# **Comprehensive Academic Program Review**

## Component I: Program Identification and Signatures

*Print Component I, collect required signatures, and deliver* ***only*** *Component I to APRC Chair via interoffice mail.*

|  |
| --- |
| **Program Level: 3** |
| **Program Name:**  |
| **Program Designator:** *See Comprehensive APR Cycle List* |
| **Name of Program Review Lead:** |
| **Signature of Program Review Lead:** |
| **Email Address of Program Review Lead:** |
| **Names of Program Review Contributors:***(Add rows as needed.)* | **Signatures of Program Review Contributors:** |
| **School:** |
| **Name of School Dean:** |
| **Signature of School Dean:** |
| **Date of School Program Review Meeting:** *Scheduled by School Dean* |
| **Division: VPAA** |
| **Year of Last Comprehensive Program Review:** |

## Component II: List of Degrees and Certificates

|  |  |  |
| --- | --- | --- |
| Degree (AA, AS, ADT)/ Certificate | Major Code | Certificate Code |
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Add rows as needed.

If your program does not award a degree or certificate, check here: [ ]

## Component III: Course Review

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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.

*Courses should be reviewed at least every five years for articulation purposes.*

## Component IV: Response to Previous Comprehensive Review

Review the goals from your last comprehensive review and any new goals you set in your last two Annual Updates. Describe progress to date in a brief narrative. Which goals have been achieved, which are continuing, which have been modified, and which have been discontinued?

## Component V: Program Evaluation Criteria

### Criterion 1: Student Learning Outcomes are identified and regularly assessed (Standard II A3).

1.1 Describe your cycle of assessment, review, and revision of course and program

Student Learning Outcomes. Describe involvement of full- and part-time faculty and program administrators.

1.2 How do you document the process of SLO assessment, review, and revision?

1.3 How have you used SLO assessment to make program improvements? Include

examples.

### Criterion 2: Program is responsive to changing conditions within the field.

### Please explain any no or in progress answers or add additional comments.

2.1 Discipline changes are consistent with technological and scientific advances, and

program coursework incorporates new developments in the field.

Yes [ ]  No [ ]  In Progress [ ]

2.2 Faculty works with transfer institutions to ensure currency of course content and

standards.

Yes [ ]  No [ ]

2.3 Faculty works with professionals in the field to ensure appropriateness of course

content and standards.

Yes [ ]  No [ ]

2.4 Course curricula include issues relating to diversity and global awareness within

student populations.

Yes [ ]  No [ ]  In Progress [ ]

2.5 (Optional)Describe any program needs and plans related to your noncredit curricula. Indicate how these will be addressed in conjunction with the college’s Continuing Education program.

### Criterion 3: Enrollment planning leads to student success.

### Rank each item on a scale from 5 (Excellent) to 1 (Needs Improvement); explain any 1 or 2 scores or add additional comments.

3.1 Changes have occurred in the number of course sections offered each

 semester in response to student demand.

3.2 Changes to schedule patterns (times, sequencing, etc.) are made to optimize

 student enrollment, course completion, and program completion.

3.3 Courses have been articulated with feeder and transfer institutions.

3.4 The transfer patterns of students in the program are in line with the college totals.

3.5 Assess the level of need for this program in the community we serve and among

 different student populations.

### Criterion 4 (Optional): Faculty members are engaged in continuing professional development.

* 1. Faculty members are involved in professional organizations, publishing of

 papers/books, artistic productions, and other scholarly works.

4.2 Have faculty members have received honors, awards, grants in support of

 program curricula? Describe below.

4.3 Describe how your faculty is using Professional Development activities and

how the program benefits.

4.4 Describe how faculty publishing and participation in professional organizations is

 benefiting the discipline.

### Criterion 5: External support is in place for career and technical programs.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |  | Excellent 5 4 3 2 1 Needs Improvement |
|  | **5.1** | **Program Advisory Committee** |
|  |  |  |  |  | a) Meets at least once a year with a minimum of five dedicated industry advisors providing input. |
|  |  |  |  |  | b) Reviews and approves curriculum outlines, learning objectives, and major equipment. |
|  |  |  |  |  | c) Confirms local labor market need for continuance of program. |
|  | **5.2** | **Other Accreditation/Certifying Agency Involvement (if any)** |
|  |  |  |  |  | a) Program has received full accreditation/certification in (year). |
|  |  |  |  |  | b) No major negative findings were received in the last program accreditation/certification. |
|  |  |  |  |  | c) Accreditation/certification recommendations have been implemented. |
|  | **5.3** | **Local Industry Support** |
|  |  |  |  |  | a) Industry provides equipment, supplies, and/or guest lecturers to program. |
|  |  |  |  |  | b) Industry provides student scholarships. |
|  |  |  |  |  | c) Industry provides mentoring to program students. |
|  |  |  |  |  | d) Industry provides cooperative education/work experience placements for students in the program. |
|  |  |  |  |  | e) Industry hires graduates who have completed degrees/certificates in this program. |
|  | **5.4** | **Program Articulation** |
|  |  |  |  |  | a) Program has 2+2 articulation agreement(s) with feeder schools. |
|  |  |  |  |  | b) Program has transfer agreement(s) with local four-year colleges/universities. |

*Explain any 1 or 2 scores or add additional comments.*

# Component VI: Review of Evidence and Outcomes

### VI.1: Full-Time Equivalency Faculty

1. Faculty members are sufficient in number and diversity to provide effective instruction.

Yes [ ]  No [ ]

*Explain your response.*

1. Over the last five years, what is your program’s **average** percentage of full-time and part-time faculty?

FT%          PT%

1. Full-time and Part-time ratio meets or exceeds AB 1725 Standards (75% Full-time/25% Part-time).

Yes [ ]  No [ ]

1. How does the full-time/part-time ratio affect your program?

### VI.2: Student Enrollment, Completion, and Success; Outcomes Assessment

### Review and analyze data from Business Objects and your program’s SLO Discussion Notes. Base your Program Goals on this analysis.

### Optional: You may also include data from additional sources, including those below:

### All Programs:

* [CCCCO Data Mart](http://datamart.cccco.edu/DataMart.aspx): Student, Course, and Faculty Data
	+ [CCCCO Data Definitions & Methodology](http://datamart.cccco.edu/Resources.aspx)
* [CCCCO Salary Surfer](http://salarysurfer.cccco.edu/SalarySurfer.aspx): Salary Information of Recent CC Graduates
* [CCCCO Student Success Scorecard](http://scorecard.cccco.edu/scorecard.aspx)
	+ [Scorecard Data Definitions & Methodology](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2016%20specs.pdf)
* [IPEDS Data Center](http://nces.ed.gov/ipeds/datacenter/Default.aspx)
* [CCC LaunchBoard](https://www.calpassplus.org/Launchboard/Home.aspx): Data on progress, employment, and earnings outcomes
* [National Center for Educational Statistics](http://nces.ed.gov/collegenavigator/?id=123800): College Navigator

### CTE Programs:

* [CCCCO Center of Excellence (COE)](http://www.coeccc.net/)
* [CTE Employment Outcomes Survey](https://cteos.santarosa.edu/)

1. What do enrollment, completion, and success trends tell you about your program(s)? See the [SWC Data Dictionary](http://www.swccd.edu/modules/showdocument.aspx?documentid=21171) for the current definitions of these terms.

Summarize significant findings here, and include charts and graphs from Business Objects to support your analysis.

1. What does SLO assessment data tell you about the effectiveness of your program(s)? Summarize significant findings here, and attach your SLO Discussion Notes from Spring 2018.
2. *Optional:* What does analysis of additional data tell you about your program?
3. What strategies has your program implemented to attract a diverse range of students to your program and help them succeed?
4. After reviewing the data above, what conclusions can you draw about the overall health of your program(s)?

### VI.3. Budget Development

1. Have general fund budget allocations impacted your program positively or negatively since your last comprehensive review? Explain.
2. Have you been able to secure your program’s needs through the budget development process? If not, explain how the budget development process can better support your program. Your budget may include district, school, and block grant funds such as Perkins.

## Component VII: Program Goals

### VII.1. Based on your data analysis above, determine your Program Goals. Complete all fields below for each Program Goal. Each of your Program Goals must support the [Southwestern College Mission](http://www.swccd.edu/index.aspx?page=818) and [Strategic Plan](http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=15497). Include strategies to attract a diverse range of students to your program and help them succeed.

### The [Educational Master Plan](http://www.swccd.edu/modules/showdocument.aspx?documentid=9244), the [Facilities Master Plan](http://www.swccd.edu/modules/showdocument.aspx?documentid=4868), and the [Technology Plan](http://www.swccd.edu/modules/showdocument.aspx?documentid=18943) are also important to consider when determining Program Goals. As you determine your goals, review these documents as well.

### Complete the following fields for each Program Goal:

1. ***PG Priority:***
2. ***PG Description:*** Briefly describe a major aspiration your program hopes to achieve over the next three years. (100-character maximum)

For example:

* Improve student completion of program certificates by five percent.
* Provide learning support for students enrolled in accelerated course sequence.
1. ***Tasks and Timeline:*** Describe the tasks you plan to undertake to achieve your PG and the timeline for these tasks.

Note: Your description may mention necessary resources, but a task is broader than a resource request. For example, a task may be to increase access to tutoring. One resource request may be to hire five new tutors.

1. ***Assessment:*** Explain how you intend to assess the results of your PG.
2. ***Connection to Strategic Plan and Division Plan:*** Connect your Program Goals to the [Southwestern College Strategic Plan](http://www.swccd.edu/Modules/ShowDocument.aspx?documentid=15497) and the Academic Affairs Division Plan. Choose one priority and one objective from that priority.
3. ***Connection to Data Analysis:*** Explain the rationale for your Program Goal based on your data analysis in Component VI.

### VII.2 Resource Requests (Complete for each Program Goal that requires resources.)

*Does your Program Goal require resources? If yes, complete the following table for each resource request using the instructions below the table. Add rows as needed.*

| *1* | *2* | *3* | *4* | *5* | *6* | *7* | *8* | *9* | *10* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Goal Priority and Description* | *Category* | *Resource Name and Priority* | *Contact* | *Rationale* | *Instructional**or**Non-Instructional* | *Ongoing or**One-Time* | *Cost**(Optional)* | *Funding Source**(Optional)* | *Unfilled**or**New* |
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1. ***Goal Priority and Description:*** Type the goal priority and description.
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 items.

#### 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.

#### **Priority Number and Name:** Please type a priority number and brief name for this resource.

1. ***Contact:*** Please type the name of the person to contact for more information on this resource request.
2. ***Rationale:*** Explain how this resource will help your program achieve its goal.
3. ***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.
4. ***Ongoing vs. 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.
5. ***Cost (optional):*** If possible, estimate the costs associated with this item.
6. ***Funding Source (optional):***If possible, identify a potential funding source for this item.