutional Goals***Such as: minor remodels, renovations, office space or classroom space******Do Not Include Prop R Items or State-funded projects*** |
| **Rank****#** | **List Facilities needed for the Following Academic Year (Minor facility upgrades)** | **Rationale for Requests** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
|  |  |  | $ | $ |  |
|  |  |  | $ | $ |  |

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| C. TECHNOLOGY RESOURCES ($2500; not to be used for replacement)Needed for Strategic or Institutional Plans and/or Institutional Goals***Such as: hardware, software, printers, Internet, wireless. Do not include office computers.*** |
| **Rank****#** | **Tech****Addendum****#** | **List Equipment and/or Equipment Repairs Needed** | **Rational for Requests** | **Estimated Cost** | **Strategic Priority** | **Tech Plan****Item #** |
| **One-Time** | **Ongoing** |
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|  |  |  |  | $ | $ |  |  |
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 **FOR PRIORITIZATION (VP AND DEAN LEVEL ONLY)**

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| D. OVERARCHING NEEDS Needed for Strategic or Institutional Plans and/or Institutional Goals***Do not include Technology items*** |
| **Rank****#** | **Request** | **Rationale for New Request** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
|  |  |  | $ | $ |  |
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|  |  |  | $ | $ |  |

**CATEGORIES FOR BUDGET DEVELOPMENT ONLY**

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| --- |
| E. HUMAN RESOURCES**: Unfunded Classified Staff/Administrators**Needed for Strategic or Institutional Plans and/or Institutional Goals ***Do not include current vacant positions*** |
| **Rank****#** | **Position Requested** | **Rationale for New Position** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
|  |  |  | $  | $ |  |
|  |  |  | $ | $ |  |
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| F. HUMAN RESOURCES**: Faculty**Needed for Strategic or Institutional Plans and/or Institutional Goals |
| **Rank****#** | **Position Requested** | **Rationale for New Position** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
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| G. MINOR EQUIPMENT*(any single item $4,999 or less)*Needed to meet Strategic or Institutional Plans and/or Institutional Goals (**over and above** current budget)***Such as: instructional supplies, office supplies, furniture, desks, non-technology items*** |
| **Rank****#** | **List Equipment and/or Equipment Repairs Needed for the Following Academic Year:**  | **Rationale for Requests** | **Estimated Cost** | **Strategic Priority** |
| **One-time** | **Ongoing** |
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**Please type your name and the date below.**

Name(s):

Date Submitted:

**Institutional Student Learning Outcomes**

**ISLOs**

**Communication Skills (Listening, Speaking, Reading, Writing)**

**ISLO 1:** Listen and speak actively and critically to identify a person’s position and then analyze it to determine its quality.

**ISLO 2:** Present ideas in a clear and organized way to others.

**ISLO 3:** Analyze and evaluate text in writing.

**Thinking and Reasoning (Creative Thinking, Critical Thinking, Quantitative Reasoning)**

**ISLO 4:** Formulate and share ideas, analyze the ideas of others, and integrate them into their thinking.

**ISLO 5:** Assess and analyze data and information as they investigate issues and solve problems.

**ISLO 6:** Use quantitative reasoning to identify, analyze and solve quantitative problems.

**Information Competency (Research and Technology)**

**ISLO 7:** Research topics by identifying, analyzing and assessing the ideas from a variety of sources to conduct research.

**ISLO 8:** Use print material and technology to identify research needs and develop and evaluate information effectively and responsibly.

**Global Awareness (Social, Cultural and Civic Responsibility)**

**ISLO 9:** Collegially work with diverse groups of people.

**ISLO 10:** Identify and examine the cultural values of different ethic groups in a sensitive and respectful manner.

**ISLO 11:** Analyze and evaluate the influence science, mass media, politics, socio-economics, technology, lifestyle, art, environment, religion or history have on society.

**ISLO 12:** Identify and discuss the ethical implications of personal behavior and of political, social and economic institutions then apply to decision-making.

**ISLO 13:** Evaluate the sustainability of economic, social & environmental systems and practices.

**Aesthetic and Historical Sensitivity (History, Creativity, and Artistic and Perceptual Experiences)**

**ISLO 14:** Recognize and appreciate the range of ideas and connections in artistic, political, scientific, philosophical or historical elements of human culture.

**ISLO 15:** Demonstrate and creativity, artistic sensitivity, perceptual experiences or artistic processes.

**ISLO 16:** Analyze and critique the philosophical, technical, historical, cultural, and aesthetic qualities of works of art.

**2012-15 Strategic Priorities, Goals, Objectives**

|  |  |  |
| --- | --- | --- |
| **Strategic Priority** | **Institutional Goals**  | **Institutional Objectives** |
|  |  |  |
| Teaching and Learning | 1. SWC will provide excellent instruction and develop a culture of independent thinkers and learners.
 | 1. Develop and implement a professional development program for instructors teaching via distance education to enhance consistent quality of instruction
2. Develop and implement a plan for infusing critical thinking into all aspects of the student experience
 |
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| Student Access | 1. SWC will promote a student-centered climate that provides equal access to educational achievement through collaboration that values diversity.
 | 1. Explore alternative scheduling options to increase access to growing populations
2. Promote the Higher Education Centers as critical access points in the communities served by the College District
3. Increase student access through the use of technology (e.g., interactive website, online support services, etc.)
 |
|  |  |  |
| Student Success | 1. SWC will promote a culture of academic success by creating a safe and supportive environment that enables students to achieve their educational goals.
 | 1. Promote student success by increasing retention, persistence, and completion
2. Enhance instruction, student support services, and operational effectiveness by fostering cultural competency
3. Promote student success by providing parallel student and instructional support services for online students as are available for students who attend classes on campus
 |
|  |  |  |
| Economic, Workforce and Community Development | 1. SWC will contribute to the region’s economic revitalization through resources that support the expansion of local business & industry and by expanding programs that generate new & vital workforce and business development opportunities for students and community.
 | 1. Implement & maintain a College-wide Workforce and Business Development (WBD) Plan that promotes current SWC programs supporting economic, workforce and community development efforts and to identify new and emerging opportunities
2. Support the creation, retention, and expansion of business and industry to contribute to the revitalization of our local economy
3. Increase Cooperative Work Experience Education program (CWEE),service learning practicum, internships & other learning opportunities between SWC, Industry & Business
 |
|  |  |  |
| Organizational Effectiveness | 1. SWC will provide effective implementation of organizational goals/strategies by cultivating and sustaining processes, systems and culture that supports optimal organizational structure, capacity and capability.
2. SWC will meet the evolving needs of students, faculty, staff and community in support of an innovative learning environment.
 | 1. Promote and sustain a culture of evidence based on data-driven decisions that support continuous improvement efforts and student success
2. Support, promote and sustain shared planning and decision-making through the Shared Consultation Council as the central point of constituency review and approval of institutional infrastructure processes
3. Review and update College District policies and approve procedures for such policies with full constituency input
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| **Strategic Priority** | **Institutional Goals**  | **Institutional Objectives** |
| --- | --- | --- |
| Institutional Technology and Research | 1. SWC will meet current and anticipated technology needs required to support and enhance the educational and workplace experience.
 | 1. Increase the integration of information technology systems needed for instruction, student support, online learning, operations, research, auxiliary services and security.
2. Upgrade the network infrastructure district-wide, including wireless and Wide Area Networks, to better serve the needs of academic, student and administrative services.
3. Support the development of the Office of Institutional Effectiveness for increased availability of data, research, and grants as well as improved institutional planning.
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| Physical and Financial Resources  | 1. SWC will act in a responsible, accountable and transparent manner in budget and financial matters, and will actively and ethically seek outside sources of funding in order to preserve financial solvency.
2. SWC will provide that the college’s design and infrastructure meets the evolving needs of all students, faculty, staff and community in support of an innovative learning environment.
 | 1. Establish and provide financial information systems that are transparent and easily accessible in support of the budget development process
2. Maximize utilization of existing facilities and develop new facilities based on ever-changing student learning needs, emerging technologies, Governing Board goals and the SWC Strategic Plan
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| Human Resources | 1. SWC will recruit, hire and train qualified and diverse staff, faculty, and administrators, demonstrating its commitment to providing an equitable and inclusive environment which supports professional growth and academic success of all employees and students.
 | 1. Develop and implement a system that allows full participation for faculty and staff in order to support internal processes and integrated planning
2. Create and sustain a culture of inclusion at SWC that supports the charge of the Diversity and Equity Committee as well as promotes trust, respect and collaboration
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