**This Comprehensive Academic Program Review template is a resource for the creation of your program review. Actual submission will be through the Program Review Application (App) in the MySWC portal. Information typed into this form can be copied and pasted to the app.**

**Comprehensive Academic Program Review**

**for Credit and Noncredit Courses/Programs**

# Section I: Program Identification

|  |  |
| --- | --- |
| **Program Level:** | 3 |
| **Program Name:** | [Enter your unit’s name] |
| **Program Designator:**  *[See APR Designator List](https://www.swccd.edu/administration/institutional-program-review/_files/apr-designator-list-fall2022.pdf)* | [Enter the designator for your unit from the appropriate designator list for your division] |
| **Name of Program Review Lead:** |  |
| **Email Address of Program Review Lead:** |  |
| **Names of Program Review Contributors:** |  |
| **School:** |  |
| **Name of School Dean:** | [Enter the name of the Administrator that oversees your unit] |
| **Date of School Program Review Meeting:** *Scheduled by School Dean* | [If you know it, enter the date in Fall 2021 or early Spring 2022 when Level 2 conducted a unit wide meeting to discuss Level 2 priorities and how they may relate to Level 3 units] |
| **Division:** | [Enter the applicable VP or if your unit is under the Superintended/President’s Office, enter SP] |
| **Year of Last Comprehensive Program Review:** | [Enter “unknown” if you do not have access or there has never been a Comprehensive for your unit] |

# Section 2: Add or Edit Goals and Activities

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.

You will begin your review by providing updates to any existing goals identified in your program’s prior submission. If you have no prior submission or the prior submission is too outdated, you may complete Sections 3-5 to review and analyze information relevant to assessing the performance of your program and then establish new goals. **These goals should align with any goals established by your division leadership and contribute to achievement of the** [**District’s Mission**](https://www.swccd.edu/about-swc/mission-and-history.aspx) **and** [**Strategic Plan goals and objectives**](https://www.swccd.edu/administration/institutional-research-and-planning/_files/sp-goals-and-objectives-2021-2025.pdf)**. [Full plan at** [**Strategic Plan**](https://www.swccd.edu/administration/institutional-research-and-planning/_files/final-swc-strategic-plan-2021-2025-02-09-22.pdf)**].**

## Goal #1

1. What type of goal are you entering or editing?
   1. New
   2. Continuing
   3. Modified
   4. Discontinued

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

Yes No

1. What strategic plan objective does your goal align with? See[**Strategic Plan goals and objectives**](https://www.swccd.edu/administration/institutional-research-and-planning/_files/sp-goals-and-objectives-2021-2025.pdf)

|  |
| --- |
| *[Ex: 2A-Support student success initiatives in the Vision for Success, Jaguar Pathways and Student Equity Plan, with a focus on groups experiencing disproportionate impact in retention, completion, or transfer]* |

1. Enter a goal (i.e. department/program/unit goal) (250 character limit)

|  |
| --- |
| *[Ex:* ***:*** *Redesign classrooms to eliminate equity gaps]* |

1. Enter an activity to accomplish your goal (1000 character limit)

|  |
| --- |
| *[Ex: By Fall 2023 create 360-degree whiteboard classrooms]* |

1. Enter the activity explanation/justification (1000 character limit)

|  |
| --- |
| *[Ex: A review of the 2022 PSLO data shows performance gaps in Black or African American, Hispanic, Asian, and Two or more races. These categories indicate an overall “low to no proficiency” ranging from 20-43%. These performance gaps show inequity within the classroom. These equity gaps can be closed by creating 360-degree whiteboard classrooms, allowing for more student interactions with the instructor being the “guide on the side” instead of the “sage on the stage” in the front of the class. Studies of classrooms which allow students to work in groups on the vertical wall surfaces show increase in equitable practices, students participating more equitably within the classroom, increased student interaction with the course material and more student discussion.]* |

1. Describe how this activity will be assessed (500 character limit)

|  |
| --- |
| *[Ex: This activity will be assessed in the Spring of 2024 through collection and study of changes in equity gaps with PSLO data.]* |

If you would like to add or edit an additional goal (up to three (3) total), please click on arrow next to Goal # below

## Goal #2

1. What type of goal are you entering or editing?
   1. New
   2. Continuing
   3. Modified
   4. Discontinued

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

Yes No

1. What institutional goal does your goal align with?

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
15. Enter a goal (i.e. department/program/unit goal) (250 character limit)

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1. Enter an activity to accomplish your goal (1000 character limit)

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|  |

1. Enter the activity explanation/justification (1000 character limit)

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|  |

1. Describe how this activity will be assessed (500 character limit)

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| --- |
|  |

If you would like to add or edit an additional goal please click on arrow next to Goal #3 below

## Goal #3

What type of goal are you entering or editing?

* 1. New
  2. Continuing
  3. Modified
  4. Discontinued

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

Yes No

What institutional goal does your goal align with?

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.

Enter a goal (i.e. department/program/unit goal) (250 character limit)

|  |
| --- |
|  |

Enter an activity to accomplish your goal (1000 character limit)

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Enter the activity explanation/justification (1000 character limit)

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Describe how this activity will be assessed (500 character limit)

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# Section 3: Add or Edit Resources

## Add Resource Request to Goal #1

1. What if the name of this resource request?

|  |
| --- |
| *[Ex: Create 360 degree whiteboard classrooms]* |

1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

|  |
| --- |
| *[Ex: Major Equipment]* |

1. Enter the resource request contact

|  |
| --- |
| *[Ex: Silvia Nadalet]* |

1. Enter the rationale for this resource request (1000 character limit)

|  |
| --- |
| *Ex:**A review of the 2022 PSLO data shows performance gaps in Black or African American, Hispanic, Asian, and Two or more races. These categories indicate an overall “low to no proficiency” ranging from 20-43%. These performance gaps show inequity within the classroom. These equity gaps can be closed by creating 360-degree whiteboard classrooms, allowing for more student interactions. In a study on work surfaces’ impact on math learning, Liljedahl found whiteboards promoted better engagement & math thinking than the use of paper & pencil. Students are more eager to start the task and began discussing and writing sooner, they are more likely to participate, discuss, and interact to transfer knowledge, and are more likely to persist through challenges. Because written work shows non-linearity that reflects the thinking process and because it is easy to erase, students are willing to take risks & errors are not a big deal & there is equitable opportunity for feedback.* |

1. Is this resource instructional or non-instructional?

|  |
| --- |
| *[Ex: Instructional]* |

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

|  |
| --- |
| *[Ex: One-time]* |

1. Enter the estimated cost of this resource (mandatory) \*\*

|  |
| --- |
| *[Ex: $50,000]* |

1. Enter the estimated on-going cost of this resource \*\*

|  |
| --- |
| *N/A* |

\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

**If you would like to add an additional resource, please click on arrow next Add Resource Request to Goal #1 below**

## Add Resource Request to Goal #1

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

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| --- |
|  |

1. Enter the resource request contact

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|  |

1. Enter the rationale for this resource request (1000 character limit)

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1. Is this resource instructional or non-instructional?

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

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|  |

1. Enter the estimated cost of this resource (mandatory) \*\*

|  |
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|  |

1. Enter the estimated on-going cost of this resource \*\*

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|  |

\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

## Add Resource Request to Goal #2

1. What if the name of this resource request?

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1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

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1. Enter the resource request contact

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1. Enter the rationale for this resource request (1000 character limit)

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1. Is this resource instructional or non-instructional?

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|  |

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

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| --- |
|  |

1. Enter the estimated cost of this resource (mandatory) \*\*

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| --- |
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1. Enter the estimated on-going cost of this resource \*\*

|  |
| --- |
|  |

\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

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## Add Resource Request to Goal #2

1. What if the name of this resource request?

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| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

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1. Enter the resource request contact

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1. Enter the rationale for this resource request (1000 character limit)

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1. Is this resource instructional or non-instructional?

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

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1. Enter the estimated cost of this resource (mandatory) \*\*

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1. Enter the estimated on-going cost of this resource \*\*

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\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

## Add Resource Request to Goal #3

1. What if the name of this resource request?

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1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

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1. Enter the resource request contact

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1. Enter the rationale for this resource request (1000 character limit)

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1. Is this resource instructional or non-instructional?

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

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1. Enter the estimated cost of this resource (mandatory) \*\*

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1. Enter the estimated on-going cost of this resource \*\*

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\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

## Add Resource Request to Goal #3

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions_1) to see list of categories

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1. Enter the resource request contact

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|  |

1. Enter the rationale for this resource request (1000 character limit)

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1. Is this resource instructional or non-instructional?

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

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1. Enter the estimated cost of this resource (mandatory) \*\*

|  |
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1. Enter the estimated on-going cost of this resource \*\*

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\*\* Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and 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.

# Section 4: 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 |
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# Section 5: Course Review

*As an effective practice, courses should be reviewed at least every five years for articulation purposes and to meet standards of recency.*

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| --- | --- | --- |
| Catalog Course Number | Date of last approval for activation, modification, or inactivation of Course Outline | Year for next review, modification, or inactivation |
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Add rows as needed.

# Section 6: Program Evaluation

**Mission, Planning, and Student Success**

1. How do your programs’ goals support the College District’s overall mission? [Help text: [Review Board Policy 1200: Institutional Mission, Vision, and Values](https://www.swccd.edu/about-swc/mission-and-history.aspx).

|  |
| --- |
| *[Ex: The CIS - Computer Information Systems program’s goals of comprehensive District funded equitable technology access, embedded all modality Tutors with specialized expertise for CE students, and modifying existing course to offer more Work-Based-Learning CE General Education credits will provide our students with a premiere educational experience and instructors from industry that promote learning and success which includes real-life work experiences where they can apply academic and technical skills, and develop their employability and prepare for industry certifications. The vision of the CIS program’s equitable and holistic CE student-centered goals is to change the economic trajectory of CE students' lives within the community. The program prepares students for transfer opportunities, high paying IT entry level jobs that focus on in demand industry certification attainment. As evidenced by the recent launch of the CIS department’s new Cyber-Forensic Associate in Science Degree that prepares students for high demand industry certifications in the public and private IT security sector combining work-based learning and participation in internships and externships during the program. The values of the CIS program continue to be aligned closely with the District’s. The CIS program’s goals of comprehensive District funded equitable technology access, embedded all modality Tutors with specialized expertise for CE students, and modifying existing course to offer more Work-Based-Learning CE General Education credits will provide equitable wrap-around learning support services that affirm student success, equity, scholarship, professional excellence, cultural proficiency, sustainability of stewardship, community, and inclusionary practices.]* |

1. 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? [Explanation text: Relevant initiatives include your program goals, the [Strategic Plan](https://www.swccd.edu/administration/institutional-research-and-planning/_files/final-swc-strategic-plan-2021-2025-02-09-22.pdf), [Student Equity Plan](https://www.swccd.edu/administration/institutional-research-and-planning/_files/final-vfs-local-goals-and-student-equity-plan-overview-10-31-19-v2.pdf), [Jaguar Pathways](https://www.swccd.edu/about-swc/jaguar-pathways/) Goals, the [District’s Institution Set Standards](https://www.swccd.edu/administration/institutional-research-and-planning/_files/2020-21-southwestern-college-institution-set-standards-performance-data-summary-report.pdf), [Vision for Success goals](https://www.swccd.edu/administration/institutional-research-and-planning/_files/final-vfs-local-goals-and-student-equity-plan-overview-10-31-19-v2.pdf), and other initiatives. Be sure to include in your analysis any trends you notice in enrollment, completion, and success overall, by mode (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 noncredit courses within your program. Use 4-5 years of data to determine trends and/or conclusions. Identify equity gaps using data disaggregated by race/ethnicity. Possible sources of evidence: [Institutional Research online data dashboards](https://www.swccd.edu/administration/institutional-research-and-planning/data-dashboards.aspx), [ISLO/GESLO Reports](https://www.swccd.edu/administration/institutional-research-and-planning/institutional-plans-reports-and-surveys.aspx), PSLO data, and/or Business Objects Reports. To review institutional plans, see the [Institutional Research website](https://www.swccd.edu/administration/institutional-research-and-planning/institutional-plans-reports-and-surveys.aspx).

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| *[Ex: The CIS - Computer Information Systems program continues to meet relevant School of Business and Technology goals, program specific goals, Institution-Set Standards, and Vision for Success goals. For purposes of this review, the disaggregated four-to-five-year data bands for analysis include the following [Fall 2016-Fall 2017-Fall 2018-Fall 2019-Fall 2020], not all the institutional data including the SWC Tableau Public Enrollment and Course Outcomes Dashboard was comprehensive. An analysis of the course completion Institution set standards compared to the CIS - Computer Information Systems program’s course completions for the disaggregated four-to-five-year data bands by the CIS faculty for this academic review at the Race/Ethnicity, Gender, and Modality disaggregated course completion rates revealed the following. Overall, CIS course completions for the disaggregated four-to-five-year data bands for analysis averaged 14% higher than the Institution-Set Standards. Disaggregated comparative course completions for Race/Ethnicity combined gender and modality overall averaged 14% higher than the Institution-Set Standards. Asian averaged 20% higher, Black or African American averaged 9% higher, Filipino averaged 18% higher, Hawaiian/Pacific Islander had no data, Hispanic averaged 11% higher, Two or More Races averaged 13% higher, Unknown averaged 11% higher, and White averaged 17% higher. CIS hybrid, face to face, and online modality course completions for the disaggregated four-to-five-year data bands for analysis averaged 18%, 17%, and 10% respectively higher than the Institution-Set Standards. Disaggregated averages per gender including all races and ethnicities is as follows compared with the Institution-Set Standards Performance data: Female 11% higher, Male 9% higher and Unknown 25% higher. Computer Information Systems programs have shown a documented trend of success for all genders. Further analysis is ongoing for the Race/Ethnicity of Unknown for the disaggregated four-to-five-year data bands where there was no data for Fall 2017, -5% for Fall 2018, and -3% for 2019, and +17% for Fall 2020. The Vision for Success Goal to reduce all equity gaps by 40% was another data analysis review priority for the Computer Information Systems department. While not all the institutional data provided, including the SWC Tableau Public Enrollment and Course Outcomes Dashboard was comprehensive, the four-to-five-year analysis of disproportionate impact in course completion rates regardless of gender and modality revealed disproportionate impact to Black or African American and Hispanic groups. The CIS program specific goals of comprehensive District funded equitable technology access, embedded all modality Tutors with specialized expertise for CE students, and modifying existing courses to offer more Work-Based-Learning CE General Education credits are meant to address the disproportionately impacted and to attain the Vision for Success Goal of reducing all equity gaps by 40%. In summary, the CIS Department’s disaggregated course completions exceed the Institution-Set Standards. After reviewing the disaggregated data and identifying disproportionately impacted groups in CIS programs and courses, specifically Black or African American and Hispanic across all modalities and gender categories, the department’s goals will be used to reduce the equity gaps by 40% and increase computer literacy.]* |

(Optional) You may attach additional documentation for Question 2. Please combine all pages as a single pdf file.

1. 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)

[Explanation text: Refer to Section 3: List of Degrees and Certificates for specific program codes. Administrative Procedure 4021 provides comprehensive information on the viability, suspension, and discontinuance process and what questions to consider. [[AP 4021](http://go.boarddocs.com/ca/swccd/Board.nsf/goto?open&id=AU9NR46122E6)]

|  |
| --- |
| *[Ex: The CIS programs under consideration for discontinuance are the following: CIS---Web Database Programmer/Administrator--LAMP-CP 02107 CIS---Systems Programming Emphasis-CT 02099 CIS: Computer Programming With an Emphasis on App-BSC-CT 02274 CIS---Web Site eCommerce Administrator-AS 02127 CIS--eCommerce Emphasis 02071]* |

(Optional) You may attach additional documentation for Question 3. Please combine all pages as a single pdf file.

**SLOs**

1. 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. Currently PSLO data can be disaggregated by: Race/ethnicity, Gender, Age, Economically Disadvantaged Students, Location, Modality. [Help text: Review disaggregated data at the PSLO and CSLO levels and use this as evidence to support your findings].

|  |
| --- |
| *[Ex: Based on the last CIS Comprehensive Program Review and this cycle’s disaggregated data analysis, there persists technical limitations with the institution’s comprehensive deployment of the “Auto Grad” enterprise application that adversely impacts outcomes for the students in our programs. We are still unable to analyze the data gap of “near” and “potential completers”, leading to would be completions and insights. Another recent finding is that there has been a demand shift for totally online courses, degrees, and certificates because of the COVID-19 Pandemic. In conjunction with this demand shift for totally online offerings, enterprises are migrating to cloudbased fully-remote and hybrid-remote employment, and the CIS programs need to deliver the key skills and abilities that our students need to be successful in todays new business environment. This will also necessitate the need for the CIS programs to offer more agile and responsive curriculum that is delivered fully online in the form micro-degrees and certificates that help our students prepare for industry certifications to keep pace with the rapidly changing IT field. After analyzing four years of past disaggregated CIS data for PSLO and CSLO, we would like to improve achievement for all PSLO’s and CSLO’s in CIS Department to be at or above the 75% “High Proficiency” and “Mastery” level to better prepare our students for todays’ new business environment. Implementation of the two CIS program’s goals of comprehensive District funded equitable technology access and embedded all modality Tutors with specialized expertise for CE students will assist in achieving this CIS program standard. Computer literacy will also be included in the goals and implementation improvements. A qualitative analysis also of the data for this review reveals the need for an effective targeted social media marketing and promotion of our CIS CE programs. Another dimension of the qualitative analysis indicates the need to improve the student digital experience and engagement by updating the student-facing user interfaces, implementing an agile and responsive degree and certificate online application process that replaces the current dated, cumbersome, and confusing process. A thorough metric of student engagement and experience needs to be developed with student equity as a design pattern.]* |

(Optional) You may attach additional documentation for Question 4. Please combine all pages as a single pdf file.

**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?

|  |
| --- |
| *[Ex: The COVID 19 Pandemic has accelerated the demand for remote working capable IT employees. To develop and extend our CIS CE students’ technical aptitude and to attain the PSLO and CSLO standards, more of our courses and programs will need to prepare our students for cloud-based virtual remote work. The CIS department has recently started to offer four new certificates entirely online in response to changing conditions in the IT field and plans to offer its associates degrees entirely online. With the lack of cybersecurity talent and demand for cybersecurity personnel being projected to be 33% higher than the average for the next ten years, we are preparing to meet this demand by offering more cyber and cloud security courses.]* |

(Optional) You may attach additional documentation for Question 5. Please combine all pages as a single pdf file.

**Resources**

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

|  |
| --- |
| *[Ex: Due to the impact of COVID 19 Pandemic and with most enterprises using a cloud service, the CIS program will need a new full time faculty member to teach high demand cloud security, computing, and administration certification preparation courses.]* |

(Optional) You may attach additional documentation for Question 6. Please combine all pages as a single pdf file.

1. 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.

**Professional Development**

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

|  |
| --- |
| *[Ex: The CIS faculty continue to engage in professional development and strive to maintain currency and relevance in the emerging technology field by attending training and sharing their technology industry work-based subject matter expertise with their CE students. CE faculty training budgets and resources for IT courses and programs need comprehensive and equitable District funding that reflects the increases in Technology specialization, pace of change in the IT industry, and compensation that more closely aligns with IT Industry compensation. Present District Professional Development and grant funding is inadequate and needs to be revised to align with the time and cost of emerging IT technology training expenses more closely. Specialized cybersecurity and cloud concentrations including SANS courses that also include the costs associated with travel and lodging to industry respected IT training courses.]* |

# Category Definitions

**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 Institutional Program Review 2021-2022 19 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 (*for budget development only*)**

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 Institutional Program Review 2021-2022 20 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.

**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

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 (for budget development only)**

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.