Level 1 Program Review Process for 2019-20

Program Review is a continuous-improvement cycle. It consists of an annual self-study to evaluate and enhance the purpose, quality, and effectiveness of SWC programs and services.

For purposes of these instructions, the term "school" is used to describe the area of responsibility even though not all Level 1 reviewers oversee academic schools.

Program Review provides an opportunity for thoughtful reflection, inquiry, goal setting, assessment and planning. The objectives are to:

- Assess how school goals align with SWC's mission, institutional goals, and program or unit goals
- Evaluate progress toward goals and determine any needed updates
- Identify how programs and services may be improved to increase progress toward goals
- Collaborate and build a shared vision for updating goals and pursuing improvements
- Update goals including associated activities and resource requests to achieve shared vision

Structure

The Program Review process is structured around three levels. Level 3 consists of all SWC programs and services areas. Each academic program (e.g., Communications) and administrative unit delivering services (e.g., Counseling) are included in Level 3. Level 2 consists of the Deans and Directors who supervise the academic programs and administrative units. Level 1 consists of the Vice Presidents and Superintendent/President who supervise Deans and Directors.

Each Level 3, Level 2, and Level 1 participant in Program Review is assigned a designator code for tracking purposes. For example, the designator code for Communications is COMM. The designator code for the Vice President of Academic Affairs is VPAA. The Program Review designator codes and their assignments to Level 3, Level 2 or Level 1 are located on the Institutional Program Review website at: https://www.swccd.edu/administration/institutional-program-review/index.aspx

Timeline

Each year the process is initiated in the summer and ends in the spring. The Program Review timeline for 2019-20 is also located on the Institutional Program Review webpage at: https://www.swccd.edu/administration/institutional-program-review/index.aspx

In the fall, each academic program and administrative unit submits a Level 3 Program Review. Prior to the Level 3 due date, Deans and Directors at Level 2 conduct a collaborative goal setting meeting with Level 3 program and unit members to share information and align on institutional, division, and unit goals. Following the Level 3 due date, Deans and Directors responsible for the program or unit will then review submissions (including performance data, goals, activities, etc.) and prioritize resource requests across all programs and units they supervise. Following the Level 2 due date, Level 2 should communicate to Level 3 the goals, activities, and resource requests they submitted to Level 1. Then Vice Presidents and the Superintendent/President at Level 1 review the submissions (including Level 2

prioritization, performance data, goals, activities, etc.) and prioritize resource requests across all Deans/Directors whom they supervise.

In the spring, resource requests prioritized at the Level 1 are then submitted to SWC's prioritization committees with the result being one final prioritized list eligible for available funding.

Four Steps to Level 1 Program Review

There are four step to Level 1 Program Review:

1. Review Level 3 and Level 2 Program Reviews
2. Develop and Enter Level 1 Program Review
3. Prioritize Resource Requests
4. Submit

Below is the Program Review Application instructional screen for Level 1 showing these steps. Click on the link for each step, complete the activity, and then proceed to the next step.

Step 1: Review Level 3 and Level 2 Program Reviews

Level 1 should review all Level 3 and Level 2 program reviews submitted to them prior to developing their own. Level 1 should consider how Level 3 and Level 2 goals, activities, and resource requests align with those of the school or division. Level 1 goals, activities, and resource requests may be broader in scope and phrased differently than Level 3 and Level 2.

Step 2: Develop and Enter Level 1 Program Review

Developing a Level 1 Program Review

Goals

Level 1 Program Review includes an assessment of each school's goals. The assessment is a self-evaluation of whether the school's goals remain aligned with SWC's mission and institutional goals, and what progress has been made toward achieving the goals. Then new school goals may be established for the coming period (e.g., year) and previously established goals may be continued, modified, identified as completed, or discontinued without completion.

The SWC mission statement is located at: https://www.swccd.edu/about-swc/mission-and-history.aspx

For 2019-20, there are 14 institutional goals identified for the purpose of Program Review:

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

Note: Institutional goals 2-9 also have been adopted as the goals of the Division of Academic Affairs.

One example of a school goal is:

Ex. By academic year 2021-2022, increase course success rates across all Math courses to 58%.

One institutional goal to which this goal contributes is:

Ex. Increase completion.

Activities

For each school goal, at least one activity to achieve the goal must be identified. For example, if a goal to increase success rates across all Math courses is set, then an activity to achieve this goal might be to obtain relevant professional development. When identifying an 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. Lastly, determine how the activity will be assessed regarding its contribution to achieving the goal.

One example of an activity to help achieve the goal from the previous example is:

> **Ex**. Identify new professional development opportunities with promising practices for teaching and learning and make available to all Math faculty.

One example of an explanation/justification for this activity is:

> **Ex**. Examining data in Business Objects illustrates that course success rate across all Math courses has been in the mid-50's in recent years, and was 52.3% in 2018-19. Math faculty have made substantial efforts to improve success rates, including initiation of new student surveys to identify additional needed supports. The department seeks to support faculty further by making available additional professional development opportunities. Transfer-level math courses are key to many degree and certificate programs at SWC and completion of a transfer-level math course was identified as one of the barriers to successful transfer in an RP Group study titled Through the Transfer Gate (2016-2018).
>
> **Note**: The above example streamlines the discussion of key data points to support the activity and allows 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.)*

One example of how this activity could be assessed is:

> **Ex.** Success rates across all Math courses prior to completion of the professional development offered as a result of this activity will be compared to success rates afterward.

Resources

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. When including a resource request, you must provide descriptive information, including **name, category, contact name, rationale, instructional or non-instructional, and ongoing or one-time**. C**ost** and **potential funding source** are optional.

If a Level 3 or Level 2 resource request exists identical to the resource request Level 1 intends to submit, a duplicate resource request does not need to be entered. Rather, Level 1 can prioritize the Level 3 or Level 2 request with the appropriate ranking. This will avoid duplicates in the system. At this time, the functionality for Level 1 to remove or modify Level 3 and Level 2 resources requests is not available; only

Level 1 has the functionality to remove (but not modify) resource requests from the prioritization process.

If Level 3 and Level 2 resource requests are similar to each other and need to be combined or otherwise rephrased to be more informative, then Level 1 should enter a new resource request to do so. The Level 1 resource request should be prioritized as appropriate and the replaced Level 3 and Level 2 resource requests should be prioritized low. In cases where Level 3 and Level 2 resource requests are combined or rephrased, Level 1 should use the option in the resource ranking table which allows an email to be sent with an explanatory note to the reviewer who submitted the request.

Note: For Program Review in fall 2019, Level 3 was instructed to only include in program review resource requests for (i) innovations or improvements to programs and units; and (ii) faculty hires for FHP. All other resource requests such as one-time or ongoing maintenance, repairs, or other operational needs were to be itemized on an Operational Resource Request Form (See Appendix B). The completed Operational Resource Request Form was to be emailed to the appropriate Dean or Director and copied to SWCIPRC@swccd.edu.

Level 2 who receive these completed Operational Resource Request forms should compile them and discuss with their Vice President by December 30 to ensure awareness of what operational resources were requested. Level 2 may add any operational resource requests they feel are needed which are not present in the Level 3 forms. These forms should also be shared with the Vice President of Business and Financial Affairs next spring during meetings which will be scheduled for March to discuss budget development.

Following the start of program review this year, an option to identify a resource request as operational or innovated was added to the Program Review Application (PR App). In some cases, Level 3 may have entered resource requests into the PR App and identified them as operational. These resource requests will be removed from the prioritization process and provided to Level 2 as supplemental to any Operational Resource Request forms received.

In addition, when ranking resource requests, Level 2 has the option to change the categorization of a resource request from operational to innovative (or vice versa) if needed. If re-categorized, Level 2 should inform Level 3 so there is better understanding of what is operational. This process for re-categorizing a resource request from operational to innovative (or vice versa) is further discussed in "Step 3: Prioritize Level 2 and Level 3 Resource Requests" below.

By next year, a formal process for submitting resource requests for operational needs will be established apart from Program Review.

For details on the information required for resource requests, see Appendix A Resource Requests.

One example of a resource request for this activity is:

Ex. Resource Name: Professional Development for Math Faculty
Category: Uncategorized Needs
Contact: Wyle E. Coyote
Rationale: Tools and reforms needed to increase success rates
Instructional
One-Time
Cost: $5000
Funding Source: Unknown

Entering a Level 1 Program Review

Level 1 Program Reviews are submitted using the Program Review Application under Campus applications in MySWC. Data entry is organized around goals. **Detailed instructions are below and a mandatory video tutorial is available at:** https://jag.swccd.edu/info/?tut00040. While described as a tutorial for Level 3, the process is the same for Level 1.

For each goal, the PR App requires the following information:

5. The type of goal
6. The institutional goal to which the program or unit goal aligns
7. The academic affairs objective to which the program or unit goal aligns
8. The school goal to which the program or unit goal aligns
9. The title of program/unit goal
10. Description of an activity identified to accomplish the goal
11. Description of an explanation/justification for the activity
12. Description of how the activity will be assessed
13. Resource requests to execute the activity

You may enter as many goals, activities to achieve those goals, and resource requests as needed.

1.   **The type of goal** (e.g., new)

2.   **The institutional goal to which the program or unit goal aligns**

        For 2019-20, there are 14 institutional goals options:
        - Reduce or eliminate equity gaps
        - Increase completions
        - Increase transfers
        - Reduce average units taken to obtain associate degree
        - Increase CTE students working in field of study
        - Increase application to enrollment rate
        - Increase fall to spring retention
        - Increase completion of transfer-level math and English
        - Increase community connectivity and impact
        - Redesign instruction and student services
        - Redesign student orientation and onboarding
        - Redesign placement policies and teaching practices
        - Redesign educational and career pathways
        - Increase institutional effectiveness

3.   **The academic affairs objective to which the program or unit goal aligns**
        (required only for those under VPAA, others may select if applicable)

4.   **The school goal to which the program or unit goal aligns** (not required in 2019-20 as implementation will begin next year; holds goals of Deans/Directors)

Possible answers to questions 1-4 are available in drop-down menus. Only *one* answer may be selected. Choose the best available answer.

5.	**The title of department/program/unit goal** (Enter Level 2 goal here)

6.	**Description of an activity identified to accomplish the goal**

7.	**Description of explanation/justification for the activity**

8.	**Description of how the activity will be assessed**

9.	**Resource requests to execute the activity**

Answers will be entered into text boxes – app will allow multiple goals, multiple activities per goal, and multiple resources requests per activity.

Example of Answering Questions 1 – 9:

Using the examples previously described:

1. Type of goal

   Ex. New

2. Institutional goal to which your program or unit goal aligns

   Ex. Increase completion

3. Academic affairs objective to which the program or unit goal aligns

   Ex. Promote promising practices for teaching and learning

4. School goal to which the program or unit goal aligns

   Note: Not available in 2019-20. To be included in future years.

5. Enter your goal (i.e., department/program/unit goal):

   Ex. By academic year 2021-2022, increase course success rates across all Math courses to 58%.

6. Enter an activity to accomplish your goal:

   Ex. Identify new professional development opportunities with promising practices for teaching and learning and make available to all Math faculty.

7. Enter the activity explanation/justification:

   Ex. Examining data in Business Objects illustrates that course success rate across all Math courses has been in the mid-50's in recent years, and was 52.3% in 2018-19. Math faculty have made substantial efforts to improve success rates, including initiation of new student surveys to identify additional needed supports. The department seeks to support faculty further by making available additional

professional development opportunities. Transfer-level math courses are key to many degree and certificate programs at SWC and completion of a transfer-level math course was identified as one of the barriers to successful transfer in an RP Group study titled Through the Transfer Gate (2016-2018).

8. Describe how this activity will be assessed:

Ex. Success rates across all Math courses prior to completion of the professional development offered as a result of this activity will be compared to success rates afterward.

9. Resource request:

Ex. Resource Name: Professional Development for Math Faculty
    Category: Uncategorized Needs
    Contact: Wyle E. Coyote
    Rationale: Tools and reforms needed to increase success rates
    Instructional
    One-Time
    Cost: $5000
    Funding Source: Unknown

Step 3: Prioritize Resource Requests

Use the drag and drop feature in the resource request prioritization table to rank requests in desired order.   To change the classification of a resource request from operational to innovative (or vice versa), simply click on the icon in the "Classified As" column.

Use the "Save Prioritized Resource Order" button to save the list following any changes.

SWC
Home   Instructions

Prioritize Resource Requests

Place mouse cursor over the row that you wish to move up or down. Drag the row to the new location. Once you are finished prioritizing, click the "**Save Prioritized Resource Order**" button.

Note	Req. ID	Type	Rank	Category	Classified As	Resource	Contact	Rationale	Status	Requested
ℹ 📄	100961	A	1	HR Faculty...	📝 Innovative	FT Faculty Member	Dr. Leslynn Gallo C...	The FS department ...	Entered	10/29/19 09:52
ℹ 📄	100962	A	2	HR Faculty...	📝 Innovative	FT Faculty Member	Dr. Leslynn Gall...	The CD department ...	Entered	10/29/19 09:54
ℹ 📄	100963	A	3	Minor Equipment...	📝 Operational	Chairs and Equipment For Family Resource Lab	Dr. Leslynn Gallo C...	The chairs and equ...	Entered	10/29/19 09:55
ℹ 📄	100964	A	4	New Academic Tech...	📝 Innovative	Web-Cameras	Dr. Leslynn Gallo C...	The web cameras wi...	Entered	10/29/19 10:07
ℹ 📄	100965	A	5	New Academic Tech...	📝 Innovative	New laptop cart (computers) for the CDC classroom for student use	Dr. Leslynn Gallo C...	The laptop cart wi...	Entered	10/29/19 10:11
ℹ 📄	100966	A	6	Facilities...	📝 Operational	New chairs in the Family Resource Lab	Dr. Leslynn Gallo C...	The chairs and equ...	Entered	10/29/19 10:15
ℹ 📄	101118	A	7	Minor Equipment...	📝 Innovative	Hyper-Realistic Moulage Kit	Jason Hums...	This moulage kit c...	Entered	11/05/19 11:08
ℹ 📄	101119	A	8	Replacement Tech...	📝 Innovative	Scoop Stretcher x4	Martin Gonzalez...	As the use of long...	Entered	11/05/19 11:19
ℹ 📄	101120	A	9	Major Equipment...	📝 Innovative	Immersive Simulation Center	Jason Hums...	Our program prepar...	Entered	11/05/19 11:53

9

IPRC Committee Members

CO-CHAIRS	Bill Abasolo (Dean of Institutional Research and Planning) & Jessica Posey (Academic Senate Vice President)		
NOTE TAKER	Crystal Chen, Interim Secretary for Institutional Research and Planning		
VOTING MEMBERSHIP (QUORUM = 5)	Mia McClellan (AAPR Chair)	Suzanne Woods (SAPR Chair)	Lillian Leopold (BFAHRITSP Chair)
	Jennifer Donovan (CSEA)	Jason Abel (CSEA)	Hilda Carey (CSEA)
	Michael Wickert (Academic Senate)	Jessica Posey (APR Chair)	Honorene Brown (Academic Senate)
	Gabriela Gonzalez/Juan Carlos Sandoval-Rodriguez (ASO Rep/1 Vote /Not part of quorum)		
RESOURCE STAFF (NON-VOTING)	Kindred Murillo, Superintendent/President; Emily Lynch Morissette, Academic Senate President Anna Flores, Interim Coordinator for Institutional Research and Planning		

Appendix A

Resource Requests

1. **Resource Name:** Brief name for this resource request.

2. *Category:* Identify the appropriate category for your request from the options below:

Major Equipment: Any one item with an estimated cost of $5,000 or more. Example: a forklift, a vehicle, etc. You may also submit as a Major Equipment resource request any one item with an estimated cost of $5,000 or more AND any minor equipment items ($4,999 or less) essential to the operation of the Major Equipment. All items should be bundled as one resource request. Example: a piece of specialized furniture and supporting equipment. Do not include technology items. Items that do not have an estimated cost will be prioritized as Minor Equipment.

Minor Equipment (for budget development only): An item, or a bundle of two or more of the same item, of instructional or operational equipment that costs a total of $4,999 or less. Do not include technology.

Facilities: A renovation of an existing facility, classroom, office space or other area or furniture for a space. Do not include technology items. (A smart podium is furniture; the computer in it is technology.

New Academic Technology: Academic technology includes computers, servers, software, databases, printers, networks, network applications, storage devices, video projectors, and the like. Academic technology includes other peripherals, but only if they need a computer, software, or network to connect to the internet. This includes an item that connects to a computer or tablet through a cord or wireless technology. This includes online subscriptions. Technology Bundles may include necessary accessories related to the technology item.

Examples of Academic Technology:

- Audio Recording Equipment
- CNC Routers and Mills
- Headsets
- Microscopes that connect to computers
- Online Journals
- Films On Demand
- Artstor
- Video Recording Equipment

Examples of technology bundles:
- Video recording equipment: headsets, adapters, microphones
- Camera with tripod

Examples of Minor Equipment (under $5000):
- Lights
- Power Tools

New Institutional Technology: An item of operational technology that will not replace an item you currently use (new computers, new software, new servers). New technology items may be bundled together as one item if all items in the bundle depend on each other to work. Technology Bundles may include necessary accessories related to the technology item.

Replacement Technology (for budget development only): An item of instructional or operational technology that replaces an outdated or no longer useful piece of technology you currently use. Replacement technology items may be bundled together as one item if all items in the bundle depend on each other to work.

Human Resources (for budget development only): Currently unfunded. New Classified Staff/ Administrators

Human Resources (for budget development only): Faculty

Uncategorized Needs: Any one item that does not fit into the other categories.

---

3. **Contact:** Please type the name of the person to contact for more information on this resource request.

4. **Rationale:** Explain how this resource will help your program achieve the activity to reach its goal.

5. **Instructional or Non-Instructional:** Instructional resources are those resources students use during a classroom and/or learning experience. Non-instructional resources support students indirectly, out-of-the-classroom, and support administrative staff to perform their duties.

6. **Ongoing or One-time:** Choose whether the costs for this item are only one-time or if it is a recurring expense. One-time only expenses are those that DO NOT have additional costs in outlying years. For example, new software that requires a renewing site license is an ongoing item.

7. **Cost (optional):** If possible, estimate the costs associated with this item.

8. **Funding Source (optional):** If possible, identify a potential funding source for this item.

Approved by IPRC 10/9/19

Appendix B

Operational Resource Request Form

See Appendix A Resource Requests for definitions on the required information in each column.

Resource Request Name	Category	Contact	Rationale	Instructional or Non-Instructional	Ongoing or One-Time	Cost (Optional)	Funding Source (Optional)	Name of Dean to Receive Request