# **ADMINISTRATIVE COMPREHENSIVE PROGRAM REVIEW**

## **Section 1 – Identification**

|  |  |
| --- | --- |
| 1.1 Program Review Level (1, 2, or 3): |       |
| 1.2 Program or Unit Name: |       |
| 1.3 Designator: |       |
| 1.4 Name of Program Review Lead: |       |
| 1.5 Program Review Lead Email Address: |       |
| 1.6 Names of Program Review Contributors: |       |
| 1.7 School/Unit: |       |
| 1.8 Name of Dean or Direct Supervisor: |       |
| 1.9 Division: |       |

## **Section 2 – Information about the Unit**

2.1 Briefly describe the services offered and/or functions performed by your unit.

2.2 Who are the customers/recipients of the work you do?

2.3 Does your work help the District address any major statutory, regulatory, or compliance requirements and if so, which ones?

 For example:

* Admissions and Records helps the district meet regulatory enrollment reporting requirements
* Office of Student Equity Programs and Services helps the district meet the statutory requirement for developing and implementing a Student Equity Plan
* Finance department helps the district meet regulatory requirements to develop and report on the district's budget and expenses

## **Section 3 – Alignment with the District's Mission, Strategic Plan, and Student Equity Plan**

3.1 Review the district's Mission, Strategic Plan, and Student Equity Plan. Discuss with your team and briefly describe how your program or unit helps the district achieve its mission and the goals/objectives of the Strategic and Student Equity Plans.

3.2 Check the box next to any goals/objective in the Strategic Plan and/or Student Equity Plan you feel your program contributes to:

Strategic Plan

 [ ]  1A - Support student access initiatives

 [ ]  1B - Build a sustainable base of enrollment

 [ ]  1C - Support outreach, enrollment management, and career exploration

 [ ]  1D - Minimize barriers to application and enrollment

 [ ]  1E - Increase connections to and awareness to SWC

 [ ]  2A - Support student success initiatives

 [ ]  2B - Prioritize resources to maximize completion

 [ ]  2C - Support completion of transfer-level math and English

 [ ]  2D - Support review of workforce development programs

 [ ]  3A - Prioritize resources to help faculty

 [ ]  3B - Expand participation in professional development

 [ ]  3C - Support assessment and use of disaggregated data

 [ ]  4A - Expand services to small businesses

 [ ]  4B - Leverage SWC workforce development programs

 [ ]  4C - Expand community and industry partnerships

 [ ]  4D - Communicate advantages of attending SWC

 [ ]  5A - Cultivate inclusive, equity-focused, anti-racist culture

 [ ]  5B - Plan for capital needs to improve infrastructure

 [ ]  5C - Optimize course scheduling

 [ ]  5D - Focus budget processes on ensuring fiscal stability of the District

 [ ]  5E - Coordinate efforts related to grant and economic program development

Student Equity Plan:

 [ ]  1 - Closing equity gaps in the rate of students who apply and then enroll at SWC

 [ ]  2 - Closing equity gaps in the rate of students who complete a transfer-level English and a transfer-level math course in their first academic year

 [ ]  3 - Closing equity gaps in the rate of students who persistent from their first primary academic term (Fall or Spring) to their second primary term

3.3 Does your program or unit have its own mission statement? If so, enter it. If not, consider developing one with your team to help focus and align your work to the district’s mission.

## **Section 4 – Data Analysis**

4.1 Student/Customer Trend

(e.g., Program enrollment/Students or Customers served/Tickets or transactions completed/Count of appts)

(a) How has the trend in the number of students/customers served by your unit changed over time (e.g., increasing, decreasing, or constant)? If you serve students, how does this trend compare to institution's enrollment trend?

*Note: Comparing your enrollment trend to the institutions could consist of comparing percentage increase/decreases or simply comparing the general pattern of increases/decreases in enrollment counts.*

4.2 General Outcomes

(a) Using **two** general outcomes you have for your unit, describe how the performance of those outcomes has changed over time (e.g., increased, decreased, constant)

*Note that you may have short-term outcomes, long-term outcomes, or both. Examples are included below. Consider selecting outcomes related to the goals you set in your prior program review as this will assist you in identifying the progress you’ve made toward your existing goals in Section 5 below*.

Short-Term Outcome Examples:

* Institutional Research (website impressions – count of visits to dashboard websites)
* Maintenance (time to resolved tickets)
* Human Resources (recruitment volume, etc.)
* Student Engagement and Completion (ENGL-115 success rates within learning communities)
* EOPS (Transfer-level math and English completion)
* Financial Aid (increase number of students receiving aid)
* Admissions & Records (conversion rate from application to enrollment)

Long-Term Outcome Examples:

* Institutional Research (increase % of employees who feel comfortable engaging with district/program data)
* Facilities (increase % of green buildings)
* College Police (increase % of students who feel very safe on campus)
* Finance (increase # of years operating in a budget surplus)
* Student Engagement and Completion (FYE graduation rate)
* EOPS (Transfer rate)
* Admissions & Records (decrease time to process external transcript)

b) If data is available, please write 1-2 sentences describing how each of these two trends may be positive or negative for the people served or the district overall?

4.3 Student Services Outcomes (SSO) / Administrative Unit Outcomes (AUO

(a) Which of your SSO/AUOs, if any, fell below the satisfactory performance threshold (85%) for two or more consecutive years?

(b) How do your SSO/AUO performance rates vary across modalities, if applicable and available (e.g. face to face, online, hybrid, etc.)?

(c) How do your SSO/AUO performance rates vary across localities, if applicable and available (e.g. Chula Vista campus, HECs)?

(d) **Student Services Only**:

If available, which race/ethnicity subgroups are experiencing disproportionate impact for two or more consecutive years in SSO performance? Explain any trends that you notice (e.g. gaps closing, gaps emerging, etc.) Do these trends in SSO performance align with trends in our Student Equity Plan metrics?

4.4 Overall Findings/Conclusions

Based on the above data analyses, please identify:

1. Three (3) strengths within your unit

(b) Potential opportunities for improvement within your unit and, if applicable, plans to address those opportunities. Specifically consider any equity concerns identified when you reviewed disaggregated data. You will use these opportunities and plans to create new goals or revise your unit’s existing goals in Section 9 below.

## **Section 5 – Goal Review and Progress Assessment**

In this section, you’ll review the goals set in your most recent program review and assess progress. We’ll ask about new goals or how you’d like to revise your previous goals, if needed, later in Section 9.

5.1 Goal 1: [Automatically populate first goal in last program review here…]

(a) Check the box that applies to your current progress toward achieving this goal:

 [ ]  Met [ ]  In-Progress [ ]  Not Started [ ]  Discontinued

1. Explain your reasons for checking the box you selected. If applicable, refer to your data analysis in Section 4 above to support your response.

*Note: Questions above will repeat for additional goals from the most recent program review. Questions below will not repeat by goal and are only asked once.*

5.2 Was the qualitative and/or quantitative data you have access to adequate to assess how you are doing? What might strengthen it (e.g., further disaggregation, timing/frequency, format)?

5.3 Did your program or unit receive any resources requested in the past 2-3 program reviews related to your goals and how did that make a difference?

5.4 What future trends or anticipated changes in your field are likely to have an impact on your program or unit’s ability to accomplish its goals? What support might you need to address them?

5.5 Optional: To help achieve your goals, did your program or unit undertake any efforts that were particularly effective? Were any particularly ineffective?

5.6 Optional: What effects have changes or improvements (e.g., AB 91, AETA, course scheduling/phased rollout) throughout the district had on your program or unit accomplishing its goals?

5.7 Optional: What effects do external factors, such as safety requirements (e.g., pandemic) and state laws (e.g., AB 705), have on the ability of your program or unit to accomplish its goals?

## **Section 6 – Collaboration**

6.1 Please describe the processes or approaches your program or unit uses to collaborate internally.

For example, does your program or unit:

* Conduct regular discussions and take actions that support program improvements?
* Create an environment that embraces equity, diversity, inclusion, and belonging/welcoming (EDIB)?
* Actively build trusting relationships with each other?
* Have a process for decision-making that is open to collaborative input from the team?

6.2 Please describe the processes or approaches your program or unit uses to collaborate externally.

 For example, does your program or unit:

* Collaborate effectively with other District programs or units as needed to do your work?
* Regularly incorporate student perspectives as a key strategy for improving your work?
* Collaborate with the community-at-large when appropriate?

6.3 What are your most important next step(s) following the discussion and responses in this section?

## **Section 7 – Professional Development**

7.1 Explain how your program or unit provides appropriate opportunities for continued professional learning and growth?

 For example, how does your program or unit:

* Define appropriate opportunities for continued professional learning and growth
* Identify and make these opportunities available to your members
* Support member participation in appropriate professional development and become a resource to others (e.g., teach skills, help problem solve, etc.)

7.2 What professional learning is needed to help your program or unit achieve its goals?

7.3 What are your most important next step(s) following the discussion and responses in this section?

## **Section 8 – Operations**

8.1 Does your program or unit have enough employees to support and sustain educational services and improve student success? If not, please explain.

8.2 Does your program or unit have adequate physical resources (e.g., equipment, facilities, etc.) to sustain educational services and operational functions? If not, please explain.

*NOTE: If there is a safety concern regarding physical resources, please immediately submit a General Maintenance Request in Service Now under Facilities, Operations, and Planning and specifically identify the concern is safety related.*

8.3 Does your program or unit have adequate technology resources to sustain educational services and operational functions? If not, please explain.

## **Section 9 – Goals, Activities, and Resource Requests**

In the next section, you may revise your unit’s existing goals, add new goals, and/or choose to continue with the same goals you currently have. Whether to add new goals or revise your unit’s existing goals should be based on the analysis you’ve done so far.

For example, you may choose to revise or add goals based on the opportunities and plans you identified after reviewing your data in Section 4, You may choose to revise or add goals based on your assessment of your progress toward your existing goals in Section 5. Similarly, you may choose to revise or add goals based on the analysis of how you collaborate in Section 6, your needs for professional development from Section 7, or the operational needs you listed in Section 8.

Remember that your goals must align with the District’s strategic plan and help the District fulfill its Mission.

9.1 Goal #1

a) What type of goal are you entering or updating? [ ]  New [ ] Continuing

 [ ]  Completed [ ]  Discontinued

b) Is it a goal related to Continuing Education? [ ]  Yes [ ]  No

c) What strategic plan objective does it align with? (Choose one)

[ ]  1A - Support student access initiatives

 [ ]  1B - Build a sustainable base of enrollment

 [ ]  1C - Support outreach, enrollment management, and career exploration

 [ ]  1D - Minimize barriers to application and enrollment

 [ ]  1E - Increase connections to and awareness to SWC

 [ ]  2A - Support student success initiatives

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 [ ]  5A - Cultivate inclusive, equity-focused, anti-racist culture

 [ ]  5B - Plan for capital needs to improve infrastructure

 [ ]  5C - Optimize course scheduling

 [ ]  5D - Focus budget processes on ensuring fiscal stability of the District

 [ ]  5E - Coordinate efforts related to grant and economic program development

d) Enter a goal for your program or unit, or update an existing goal: (300 character limit)

9.2 Activities

a) Enter an activity you plan to pursue to accomplish your goal: (1200 character limit)

b) Explain how this activity will support accomplishing your goal: (1200 character limit)

c) How will the activity be assessed to determine if it was successful? (700 character limit)

9.3 **Resource Requests (if needed to perform activity)**

a) Enter a resource request needed to perform the activity you plan to pursue:

b) What budgeting category does this request belong in? Choose an item.

c) Enter the resource request contact:

d) Explain why this resource request is needed to perform the activity. Include any options you have pursued to obtain the needed resources from outside program review and the result: (1000 character limit)

e) Is this resource instructional or non-instructional? Choose an item.

f) Will this resource request be on-going or a one-time request? Choose an item.

g) Enter the estimated cost of this resource (mandatory):

h) If there will be on-going costs, enter the estimated on-going cost of this resource (mandatory if there is an on-going cost):

If you would like to add or edit an additional goal (up to three (3), please click on arrow next to Goal # below. If you would like to add more than three (3) goals, please copy and paste Sections 9.1 - 9.3 above into a new document.

**Add Goal #2**

a) What type of goal are you entering or updating? [ ]  New [ ] Continuing

 [ ]  Completed [ ]  Discontinued

b) Is it a goal related to Continuing Education? [ ]  Yes [ ]  No

c) What strategic plan objective does it align with? (Choose one)

[ ]  1A - Support student access initiatives

 [ ]  1B - Build a sustainable base of enrollment

 [ ]  1C - Support outreach, enrollment management, and career exploration

 [ ]  1D - Minimize barriers to application and enrollment

 [ ]  1E - Increase connections to and awareness to SWC

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9.2 Activities

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f) Will this resource request be on-going or a one-time request? Choose an item.

g) Enter the estimated cost of this resource (mandatory):

h) If there will be on-going costs, enter the estimated on-going cost of this resource (mandatory if there is an on-going cost):

**Add Goal #3**

a) What type of goal are you entering or updating? [ ]  New [ ] Continuing

 [ ]  Completed [ ]  Discontinued

b) Is it a goal related to Continuing Education? [ ]  Yes [ ]  No

c) What strategic plan objective does it align with? (Choose one)

[ ]  1A - Support student access initiatives

 [ ]  1B - Build a sustainable base of enrollment

 [ ]  1C - Support outreach, enrollment management, and career exploration

 [ ]  1D - Minimize barriers to application and enrollment

 [ ]  1E - Increase connections to and awareness to SWC

 [ ]  2A - Support student success initiatives

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 [ ]  2D - Support review of workforce development programs

 [ ]  3A - Prioritize resources to help faculty

 [ ]  3B - Expand participation in professional development

 [ ]  3C - Support assessment and use of disaggregated data

[ ]  4A - Expand services to small businesses

 [ ]  4B - Leverage SWC workforce development programs

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 [ ]  4D - Communicate advantages of attending SWC

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 [ ]  5C - Optimize course scheduling

 [ ]  5D - Focus budget processes on ensuring fiscal stability of the District

 [ ]  5E - Coordinate efforts related to grant and economic program development

d) Enter a goal for your program or unit, or update an existing goal: (300 character limit)

9.2 Activities

a) Enter an activity you plan to pursue to accomplish your goal: (1200 character limit)

b) Explain how this activity will support accomplishing your goal: (1200 character limit)

c) How will the activity be assessed to determine if it was successful? (700 character limit)

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c) Enter the resource request contact:

d) Explain why this resource request is needed to perform the activity. Include any options you have pursued to obtain the needed resources from outside program review and the result: (1000 character limit)

e) Is this resource instructional or non-instructional? Choose an item.

f) Will this resource request be on-going or a one-time request? Choose an item.

g) Enter the estimated cost of this resource (mandatory):

h) If there will be on-going costs, enter the estimated on-going cost of this resource (mandatory if there is an on-going cost):

**Add Resource Request to Goal #1**

9.3 **Resource Requests (if needed to perform activity)**

a) Enter a resource request needed to perform the activity you plan to pursue:

b) What budgeting category does this request belong in? Choose an item.

c) Enter the resource request contact:

d) Explain why this resource request is needed to perform the activity. Include any options you have pursued to obtain the needed resources from outside program review and the result: (1000 character limit)

e) Is this resource instructional or non-instructional? Choose an item.

f) Will this resource request be on-going or a one-time request? Choose an item.

g) Enter the estimated cost of this resource (mandatory):

h) If there will be on-going costs, enter the estimated on-going cost of this resource (mandatory if there is an on-going cost):

**Add Resource Request to Goal #2**

9.3 **Resource Requests (if needed to perform activity)**

a) Enter a resource request needed to perform the activity you plan to pursue:

b) What budgeting category does this request belong in? Choose an item.

c) Enter the resource request contact:

d) Explain why this resource request is needed to perform the activity. Include any options you have pursued to obtain the needed resources from outside program review and the result: (1000 character limit)

e) Is this resource instructional or non-instructional? Choose an item.

f) Will this resource request be on-going or a one-time request? Choose an item.

g) Enter the estimated cost of this resource (mandatory):

h) If there will be on-going costs, enter the estimated on-going cost of this resource (mandatory if there is an on-going cost):

**Add Resource Request to Goal #3**

9.3 **Resource Requests (if needed to perform activity)**

a) Enter a resource request needed to perform the activity you plan to pursue:

b) What budgeting category does this request belong in? Choose an item.

c) Enter the resource request contact:

d) Explain why this resource request is needed to perform the activity. Include any options you have pursued to obtain the needed resources from outside program review and the result: (1000 character limit)

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