



# INSTRUCTIONAL PROGRAM REVIEW HANDBOOK

August 19, 2020



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## Introduction of Instructional Program Review

Cerritos College District is committed to developing and maintaining high quality programs and services to support student learning and success. Instructional program review provides faculty the opportunity to reflect on the program's accomplishments, challenges, and overall effectiveness. In particular, instructional program review is the process by which each academic program documents and evaluates its ongoing assessment and data as it relates to enrollment trends, performance outcomes (e.g., success, retention, completion), student equity, and course and program learning outcomes. Through the analysis and collection of quantitative and qualitative data, faculty are able to assess program resources, make recommendations on how to enhance student learning and success and evaluate achievement gaps. In addition, instructional program review informs the future direction of the program by facilitating regular assessment and discussion regarding program effectiveness.

The instructional program review process is an integral part of institutional effectiveness and the strategic and budget planning process, connecting student learning and the operation of the college. This operational plan allows each program to implement its specific responsibilities to support accreditation standards; Cerritos College's Vision, Mission, Core Values Statements, and Board Policy; major college plans; and any changes to federal and state laws that impact the college. The instructional program review document, along with the annual unit plan, are essential components of the ongoing institutional planning, implementation, and evaluation cycle necessary to ensure continuous program and service improvement.

### Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

Cerritos College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Accrediting Commission's Standards 1.B.5 through Standards 1.B.9, adopted June 2014<sup>1</sup>, specifically relates to program review:

**Standard 1.B.5.** *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

**Standard 1.B.6.** *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

**Standard 1.B.7.** *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

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<sup>1</sup> For the complete list of the Accreditation Standards, please visit: [https://accjc.org/wp-content/uploads/Accreditation-Standards\\_-Adopted-June-2014.pdf](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf)

**Standard 1.B.8.** *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

**Standard 1.B.9.** *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

The accreditation standards provide the foundation and guidelines for Cerritos College's instructional program review process. As a regionally accredited institution, Cerritos College adheres to all ACCJC standards regarding the program review and annual unit planning processes.

## **Instructional Program Review (IPR) Committee**

### **Instructional Program Review (IPR) Committee's Mission Statement**

Instructional Program Review (IPR) is a faculty-driven, shared governance self-evaluation process designed to facilitate the improvement of all instructional programs at Cerritos College. In conjunction with the annual unit planning process, the program review process explores evidence-based documentation from instructional programs to assess effectiveness and identify areas of institutional and instructional improvement through the development of strategic goals.

### **IPR Committee Structure, Role, and Function**

The Instructional Program Review (IPR) Committee is comprised of the following membership:

- One faculty member from each instructional division
- Four members from management appointed by the Association of Cerritos College Management Employees (ACCME)
- One member from classified staff appointed by California School Employees Association (CSEA)
- One member from the student body appointed by the Associated Students of Cerritos College (ASCC)
- One member ex-officio immediate past Chairperson
- Representative from Institutional Effectiveness, Research & Planning (IERP) (non-voting advisor)

The role of the IPR Committee is to meet regularly throughout the academic year to ensure that the academic program review process is conducted in compliance with accreditation standards as well as institutional guidelines. For each scheduled review, a committee member will be assigned to act as a liaison between the IPR Committee and the program under review to facilitate timely completion of the program review document. In particular, IPR Committee members are expected to offer guidance and consultation throughout the program review process and are available to provide feedback and offer recommendations as the review document is being prepared by the program.



## **Consequences for Non-Compliance**

As a sub-committee of the Faculty Senate Committee, the IPR Committee has determined that it is the professional responsibility of all faculty to participate fully in the program review process in order to establish their mid-range and long-term goals and to provide a basis for annual unit plans. It is assumed that all participants in the program review process will perform in a professional and ethical manner.

The following recommendations may apply for any instructional program which is not in compliance with the Instructional Program Review approval process:

- Department requests for additional human resources be denied
- Department requests for equipment or other physical resources be denied
- Department requests for Perkins and/or Strong Workforce funds be denied

## **Instructional Program Review and Planning**

### **Institutional Policy Regarding Instructional Program Review**

Cerritos College has long-standing Board policy and Administrative Procedures regarding Instructional Program Review<sup>2</sup>. Specifically, Board Policy 4020 (Instructional Programs and Curriculum) and Administrative Procedure 3250 (Institutional Planning) requires that every program be systematically evaluated on a six-year cycle. Instructional program review includes the review of college curriculum and the analysis of stated student learning outcomes to ensure quality, currency, and relevancy.

Institutional policy and related procedures are evolving to ensure that the instructional program review process complies with applicable standards and guidelines established by ACCJC (see ACCJC Standards above) as well as Title 5.

### **Role of the Six-Year Instructional Program Review and the Annual Unit Plan in the Overall Institutional Evaluation, Planning, and Improvement Cycle**

Cerritos College's institutional planning processes are grounded in the college's mission and goals (see Appendix A) and are guided by a variety of college-wide processes, such as instructional program review and annual unit planning. In particular, these integrated processes guide resource allocation to ensure institutional effectiveness and student success.

### ***Six-Year Instructional Program Review***

The current instructional program review process is designed to ensure that program faculty reflect upon the previous review cycle; analyze disaggregated data related to the current review cycle; and develop program-level goals for the upcoming cycle.

During the instructional program review process, faculty collaborate with colleagues in their

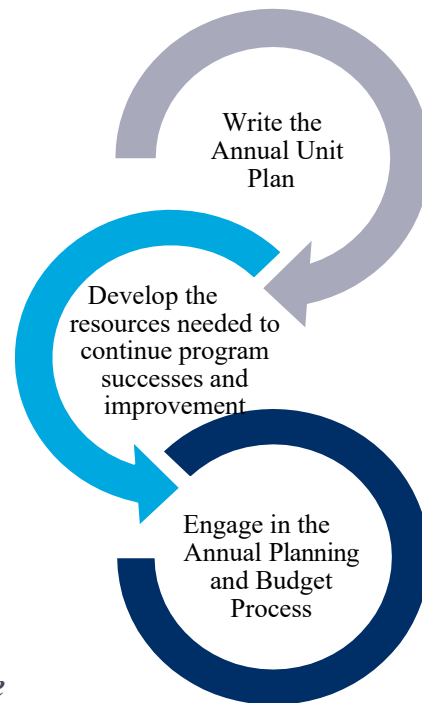
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<sup>2</sup>For more information, visit Cerritos College's Board Policy (BP) 2510, BP 3250 BP 4020, and BP 4102: <https://www.cerritos.edu/board/policies/default.htm>.

program to identify specific program goals and recommendations. Using qualitative and quantitative data (e.g., IERP’s Tableau Dashboards, Chancellor’s Office Data Mart, surveys, etc.), faculty can identify any opportunities for addressing student equity, enhancing student learning, and promoting overall success and effectiveness in the program. The analysis of these data informs specific program goals and justifies formal recommendations for program improvements which align with these goals. As the program review process involves a review of current curriculum, recommendations by program faculty may include curricular changes, such as adding new curriculum and revising existing curriculum (see Appendix C for a complete list of the program review components and questions).

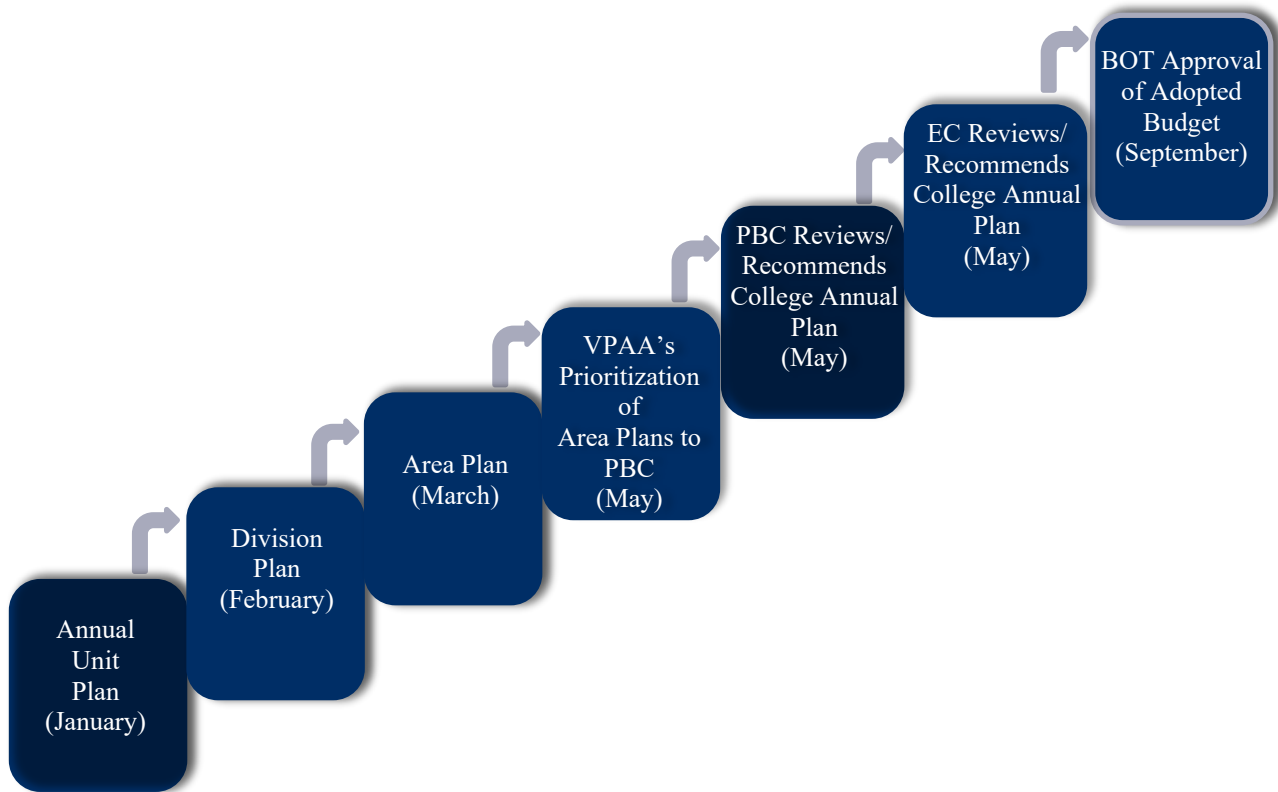
### *Annual Unit Plan*

Program review allows for long-term planning efforts, whereby each program is required to submit an instructional program review every six years; thus, the program reviews directly inform the annual unit plan. The purpose of the annual unit plan is to describe the short-term progress made in implementing the identified recommendations and action steps outlined in the six-year self-study report. Specifically, the annual unit plans are used by programs to identify growth and improvement needs at the operational level, and then provide a data-informed decision about resources required to meet the identified needs. Moreover, the annual unit plan focuses on a one-year timeframe, directly linked to resource allocations (see the figure to the right).



### *Institutional Evaluation, Planning, and Improvement Cycle*

Each annual unit plan is rolled up to the respective Division Dean, who prioritizes and incorporates the funding requests into the Division Plan. From there, the Division Plans then are rolled up to the Area Plan where the Vice President of Academic Affairs (VPAA) reviews, prioritizes, and incorporates funding requests into the Area Plan for Academic Affairs. Then, the Vice President of Academic Affairs collaborates with the other Vice Presidents to prioritize funding requests. Each Vice President then presents his/her prioritization list to the Planning and Budget Committee (PBC), which reviews the requests to ensure they align with the college’s mission and goals. Then, the College Annual Plan is reviewed, and recommendations are made by the PBC, incorporating proposed funding allocations. Next, Executive Council (EC) reviews and makes recommendations, which then go to the Board of Trustees (BOT) in June for approval of the tentative budget, with the final approval from the BOT in September (see the figure on the following page for a detailed visualization).



## Program Review Process at Cerritos College

### Program Review Cycles

Every six years, all programs must engage in the program review self-study process and are required to complete a comprehensive program review, self-study report. The self-study report requires all instructional programs to participate in a reflective review, analyzing disaggregated data to outline actions for innovation and improvement. The purpose of the program review self-study report is to improve the quality of programs and to identify potential areas for improvement by offering a regularly scheduled opportunity for each program to review, reflect, and self-assess.

Specifically, this self-study process is designed to facilitate the following objectives:

- Provide a framework for continuous improvement and excellence
- Recognize and acknowledge the program's performance through self-reflection, highlight areas for improvement
- Enhance student success and recognize and acknowledge disproportionately impacted groups by developing recommendations to improve student learning outcomes as well as student achievement and performance metrics

Faculty should be aware and mindful that information from program review provides evidence that the college meets accreditation standards and accounts for its efficient use of public funding.

Career Technical Education (CTE) programs conduct a full program review every two years, which includes supplemental questions for CTE programs (see Appendix D for the supplemental

questions).

The IPR Committee is responsible for facilitating, supporting, and monitoring the overall program review process to ensure timely completion. The six-year Instructional Program Review Cycle can be found in Appendix B (2019-2020 through 2024-2025). The review year is defined as the year in which the self-study report is prepared and accepted by the IPR Committee.

### **Program Review Components**

Instructional Program Review is designed to allow programs the opportunity to perform a comprehensive self-study and examination process to ensure program effectiveness by developing meaningful and measurable goals for accomplishment over the next six years. The program review self-study report contains the following sections:

- Program Overview and Goals
  - Mission and Alignment
  - Degree and Certificates
  - Six Year Program Goals
- Assessment Report and Data Analysis
  - Assessment Report (Part 1: Assessment Table)
  - Assessment Report (Part 2: Assessment Responses)
  - Data Analysis of Program Data
- Program Reflection
  - Six-Year Program Reflection
- Resource Requests
  - Faculty Resource Request(s)
  - Classified Resource Request(s)
  - Other Staffing Resource Request(s) (e.g., Manager, Confidential, etc.)
  - Professional Development Resource Request(s)
  - Facilities Resource Request(s)
  - Technology and Software Resource Request(s)
  - Other Staffing Resource Request(s)
  - Prioritized Recommendations

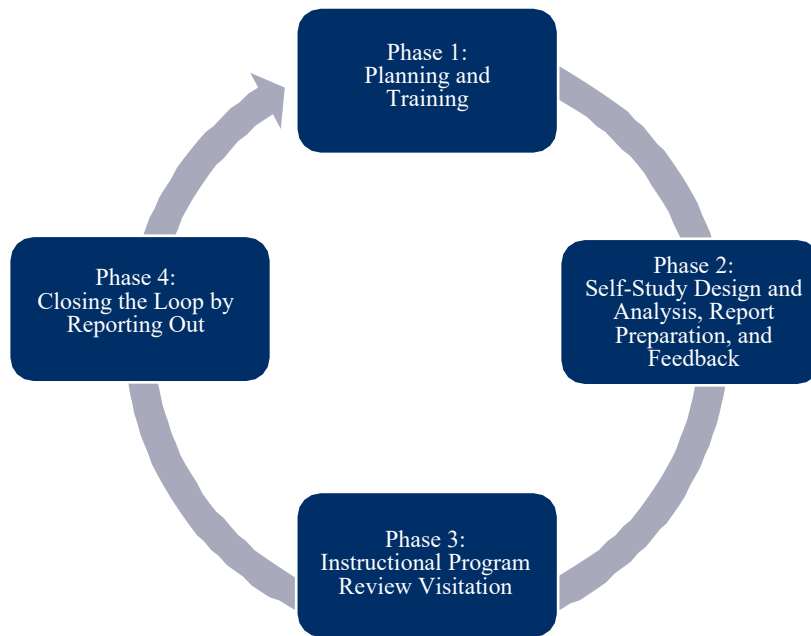
The IPR Committee maintains an updated Program Review Guidelines and Instructions document that has detailed information and questions to be addressed in each component (see Appendix C).

Given Career Technical Education (CTE) programs are required to complete a program review self-report every two years, supplemental questions are to be addressed (see Appendix D for the full list of questions and required documentation).

### **Program Review Process and Timeline**

Cerritos College provides a structured process which provides support, guidance, and resources for faculty developing instructional program review self-study reports. The figure on the following page shows the four phases of program review process.





### *Phase 1: Planning and Training*

All programs under review are identified and contacted in the year prior to the review year (see Appendix B for a complete list of instructional programs and assigned review year). Individuals assigned to coordinate the process (e.g., department chairs) need to consider work allocation issues in order to gather the necessary information for the self-study report. As mentioned earlier in this handbook, a member of the IPR Committee will be assigned to each program under review. The assigned committee member will act as a liaison between the committee and the program to assist in any way necessary to facilitate the process and to ensure completion by the deadline for submitting the preliminary draft of the self-report document.

Each program is randomly assigned a visitation date by the IPR Committee, where the program presents its self-study report findings to the IPR Committee (these dates are based on the IPR Committee meeting schedule). By the end of the Fall semester, programs under review will submit Appendix E, Instructional Program Review Planning Form, to the IPR Committee Chair to begin the review process.

Orientation sessions are held in the Fall semester (5th Tuesday) prior to the review year to familiarize participants with the process and phases, the components of the self-study report, and the timeline for programs scheduled to complete reviews. In addition, the orientation sessions include a presentation by the Office of Institutional Effectiveness, Research, and Planning (IERP) on how to access and navigate datasets to review trends, student performance metrics, and student equity and achievement gaps as well as collecting additional data elements, such as conducting surveys. In addition, programs should contact the Librarian Representative so a librarian can be assigned to conduct a comprehensive review of relevant library collections and to allocate funds and augment the current collections if necessary.

## ***Phase 2: Self-Study Design and Analysis, Report Preparation, and Feedback***

During this phase, IPR participants compile data for self-evaluation (e.g., SLO assessment and analysis, data from the IERP's Tableau dashboards), design the parameters for the self-study, and potentially collect additional data. Then, the program under review prepares a report that documents the analysis and findings, specifically addressing each component of instructional program review (see Appendix C for a complete list of the questions and guidelines).

As described in a previous section of this document, the IPR Committee liaison is available throughout the program review process to offer guidance and support programs scheduled for review. A draft of the self-study report is due electronically to the IPR Committee Chair and liaison September 1 of the review year.

## ***Phase 3: Instructional Program Review Visitation***

Comments from the IPR Committee will be provided to the evaluation team one month prior to the visitation date. Upon receipt of the program review final report, IPR Committee members review the document in eLumen and provide feedback to every program regarding how the document addresses each program review component.

Representatives from each program under review are required to attend the IPR Committee meeting, in which the visitation date was assigned (see Phase 1). During the visitation, the program representative(s) present their findings from their program review. The presentation will include a discussion around the program's goals, data analysis, such as trends and disproportionately impacted groups, curriculum changes (if necessary), assessment and student learning outcomes, resource requests, in addition to providing comments, asking questions and reviewing any evidence supporting program assertions. In addition, department faculty and division management are welcome to attend the IPR Committee visitation. After the presentation, the IPR Committee then will decide to approve or deny the report. If approved, the committee will prepare the Instructional Program Review Approval Form (see Appendix F).

## ***Phase 4: Closing the Loop by Reporting Out***

At the end of the Fall and Spring semesters, a report is prepared by the IPR Committee and presented to the Faculty Senate, Coordinating Committee, and Planning and Budget Committee. The report discusses trends rather than specific issues, as specific issues identified by multiple departments may point to specific institutional concerns. Further, resource allocations may be informed by program review reports. All documentation generated by the process is archived for review in Academic Affairs by interested members of the community.

## ***Program Review Timeline***

The table below outlines the timeline to help successfully guide the completion of the instructional program review comprehensive self-report.

### **Phase 1: Planning and Training - August through December (prior to the review year)**

- Beginning of the Fall term, departments/programs under review are contacted by the IPR Committee
  - IPR Committee assigns programs a visitation date
  - Instructional Program Review Planning Form (see Appendix E) is due to the IPR Committee Chair by the end of the Fall semester
- Designated faculty (e.g., department chairs) attend the program review orientation sessions, held on the 5<sup>th</sup> Tuesday of the Fall semester
  - Designated faculty receive training on the phases of the IPR process and components in the self-report
  - Designated faculty receive training on how to access and analyze the Tableau data provided by the Office of Institutional Effectiveness, Research, and Planning (IERP)
  - Designated faculty review the program review data provided by IERP
- Designated faculty review the program review self-report document that was submitted from the previous cycle

### **Phase 2: Self-Study Design and Analysis, Report Preparation, and Feedback – January through September (prior to the review year through the review year)**

- Designated faculty submit additional data requests (e.g., surveys, metrics, etc.) to the Office of IERP by July 31
- Designated faculty prepare rough drafts, seeking input from program and division colleagues, including:
  - Program Faculty
  - Division Dean
  - Division curriculum committee representative
  - Division SLO facilitator
- Designated faculty revise the first draft based on feedback from the program and division colleagues
- Draft due to IPR Committee Chair and IPR Committee liaison in eLumen on September 1 of the review year

### **Phase 3: Instructional Program Review Visitation - October through April (review year)**

- The IPR Committee provides feedback to the evaluation team in eLumen, one month prior to the visitation date
- Update the submitted draft (from the September 1 self-report), incorporating any feedback from IPR Committee liaison in preparation for the scheduled visitation
- Designated faculty submit the program review final report to the IPR Committee (two weeks prior to visitation date; date varies based on assigned visitation date)
- Designated faculty present the program review final report to the IPR Committee (based on the assigned visitation date)

### **Phase 4: Closing the Loop by Reporting Out - April through May (review year)**

- The IPR Committee creates a summary report
  - The summary report is presented to Faculty Senate, Coordinating Committee, and Planning and Budget Committee

## Appendices

### Appendix A: Cerritos College Mission, Vision, Values, Educational Philosophy, and Commitment

#### *Mission*

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

#### *Vision*

Cerritos College will provide innovative learning opportunities and support services that will close persistent educational achievement gaps.

#### *Values*

- Support and promote student success
- Promote excellence in teaching, learning, and service
- Support innovation and creativity to enhance and enrich learning
- Celebrate diversity in people, philosophies, cultures, beliefs, programs and learning
- Promote respect and trust in all people regardless of background, including students, community members and employees
- Foster integrity
- Develop nurturing and supportive partnerships with our educational, business and industry communities
- Support comprehensive curricular offerings
- Promote inclusiveness in a collaborative decision-making process

#### *Educational Philosophy*

Cerritos College embraces community, diversity, innovation, and active learning. We strive for high academic and ethical standards, as well as academic freedom; we believe in the worth and dignity of all our learners. In educating, we consider the learner's cognitive growth and emotional and physical well-being. The college prepares individuals for full participation in a complex democratic society as citizens and leaders, for the fulfillment of personal needs, and for the future. We believe that the purpose of education is to cultivate critical thinking skills and enhance the quality of life.

#### *Commitment*

The District provides a technologically advanced educational community in which students pursue a variety of educational goals: attainment of an associate degree, transfer to a four-year university, career/technical degree or certificate, or job skills. Achievement of these goals is strongly supported with instruction in basic skills as well as with student and instructional support services. Beyond these college credit programs and services, Cerritos College actively enriches the surrounding community through its varied community education programs.

## Appendix B: Program Review Six-Year Cycle

*Table B1. Schedule of Programs for Review, Sorted by Academic Year*

<b>Year</b>	<b>Cycle</b>	<b>Department</b>	<b>Division</b>
2019-2020	E	Pharmacy Technology	Health Occupations
2019-2020	E	Physical Therapist Assistant	Health Occupations
2019-2020	E	Athletics	Health, Physical Education & Recreation
2019-2020	E	Kinesiology	Health, Physical Education & Recreation
2019-2020	E	Women's Studies	Humanities and Social Sciences
2019-2020	E	Philosophy	Humanities and Social Sciences
2019-2020	E	Anthropology	Humanities and Social Sciences
2019-2020	E	English as a Second Language	Liberal Arts
2019-2020	E	Library Instruction & Resources	Library
2019-2020	E	Woodworking Manufacturing Technology	Technology
2020-2021	F	Theatre Arts	Fine Arts & Communications
2020-2021	F	Economics	Humanities and Social Sciences
2020-2021	F	Business Accounting	Business Education
2020-2021	F	Art and Design/Photography	Fine Arts & Communications
2020-2021	F	Child Development	Health Occupations
2020-2021	F	Physical Education	Health, Physical Education & Recreation
2020-2021	F	Psychology	Humanities and Social Sciences
2020-2021	F	Earth Sciences	Science Engineering & Math
2020-2021	F	Cosmetology	Technology
2021-2022	A	Business Communications - Office Technologies	Business Education
2021-2022	A	Culinary Arts	Health Occupations
2021-2022	A	Dental Assisting	Health Occupations
2021-2022	A	Dental Hygiene	Health Occupations
2021-2022	A	Medical Assisting	Health Occupations
2021-2022	A	Reading	Liberal Arts
2021-2022	A	Foreign Language	Liberal Arts
2021-2022	A	Computer and Information Sciences	Science Engineering & Math
2021-2022	A	Physics/Engineering	Science Engineering & Math
2021-2022	A	Machine Tool Technology	Technology



*Table B1 (Continued). Schedule of Programs for Review, Sorted by Academic Year*

<b>Year</b>	<b>Cycle</b>	<b>Department</b>	<b>Division</b>
2022-2023	B	Business Administration	Business Education
2022-2023	B	Business Real Estate	Business Education
2022-2023	B	Music	Fine Arts & Communications
2022-2023	B	Speech-Language Pathology Assistant	Health Occupations
2022-2023	B	Administration of Justice	Humanities and Social Sciences
2022-2023	B	Adult Education	Adult Education
2022-2023	B	English	Liberal Arts
2022-2023	B	Chemistry	Science Engineering & Math
2022-2023	B	Auto Collision Repair and Refinishing (Auto Body)	Technology
2022-2023	B	Automotive Mechanical Repair Technology (Auto)	Technology
2023-2024	C	Business Paralegal	Business Education
2023-2024	C	Counseling and Guidance	Counseling
2023-2024	C	Mass Communications	Fine Arts & Communications
2023-2024	C	Health Education	Health, Physical Education & Recreation
2023-2024	C	Biology/Microbiology	Science Engineering & Math
2023-2024	C	Plastics/Composites Manufacturing Technology	Technology
2023-2024	C	Welding	Technology
2024-2025	D	Educational Technology	Education Technology
2024-2025	D	Nursing	Health Occupations
2024-2025	D	Dance	Health, Physical Education & Recreation
2024-2025	D	Sociology	Humanities and Social Sciences
2024-2025	D	History	Humanities and Social Sciences
2024-2025	D	Political Science	Humanities and Social Sciences
2024-2025	D	Speech	Liberal Arts
2024-2025	D	Mathematics	Science Engineering & Math
2024-2025	D	Architecture	Technology
2024-2025	D	Engineering Design Technology	Technology

*Table B2. Schedule of Programs for Review, Sorted by Department*

<b>Year</b>	<b>Cycle</b>	<b>Department</b>	<b>Division</b>
2019-2020	E	Anthropology	Humanities and Social Sciences
2022-2023	B	Administration of Justice	Humanities and Social Sciences
2022-2023	B	Adult Education	Adult Education
2024-2025	D	Architecture	Technology
2020-2021	F	Art and Design/Photography	Fine Arts & Communications
2019-2020	E	Athletics	Health, Physical Education & Recreation
2022-2023	B	Auto Collision Repair and Refinishing (Auto Body)	Technology
2022-2023	B	Automotive Mechanical Repair Technology (Auto)	Technology
2023-2024	C	Biology/Microbiology	Science Engineering & Math
2020-2021	F	Business Accounting	Business Education
2022-2023	B	Business Administration	Business Education
2021-2022	A	Business Communications - Office Technologies	Business Education
2023-2024	C	Business Paralegal	Business Education
2022-2023	B	Business Real Estate	Business Education
2022-2023	B	Chemistry	Science Engineering & Math
2020-2021	F	Child Development	Health Occupations
2021-2022	A	Computer and Information Sciences	Science Engineering & Math
2020-2021	F	Cosmetology	Technology
2023-2024	C	Counseling and Guidance	Counseling
2021-2022	A	Culinary Arts	Health Occupations
2024-2025	D	Dance	Health, Physical Education & Recreation
2021-2022	A	Dental Assisting	Health Occupations
2021-2022	A	Dental Hygiene	Health Occupations
2020-2021	F	Earth Sciences	Science Engineering & Math
2020-2021	F	Economics	Humanities and Social Sciences
2024-2025	D	Educational Technology	Education Technology
2024-2025	D	Engineering Design Technology	Technology
2022-2023	B	English	Liberal Arts
2019-2020	E	English as a Second Language	Liberal Arts

*Table B2 (Continued). Schedule of Programs for Review, Sorted by Department*

<b>Year</b>	<b>Cycle</b>	<b>Department</b>	<b>Division</b>
2021-2022	A	Foreign Language	Liberal Arts
2023-2024	C	Health Education	Health, Physical Education & Recreation
2024-2025	D	History	Humanities and Social Sciences
2019-2020	E	Kinesiology	Health, Physical Education & Recreation
2019-2020	E	Library Instruction & Resources	Library
2021-2022	A	Machine Tool Technology	Technology
2023-2024	C	Mass Communications	Fine Arts & Communications
2024-2025	D	Mathematics	Science Engineering & Math
2021-2022	A	Medical Assisting	Health Occupations
2022-2023	B	Music	Fine Arts & Communications
2024-2025	D	Nursing	Health Occupations
2019-2020	E	Pharmacy Technology	Health Occupations
2019-2020	E	Philosophy	Humanities and Social Sciences
2020-2021	F	Physical Education	Health, Physical Education & Recreation
2019-2020	E	Physical Therapist Assistant	Health Occupations
2021-2022	A	Physics/Engineering	Science Engineering & Math
2023-2024	C	Plastics/Composites Manufacturing Technology	Technology
2024-2025	D	Political Science	Humanities and Social Sciences
2020-2021	F	Psychology	Humanities and Social Sciences
2021-2022	A	Reading	Liberal Arts
2024-2025	D	Sociology	Humanities and Social Sciences
2024-2025	D	Speech	Liberal Arts
2022-2023	B	Speech-Language Pathology Assistant	Health Occupations
2020-2021	F	Theatre Arts	Fine Arts & Communications
2023-2024	C	Welding	Technology
2019-2020	E	Women's Studies	Humanities and Social Sciences
2019-2020	E	Woodworking Manufacturing Technology	Technology

## Appendix C: Cerritos College’s Instructional Program Review Questions and Guidelines

An eLumen guide is provided on IERP’s website on how to login and navigate to the eLumen Comprehensive Program Review.

### Section I: Program Overview and Goals

#### *Mission and Alignment*

- Explain how your program supports the College’s Mission.

#### *Degrees and Certificates*

- List the degrees and certificates the program offers as well as the number of units or courses required to complete the program.

#### *Six-Year Program Goals*

- Reflect on any changes you would like to see in your program in the next six years. Identify 2-4 program goals that will move the program toward its vision within the next six years. Reflecting on the previous program review, identify the program’s current goals. For each goal, provide an action plan that gives the steps to complete the goal and the timeline; link any resource requests if applicable.
  - When addressing the previously established goals, a program should state if the goal was met and give specific examples of how the goal was met. If the goal is ongoing, that should also be noted.
  - When establishing program goals, it is important to focus on and align with the College's mission and strategic goals by explicitly connecting the program goals to the College’s goals (insert link).
  - Goal statements should describe the expected performance of the student or specific behaviors from graduate of the program, where applicable.
  - If you achieve your goals, have you reached your vision? Articulate the direction and vision of the program.

Program Goal	College’s Goals Supported (Goal A- Goal F)	Status (not started, in progress, on hold, cancelled, completed, continued)	Action Plans/Timelines/Resources Needed

### Section II: Assessment Report and Data Analysis

#### *Assessment Report (Part 1: Assessment Table)*

- This section will discuss the student learning outcome (SLO) process and assessment results. Program assessment is the systematic and ongoing method of gathering, analyzing, and using information from a variety of sources about a program and measuring program outcomes in order to continuously improve student learning. Program assessment is tied to student learning outcomes assessment, which places an emphasis on the learning, development, and growth of students. The Accrediting Commission focuses on assessing student learning and measuring student achievement.

- Select "Generate Data" in the tab below for the table to populate with SLO data.
- See Part 2: Assessment Responses to answer the questions

Courses by SLO	Semester	Expected Performance	Performance

***Assessment Report (Part 2: Assessment Responses)***

- Refer to Part 1: Assessment Table as needed to answer the following questions.
  - Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.
  - Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

***Data Analysis of Program Data***

- Analyze data provided from the Office of Institutional Effectiveness, Research, and Planning's (IERP) [Unit Planning and Program Review Tableau Dashboard](#). In order to view the Tableau dashboards, you will be prompted to enter your Cerritos College credentials. In order to review disproportionately impacted groups, data will need to be disaggregated by demographics and/or special populations, utilizing the filters in Tableau.
  - Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:
    - How do the demographics of your program and its related courses compare with the college as a whole?
    - Have they changed over time?
  - Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:
    - Identify enrollment trends.
    - Have there been an increase or decrease in enrollment in the last year?
    - Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?
    - How will enrollment trends affect staffing decisions?
  - Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:
    - How have the success and retention rates changed over time?
    - Are there particular courses that have particularly low rates and may prove a barrier to program completion?
  - With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:
    - Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?
  - Discuss conclusions drawn from the program data, assessments (SLOs), and/or



other data. Indicate any specific responses or programmatic changes based on the data.

### ***Curricular Course Review***

- Review and discuss the curriculum work done in the program during the last six years, including the following:
  - Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.
  - Explain any course additions to current course offerings.
  - Explain any course deletions and inactivations from current course offerings.
  - Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:
    - Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?
    - How has degree and/or certificate completion changed over time?
    - Are there sufficient completers compared with the size of your program?
  - Are any licensure/certification exams required for program completion or career entry?
    - If so, what is the pass rate among graduates?
    - Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.

### **Section III: Program Reflection**

#### ***Six-Year Program Reflection***

- Based on the above analysis, address the following questions:
  - Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.
  - What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer?
  - Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?
  - Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.
  - Provide a status update on goals from the last program review cycle.
  - If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

### **Section IV: Resource Requests**

#### ***Faculty Resource Request(s)***

- Identify resources that are necessary to support the achievement of the goals established

in the “Program Goals” section.

- Program/Department/Division:
- Title of instructor position:
- Priority:
  - (1) Critical (mission critical or must have)
  - (2) Important (creates value and efficiency for program)
  - (3) It can wait (would be nice if the money is available)
- Is this position:
  - New (not in the current budget)
  - Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
  - Full-Time Temporary
  - Conversion (grant to general fund)
- Cost estimate:
- Occurrence:
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins
  - Grants/contracts
  - Vintage
  - General fund (Program 100)
  - Categorical – Equity
  - Categorical – 3SP
  - Categorical – Other
  - Other funding
- Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals:
- If this position is not filled, what is the potential impact to student success?

***Classified Resource Request(s)***

- Identify resources that are necessary to support the achievement of the goals established in the “Program Goals” section.
  - Program/Department/Division:
  - Position requested:
  - Priority:
    - (1) Critical (mission critical or must have)
    - (2) Important (creates value and efficiency for program)
    - (3) It can wait (would be nice if the money is available)
  - Is this position:
    - New (not in the current budget)
    - Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
    - Full-Time Temporary
    - Conversion (grant to general fund)
  - Cost estimate:

- Occurrence:
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins
  - Grants/contracts
  - Vintage
  - General fund (Program 100)
  - Categorical – Equity
  - Categorical – 3SP
  - Categorical – Other
  - Other funding
- Provide a summary and rationale for this position. Explain how the position will help the program better meet its goals:
- If this position is not filled, what is the potential impact to student success?

***Other Staffing Resource Request(s) (e.g. Manager, Confidential, etc.)***

- Identify resources that are necessary to support the achievement of the goals established in the “Program Goals” section.
  - Program/Department/Division:
  - Position requested:
  - Priority:
    - (1) Critical (mission critical or must have)
    - (2) Important (creates value and efficiency for program)
    - (3) It can wait (would be nice if the money is available)
  - Is this position:
    - New (not in the current budget)
    - Replacement (in the current budget, currently vacant or will be vacant in the next budget year)
    - Full-Time Temporary
    - Conversion (grant to general fund)
  - Cost estimate:
  - Occurrence:
    - Recurring expense
    - One-time augmentation
  - Funding source:
    - Instructional equipment
    - Perkins
    - Grants/contracts
    - Vintage
    - General fund (Program 100)
    - Categorical – Equity
    - Categorical – 3SP
    - Categorical – Other
    - Other funding
  - Provide a summary and rationale for this position. Explain how the position will

- help the program better meet its goals:
- If this position is not filled, what is the potential impact to student success?

***Professional Development Resource Request(s)***

- Explain and justify the program’s training and professional development needs. Explain how the training/professional development will help the program better meet its goals.
- Professional Development Resource Request(s):
- Priority:
  - (1) Critical (mission critical or must have)
  - (2) Important (creates value and efficiency for program)
  - (3) It can wait (would be nice if the money is available)
- Cost estimate:
- Occurrence
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins
  - Grants/contracts
  - Vintage
  - General fund (Program 100)
  - Categorical – Equity
  - Categorical – 3SP
  - Categorical – Other
  - Other funding

***Facilities Resource Request(s)***

- Identify and justify any facilities and equipment needs. Explain the immediate (1-2 years) and long-term (2-6+ years) needs related to facilities and equipment. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share this space.
- What impact would not meeting these needs have on the program?
- Facilities Resource Request(s):
- Priority:
  - (1) Critical (mission critical or must have)
  - (2) Important (creates value and efficiency for program)
  - (3) It can wait (would be nice if the money is available)
- Cost estimate:
- Occurrence:
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins
  - Grants/contracts
  - Vintage
  - General fund (Program 100)

- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

***Technology and Software Resource Request(s)***

- Identify and justify technology and software needs. Explain the immediate (1-2 years) and long-term (2-6+ years) needs related to technology and software. Explain how it will help the program better meet its goals. If possible, indicate other disciplines who may share the technology and/or software.
- What impact would not meeting these needs have on the program?
- Technology and Software Resource Request(s):
- Priority:
  - (1) Critical (mission critical or must have)
  - (2) Important (creates value and efficiency for program)
  - (3) It can wait (would be nice if the money is available)
- Cost estimate:
- Occurrence:
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins
  - Grants/contracts
  - Vintage
  - General fund (Program 100)
  - Categorical – Equity
  - Categorical – 3SP
  - Categorical – Other
  - Other funding

***Other Resource Request(s)***

- Identify and justify other needs. Explain the immediate (1-2 years) and long-term (2-6+ years) needs related to other. Explain how it will help the program better meet its goals.
- What impact would not meeting these needs have on the program?
- Other Resource Request(s):
- Priority:
  - (1) Critical (mission critical or must have)
  - (2) Important (creates value and efficiency for program)
  - (3) It can wait (would be nice if the money is available)
- Cost estimate:
- Occurrence:
  - Recurring expense
  - One-time augmentation
- Funding source:
  - Instructional equipment
  - Perkins



- Grants/contracts
- Vintage
- General fund (Program 100)
- Categorical – Equity
- Categorical – 3SP
- Categorical – Other
- Other funding

***Prioritized Resource Request Recommendations***

Provide a single, prioritized list representing each of the resource requests from the above sections (note: all the prioritized resource requests appearing in this list should be discussed and justified earlier in the review, from questions above). Under priority, specify if the recommendation is the following: (1) mission critical or must have; (2) creates value and efficiency for program; or (3) would be nice if the money is available. In addition, include cost estimates and program goals supported by each recommendation. Use the following chart format to organize your request(s).

Resource Request	Priority	Cost Estimates	Program Goal Alignment

## **Appendix D: Career Technical Education (CTE) Supplemental Questions**

Use labor market data (EMSI report), advisory committee input/feedback, and institutional and program-level data to respond to the following questions. If the program has to report to an external agency, include that report, as well.

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.
2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.
3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.
4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

## Appendix E: Instructional Program Review Planning Form

This form is to be prepared by each program under review and submitted to the IPR Committee Chair by the end of the Fall semester in the year prior to the review year.

**Program Name:**

**Evaluation Team**

Department Chair:

Team Members:

**Date Submitted:**

**Date of Visitation:**

(The visitation date will be assigned by the IPR committee)

Submitted by:

**Signature of Program Department Chair**

Date

Printed Name

Reviewed by:

**Signature of Program Division Dean**

Date

Printed Name

Reviewed by:

**Signature of IPR Committee Chair**

Date

Printed Name

## Appendix F: IPR Approval Form

Committee Action Taken:            **Approved**            Not Approved

Recommendations:

If not approved, explanation:

\_\_\_\_\_  
IPR Committee Chair Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

## Appendix G: Accrediting Commission’s Definitions of Student Learning and Program Review Evidence

### 1. Evidence of Student Learning Outcomes and Assessment of Outcomes (see p. 23)<sup>3</sup>

The institution must provide evidence of institutional student learning outcomes and samples of student learning outcomes for courses, programs, certificates and degrees. Institutions need to identify the end point learning outcomes that students must achieve, in a course/program/certificate/degree, i.e., the data that derive from summative assessments of how well students have mastered institutional and programmatic learning outcomes.

Institutions should use and be able to provide aggregated data and analyses that can inform the question “How well is the institution achieving its educational (and programmatic) mission(s)?”

- Catalog and other descriptions of programs, including the recommended sequence of courses, and their related student learning outcomes
- Course outlines/syllabi with stated student learning outcomes
- Samples of student work/performance (portfolios, productions, recitals, projects, etc.)
- Grading rubrics where they exist
- Examples of authentic assessment and/or embedded assessment
- Summary data on assessed student learning outcomes attainment
- Examples of improvement of the teaching/learning process and increased student success and institutional improvement as a result of the analysis of the above

### 2. Evidence of Quality Program Review

- Program review cycles/timelines
- Policies on curricular review
- Evidence that SLO assessment data are used for institutional self-evaluation, planning, and improvement of teaching and learning
- Action taken (improvements) on the basis of program review
- Connection to the budgeting and resource allocation processes
- Impact on institutional effectiveness, educational quality, and student success

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<sup>3</sup> For the complete “Manual for Institutional Self Evaluation of Educational Quality and Institution Effectiveness” by ACCJC, WASC, visit: <http://accjc.org/wp-content/uploads/Manual-for-Institutional-Self-Evaluation.pdf>