**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 1: 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 and 3: 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. It might help to first go through sections 5-7 before formulating your goal. If you have no prior submission or the prior submission is too outdated, you may complete Sections 3-5 to review and analyze information relevant to assessing the performance of your program and then establish new goals.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)

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1. Enter a goal (i.e. department/program/unit goal) (300 character limit)

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1. Enter an activity to accomplish your goal (1200 character limit)

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1. Enter the activity explanation/justification (1200 character limit)

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1. Describe how this activity will be assessed (700 character limit)

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If you would like to add or edit an additional goal (up to three (3)), please click on arrow next to Goal # below. If you would like to add more than three (3) goals, please copy and paste questions 1-6 above into a new document.

## 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 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)

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1. 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

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)

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1. 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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# Section 4: Add or Edit Resources

## Add Resource Request to Goal #1

1. What is 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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| --- |
| *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?

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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 #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.

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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?

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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.

# Section 5: List of Degrees and Certificates

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| --- | --- | --- | --- |
| 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 6: 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 7: 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).

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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? 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 (CV main campus, extension site, HEC centers), 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 and location/modality.

[Help 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/swc-student-equity-plan-2022-25.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. 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). Ex:Mission -> equity, equity gap face 2 face -> goal redesign classroom to create equitable edu

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| [Example: The observed disparity in equity for classes taught in face-to-face modality can be effectively tackled by redesigning the physical learning environment within the classroom. This endeavor is in line with our college's mission of fostering equitable education and will contribute significantly to closing the educational gaps observed for CIS.] |

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

1. Use your 4-5 years of success/completion data and enrollment trends to explain how your degree and/or certificate program(s) continues to serve students seeking transfer, employment, or other academic and professional goals. Also, discuss any programs that would benefit from revitalization under AP 4021 Program Discontinuance.  (Refer to Section 5: List of Degrees and Certificates)

[Help 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)] Identifying a program does not mean it will be automatically discontinued

Maybe equitable classroom -> more completions -> viable program.

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

**SLOs**

1. Examine PSLO data disaggregated by race/ethnicity, modality, and location for each of your programs. Describe major findings based on this data and describe any planned or implemented program improvements. A major finding might include an equity gap that needs to be addressed.

[Help text: In addition to examining disaggregated data by race/ethnicity, modality, location you could also examine disaggregation by gender, age and if economically disadvantaged. Review disaggregated data on the PSLO dashboard and use this as evidence to support your findings. If you need further assistance, please contact the SLO co-coordinators.]

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(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?

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(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?

[Help text: A more detailed justification for faculty requested here should be addressed in the upcoming FHP process.]

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(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?

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(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)

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# 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.