

SOUTHWESTERN COLLEGE

Institutional Program Review Handbook



Mission, Vision, and Values

Mission Statement

Southwestern Community College District is the premier public institution of higher education in Southern San Diego County that serves a diverse community of students by providing quality academic programs, comprehensive student support services that ensure equitable access and clear pathways to student success.

Southwestern Community College District promotes learning and success to prepare students to become critical thinkers and engaged life-long learners/global citizens. The District is committed to continuous improvements through the use of data-informed planning, implementation, and evaluation.

Southwestern Community College District utilizes a variety of instructional modalities to provide educational and career opportunities in the following areas: Associate degree and certificate programs, transfer, professional, technical and career advancement, foundational skills, personal enrichment, and continuing education.

Vision Statement

Southwestern College is the leader in equitable education that transforms the lives of students and communities.

Value Statements

Student Success - Southwestern College provides a student-centered environment, through equitable access, opportunity, support, and clear pathways that enable students to achieve their educational and professional goals.

Equity - Southwestern College intentionally identifies and removes barriers to cultivate success for all, and purposely addresses the effects of systemic inequities.

Scholarship - Southwestern College inspires students to become lifelong learners and responsible global thinkers.

Professional Excellence - Southwestern College continuously supports and educates all employees to ensure effective collaboration, support student success, and uphold the highest professional standards.

Cultural Proficiency - Southwestern College engages in cultural proficiency by providing a rich learning environment that embraces our cultural differences and experiences.

Sustainability of Stewardship - Southwestern College utilizes natural, financial and physical resources effectively, equitably, and respectfully.

Community - Southwestern College bridges the gap between higher education, civic engagement, and economic well-being to the community we serve.

Inclusionary Practices - Southwestern College actively honors and respects diversity to foster a safe and welcoming community where all are inspired to participate and realize a sense of belonging.

Definitions for Diversity, Equity, and Inclusion

Diversity

Diversity is all differences and similarities including all human traits, experiences, beliefs, and backgrounds that make each individual unique.

Equity

Equity is intentionally identifying and removing barriers to ensure access and provide meaningful opportunities and support for all to succeed.

Inclusion

Inclusion is actively honoring and respecting diversity to foster a safe welcoming community where all are inspired to participate and realize a sense of belonging.

Institutional Program Review Handbook

Table of Contents

Description	Page
Contents	
History of Program Review at Southwestern College	4
Institutional Program Review Committee	5
What is Program Review?	6
Institutional Program Review Process	6
Program Review Website and Online Forms	
Annual Update Guidelines	14
Comprehensive Review Guidelines	24
Prioritization Process	28
Glossary	30
Acronyms	30
Appendix A: Program Review Application Instructions	31
Appendix B: Prioritization Rubric	46
Appendix C: Institutional Program Review Proioritization Taskforce Membership	47

Please be advised that this is a living document, and information may be updated to reflect changes in policy or procedures.

History of Program Review at Southwestern College

Institutional program review has been part of integrated planning at Southwestern Community College District (SCCD) [also referred as Southwestern College (SWC)] for over two decades. In 1991, the “Achieving Institutional Mission” Taskforce (AIM), now called the Institutional Program Review Committee (IPRC), crafted the institutional program review process based upon several years of reviewing and assessing a myriad of models. Since 1991, the IPRC had continued to review and improve the process.

Institutional program review is an essential component of SWC’s integrated planning and budgetary processes. Institutional program review sustains and improves the overall quality of College District programs and services by requiring each academic program and administrative unit to (a) evaluate its quality, effectiveness, viability, and relevancy to SWC’s mission and institutional objectives (e.g., objectives included in the Strategic Plan, Vision for Success, Student Equity Plan, and Jaguar Pathways); (b) set goals based on this evaluation; and (c) if needed, request resources to support achievement of established goals. Institutional program review also includes the prioritization of resource requests to inform current expenditure decisions and future budget development.

This handbook is a document of the Shared Consultation Council (SCC) that codifies the principles of program review, the process for completing program review, and the connection between program review and budget planning. In the absence of a board policy determining the parameters of the program review process, this handbook acts as a policy and procedure document. Moreover, this handbook is the product of a shared planning and decision-making process which is consistent with the mission of the SCC and the goals of [BP 2510: Shared Planning and Decision-Making](#). The principles and processes outlined in this handbook are implemented across all institutional programs and units.

The handbook also embodies several improvements made by the IPRC to the program review process, including (a) promoting and facilitating the process as focused on evaluation and goal setting, where requesting resources is an optional component of the review; (b) ensuring that resource requests are dedicated to supporting innovation and improvement by defining and explaining processes to request resources for other purposes (such as equipment repair) outside of program review; (c) redesigning how resource requests are prioritized in order to increase efficiency and foster collaboration; and (d) improving planning and transparency in program review budget allocations and funding decisions.

Institutional Program Review Committee

The Institutional Program Review Committee (IPRC) oversees and coordinates the institutional program review process.

The major responsibilities of this committee are to:

- Develop an institutional program review process, which includes the prioritization of resource requests submitted in the process
- Provide guidance and assist in the implementation of institutional program review processes by providing direction and training to all divisions
- Ensure consistent quality of program review documentation, forms, and communications
- Evaluate institutional program review processes and recommend improvements

IPRC Committee Members

Co-Chairs	Accreditation Liaison Officer or designee and Academic Senate Vice President		
Note Taker	Administrative Secretary for Institutional Research and Planning		
Voting Membership (Quorum = 5)	Administrative Academic Affairs Program Review (AAAPR) Chair	Student Affairs Program Review (SAPR) Chair	Business and Financial Affairs, Human Resources and Superintendent/President's Office (BFAHRSP) Program Review Chair
	Classified School Employees Association (CSEA) Representative	CSEA Representative	CSEA Representative
	Academic Senate Vice President	Academic Senate Representative	Academic Senate Representative
	One (1) Associated Student Organization (ASO) Representative (not part of quorum)		
Resource staff (non-voting)	Dean of Institutional Research and Planning Superintendent/President Academic Senate President Institutional Research and Planning Coordinator		

The [Shared Governance: Decision Making & Committee Handbook \(SGDMCH\)](#) provides IPRC Committee detailed information

What is Program Review?

Institutional program review is a process that promotes student-centered education and service excellence by engaging all academic programs and administrative units in self-examination and goal-setting. It consists of an annual self-study to evaluate and enhance the purpose, quality, and effectiveness of SWC programs and services. Resource requests made to support the achievement of goals are prioritized to inform current expenditure decisions and future budget development.

The main objectives are to:

- Collaborate and build a shared vision for evaluation and goal-setting
- Utilize data analysis to identify and support goals, activities, and resource requests
- Ensure goals are aligned with SWC's mission and related institutional goals
- Evaluate progress toward goals and develop any needed improvements
- Prioritize resource requests to inform current expenditure decisions and budget development

Institutional Program Review Process

Overview

The process of institutional program review consists of four (4) main steps:

1. Completion of either the Comprehensive Review or the Annual Update, whichever is scheduled for each academic program or administrative unit
2. Prioritization of resource requests submitted as part of each Comprehensive Review or Annual Update
3. Allocation by the College District of funds available to fulfill program review resource requests
4. Distribution of funds to fulfill program review resource requests in alignment with prioritization

1. Completion of the Comprehensive Review or the Annual Update

Each year, participants in institutional program review complete either a Comprehensive Review or an Annual Update according to an established cycle. The Comprehensive Review is a deep and extensive review and goal-setting effort. The Annual Update is briefer and allows for the modification or creation of goals in between each Comprehensive Review. See sections below titled *Comprehensive Program Review Guidelines* and *Annual Update Guidelines* for more detailed descriptions of each, respectively.

A. Cycle

The annual cycle for Comprehensive Reviews and Annual Updates is based on guidelines provided by the IPRC. Currently, the IPRC recommends Comprehensive Reviews be conducted every four years with Annual Updates in the intervening years. To manage workloads, Comprehensive Reviews are staggered throughout this four-year cycle with approximately one third of programs and units completing the Comprehensive Review each year during the first three (3) years. No Comprehensive Reviews scheduled in the fourth year.

In years when a Comprehensive Review is not scheduled, an Annual Update is required. The purpose for not scheduling Comprehensive Reviews in the cycle's fourth year is to allow the IPRC an opportunity to regularly review and implement improvements to the forms and processes used in institutional program review. The annual schedule for Comprehensive Reviews and Annual Updates for each academic program and administrative unit is posted on the [Institutional Program Review](#) website, along with the associated timelines.

B. Participants

Those responsible for completing a Comprehensive Review or Annual Update are divided into four (4) areas:

- Academic Program Review (APR)
- Administrative Academic Affairs Program Review (AAAPR)
- Student Affairs Program Review (SAPR), and
- Business and Financial Affairs/Human Resources/Superintendent/President's Office Program Review (BFAHRSP)

APR lists each academic program participating in institutional program review. The other three (3) areas list each administrative unit participating in program review, divided into the following major categories: (a) Administrative Academic Affairs, (b) Student Affairs, and (c) all other administrative functions including Business and Financial Affairs, Human Resources, and the Office of the Superintendent/President.

Administrative units differ from academic programs in that they focus on providing services rather than instruction. Examples include counseling and student support services in Student Affairs, library services in Academic Affairs, and food services in the Business and Financial Affairs. The listings of all academic programs and administrative units in each of the four areas are posted on the [Institutional Program Review](#) website.

C. Participant Levels

The participants in institutional program review are further organized into the following four (4) levels, based on the structure of each division within the College District:

- **Level 4**
This level includes administrative units in the Student Affairs division who report to an administrator assigned as Level 3. For example, the Career Center (Level 4) and the Transfer Center (Level 4) are organized under the administrator in charge of Student Employment Services (Level 3). Level 4 administrative units coordinate with the Level 3 administrator to include their self-assessment and goal-setting into the Level 3 Comprehensive Review or Annual Update.
- **Level 3**
This level includes academic programs and administrative units responsible for producing a Comprehensive Review or Annual Update, in alignment with the cycle of institutional program review described above.
- **Level 2**
This level includes administrators who supervise Level 3 academic programs and/or administrative units. Level 2 administrators review Level 3 program reviews, produce a program review for their own school or department (e.g., the School of Arts, Communications and Social Sciences), and prioritize the resource requests forwarded from Level 3 with any submitted by the administrator themselves.
- **Level 1**
This level includes executive officers, such as the Superintendent/President and Vice Presidents. The officers utilize Level 2 and Level 3 program reviews annually in the process of self-assessment and goal-setting toward achievement of the SWC's mission and institutional goals, but do not submit a Comprehensive Review or Annual Update.

D. Key Steps to Completing the Comprehensive Review or Annual Update

The annual calendar detailing the steps and due dates for institutional program review is posted on the [Institutional Program Review](#) website. Key steps include:

1. Program review begins when Level 2 administrators consult with representatives from each academic program or administrative unit to select program review leads. Leads then select program review contributors. Leads are responsible for the completion and timely submission of the Comprehensive Review or Annual Update, and contributors assist leads.
2. Prior to the Level 3 due date, Level 2 administrators conduct a collaborative goal setting meeting with representatives from Level 3 programs and units to share information and to align on institutional, division, and department/school goals. The Level 2 administrator must schedule the meeting to provide an opportunity for shared consultation, and attendance by Level 3 representatives is optional but strongly recommended. The date and outcomes of these meetings must be documented for accreditation purposes. For Level 2 administrators who are academic deans, this meeting may be held during a regularly scheduled school meeting and at least one representative from each Level 3 discipline is encouraged to attend.

In addition to sharing information and aligning on institutional, division, and department/school goals, this meeting provides an opportunity for Level 2 administrators and Level 3 representatives to cooperatively set, align and prioritize Level 3 goals with Level 2 goals. During the meeting, attendees may:

a. Review Student Learning Outcomes (SLO) to help establish program or unit goals.

For academic programs, SLO assessment is coordinated by SLO liaisons who are each assigned to a specific area of responsibility. SLO liaisons help to facilitate discussion of SLO data by generating SLO reports from eLumen. These reports are provided to the Level 3 leads when requested. Additional information about SLOs, including the contact list of SLO liaisons for each academic discipline, is posted on the [Student Learning Outcomes](#) website.

b. Establish common goals.

Level 3s may share and adopt goals in common with other Level 3s or Level 2. For example, a program or unit may share a goal to close achievement gaps identified by data analysis and others may elect to also adopt this goal. This goal may already be a Level 2 goal or the Level 2 administrator may elect to adopt this goal for the entire department or school.

c. Set individual Level 3 goals that are not the same but align with each other.

Academic programs and administrative units under the same Level 2 administrator may share and adopt goals that support each other while not being exactly the same. For example, English may set a goal to narrow the ethnicity-linked achievement gap in successful completion of English 115, and Humanities may set a goal to increase its global curriculum to represent a more diverse view of the humanities.

d. Gain a deeper and mutual understanding of Level 3 goals and how Level 3 goals align with the Level 2 administrator's goals, the division's priorities, and SWC's mission and institutional objectives.

e. Identify resources needed to achieve Level 3 goals and cooperate to determine resource request priority.

The results of the goal collaboration meeting should then be incorporated by Level 3 leads into the Comprehensive Review or Annual Update. This will ensure better understanding by Level 2 administrators of Level 3 program or unit goals and resource requests.

3. Level 3 academic programs and administrative units submit a completed Comprehensive Review or Annual Update by the required due date. See sections below titled *Comprehensive Program Review Guidelines* and *Annual Update Guidelines* for a detailed description of each, respectively.

4. Following completion by Level 3, Level 2 administrators submit their own completed Comprehensive Review or Annual Update by the required due date. See sections below titled *Comprehensive Program Review Guidelines* and *Annual Update Guidelines* for a detailed description of each, respectively.

2. Prioritization of Resource Requests

Comprehensive Reviews and Annual Updates both include the opportunity to request resources to support program or unit goals. As part of institutional program review, these requests are prioritized first by the cognizant Level 2 administrator. See sections below titled *Comprehensive Program Review Guidelines* and *Annual Update Guidelines* for a detailed description of each, respectively. Then the Institutional Program Review Prioritization Taskforce prioritizes resource requests from each Level 2 administrator into one final ranked list for the institution. The Taskforce meets to discuss each Level 2 administrator's resource request list and utilizes a rubric as a guide for ranking these requests.

Resource Request Prioritization Rubric

The Prioritization Rubric, developed by the IPRC in consultation with the Academic Senate, the Student Services Council, and the Shared Consultation Council, provides an equitable standard for prioritization of resource requests (see *Appendix B*). Review the rubric when creating resource requests to be aware of the applicable criteria.

Once the Taskforce has completed prioritization, the process for fulfillment of each resource request in the final ranked list is described below in the section *Distribution of Funds to Fulfill Program Review Resource Requests*. The total funding available to fulfill all program review resource requests is identified in the College District's budget as described below in the section *Allocation by District of Funds Available to Fulfill Resource Requests*.

Resource Requests for Faculty and Staff

Resource requests for new faculty or staff are not prioritized by Institutional Program Review Prioritization Task Force. Rather, requests for new faculty are included in program review to affirm and document institutional needs but must be submitted and will be prioritized in SWC's Faculty Hiring Process (FHP). Requests for new staff are prioritized by the Executive Leadership Team.

3. Allocation by District of Funds Available to Fulfill Resource Requests

Allocating funds to fulfill institutional program review resource requests begins annually in March/April as part of the budget creation process. Typically, funding will come from various sources and may

include prior year carry-over amounts (if any). At a minimum, funding should be allocated from general funds and lottery funds (including unspent funds from prior years). When available, one-time funds that may be appropriately spent on certain institutional program review requests will also be apportioned to program review. Examples of these one-time funds are deferred maintenance, seismic retrofit, hazardous substance abatement projects, and water conservation projects funds. The availability of these one-time funds is erratic, unpredictable, and based on decisions made at the state level.

Once established, the amounts and sources of funding to fulfill upcoming institutional program review resource requests are initially approved by the Governing Board in the College District's Tentative Budget (no later than July 1) and finalized by approval of the Adopted Budget (no later than September 15).

4. Distribution of Funds to Fulfill Prioritized Resource Requests

Once the Institutional Program Review Prioritization Taskforce completes ranking resource requests into one prioritized list for the institution, the list is provided to Vice President of Business and Financial Affairs (VPBFA) or their designee. The VPBFA (or designee) aligns each ranked resource request with funds allocated for institutional program review. The Dean of Institutional Research and Planning then presents the prioritized list, aligned with funding sources, to the Executive Leadership Team for review and ratification. Upon ratification, the Department of Finance assigns a budget account number to each request that is to be fulfilled and populates the associated budget account with the amount requested based on a written quote, electronic shopping cart, or other firm cost documentation.

Cost Estimate Requirements

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

The Office of Institutional Research and Planning will notify program review leads and their associated deans of resource requests that will be fulfilled. These notices will include budget account numbers. Staff from the schools, programs, and units requesting the resources will be responsible for acquisition and procurement using SWC's existing purchasing framework. Upon procurement of the resource, deans or their designees will report back to the Office of Institutional Research and Planning the total amount spent and items successfully procured. The amount of program review funds awarded to fulfill each request, the total amount spent, and the items successfully procured will be posted to the Program Review Dashboard available under Campus Apps in MySWC and to the Institutional Program Review website. Completion of this step in the process marks the end of the program review cycle for the current year.

Program Review Website and Online Forms

Overview

Online resources for program review include:

- Institutional Program Review Website
- Program Review Application (PR App)
- Sharepoint Document Library
- Data Dashboards and Reports

1. Institutional Program Review Website

The Institutional Program Review Website provides useful resources such as timelines, designator lists, and this handbook. The website is located at: <https://www.swccd.edu/administration/institutional-program-review/index.aspx>

2. Program Review Application (PR App)

Program review participants complete either the Comprehensive Review or the Annual Update using the Program Review Application (PR App) available under Campus Apps in MySWC. The Institutional Program Review Website also provides a link directly to the PR App. Completed program reviews from prior years may be accessed using the PR App, under the menu item *View/Print*. You may access your own previously submitted program reviews or those submitted by others as well.

NOTE: The PR App began with Annual Updates conducted in Fall 2018. For program reviews submitted prior to Fall 2018, see the *Sharepoint Document Library* described below.

Once all program reviews have been submitted, ranking of resource requests by the Institutional Program Review Prioritization Taskforce is conducted using a companion to the PR App made available to Taskforce members by the Office of Institutional Technology. The results of prioritization for the current and prior years are available in the PR App under the menu item *Dashboard*. Prioritization results are also posted on the Institutional Program Review Website.

3. Sharepoint Document Library

Program reviews submitted prior to Fall 2018 are available in the Sharepoint Document Library available under the Institutional Program Review Committee page in Sharepoint. Sharepoint is available under Campus Apps in MySWC. In Sharepoint, select the Committees menu option, then Institutional Program Review Committee and search the Standardized Document Library for program review documents submitted prior to Fall 2018.

4. Data Dashboards and Reports

The Office of Institutional Research and Planning provides access to data for use in program review through a number of sources. Data Dashboards for the following information are publicly posted at <https://www.swccd.edu/administration/institutional-research-and-planning/data-dashboards.aspx>:

- Enrollment and Course Outcomes
- Program Awards and Transfers
- Vision for Success and Student Equity Plan Metrics
- AB 705 Metrics
- Employee Demographics
- Student Centered Funding Formula

Additional data is available through reports accessible using Business Objects under Campus Apps in MySWC. Business Objects is also directly accessible at:

<https://www.swccd.edu/administration/institutional-research-and-planning/data-resources.aspx> Login to MySWC is required. Contact the IR team for assistance.

Institutional Plans, Reports, and Surveys such as the Strategic Plan, Institution-Set Standards, Career Education Fact Sheets, Institutional Student Learning Outcomes/General Education Student Learning Outcomes and the SWC Fact Book are available at:

<https://www.swccd.edu/administration/institutional-research-and-planning/institutional-plans-reports-and-surveys.aspx>.

Program Student Learning Outcomes and Course Student Learning Outcomes are available to each program or unit from their Student Learning Outcomes faculty liaisons listed on the Student Learning Outcomes webpage at: <https://www.swccd.edu/administration/institutional-research-and-planning/student-learning-outcomes-slo/index.aspx>

External data resources from the Chancellor's Office, the Integrated Postsecondary Education Data System (IPEDS), Centers for Excellence (Labor Market Information) and other sources are available at: <https://www.swccd.edu/administration/institutional-research-and-planning/data-resources.aspx>

Annual Update Guidelines

The Annual Update is a progress report on each goal included in the academic program or administrative unit's most recent program review, whether a Comprehensive Review or a previous Annual Update. It is briefer than the Comprehensive Review and isn't intended to require as deep an evaluation. The Annual Update allows goals to be modified, deleted, or added as adjustments prior to the next Comprehensive Review. Activities necessary to complete a goal and related resource requests may also be included. When completing the Annual Update, programs and units are required to indicate which institutional goal(s) are supported by their own goal(s).

NOTE: The Annual Update is used as a stand-alone document in years when a Comprehensive Review is not required. In years when a Comprehensive Review is required, the Annual Update is included as a component (section) of the Comprehensive Review.

The Annual Update for Level 2 and Level 3 are similar but are described separately below to highlight key differences. *See Appendix A for information on using the Program Review Application (PR App) and entering information.*

1. Level 3 Annual Update

The Level 3 Annual Update is comprised of three sections (a) Reviewer and Program Identification, (b) Goals and Activities, and (c) Resource Requests.

a. Reviewer and Program Identification

The Annual Update begins with the identification of the program review level, program or administrative unit name, designator, the name of the program review lead individual, and the names of individuals in the program or administrative unit who can be added as contributors to the update.

b. Goals

In the Annual Update, each goal continuing from the previous year must be reported on. New goals may also be added.

1) When reviewing or creating a goal, consider the following questions:

- Is the goal aligned with SWC's mission and institutional goals?
- Does the goal describe a desired outcome?
- Is the goal clear, achievable, and measurable?
- What progress has been made toward achieving the goal?
- What challenges are limiting progress toward the goal?
- What actions could expedite achievement of the goal?

2) Following consideration of the above questions, determine the status of each existing goal and whether any new goals need to be added in order to improve the quality and effectiveness of the program or unit, as well as its viability, and relevancy to SWC's mission and institutional objectives. For new goals, the status is "New." For existing goals, the status may be "Completed," "Discontinued," "Continuing," or "Modified Continuing" and a narrative must be provided as follows:

- **Completed:** Provide a brief narrative of the steps taken to achieve the goal and include qualitative and/or quantitative outcomes assessment data demonstrating successful completion. Completed goals will not carry over into the following year's program review.
- **Discontinued:** Provide a brief narrative explaining why the goal was discontinued and include any supporting qualitative and/or quantitative outcomes assessment data. Discontinued goals do not carry over into the following year's program review.
- **Continuing:** Provide a brief narrative of the steps taken toward completing the goal and include any qualitative and/or quantitative outcomes assessment data you have compiled to date. Continuing goals will carry over into the following year's program review.
- **Modified Continuing:** Provide a brief narrative of the steps taken toward completing the goal and explain why the goal is being modified. Include any qualitative and/or quantitative outcomes assessment data you have compiled to date. Modified Continuing goals will carry over into the following year's program review.

3) For each goal that relates to serving students through Continuing Education (e.g., noncredit, fee-based noncredit, youth programs, etc.), please select **Yes** at the "Is this a Continuing Education related Goal?" prompt. This goal will then be shared with the Director of Continuing Education and the Dean of Continuing Education and Workforce Development who will communicate with the school or area Dean to determine if they have resources in available to support the goal.

NOTE: If the Director of Continuing Education and the Dean of Continuing Education and Workforce Development can provide resources to support the goal, any associated resource requests they fulfill may be deprioritized by the school or area Dean. Any resource requests associated with the goal which they cannot fulfill will be prioritized by the school or area Dean with all other resource requests and will continue on through the program review process.

- 4) Each goal must also be aligned with at least one institutional goal. The list of applicable institutional goals is included in the PR App and allows for one selection. Select the most relevant aligned institutional goal.

Examples of institutional goals include the following and others may be added as needed:

Institutional Goal	Source of Goal
1. Reduce or eliminate equity gaps	Vision for Success & Student Equity Plan
2. Increase completions	Vision for Success & Student Equity Plan
3. Increase transfers	Vision for Success & Student Equity Plan
4. Reduce average units taken to obtain associate degree	Vision for Success
5. Increase CTE students working in field of study	Vision for Success
6. Increase application to enrollment rate	Student Equity Plan
7. Increase fall to spring retention	Student Equity Plan
8. Increase completion of transfer-level math and English	Student Equity Plan
9. Increase community connectivity and impact	Governing Board
10. Redesign instruction and student services	Jaguar Pathways Reforms
11. Redesign student orientation and onboarding	Jaguar Pathways Reforms
12. Redesign placement policies and teaching practices	Jaguar Pathways Reforms
13. Redesign educational and career pathways	Jaguar Pathways Reforms
14. Increase institutional effectiveness	Superintendent/President

- 5) Each goal must be described by a brief self-explanatory title.

Example: By academic year 2021-2022, increase English 115 success rates from 63.4% to 65%.

c. Activities

- 1) For each program or unit goal, at least one activity to achieve the goal must be identified. For example, if a goal to increase course success rates is set, then an activity to achieve this goal might be to obtain relevant professional development.

Example activity to help achieve the goal from above: Expand access to Summer Community of Practice for English department faculty.

- 2) For each activity, develop a justification to demonstrate its efficacy in accomplishing the goal **using data, studies, or analysis**. Be sure the justification is a precise explanation and avoid over-including unnecessary or extraneous information.

One example of an explanation/justification for this activity is: The SWC Summer Community of Practice is a professional development workshop modeled on the guiding

principles of the California Acceleration Project. The workshop offers tools and support for implementing reforms necessary to increase completion and success rates in transfer-level English courses. Examining data in Business Objects illustrates that English 115 had a success rate of 68.2% in 2014-2015. This abruptly decreased to 62.9% in 2017-2018. This correlates with SWC's initial pilot of multiple-measures assessment in anticipation of AB 705, which mandates that no student is required to take remedial courses and can be placed into transfer-level English via overall high school GPA. In order to effectively teach a course with students at varying levels of preparedness, faculty need support such as the Summer Community of Practice.

NOTE : The above example streamlines the discussion of key data points to support the activity and allows Level 2 and Level 1 reviewers to focus on the most important points. It also identifies the data source. *(Reviewers may also consider developing a companion document to supplement what is submitted in the Program Review Application which contains any additional data gathered in this process. This companion document would be retained by the reviewer and available upon request.)*

- 3) For each activity, determine how the activity will be assessed regarding its contribution to achieving the goal.

One example of how this activity could be assessed is: Current success rates in English 115 will be juxtaposed with success rates of English 115 after faculty have participated in the Summer Community of Practice training session.

d. Resource Requests

For each activity, there may be resources needed to perform the activity. If so, include a resource request. For example, if obtaining professional development to help increase course success has a cost, include a resource request with the activity.

NOTE: Resource requests submitted through program review must be directed to (a) innovation or improvement, (b) faculty hires (to support a request in the Faculty Hiring Process (FHP)), or (c) classified hires.

An improvement is an expansion of an existing program with new resources, and an innovation is a new enterprise in response to analysis of program data, conditions in the field, advances in pedagogy, legislation, or other relevant information.

If your program has a resource need that does not meet this criterion, it is considered operational and should be requested through a different channel. The table below explains how to request operational resources:

SWC Resource Request Management					
	Program Review	Operations	Operations	IT/Facilities	Facilities
What do you need?	I need resources for a program innovation or improvement	I need additional supplies to perform my duties	I need resources for a one-time event (such as a ceremony)	I need maintenance, repair, or replacement of my existing computer, lab equipment, furniture, or facilities	I need a new facility such as a parking lot or building
How do you get it?	Submit the request as part of program review	<p>Check with your dean or supervisor's assistant to locate available supplies or funding.</p> <p>If the request is for instructional supplies, ask that they research the availability of lottery funds.</p> <p>If the need for additional supplies to perform your duties is expected to persist, deans may make a request for an increase to their supply budget during budget planning for the next fiscal year.</p> <p>Note: Lottery funds are restricted to instructional supplies only</p>	<p>Ask your dean or supervisor for assistance.</p> <p>If the event was originally planned to occur only once but later changes to be a re-occurring event, discuss with your dean the possibility of adjusting the applicable budget to include future funding.</p>	<p>Submit the request in Service Now</p> <p>Computer and lab equipment: Submit an IT Incident Service Now Request and IT will advise on options and next steps</p> <p>Furniture and facilities: Submit a Facilities Operations and Planning Service Now Request</p> <p>Facilities will work with the department on need and cost</p> <p>Note: After processing, you will receive an email from Service Now indicating the final resolution of your request</p>	<p>Submit a request to Facilities for inclusion in Facilities Master Plan (FMP)</p> <p>Requests will be considered when the FMP is updated.</p> <p>Note: The FMP is updated every seven-years. Facilities will notify you of how to participate when the opportunity arises for consideration of your request in the next FMP</p>

1) When including a resource request in program review, the following must be provided:

- Name of Resource
- Resource Category
- Contact Name
- Rationale for Resource
- Instructional or Non-Instructional
- Ongoing or One-Time Cost
- Cost Estimate (Required)

2) Each resource must be described by a brief self-explanatory name.

Example: Professional Development for Strengthening Critical Thinking and Inclusive/Equity-based Teaching in STEM

3) Each resource request must be categorized. The list of applicable categories is included in the PR App and allows for one selection. Select the most appropriate category.

Categories are:

Major Equipment: Single item of new equipment with an estimated cost of \$5,000 or more. Examples may include: a forklift, a vehicle, special doors to meet accessibility requirements, a specialized camera, safety equipment, or any other single item that

costs \$5,000 or more to acquire. If you need additional equipment for effective use of the resource, you may include all the items needed into one resource request. You must clearly explain in the rationale section of the resource request form that all the requested items are required together in order to meet your need.

NOTE: Technology requests are not considered Major Equipment for purposes of program review. See categories below of New Academic Technology, New Institutional Technology, and Replacement Technology for guidance on categorizing technology-related requests.

Minor Equipment: Single item of new equipment with an estimated cost of \$4,999 or less. Examples may be similar to major equipment but where the estimated cost for the item is less than \$5,000. If you need more than one of the same item of equipment, you may include the total number needed into one resource request. You must clearly explain in the rationale section of the resource request form whether or not the request may be partitioned (such that you may receive funding for some of the items but perhaps not all) or whether the request should only be considered in total. Requests for more than one item with an estimated cost of \$4,999 or less do not become major equipment simply because the total cost of the multiple items exceeds \$5,000.

NOTE: Requests for instructional supplies, office supplies, furniture, desks, and similar items must first be made according to the guidance above on requesting *operational* resources. In the event the request is cannot be fulfilled through these channels provided in the guidance, they may be included in program review. You must clearly explain in the rationale section of the resource request form that you requested these items following the guidance on requesting operational resources prior to submitting them in program review.

Facilities: Renovation of a facility, classroom, office space or other area for a new use or purpose, or new furniture to occupy a new or renovated space. Examples may include: adding a designated space for a Veteran's Welcome Center, remodel of classroom to fit additional computers and expand capacity, or the addition of new privacy screens to enhance confidential conversations.

NOTES: Facilities requests should be made according to the guidance in the SWC Resource Request Management table above. If you need assistance determining whether a facilities-related resource should be requested through program review, ServiceNow, or the Facilities Master Plan, contact Facilities for guidance.

In addition, technology requests are not considered facilities requests for purposes of program review. For example, requesting a new smart podium is furniture and properly categorized as a facilities request, whereas a request for a computer to use with the smart podium should be categorized as technology. In the event that the smart podium and computer are both required for effective use of the resource (e.g., no other computer could be accessed to use

with the smart podium), you may include both items into one resource request. You must clearly explain in the rationale section of the resource request form that both items are required together in order to meet your need.

New Academic Technology: New technology for use in instruction including computers, servers, software, databases, printers, networks, network applications, storage devices, video projectors, online subscriptions, and similar items. Peripheral non-technology items of equipment that may relate to the technology, such as a special desk or storage cabinet, should be categorized as minor equipment assuming it has an estimated cost of \$4,999 or less. If you need multiple items of technology that work together for effective use of the resource, you may include all the items needed into one resource request. You must clearly explain in the rationale section of the resource request form that all the requested items are required together in order to meet your need.

NOTES: Requests for maintenance, repair, or replacement of *existing* technology should be made according to the guidance above on requesting *operational* resources. If you need assistance determine whether a technology-related request should be included in program review, as opposed to be considered an operational resource request submitted through Service Now, contact Institutional Technology for guidance.

Specific examples of New Academic Technology items:

- Audio Recording Equipment
- CNC Routers and Mills
- Headsets
- Microscopes that are intended to connect and be used with a computer
- Online Journals
- Films On Demand
- Video Recording Equipment

Specific examples of multiple New Academic Technology items needing to be included in single resource request:

- Video recording equipment with headsets, adapters, and microphones
- Camera with tripod needed for its intended purpose

Specific examples of items related to New Academic Technology but should be categorized as Minor Equipment (assuming an estimated cost of less than \$,5000):

- Lights for use with camera
- Power Tools

New Institutional Technology: Same as New Academic Technology but where the intended use of the item is not for instruction.

Replacement Technology: Technology that replaces outdated technology you currently use. Typically, replacement of existing technology is requested in Service Now according to the guidance above on requesting operational resources. This category may be used when Institutional Technology was unable to replace the technology either due to a lack of available funds or because the item is not included in Institutional Technology's schedule for replacing technology that has exceeded its useful life. You must clearly explain in the rationale section of the resource request form that you requested Institutional Technology replace the requested item and the request was declined.

Human Resources: New, previously unfunded requests for faculty or staff. Requests for new faculty are determined and prioritized according to the Faculty Hiring Process (FHP) and must be included in program review for documentation purposes. Requests for new staff, whether Classified Professional, Confidential, or Administrators, are determined and prioritized by the Executive Leadership Team as discussed above in the section titled *Institutional Program Review Process* under *Prioritization of Resource Requests*.

NOTE: Replacement positions for staff shall follow the SCC-approved HR Memo for Personnel Requests Outside of Program Review.

Uncategorized Needs: Single item that does not appropriately fit into any of the categories above. If you need multiple items together for effective use of the resource, you may include all the items needed into one resource request. You must clearly explain in the rationale section of the resource request form that all the requested items are required together in order to meet your need.

- 4) Provide a contact name for each resource request identifying the person to contacted in the event there are questions regarding the request.
- 5) For each resource request, provide a rationale to demonstrate why the resource is needed to support or complete the associated activity. **Use data, studies, or analysis where possible.** Be sure the rationale is a precise explanation and avoid over-including unnecessary or extraneous information.

One example of a rationale is: As Biology is a precise and ever-changing field requiring instructors to be up-to-date on recent discoveries and concepts across STEM fields, instructors need exposure to effective ways to incorporate critical thinking and authentic/relevant, inclusive/equity-based teaching/ learning practices. This conclusion is supported by data from the 2018-2019 ISLO/GESLO report which highlights the SWC GE SLOs for Associates Degree and for IGETC involving critical thinking and evaluating data from an evidence-based perspective. The data shows that students achieving

proficiency for critical thinking needs improvement. Specifically, the SWC GE SLO for Associates Degree B. Natural Science: Examine issues related to the natural sciences from an evidence-based perspective and use in applied contexts shows a No/Low Proficiency rate of= 19.19%. Furthermore, GESLO for IGETC Area 5. Physical and Biological Sciences: Examine and evaluate issues related to the physical and biological sciences from an evidence-based perspective and use in applied contexts shows a No/Low Proficiency rate of = 16.92%. These rates exceed the threshold of >15% set by the Office of Institutional Research and Planning which indicates that these areas need to be examined and strengthened. The professional development for STEM faculty would assist in implementing strategies to incorporate more critical thinking and authentic/relevant, inclusive/equity-based teaching/ learning practices into their curriculum.

- 6) Identify whether the resource requested is instructional or non-instructional.
- 7) Identify whether the resource requested is a one-time expenditure or has ongoing costs associated. One example of ongoing costs are annual licensing fees associated with the purchase of a software product.
- 8) Provide a cost estimate for the resource request. This is required. Cost estimates must be uploaded/attached in the PR App to the associated resource request and may be provided in the form of a written quote, electronic shopping cart, or other firm cost documentation. Cost estimates must also include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager. See section above titled *Institutional Program Review Process* under *Distribution of Funds to Fulfill Resource Requests* for further information cost estimates and the process for fulfilling resource requests.

2. Level 2 Annual Update

The Level 2 Annual Update form is the same as the Level 3 described in the previous section. However, the Level 2 Annual Update is intended to be from the perspective of the administrator. In preparation for completing the Annual Update, the Level 2 administrator should review their Level 3 program reviews and then develop appropriate goals, activities, and resource requests needed at the school or department level.

NOTE: Resource requests submitted by Level 3 programs and units will be prioritized by the Level 2 administrator and will move forward in the program review process. Thus, Level 2 Administrators do not need to repeat resource requests made by Level 3.

Once the Level 2 administrator has completed the Level 2 Annual Update, they must then rank resource requests prior to them moving forward in the program review process. The Level 2 administrator will rank all resource requests submitted by Level 3, along with any resource requests they themselves entered.¹

NOTE: In the event the Level 2 administrator has available funding and elects to fund any of the Level 3 resource requests, those requests should receive the lowest possible ranking and a note should be included in the PR App indicating the resource request has been met. The Level 2 administrator should inform the Level 3 lead via email that the request will be funded.

Level 2 administrators should also identify resource requests that are submitted by Level 3 but which are not appropriate for program review. See *Section d. Resource Requests* above (in the guidance for Level 3 Annual Updates) for a description of what resource requests are not appropriate for program review and a chart explaining where/how to request these types of resources. These requests should receive the lowest possible ranking and Level 2 administrators should assist Level 3 leads in identifying the proper channel for submitting these requests.

Following submission of the Level 2 program review and within the Spring semester, Level 2 administrators should communicate their final program review resource request rankings with Level 3 leads.

¹ Currently the PR App does not permit the deletion of resource requests. Thus, the Level 2 administrator must choose how to rank duplicate and highly similar requests. One option is to select one of the duplicate or highly similar requests for ranking at the highest appropriate level and then rank the others low so they do not compete with the selected request as it proceeds through the process.

Comprehensive Review Guidelines

Comprehensive Reviews are directed by a set of questions (grouped into sections) that allows each academic program or administrative unit to conduct a thorough assessment of the purpose, quality, and effectiveness of its programs and/or services. Comprehensive Reviews include in-depth analysis of applicable Student Learning Outcomes (SLO) assessment results, student achievement data (such as course success and degree/certificate completion), as well as other relevant data based on the functions of the program or unit.

1. Level 3 Academic Comprehensive Program Review

a. Program Identification

The first section of the Academic Comprehensive Review identifies the program review level, program name, designator, the name of the program review lead individual, and the names of individuals in the program or administrative unit who can be added as contributors to the update. Information regarding the program's school, dean, division, and last year when a Comprehensive Review was completed is also collected.

b. Annual Update

The second section asks for the same goal, activity and resource request information as the Level 3 Annual Update form described in the previous section. See the *Annual Update Guidelines* above for detailed information on completing this section.

c. List of Degrees and Certificates

The next section collects the following:

- 1) Degree Title/Certificate: List each AA, AS, and ADT degree, Certificate of Achievement, and Certificate of Proficiency offered by the program, if applicable. For the purposes of program review, the term "program" may refer to a set of courses that does not award degrees or certificates in which case, enter N/A.
- 2) Major Code: Identify the major code associated with each degree or certificate. This can be found in our curriculum management system, CurricUNET.
- 3) Number of Students Declared in the Major: Identify the number of students declared in each major.
- 4) Number of Students Who Have Completed the Program in the Last Five Years: Identify the number of students who have completed the program in the last five years.

d. Course Review

The next section collects the following:

- 1) Catalog Course Number: Identify the catalog number for each course.
- 2) Date of Last Approval for Activation, Modification, or Inactivation of Course Outline: The date of last approval for activation, modification, or inactivation of Course Outline can be found in our curriculum management system. To align with articulation requirements, the date for next review, modification, or inactivation should be no later than five years from the last approval date.

e. Mission, Planning, and Student Success

The next section asks the following questions which require programs and units to reflect on their contribution to the SWC mission, institutional goals, and student success:

- 1) How do your programs' goals support the College District's overall mission?

To answer this question, reflect on the [College District's Mission](#) and determine how your program goals align with the overall mission of the District. Pay special attention to the College District Mission's commitment to diversity, equity, and inclusion. The mission can be found on the SWC website or in [Board Policy 1200: Institutional Mission, Vision, and Values](#).

- 2) In your program, how has course success and completion, as well as certificate and/or degree completion contributed to meeting relevant initiatives, such as the Institution-Set Standards, Vision for Success goals, and others?

Relevant initiatives include your program goals, SWC's Strategic Plan, Student Equity Plan, Jaguar Pathways goals, Institution Set Standards, and Vision for Success goals.

To answer this question, include in your analysis any trends you notice in enrollment, completion, and success overall, by modality (face-to-face, online, hybrid), by location (district onsite, community offsite), and by student characteristics (race/ethnicity, gender, etc.). You may also include completion in non-credit courses within your program.

Use 3-5 years of data to determine trends and/or conclusions. Identify equity gaps using data disaggregated by race/ethnicity and other relevant characteristics. Include in your analysis how your program will address and close identified equity gaps.

Available sources of data: PSLO data, [ISLO/GESLO Reports](#), [SWC Data Dashboards](#), and/or Business Objects reports. To review institutional plans, see the Institutional Plans, Reports, and Surveys section of the [Institutional Research website](#).

- 3) Based on your analysis of 3-5 years of success and completion data and enrollment trends, please list any programs under consideration for discontinuance.

To answer this question, refer to Component II: List of Degrees and Certificates. [Administrative Procedure 4021: Program Discontinuance](#) provides comprehensive information on the viability, suspension, and discontinuance process and what questions to consider. Please note that Program Discontinuance does not necessarily mean Course Discontinuance.

f. SLOs

This section of the Academic Comprehensive Review is based on the assessment of Student Learning Outcomes (SLO). SLO assessment is the process of systematically collecting information about student learning in order to evaluate the effectiveness and quality of instruction, student services, and support. Assessment results are analyzed, then used to make improvements across the institution in order to maximize student learning. The maximization of student learning is achieved when assessment results guide institution-wide decision-making ensuring that allocations of human, technology, physical, and financial resources are sufficient to support student needs, learning, and success. For more information about SLOs including the contact list of SLO liaisons for your discipline, please refer to the SWC webpage on [Student Learning Outcomes](#).

- 1) Describe major findings based on your review of disaggregated program and/or course student learning outcome data and describe any planned or implemented program improvements since the last Comprehensive Review.

To answer this question, contact the SLO liaison for your area and request reports on disaggregated Student Learning Outcome data that can aid in your review. A major finding might include an equity gap that needs to be addressed.

g. Changing Conditions in the Field

- 1) What modifications, if any, have you made to your program in order to respond to changing conditions in your field since the last Comprehensive Program Review cycle?

To answer this question, review and share data collected and utilized to determine program modifications that respond to changing conditions in your field. For example: community-based or industry-based data collected through forums, surveys, advisory committees, interviews, etc., that will contribute to program improvements. Be sure to identify the source of the data and clearly state the modification needed.

h. Resources

- 1) Are the faculty and staffing for this program adequate to run the program effectively?

Possible sources of evidence include the Faculty Hiring Prioritization (FHP) list, and data from Business Objects.

- 2) Are the resources (such as facilities/equipment) adequate to run the program effectively?

Possible sources of evidence include the Facilities Master Plan.

i. Professional Development

- 1) Explain how faculty and staff in your program are engaged in professional development.

Prioritization Process

Resource requests submitted in the institutional program review process are prioritized into one ordered list for fulfillment by available funds allocated to program review. For additional information on funds allocated to program review, see the section above titled *Allocation by District of Fund to Fulfill Resource Requests*. The process of prioritization begins once the Level 2 Administrator has submitted their own Comprehensive Review or Annual Update, whichever is required. The process is completed when the Institutional Program Review Prioritization Task Force has prioritized all resource requests submitted in program review into one ordered list. Once prioritization is completed, resource requests are fulfilled from available funds allocated to program review as described in the section above titled *Distribution of Funds to Fulfill Resource Requests*.

1. Level 2 Prioritization

Once the Level 2 administrator has completed their own Comprehensive Review or Annual Update, whichever is required, they must then rank resource requests prior to them moving forward in the program review process. Ranking of requests by Level 2 administrators is completed in the PR App where the administrator is presented with a table including all Level 3 resource requests submitted to them, along with any requests they themselves entered. Ranking is achieved by dragging and dropping the requests into the desired order. Further information related to ranking requests is provided above in *Annual Update Guidelines* under the section titled *Level 2 Annual Update*.

2. Requests Provided to the Prioritization Task Force

Prior to providing the resource requests emerging from Level 2 administrators to the Institutional Program Review Prioritization Task Force, the IPRC Co-Chairs in consultation with the Planning and Budget Committee (PBC) Tri-Chairs and Vice-Presidents from each division, who together have a broad understanding of the financial outlook for the coming academic year, will determine the total number of items that will be prioritized. This determination will be made before the first Prioritization Taskforce meeting. Any resource requests identified as either no longer needed or already fulfilled, as well as requests for new faculty or staff, will not be included in the list of resource requests to be prioritized by the Taskforce. See the *Institutional Program Review Process* section above for information on the prioritization process for new faculty or staff resource requests.

3. Prioritization Taskforce

The Institutional Program Review Prioritization Taskforce meets twice during a program review cycle, once to review the list of requests to be prioritized and ask questions about individual requests, and a second time to receive answers to the questions and review the voting process. After the first meeting, the Prioritization Taskforce Co-Chairs will contact program review leads to ask questions on behalf of the Taskforce. After the second meeting, the Taskforce has one week to vote electronically.

The IPRC Co-Chairs serve as the Co-Chairs of the Taskforce. Voting members of the Taskforce will serve for two years, and rotation will occur on a staggered basis. See *Appendix C* for information on the Institutional Program Review Prioritization Taskforce membership.

The Taskforce receives the list of requests separated by Level 2 administrator and in the order ranked by the administrator. The Level 2 top priorities are listed first, followed by each Level 2's second priority, etc. To respect the work of the program review contributors, the priority order of the resource requests emerging from each Level 2 administrator is retained as the lists are combined by the Prioritization Taskforce into one list for the institution. This is achieved through the electronic voting application provided to the Taskforce.

Using the Program Review Resource Request Rubric (Appendix B) as their guide, Taskforce members vote for their first choice from one of the Level 2 top priorities. Then, they will vote from the next set of requests, which will include the remaining top priority requests and the second priority request from the Level 2 list whose top priority was selected first. This process will continue until every item has been voted on.

To ensure the Taskforce has adequate information to inform their votes, each resource request includes its associated goal's priority, description, and rationale. As described above, the Taskforce may also ask questions regarding any request to clarify the information provided.

If items that do NOT depend on each other to function were included as a single resource request when submitted, they may be separated by the Taskforce for voting purposes. Items that do depend on each other to function must be voted on as a single resource request if it was submitted as one resource request. Refer to the rationale accompanying the resource request for required information on whether the request may be separated or should be voted on a single request in order to meet the needs of the requestor.

Each resource request is then ranked according to the number of votes received to produce a single prioritized list. This list is then forwarded to the Vice President for Business and Financial Affairs (VPBFA) or their designee to be funded as described in the section above titled *Institutional Program Review Process* under *Distribution of Funds to Fulfill Prioritized Resource Requests*.

Glossary

Division:	Area overseen by a Level 1 administrator; VPAA, VPSA, VPBFA, VPHR, and S/P
Program Improvement:	Expanding or supplementing an existing program with new resources
Program Innovation:	A new enterprise in response to analysis of program data, conditions in the field, advances in pedagogy, legislation, etc.

Acronyms

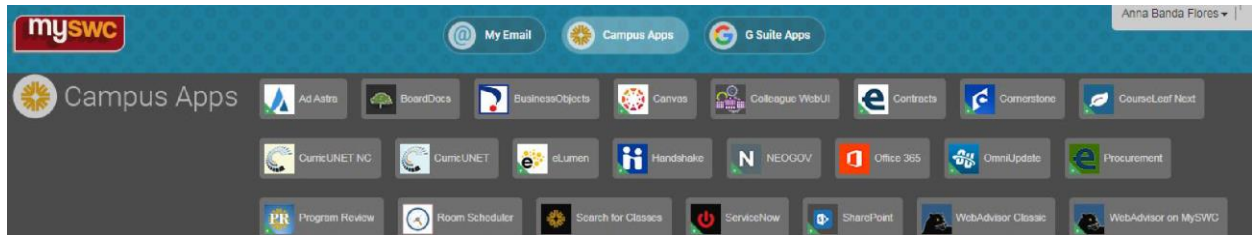
AA:	Associate of Arts
AAPR:	Academic Administrative Program Review
ADT:	Associate Degree for Transfer
AIM:	Achieving Institutional Mission
APR:	Academic Program Review
AS:	Associate of Science
ASO:	Associated Student Organization
BFAHRSP:	Business and Financial Affairs/Human Resources/Superintendent-President
CSEA:	California School Employees' Association
CTE:	Career Technical Education
FHP:	Faculty Hiring Prioritization
GESLO:	General Education Student Learning Outcome
GPA:	Grade Point Average
HEC:	Higher Education Center
IPRC:	Institutional Program Review Committee
ISLO:	Institutional Student Learning Outcome
PBC:	Planning and Budget Committee
PIE:	Plan, Implement, Evaluate
PR App:	Program Review Application
PSLO:	Program Level Student Learning Outcome
S/P:	Superintendent President
SAPR:	Student Affairs Program Review
SCC:	Shared Consultation Council
SCCD:	Southwestern Community College District
SLO:	Student Learning Outcome
SWC:	Southwestern College
VPAA:	Vice President for Academic Affairs
VPBFA:	Vice President for Business and Financial Affairs
VPHR:	Vice President for Human Resources
VPSA:	Vice President for Student Affairs

Appendix A

Program Review Application Instructions

How to Begin

1. Log in to your MySWC and click on the Campus Apps icon. Choose the **Program Review** icon to enter the application.



2. If prompted, login again with your SWC login and password.
3. Choose your appropriate Program Review Level.

Program Review

Welcome to the Southwestern College Program Review Application.

Level 1 Option

Level 1 Program Review will be open from **04-12-2022** through **06-01-2022**

VPAA, VPBFA, VPHR, VPSA, IT and SP only.

[Go to Level 1](#)
Level 1 is now Closed

Level 2 Option

Level 2 Program Review will be open from **03-08-2022** through **04-11-2022**

Supervisors, Managers, Directors and Deans only.

[Go to Level 2](#)
Level 2 is now Closed

Level 3 Option

Level 3 Program Review is open from **01-05-2022** through **03-07-2022**

[Go to Level 3](#)
Level 3 is Open

4. At the top of the Instructions page, choose the blue “**Faculty**” or “**Staff**” button as appropriate.

Level 3 - Instructions for 2021-2022

For Non-Management Only!
01-05-2022 through 03-07-2022

1

Enter Level 3 Program Goals and Resource Requests *Deactivated after Level 3 Closes*
Please select either **faculty** or **staff** to begin the 2021-2022 program review.

Faculty **Staff**

5. Next, you’ll see a screen asking if you are completing an annual or comprehensive review. Only select Comprehensive if your program is listed on this [year’s cycle](#), otherwise choose Annual.

Is your Program Review an Annual or Comprehensive?

Annual **Comprehensive**

6. If you select comprehensive, you'll be asked to confirm.

You selected Comprehensive Program Review. If this was correct select Continue, otherwise Go Back to return to the previous menu.

Continue to Comprehensive

Go Back

7. If you have never entered a program review before using the PR App, you'll be asked to identify yourself.

Welcome to SWC's Program Review application!

You are not currently listed as a lead or a contributor on any program reviews.

To proceed, you must first identify one program you wish to review.

You'll then be able to add more (*if desired*) and choose which program review to work on now.

Identify My First Program Review

8. If you have to identify yourself, enter the following:

Section 1: Reviewer and Program Identification

Program Review Level

Level 1 (Vice Presidents and Superintendent/President - Due 02/03/2020) ▼

Program Name

Select Program Name ▼

Program Designator

Select Designator ▼

Name of Program Review Lead

Anna Banda Flores

Email of Program Review Lead

aflores@swccd.edu

Names of Program Review Contributors (Select from the drop down and "Add to List")

Select Contributors ▼

Add to List

Anna Banda Flores (aflores)

School/Unit

Select School/Unit ▼

Name of Dean or Direct Manager

Select Direct Manager ▼

Division

Select Division ▼

Save

Cancel

9. Once you've identified yourself, the system will show you the program or unit you indicated that you wanted to enter a program review for in the following table.

If you have entered a program review before, the system will bring you directly to this screen and show you the programs or units you've entered reviews for previously.

Follow the instructions on this page to select, add, edit or delete programs and units. When you want to move forward, select the row with the program or unit you want to work on and click on Next Page.

Section 1: Reviewer and Program Identification

The following grid shows programs (by designator) for which you've been identified as either lead reviewer or contributor.

Select **one** program then 'Next Page' to begin entering or revising a program review for that designator.

Tips

- If no programs are listed, or you wish to add another program select **Add** to enter reviewer and program information.
- To revise or delete reviewer and program information, select one program and then **Edit** or **Delete**.

	LVL	Program	Designator	Lead	Lead EMail	Contributors	School	Dean/Manager	Division
Select	1	Institutional Research and Planning	IRP	Anna Banda Flores	aflores@swccd.edu	Anna Banda Flores (aflores)	IR	Guillermo Abasolo	SP

Add

Edit

Detail

Delete

« Previous Page

Next Page »

10. If you have entered a goal before for the selected program or unit, the system will show you a list the goals, activities and resource requests you entered in previous program reviews. You must either select one that is present in the table (to work on or revise a goal for that program or unit) or you must add a new goal or activity to the table (using the add button). Once you've selected the row with the goal you want to work on, select Next Page to move forward.

Section 2: Goals, Activities and Resource Requests

The following grid shows goals, activities and resource requests for the program you selected.

Select **Submit My Program Review** when all desired goals, activities and resource requests have been entered.

Tips

- Click "**Select**" to work on that row.
- Click "**Add**" to enter a new goal.
- To revise or delete, click "**Select**" on the row you want to work on and then click "**Edit**" or "**Delete**."
- Adding a resource to a goal/activity? "**Select**", then click "Next Page"
- To add a price quote PDF to your resource request, save your request and then choose "Add PDF to this request" when the popup appears.

	Designator	Goal Name	Activity	Resource Request	Goal Type	Pdf	PR Year	PR Type
Select	IRP	Goal 1	xxx	None Assigned	New	N	2021-2022	Comp
Select		Goal 2		None Assigned	New	N	2021-2022	Comp

Add

Edit

Preview

Delete

11. If you have never entered a goal before for the selected program or unit, the following screen will appear to identify a new Goal and an Activity.

You currently have no goals listed under this program review.

To proceed, you must identify at least one goal and one activity to accomplish the goal.

You'll then be able to add more (*if desired*) and you can also add resource requests.

Identify a Goal and an Activity

12. To enter a new goal and activity, enter the following and click Save when complete.

Section 2: Add or Edit Goals and Activities

Enter the information requested below and **Save**. On saving, you will be prompted for any resource requests or additional activities for this goal.

1. What type of goal are you entering or editing?

New

Is this a Continuing Education goal? (If you select "Yes" your goal will be shared with the Director of Continuing Education & Special Projects)

No

2. What institutional goal does your goal align with?

Select SWC Institutional Goal

3. Enter a goal (i.e., department/program/unit goal) ?

4. Enter an activity to accomplish your goal ?

5. Enter the activity explanation/justification ?

6. Describe how this activity will be assessed ?

Save

Cancel

13. After saving your new goal and activity, a pop-up window will appear asking if you would like to add a resource request to your activity or add another activity to your goal. If you do not wish to enter a resource request or an additional activity, click on “Go to Table of Goals, Activities and Resources.”

Choose one of the following: ×

Add a Resource Request to this Activity

Add an Activity under this Goal

Go to Table of Goals, Activities and Resources

14. If you selected to add a resource request, enter the following:

Section 2: Add or Edit Resources

Please complete all of the fields below to identify the resource you are requesting for this activity and click 'save.' Click 'cancel' to cancel adding a resource.

Enter the information requested below and **Save**. On saving, you will be prompted for any additional resources for this goal/activity.


Is this resource request a new innovation/improvement for the program/unit, or is this operational? Select Operational or Innovation/Improvement ▼


1. What is the name of this resource request ?:


2. What category does this request belong in? Show Definitions Select Category ▼


3. Enter the resource request contact ?:

Calendar


4. Enter the rationale for this resource request :

5. Is this resource instructional or non-instructional? :

6. Will this resource request be on-going or one-time? :

7. Enter the estimated cost of this resource :

15. After you click to save your resource request, a pop-up window will appear asking if you would like to add another resource request to your activity or goal. If you do not wish to enter a resource request, click on “Go to Table of Goals, Activities and Resources.”

Choose one of the following: 

16. Once you have saved your resource requests and clicked on “Go to Table of Goals, Activities and Resources” the following table will appear.

Follow the instructions on this page to select, add, edit or delete goals, activities and resource requests as needed. Once complete, click on Comprehensive Section to continue.

If you are completing an Annual update, this is the end of submission and a Save and Submit button will appear.

Section 2: Goals, Activities and Resource Requests

The following grid shows goals, activities and resource requests for the program you selected.

Select [Submit My Program Review](#) when all desired goals, activities and resource requests have been entered.

Tips

- Click “[Select](#)” to work on that row.
- Click “[Add](#)” to enter a new goal.
- To revise or delete, click “[Select](#)” on the row you want to work on and then click “[Edit](#)” or “[Delete](#).”
- Adding a resource to a goal/activity? “[Select](#)”, then click “Next Page”

	Designator	Goal Name	Activity	Resource Request	Goal Type	Uploaded PDF
Select	IRP	Goal 1	xxx	Resource	New	N

Add

Edit

Preview

Delete

« Previous Page

Save and Return Later

Save and Work on Another Program Review

Next Page »

Comprehensive Section »

Academic Comprehensive Section 3

17. Complete the following table listing Degrees and Certificates in your program. Click the Add button to add more than one degree or certificate.

Degree Title / Certificate	Major Code	# of Students Declared in the Major Code	# of Students Who have Completed the Program in the Last 5 Years
*** No Saved Degree or Certificates ***			
List of Degree and Certificates are displayed here after you've entered and Added them. Please enter the information requested below and click the "Add" button. If your program does not award any Degree or Certificates please enter NA into the Degree Title box and click Add.			
Degree Title / Certificate	<input type="text"/>		
Major Code	<input type="text"/>		
# of Students Declared in the Major Code	<input type="text"/>		
# of Students Who have Completed the Program in the Last 5 Years	<input type="text"/>		
<input type="button" value="Add"/>			
<input type="button" value="« Previous Page"/>			

18. After completing your list of all Degrees and Certificates in your program, the following table will appear. You can add additional degrees, edit or delete in this table. Once list is complete, click Next Page.

Section 3: List of Degrees and Certificates

	Degree Title / Certificate	Major Code	# of Students Declared in the Major Code	# of Students Who have Completed the Program in the Last 5 Years
Select	English	1234	1400	15555

19. Complete the following Course Review table listing for your program. Click the Add button to add more than one course.

Section 4: Course Review

Catalog Course Number	Date of last approval for activation, modification, or inactivation of Course Outline	Year for next review, modification or inactivation
<p>*** No Saved Courses ***</p> <p>List of Courses are displayed here after you've entered and Added them. Enter the information below and click on the "Add" button.</p>		

Catalog Course Number

Date of last approval for activation, modification, or inactivation of Course Outline

Year for next review, modification or inactivation

mm/dd/yyyy

Add

« Previous Page

20. After completing your Course Review list, the following table will appear. You can add, edit or delete in this table. Once list is complete, click Next Page

Section 4: Course Review

	Catalog Course Number	Date of last approval for activation, modification, or inactivation of Course Outline	Year for next review, modification or inactivation
Select	1234	10/1/2021	2025

Add

Edit

Delete

« Previous Page

Next Page »


21. Complete the following Program Evaluation questions for your program. Note: if you would like to attach a PDF document, please be sure to combine all pages into one PDF as it will only allow for one document upload per question.


Once all questions are complete, click Submit This Program Review.

Section 5: Program Evaluation

Enter the information requested below and [Save](#).

Mission, Planning, and Student Success

1. How do your programs' goals support the College District's overall mission? 


2. In your program, how have course success and completion and certificate and/or degree completion contributed to meeting relevant Institutional initiatives, such as the Institution-Set Standards, Vision for Success goals, and others? 

(Optional) You may attach additional documentation for Question 2. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File

No file chosen

Upload My Pdf file

3. Based on your analysis of 4-5 years of success/completion data and enrollment trends, please list any programs under consideration for discontinuance. (Refer to Component II: List of Degrees and Certificates) 

(Optional) You may attach additional documentation for Question 3. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File

No file chosen

Upload My Pdf file

SLOs

4. Describe major findings based on your review of program and /or course student learning outcome data and describe any planned or implemented program improvements based on this data since the last comprehensive program review. ?

(Optional) You may attach additional documentation for Question 4. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File

No file chosen

Upload My Pdf file

Changing Conditions in the Field

5. What modifications, if any, have you made to your program in order to respond to changing conditions in your field since the last comprehensive program review cycle? ?

(Optional) You may attach additional documentation for Question 5. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File

No file chosen

Upload My Pdf file

Resources


6. Are the faculty and staffing for this program adequate to run the program effectively? ?

(Optional) You may attach additional documentation for Question 6. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File

No file chosen

Upload My Pdf file


7. Are the resources (such as facilities/equipment) adequate to run the program effectively? 

(Optional) You may attach additional documentation for Question 7. Please combine all pages as a single pdf file. To upload the PDF select Choose File, then click on Upload.

Choose File No file chosen

Upload My Pdf file

Professional Development

8. Explain how faculty and staff in your program are engaged in professional development. (Optional) 

Save

Preview

« Previous Page

Submit This Program Review

Appendix B

Prioritization Rubric

Criterion	Program Review Prioritization Rubric	Value
1	Advancing Diversity, Equity, & Inclusion The extent to which this resource supports the elimination of equity gaps in: <ul style="list-style-type: none"> (a) the student experience, enrollment, retention, course completion and success, degree and certificate completion, and transfer, (b) employee experience, diversity, engagement, and success, or (c) other institutional objectives identified by the requestor (such as objectives in the Vision for Success). 	22.5
2	Growth & Innovation The extent to which this resource supports: <ul style="list-style-type: none"> (a) expanding existing curriculum or implementing new curriculum or (b) expanding existing student services or implementing new student services and helps employees support students. 	22.5
3	Supports Institutional, Program/Unit, and/or Course Goals The extent to which this resource supports achievement of: <ul style="list-style-type: none"> (a) student access and/or student success, (b) institutional goals in the District's Strategic Plan, Vision for Success Local Goals, Student Equity Plan, and Jaguar Pathways, or (c) course objectives, Student Learning Outcomes, and/or program goals, and (d) employees' ability to support students in any of the above 	22.5
4	Currency: The extent to which this resource helps services, programs, and/or courses stay up to date with technological and/or scientific advances and/or new developments in the field, in alignment with the District's Strategic Plan and institutional objectives.	22.5
5	Collaboration: The extent to which this resource can be shared across campus or between programs or units; compatibility between labs, classrooms, offices, and programs.	10
		Total 100

IPRC Approved: 11/10/21

Appendix C

Institutional Program Review Prioritization Taskforce Membership

Mission/Purpose

The Program Review Prioritization Taskforce meets annually to prioritize program review resource requests based on the prioritized resource request lists received from Level 2 reviews.

Parent Committee

Institutional Program Review Committee (IPRC)

Areas of Review/Knowledge Base

Planning Policies and Processes

Budget Policies and Processes

Assembly Bill 1725 on Shared Governance

Institutional Program Review and Resource Prioritization

Facilities Use and Planning

Equity-Minded Planning and Budget Practices

Membership (22-27 Total)

VOTING:

Vice President for Academic Affairs

Vice President for Student Affairs

Vice President for Business and Financial Affairs

Co-Chair: Academic Senate Vice President/IPRC Faculty Co-Chair

Director of Facilities/Institutional Facilities Committee Co-Chair

Institutional Facilities Committee Faculty Co-Chair

Director of Institutional Technology/Institutional Technology Committee Co-Chair

Institutional Technology Committee Faculty Co-Chair

Academic Technology Committee Chair

Career Education Committee Co-Chair

Career Education Committee Faculty Co-Chair

Curriculum Committee Chair

Student Affairs Administrators (Dean or Director) (2)

Academic Affairs Administrators (Dean or Director) (2)

One faculty member from each school not represented by faculty committee chair or co-chair identified above (**up to 7** total)

HEC faculty (1) (if not represented by faculty committee chair or co-chair identified above)

Student Affairs faculty (1) *

Instructional Lab Technicians (3)

RESOURCE:

Co-Chair: Dean of Institutional Research and Planning

Director of Disability Support Services

Distance Education Faculty Coordinator

Institutional Lab Technicians

Continuing Education Dean, Director, and faculty

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Acknowledgments

Southwestern Community College District Governing Board

Leticia Cazares, Governing Board President
Roberto Alcantar, Governing Board Vice President
Griselda A. Delgado, Governing Board Member
Kirin Macapugay, Governing Board Member
Don Dumas, Governing Board Member
Mae Perez, Student Member
Mark Sanchez, Ed. D. Superintendent/President



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Institutional Program Review Handbook

