Level 3 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.

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

- Assess how department/program/unit goals align with SWC's mission and institutional 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. 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.

Goals

Level 3 Program Review includes an assessment of each program or unit's goals. The assessment is a self-evaluation of whether the program or unit's goals remain aligned with SWC's mission and institutional goals, and what progress has been made toward achieving the goals. Then new program or unit 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 program or unit goal is:

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

One institutional goal to which this goal contributes is:

Ex. Increase completion of transfer-level math and English.

Activities

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. 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**. Expand access to Summer Community of Practice for English department faculty.

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

> **Ex**. 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.)*

One example of how this activity could be assessed is:

> **Ex.** 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.

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.

Note: For Level 3 Program Review in fall 2019, resource requests should only be made 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 should be itemized on an Operational Resource Request Form (See Appendix B). Please email the completed Operational Resource Request Form to your Level 2 Dean or Director and copy SWCIPRC@swccd.edu by November 15. These forms will be compiled by the Dean who will discuss with their Vice President as part of the upcoming budget development cycle. In the future, a formal process for submitting resource requests for operational needs will be established apart from Program Review.

For a 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: SWC Summer Community of Practice for English department faculty
Category: Uncategorized Needs
Contact: Wyle E. Coyote
Rationale: Tools and reforms needed to increase completion and success rates
Instructional
One-Time
Cost: $500
Potential Funding Source: Unknown

Information Requested in the Program Review Application at Level 3

Level 3 Program Reviews are submitted using the Program Review Application (PR App) under Campus applications in MySWC. Data entry into the PR App is organized around program or unit goals.

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

- The type of goal
- The institutional goal to which the program or unit goal aligns
- The academic affairs objective to which the program or unit goal aligns
- The school goal to which the program or unit goal aligns
- The title of program/unit goal
- Description of an activity identified to accomplish the goal
- Description of an explanation/justification for the activity
- Description of how the activity will be assessed
- 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

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

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)

5.   **The title of department/program/unit goal**

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 of transfer-level math and English

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

   Ex. Monitor enrollment, retention, and success rates for Math & English courses

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 English 115 success rates from 63.4% to 65%.

6. Enter an activity to accomplish your goal:

   Ex. Expand access to Summer Community of Practice for English department faculty.

7. Enter the activity explanation/justification:

   Ex. 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.

8. Describe how this activity will be assessed:

   Ex. 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.

9. Resource request:

   Ex. Resource Name: SWC Summer Community of Practice for English department faculty
   Category: Uncategorized Needs
   Contact: Wyle E. Coyote
   Rationale: Tools and reforms needed to increase completion and success rates
   Instructional
   One-Time
   Cost: $500
   Funding Source: Unknown

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.

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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