



INSTRUCTIONAL PROGRAM REVIEW HANDBOOK

May 19, 2026

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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 with 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 can 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 1.3, 1.4, 2.5, 2.9, 3.1, 3.4, and 4.6 adopted June 2023 and revised in June 2025, specifically relates to program review:

STANDARD 1: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard 1.3. *The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)*

Standard 1.4. *The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)*

STANDARD 2: STUDENT SUCCESS

Standard 2.5. *The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)*

Standard 2.9. *The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)*

STANDARD 3: INFRASTRUCTURE AND RESOURCES

Standard 3.1. *The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)*

Standard 3.4. *The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)*

STANDARD 4: GOVERNANCE AND DECISION-MAKING

Standard 4.2. *Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.*

Standard 4.3. *The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.*

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, and Grants (IERPG) (non-voting advisor)
- Representative from the Student Learning Outcome (SLO) Committee (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. Specifically, Board Policy 4020 (Instructional Programs and Curriculum) and Administrative Procedure 3250 (Institutional Planning) require that every program be systematically evaluated on a six-year cycle. Instructional program review includes the review of the 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 program to identify specific program goals and recommendations. Using qualitative and quantitative data (e.g., IERPG's Tableau Dashboards, Chancellor's Office Data Mart, surveys), 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

The annual unit plan is an essential component of the program review cycle, keeping programs actively engaged in continuous improvement between comprehensive self-studies. Rather than waiting until the next full review, Faculty work together each year to assess progress, identify emerging needs, and take purposeful action toward the goals established in the six-year plan.

The annual unit plan serves two primary purposes. First, it provides programs with a structured opportunity to document and reflect on the short-term progress made toward implementing the recommendations and action steps identified in the six-year program review. Second, and equally important, it serves as the primary mechanism through which programs communicate their operational needs and make a case for the resources required to address them.

Resource requests submitted through the annual unit plan are not made in isolation, they are grounded in data and directly tied to identified operational needs and program

goals. This data-informed approach ensures that resource allocation decisions at the institutional level are driven by evidence and aligned with the college's strategic priorities. All faculty are encouraged to actively engage in this process, as the annual unit plan represents one of the most direct pathways for programs to influence budget and planning decisions that affect their day-to-day operations.

By maintaining a consistent one-year focus, the annual unit plan bridges the gap between long-term program review planning and the immediate operational needs of the department or program, ensuring that progress is sustained and resources are strategically directed where they are needed most.

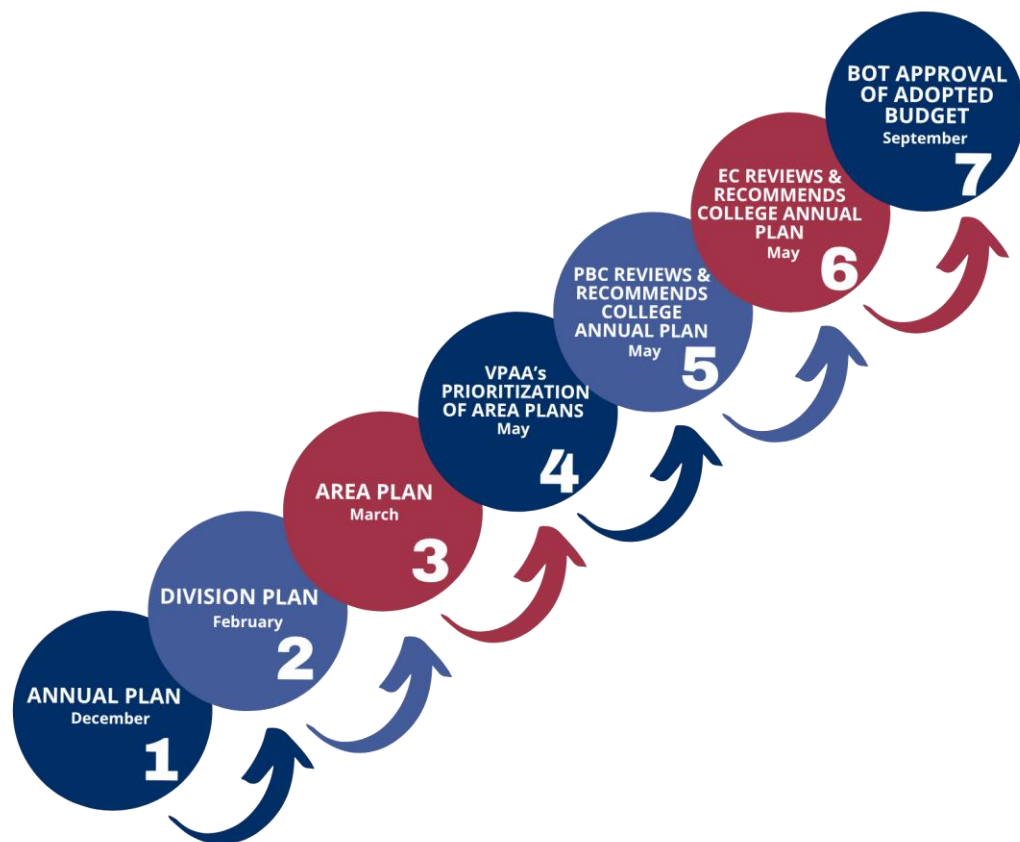
Institutional Evaluation, Planning, and Improvement Cycle

Cerritos College is committed to ensuring that the planning efforts of every department and program are meaningfully considered in the institution's resource allocation and budget decisions. To accomplish this, the college has established a clearly defined planning hierarchy that elevates the operational needs identified in annual unit plans through successive levels of review and prioritization, ultimately connecting them to the college's mission, strategic goals, and budget decisions.

Once completed, each annual unit plan is submitted to the respective Division Dean, who reviews, prioritizes, and incorporates departmental funding requests into a unified Division Plan. This consolidation ensures that resource needs are considered within the broader context of divisional priorities and goals. Division Plans are then rolled up into Area Plans, where each Vice President reviews and prioritizes funding requests to reflect the strategic direction of their respective area.

With Area Plans in place, the Vice Presidents collaborate to collectively prioritize funding requests across the institution, bringing a college-wide perspective to resource allocation decisions. Each Vice President then presents their prioritized list to the Planning and Budget Committee (PBC), which plays a critical role in ensuring that all funding requests are evaluated against the college's mission, strategic goals, and available resources. The PBC reviews the College Annual Plan and develops recommendations that incorporate proposed funding allocations, providing a transparent and equitable framework for decision making.

These recommendations are then forwarded to the Executive Council (EC) for further review and final recommendations before advancing to the Board of Trustees (BOT). The BOT approves the tentative budget in June, with final budget approval completed in September. This structured and inclusive process ensures that the needs expressed at the department and program level are meaningfully considered and reflected in the college's institutional planning and budget decisions (see the figure below 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 Current IPR Cycle years 2027-2022 through 2026-2027, through 2032-2033) cycle years 2027-2028 through 2032-2033. 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:

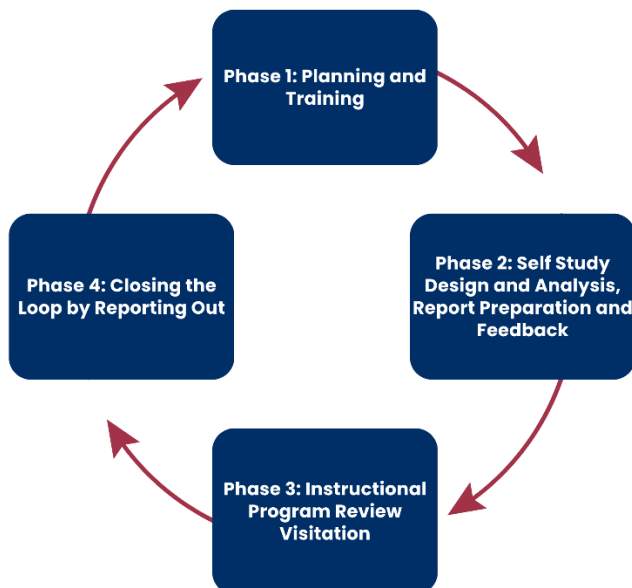
- Program Overview Mission and Alignment
 - Program Description

- Program Trends
 - Student Trends
 - Faculty Trends
 - Enrollment Trends
 - Student Performance Trends
- Learning Outcomes Assessment
 - Course Student Learning Outcomes (CSLOs)
 - Program Student Learning Outcomes (PSLOs)
 - Institutional Student Learning Outcomes (ISLOs)
- Curricular Review
- Previous Six-Year Program Plan Reflection
- Six-Year Action Plan (Program Goals, Objectives, Action Plan, College Alignment, and Resources)
 - Excel Worksheet
- Program Review Process Reflection

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).

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 below shows the four phases of the 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 (August) 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, Planning, and Grants (IERPG) 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 Library 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 IERPG'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 full draft of the self-study report is due electronically to the IPR Committee Chair and liaison on September 30 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. The final report is due to the IPR committee two weeks before the visitation date. Upon receipt of the program review final report, IPR Committee members review the document and use a standard rubric (see Appendix F) to provide feedback to every program regarding how the document addresses each program review component. The final report should include a signed copy of the Instructional Program Review Submittal Form (See Appendix G). Signatures include the members of the evaluation team and the Division Dean.

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 H).

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)

- IPR Committee reviews the IPR Cycle (Appendix B) to identify programs that are entering the 6th year of the program review cycle (i.e. Spring 2026 the IPR committee reviews the 2027-2028 Master Calendar)
- Beginning of the Spring term (prior to the IPR year), departments/programs under review are contacted by the IPR Committee
 - IPR Committee assigns programs a visitation date
 - IPR Committee established liaison teams for each program
 - Designated faculty (e.g., department chairs) attend the program review orientation sessions, held on during the Fall semester, typically August
 - 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, Planning, and Grants (IERPG)
 - Designated faculty review the program review data provided by IERPG
 - Designated faculty review the program review self-report document that was submitted from the previous cycle
- Instructional Program Review Planning Form (see Appendix E) is due to the IPR Committee Chair after completing the IPR orientation

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 IERPG 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 September 30 of the review year

Phase 3: Instructional Program Review Visitation – October through April (review year)

- The IPR Committee provides feedback to the evaluation team, one month prior to the visitation date
- Update the submitted draft (from the September 30 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's Mission, Vision, Core Values, Educational Philosophy, and Students First Framework

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.

Core Values

Student Success: We support and promote our students' success by utilizing the Guided Pathways Pillars to increase accomplishment of their educational goals.

Excellence: We strive for excellence in teaching, learning, and serving our students, to support their academic, professional, and personal development.

Comprehensive Curriculum: We provide comprehensive curricular offerings to prepare our students to succeed not only in the present, but also in the future.

Innovation and Creativity: We support innovation and creativity to enhance our students' learning and to eliminate achievement gaps.

Diversity: We celebrate diversity in people, philosophies, cultures, beliefs, programs, and learning.

Inclusiveness: We promote inclusiveness in a collaborative decision-making process to ensure that all college constituencies have opportunities to participate.

Integrity: We foster integrity by creating a college community in which our students, our staff, our faculty, and our managers work together ethically and honestly.

Respect and Trust: We inclusively promote respect and trust in all people, including students, staff, faculty, managers, and members of our communities, so that we can work together toward our goals civilly and cooperatively.

Partnerships: We develop nurturing and supportive relationships with our educational, governmental, civic, business, industry, and non-profit partners to meet the needs of our communities

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.

Cerritos College's Students First Framework

Our Goal: To graduate fifty percent of our students within five years or less by spring 2029.

Lever A. Equitable Access: Be a Student-Ready Institution

Cerritos College will expand opportunities for our community to participate in higher education by ensuring every learner has equitable access to an educational pathway.

Strategies

- A.1.** Expand our marketing and outreach to attract more prospective students and create more applicants.
- A.2.** Strengthen our pipeline with the K-12 system and develop similar pipelines with additional groups of prospective students.
- A.3.** Increase dual enrollment courses and programs to provide opportunities for higher education to more high school students in our community.
- A.4.** Streamline the application process so that all steps are clear to our new students and all communication channels are easy for them to navigate.
- A.5.** Refine our onboarding process so that our incoming students enroll in program applicable classes – including math and English in the first year – to enable them to complete in a timely manner.
- A.6.** Maximize financial aid opportunities to help our students afford a higher *education*.

Lever B. Completion: More Students Complete in Less Time

Cerritos College will increase timely student completion rates and reduce excess units upon completion, ensuring students' progress to complete program requirements and achieve their educational goals.

Strategies

- B.1.** Align programs of study with the demands of the local economy, so our students are better able to secure high-income careers, leading to upward social and economic mobility.
- B.2.** Reduce the time it takes for our students to complete their educational goals.
- B.3.** Ensure our students enroll in courses that are applicable to their credit or non-credit programs of study, and eliminate taking excess classes.
- B.4.** Expand support for our students in the gateway general education courses.
- B.5.** Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term.
- B.6.** Incentivize our students to complete momentum points specific to their credit or non-credit programs, from enrollment to completion.
- B.7.** Align professional development for our faculty to increase our students' rates of success in their courses and completion of their programs of study.

Lever C. Career and Transfer Success: Increase Economic Mobility for Our Students and Community

Cerritos College will be innovative in developing career and transfer pathways. We will cultivate partnerships that enable life-changing career opportunities for our students and fuel the local workforce with talent that is prepared to meet the needs of the local economy.

Strategies

- C.1.** Improve our processes, services, and curriculum to align with high-demand, high-paying career opportunities.
- C.2.** Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions.
- C.3.** Align our programs and services with those of four-year institutions to streamline transfer for our students.
- C.4.** Partner with local employers to develop career pipelines that lead our students to paid internships and employment.
- C.5.** Create networks that provide job opportunities and career resources for our students.
- C.6.** Develop and implement training programs that meet the needs of companies in our community.

Lever D. Institutional Health: Foster Institutional Wellbeing

Cerritos College will commit to making the most effective use of our resources. We will aim for agile, caring practices that foster excellence throughout our operations. All decisions will be made in order to best serve our students. As a result, we will attract, develop, and retain engaged and qualified employees who embody our mission.

Strategies

- D.1.** Develop systems and processes to monitor and ensure accountability for our institutional health.
- D.2.** Invest in our employees to facilitate excellence at all levels of service to our students.
- D.3.** Refine hiring practices to attract and retain faculty, staff, and administrators who reflect the diversity of our community and align with the mission of our college.
- D.4.** Expand housing initiatives, programs, and services for our students.
- D.5.** Increase innovative opportunities to generate additional revenue streams to strengthen the financial health of our institution.
- D.6.** Develop the facilities and technology infrastructure to better support our students' journey from access, through completion, and to career attainment.

Appendix B

Instructional Area by Cycle, 2021-2027

Visitation Year	Cycle	Program	Division
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	Africana Studies	Liberal Arts
2021-2022	A	Modern Languages	Liberal Arts
2021-2022	A	Reading	Liberal Arts
2021-2022	A	Computer and Information Sciences	Science Engineering & Math
2021-2022	A	Physics, Astronomy, and Engineering	Science Engineering & Math
2021-2022	A	Machine Tool Technology	Technology
2022-2023	B	Business Administration	Business Education
2022-2023	B	Real Estate	Business Education
2022-2023	B	Music	Fine Arts & Communications
2022-2023	B	Speech and Language Pathology Assistant	Health Occupations

Visitation Year	Cycle	Program	Division
2022-2023	B	Administration of Justice	Humanities and Social Sciences
2022-2023	B	Adult Education	Continuing 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	Law & Paralegal	Business Education
2023-2024	C	Chicano Studies	Humanities and Social Sciences
2023-2024	C	Counseling and Guidance	Counseling
2023-2024	C	Journalism & Media Studies and Society	Fine Arts & Communications
2023-2024	C	Health Education	Kinesiology
2023-2024	C	Biology	Science Engineering & Math
2023-2024	C	Plastics & Composites Manufacturing Technology	Technology
2023-2024	C	Welding	Technology
2024-2025	D	Educational Technology	Business Education
2024-2025	D	Nursing	Health Occupations
2024-2025	D	Dance	Fine Arts & Communications

Visitation Year	Cycle	Program	Division
2024-2025	D	Political Science	Humanities and Social Sciences
2024-2025	D	History	Humanities and Social Sciences
2024-2025	D	Sociology	Humanities and Social Sciences
2024-2025	D	Communication Studies	Liberal Arts
2024-2025	D	Mathematics	Science Engineering & Math
2024-2025	D	Architecture	Technology
2024-2025	D	Engineering Design Technology	Technology
2025-2026	E	Pharmacy Technology	Health Occupations
2025-2026	E	Physical Therapist Assistant	Health Occupations
2025-2026	E	Athletics	Kinesiology
2025-2026	E	Kinesiology	Kinesiology
2025-2026	E	Anthropology	Humanities and Social Sciences
2025-2026	E	Education	Humanities and Social Sciences
2025-2026	E	Philosophy	Humanities and Social Sciences
2025-2026	E	Women's and Gender Studies	Humanities and Social Sciences
2025-2026	E	English as a Second Language	Liberal Arts
2025-2026	E	Library Instruction & Resources	Library

Visitation Year	Cycle	Program	Division
2025-2026	E	Woodworking Manufacturing Technology	Technology
2026-2027	F	Accounting & Finance	Business Education
2026-2027	F	Art and Design	Fine Arts & Communications
2026-2027	F	Theatre and Film	Fine Arts & Communications
2026-2027	F	Economics	Humanities and Social Sciences
2026-2027	F	Psychology & Interdisciplinary Studies	Humanities and Social Sciences
2026-2027	F	Child Development	Health Occupations
2026-2027	F	Physical Education	Kinesiology
2026-2027	F	Earth Sciences	Science Engineering & Math
2026-2027	F	Cosmetology	Technology

Instructional Area in Alphabetical Order by Cycle, 2021-2027

Visitation Year	Cycle	Program	Division
2026-2027	F	Accounting & Finance	Business Education
2022-2023	B	Administration of Justice	Humanities and Social Sciences
2022-2023	B	Adult Education	Continuing Education
2021-2022	A	Africana Studies	Liberal Arts
2025-2026	E	Anthropology	Humanities and Social Sciences

Visitation Year	Cycle	Program	Division
2024-2025	D	Architecture	Technology
2026-2027	F	Art and Design	Fine Arts & Communications
2025-2026	E	Athletics	Kinesiology
2022-2023	B	Auto Collision Repair and Refinishing (Auto Body)	Technology
2022-2023	B	Automotive Mechanical Repair Technology (Auto)	Technology
2023-2024	C	Biology	Science Engineering & Math
2022-2023	B	Business Administration	Business Education
2021-2022	A	Business Communications Office Technologies	Business Education
2022-2023	B	Chemistry	Science Engineering & Math
2023-2024	C	Chicano Studies	Humanities and Social Sciences
2026-2027	F	Child Development	Health Occupations
2024-2025	D	Communication Studies	Liberal Arts
2021-2022	A	Computer and Information Sciences	Science Engineering & Math
2026-2027	F	Cosmetology	Technology
2023-2024	C	Counseling and Guidance	Counseling
2021-2022	A	Culinary Arts	Health Occupations
2024-2025	D	Dance	Fine Arts & Communications
2021-2022	A	Dental Assisting	Health Occupations

Visitation Year	Cycle	Program	Division
2021-2022	A	Dental Hygiene	Health Occupations
2026-2027	F	Earth Sciences	Science Engineering & Math
2026-2027	F	Economics	Humanities and Social Sciences
2025-2026	E	Education	Humanities and Social Sciences
2024-2025	D	Educational Technology	Business Education
2024-2025	D	Engineering Design Technology	Technology
2022-2023	B	English	Liberal Arts
2025-2026	E	English as a Second Language	Liberal Arts
2023-2024	C	Health Education	Kinesiology
2024-2025	D	History	Humanities and Social Sciences
2023-2024	C	Journalism & Media Studies and Society	Fine Arts & Communications
2025-2026	E	Kinesiology	Kinesiology
2023-2024	C	Law & Paralegal	Business Education
2025-2026	E	Library Instruction & Resources	Library
2021-2022	A	Machine Tool Technology	Technology
2024-2025	D	Mathematics	Science Engineering & Math
2021-2022	A	Medical Assisting	Health Occupations
2021-2022	A	Modern Languages	Liberal Arts

Visitation Year	Cycle	Program	Division
2022-2023	B	Music	Fine Arts & Communications
2024-2025	D	Nursing	Health Occupations
2025-2026	E	Pharmacy Technology	Health Occupations
2025-2026	E	Philosophy	Humanities and Social Sciences
2026-2027	F	Physical Education	Kinesiology
2025-2026	E	Physical Therapist Assistant	Health Occupations
2021-2022	A	Physics, Astronomy, and Engineering	Science Engineering & Math
2023-2024	C	Plastics & Composites Manufacturing Technology	Technology
2024-2025	D	Political Science	Humanities and Social Sciences
2026-2027	F	Psychology & Interdisciplinary Studies	Humanities and Social Sciences
2021-2022	A	Reading	Liberal Arts
2022-2023	B	Real Estate	Business Education
2024-2025	D	Sociology	Humanities and Social Sciences
2022-2023	B	Speech and Language Pathology Assistant	Health Occupations
2026-2027	F	Theatre and Film	Fine Arts & Communications
2023-2024	C	Welding	Technology
2025-2026	E	Women's and Gender Studies	Humanities and Social Sciences
2025-2026	E	Woodworking Manufacturing Technology	Technology

Instructional Program Review Cycle Information, 2021-2027

Cycle	Visitation Year	Data to Review	6-Year Planning Cycle	
A	2021-2022	2015-2016	1	2021-2022
		2016-2017	2	2022-2023
		2017-2028	3	2023-2024
		2018-2019	4	2024-2025
		2019-2020	5	2025-2026
		2020-2021	6	2026-2027
B	2022-2023	2016-2017	1	2022-2023
		2017-2028	2	2023-2024
		2018-2019	3	2024-2025
		2019-2020	4	2025-2026
		2020-2021	5	2026-2027
		2021-2022	6	2027-2028
C	2023-2024	2017-2028	1	2023-2024
		2018-2019	2	2024-2025
		2019-2020	3	2025-2026

		2020-2021	4	2026-2027
		2021-2022	5	2027-2028
		2022-2023	6	2028-2029
Cycle	Visitation Year	Data to Review	6-Year Planning Cycle	Cycle
D	2024-2025	2018-2019	1	2024-2025
		2019-2020	2	2025-2026
		2020-2021	3	2026-2027
		2021-2022	4	2027-2028
		2022-2023	5	2028-2029
		2023-2024	6	2029-2030
E	2025-2026	2019-2020	1	2025-2026
		2020-2021	2	2026-2027
		2021-2022	3	2027-2028
		2022-2023	4	2028-2029
		2023-2024	5	2029-2030
		2024-2025	6	2030-2031

F	2026-2027	2020-2021	1	2026-2027
		2021-2022	2	2027-2028
		2022-2023	3	2028-2029
		2023-2024	4	2029-2030
		2024-2025	5	2030-2031
		2025-2026	6	2031-2032

Appendix C: Cerritos College's Instructional Program Review Report Template Questions and Guidelines

Instructional Program Review Template

The purpose of the Instructional Program Review is to enhance the quality of academic programs through a meaningful, manageable, flexible, and collaborative self-study completed by faculty. Instructional Program Review is the process in which we answer: *How well are we doing what we said we were going to do?* Program faculty are encouraged to work collaboratively with staff and their division dean throughout the process. Though the process may be led by one faculty, all discipline faculty need to contribute to the review. The review process is an opportunity for everyone involved in the program to understand where the program currently stands and where the program wishes to lead it. Relevant program data is provided by the Office of Institutional Effectiveness, Research, Planning, and Grants. The office also offers individual consultations to review programmatic data and support in completing the plan. For a list of related data dashboards, please see Appendix A.

Please use this template and the Goals and Resource Request Worksheet to complete the programs self-study.

For additional assistance and questions about program review, please contact the Office of Institutional Effectiveness, Research, Planning, and Grants at planning@cerritos.edu or for learning outcome support the SLO Coordinator at slo@cerritos.edu.

Instructional Program Review Outline

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Section 1: Program Overview

A. Mission and Alignment

Instructions: In this section, the program will review and, if necessary, update its mission. It will also describe how its programs align with and support the mission of the institution.

Cerritos College 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.

- 1. Provide a mission statement for the program that clearly and succinctly describes its purpose, direction, and values.**

Enter text in this space.

- 2. Describe how the purpose of the program aligns with the Cerritos College mission and [Students First Framework](#).**

Enter text in this space.

B. Program Description

Instructions: In this section, describe the program. Provide clear information about the program's organizational structure, non-instructional activities, and the academic subjects and degree and/or certificate programs.

- 1. Describe the program's organizational and personnel structure.**
 - a. Discuss positions (e.g., number of instructors, part-time, full-time, managers, classified professionals, etc.)**
 - b. Workload: Be sure to include significant projects, tasks, workgroups, and committee work that members of the program are engaged in and how this participation reflects on the program's plans and integration with the college.**
 - c. Discuss ways, means, and frequency of program member communication (e.g., program/department meetings structure/frequency, faculty-to-faculty, and faculty-to-dean communication, etc.).**

Enter text in this space.

- 2. Describe any activities in addition to instruction that the program/department provides? (i.e., program/department specific tutoring, etc.).**

Enter text in this space.

- 3. What degrees and certificates does the program offer?**

Degree	Type	Units Required
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

- 4. Describe collaborative efforts of the program(s). Reference Pathways work or any other initiative or collaboration that has been attempted:**
- a. Within the program.**
 - b. With different program(s) and department(s) at the college.**
 - c. Discuss any efforts to collaborate with other academic programs or disciplines.**
 - d. Discuss efforts in terms of intended outcomes related to enhanced achievement, learning, or completion.**
 - e. Discuss these efforts through an equity lens to identify how collaboration or connection between programs can or has mitigated or rectified opportunity gaps.**

Enter text in this space.

Section 2: Program Trends

A. Student Trends

Instructions: In this section, identify student demographic trends for the program over the last six academic years. Discuss the data provided, describe the program's student population, and reflect on the trends with a focus on equitable outcomes.

Data Sources: [Unit Planning and Program Review Dashboard](#)

1. **Who are the students in the program? Reflect on the data trends to provide commentary on upward or downward trends in headcount.**
 - a. **Using unduplicated headcount describe the student demographics (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, first-generation status, and special populations, etc.).**

Enter text in this space.

2. **How do the demographics of the program compare with the college as a whole? Are the trends within the program in alignment with the broader, collegewide trends?**

Enter text in this space.

B. Faculty Trends

Instructions: In this section, identify faculty trends for the program over the last six academic years. Discuss the data provided, describe the program's faculty composition, and reflect on the trends with particular attention to equitable outcomes.

Data Sources: Internal Department Data, [Enrollment Management Dashboard](#)

- 1. Describe the program's faculty composition, noting the distribution of full-time and part-time faculty. Discuss observable trends, such as changes in subject matter expertise, professional backgrounds, and representation. Comment on whether the overall composition appears to be changing overtime.**

Enter text in this space.

- 2. What trends did the department identify in staffing for the program and how are they impacting the program?**
 - a. Identify the program's current FTEF, FTES, and FTES/FTEF (efficiency).**
 - b. What are the goals/targets for FTEF, FTES, and FTES/FTEF?**
 - c. Please indicate any challenges the program/department may face.**

Enter text in this space.

C. Enrollment Trends

Instructions: In this section, identify enrollment trends for the program over the past six academic years. Discuss the data to highlight any upward or downward patterns in

enrollment and reflect on any efforts to strengthen enrollment. Identify how the data reveals areas that may require action.

Data Sources: [Unit Planning and Program Review Dashboard](#), [Scheduling Patterns](#), [Enrollment Management Dashboard](#), and [Instructor Insights Dashboard](#). For state and local region comparison data use [DataMart Enrollment Status Summary](#), [Labor Market Data \(LMI\) and job placement rates](#), [Strong Workforce Program Report](#), [CCCCO CTE Perkins V Report](#), and provided Lightcast Reports (CTE programs).

- 1. Describe the enrollment trend for the program in the last six years.**
 - a. Has it remained steady, increased, or decreased?**
 - b. Draw clear connections between the data trends and attempts to identify and rectify opportunity gaps in enrollment.**
 - c. Are the trends within the program in alignment with the broader, collegewide trends?**
 - d. Describe any factors that contributed to any change.**

Enter text in this space.

- 2. What are the differences in enrollment based on modality? What inferences can the program make based on these differences?**

Enter text in this space.

- 3. Review the enrollment for course offerings and identify trends within the program. Items to consider include fill rates, average class sizes, student demand, enrollment history, modes of instruction, the number of sections offered, etc.**

- a. Reflect and analyze which types of course sections are doing well and identify those that may need more support.
- b. Comment further through an equity lens on the connection between course scheduling patterns and attempts to address opportunity gaps in enrollment.

Enter text in this space.

4. **CTE Only:** How strong is the labor market demand for the program? How does the program address needs that are not met by similar programs in the college's region/service area? Identify distinctive components and unique contributions. Add industry data trends such as [labor market data \(LMI\) and job placement rates](#).

Enter text in this space.

D. Student Performance Trends

Instructions: In this section, identify student performance trends in the program over the past six academic years. Analyze and reflect on notable patterns in the success and achievement data provided. Examine the data through an equity lens to highlight successes in closing opportunity gaps and to identify areas for further inquiry or improvement.

Data Sources: [Unit Planning and Program Review Dashboard](#), [Awards Dashboard](#), [Instructor Insights Dashboard](#), and [Institutional Set Standards](#). For state and local region comparison data use [DataMart Retention/Success Rate Outcomes](#), [Labor Market Data \(LMI\) and job placement rates](#), [Strong Workforce Program Report](#), [CCCCO CTE Perkins V Report](#), and provided Lightcast Reports (CTE programs).

- 1. Discuss the program's course success rates, addressing any opportunity gaps for disproportionately impacted students.**
 - a. How have the course success rates changed over time?**
 - b. Are there particular courses that have particularly low rates and might prove to be a barrier to program completion?**
 - c. Are there differences by student populations (e.g., race/ethnicity, gender, foster youth, formally incarcerated, special populations, etc.)?**

Enter text in this space.

- 2. Discuss the program's course retention rates, addressing any performance gaps for disproportionately impacted students.**
 - a. How have the course retention rates changed over time?**
 - b. Are there particular courses that have particularly low rates and may prove to be a barrier to program completion?**
 - c. Are there differences by student populations (e.g., race/ethnicity, gender, foster youth, formally incarcerated, first generation, and special populations, etc.)?**

Enter text in this space.

- 3. How do the program's success and retention rates compare to the state and local region? For state and local region comparison data use [DataMart Retention/Success Rate Outcomes](#).**

Enter text in this space.

- 4. Reflect on course-level success and retention rates. How will the program address courses that do not meet [institutional set standards](#)?**
- a. How will the program normalize diversity, equity, and inclusion (DEI) discussions and intentionally alter practices that perpetuate barriers to success?**
 - b. Please describe critical conversations that have occurred in the program that supports faculty in practicing cultural humility, self-reflection, and inclusion of culturally responsive practices into lessons and activities.**
 - c. Identify systemic and institutional barriers affecting success.**

Enter text in this space.

- 5. With regards to course success and course retention rates, what is the program doing or planning to do to address and close opportunity gaps (e.g., modality, student populations)? Examine the data through an equity lens to identify or surface successes in closing opportunity gaps (e.g., race/ethnicity, gender, special populations, etc.) or areas for further inquiry/improvement.**

Enter text in this space.

- 6. How many awards have been awarded in the past six years?**
- a. How many associate degrees (AA, AS, AST) have been awarded?**
 - b. How many Certificates have been awarded?**
 - c. Identify any trends and discuss differences by student populations (e.g., race/ethnicity, gender, foster youth, formally incarcerated, special populations, etc.).**

Enter text in this space.

7. How long do the program's students take to complete their degrees?
- a. How many students are completing their degrees within the expected time for completion?
 - b. Are there barriers that prevent students from completing within the expected time? What are they and how does the program plan to address them?
 - c. Identify any trends and discuss differences by student populations (e.g., race/ethnicity, gender, foster youth, formally incarcerated, special populations, etc.).

Enter text in this space.

8. **CTE Only:** List any licensure/certification exam(s) requirements for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates.
- a. Does the program meet performance benchmarks set by regulatory agencies?
 - b. Describe the action plan to maintain or improve the pass rates.

Enter text in this space.

Section 3: Learning Outcomes Assessment

A. Course Student Learning Outcomes (CSLOs)

Instructions: In this section, review and evaluate the course-level Student Learning Outcomes (CSLOs). Describe your CSLO evaluation process, analyze and interpret the results, identify opportunity gaps, and discuss trends in meeting, exceeding, or falling below expected outcomes. Outline plans to address any areas of concern.

Data Sources: [Learning Outcomes Dashboard](#)

1. **Briefly summarize how the program's Course-Level Student Learning Outcomes (CSLOs) are being assessed and any action plans created in that process.**

Enter text in this space.

2. **Please summarize the Course-Level Student Learning Outcomes (CSLOs) data results. Reflect and address the following:**
 - a. **Provide an analysis and interpretation of the results.**
 - b. **Identify opportunity gaps (e.g., differences by race/ethnicity, gender, age range, foster youth, formally incarcerated, etc.).**
 - c. **Discuss how the data reveals if the targets were met, exceeded, or fell below the expected CSLO results.**
 - d. **Describe efforts in the program to engage faculty in discussion regarding CSLO results and how they impact instructional techniques, assignments, content, or perhaps experimenting with changing which assignments are used to measure CSLOs.**

Enter text in this space.

3. If the program has not submitted an action plan , please explain how the program plans to use the results of the CSLO assessment(s) to address opportunity gaps and opportunities for curriculum improvement with a focus on equitable outcomes.

Enter text in this space.

B. Program Student Learning Outcomes (PSLOs)

Instructions: In this section, review and evaluate the program-level Student Learning Outcomes (PSLOs). Describe your PSLO evaluation process, analyze and interpret the results, identify opportunity gaps, and discuss trends in meeting, exceeding, or falling below expected outcomes. Outline plans to address any areas of concern.

Data Sources: [Learning Outcomes Dashboard](#)

1. **Briefly summarize how the Program-Level Student Learning Outcomes (PSLOs) are being assessed and any action plans created in that process.**

Enter text in this space.

- 2. Please summarize the Program-Level Student Learning Outcomes (PSLOs) assessment data for each program. Reflect and address the following:**
- a. Provide an analysis and interpretation of the results for each PSLO.**
 - b. Identify opportunity gaps (e.g., differences by race/ethnicity, gender, age range, foster youth, formally incarcerated, etc.).**
 - c. Discuss how the data reveals if the targets were met, exceeded, or fell below the expected PSLO results.**
 - d. Reflect on the applicability of the current PSLOs. Is there a need for review/revisions?**
 - e. How do they influence course sequencing and/or program curriculum changes?**

Enter text in this space.

- 3. If the program has not submitted an action plan, please explain how the program plans to use the results of the PSLO assessment(s) to address opportunity gaps and opportunities for curriculum improvement with a focus on equitable outcomes?**

Enter text in this space.

C. Institutional Student Learning Outcomes (ISLOs)

Instructions: In this section, you will review and discuss how the programs' CSLOs and PSLOs map and support the Cerritos College ISLOs.

Cerritos College Institutional Student Learning Outcomes (ISLOs)

PERSONAL KNOWLEDGE AND RESPONSIBILITY

Students will develop the necessary skills to define, maintain and complete their personal educational goals. They will learn to work independently to accomplish personal goals toward realizing their full potential academically, physically, and emotionally whether for personal enrichment, further education, or career advancement.

COMMUNICATION AND EXPRESSION

Students will demonstrate the ability to communicate their thoughts and ideas effectively and appropriately both in written and oral forms. They will develop verbal and non-verbal delivery skills, in an appropriate manner, to communicate their ideas as well as evaluate the ideas of others in a wide variety of contexts.

INFORMATION LITERACY

Students will demonstrate the ability to determine when gathering additional information is necessary. They will use appropriate resources and technologies to locate, evaluate and incorporate the information when developing supporting arguments and drawing conclusions. Students will also develop the ability to understand any legal, ethical, or social issues regarding the use of information.

CRITICAL THINKING AND QUANTITATIVE REASONING

Students will demonstrate the ability to recognize assumptions within an argument and actively and skillfully analyze underlying reasoning to develop a conclusion. They will apply qualitative and/or quantitative analysis to solve problems, predict outcomes, test hypotheses, and explore alternatives in an ethical manner.

CIVIC ENGAGEMENT

Students will develop values and beliefs in their role as a member of local, national and global societies to promote truth, fairness and goodwill to others. They will use the democratic process to further their values and beliefs and recognize and accept differing perspectives based on cultural diversity. They will engage in actions which provide service to others and have a positive impact on their local community.

- 1. Review and reflect on the ISLOs and discuss how the curriculum in the program helps students achieve them.**

Enter text in this space.

- 2. Review the program's outcomes mapping. If you need assistance, contact the SLO Coordinator or review the SLO Guide.**
 - a. Review the program's CSLO to PSLO mapping. Do CSLOs map to at least one PSLO. What changes, if any, are needed?**
 - b. Review the CSLO to ISLO mapping. Do CSLOs map to at least one ISLO. What changes, if any, are needed?**
 - c. For courses not connected to a program, review the CSLO to ISLO mapping. Does each CSLO map to at least one ISLO. What changes, if any, are needed?**

Enter text in this space.

Section 4. Curricular Review

Instructions: In this section, the program will discuss how its curriculum meets accepted standards, the progress of curricular development/revisions, course offerings, and pedagogical changes.

Data Sources: [Institutional Set Standards](#), [Program Mapper](#), [Labor Market Data \(LMI\) and job placement rates](#), [Strong Workforce Program Report](#), [CCCCO CTE Perkins V Report](#), and provided Lightcast Reports (CTE programs).

1. **Non-CTE Only:** Discuss how the program supports students to successfully transfer? Discuss efforts to establish clear transfer pathways.

Enter text in this space.

2. **CTE Only:** Discuss how courses align or meet industry standards or external compliance. Provide a summary of industry advisory board information, composition of the board, the frequency of its meetings, [and job placement rates](#). Provide a high-level summary; granular detail is not necessary.

Enter text in this space.

- 3. All curricula must be reviewed through the Curriculum Committee no later than year five of the program review cycle. Please explain the program's curriculum review process.**
- a. Provide the curriculum course review timeline to ensure all courses are reviewed.**
 - b. Indicate who is involved.**
 - c. Discuss the data used to inform curricular revisions.**
 - d. Discuss the considerations taken when making decisions.**

Enter text in this space.

- 4. How is the program utilizing CSLO and PSLO assessment data to make equitable pedagogical changes to program curriculum?**

Enter text in this space.

- 5. How is the department ensuring a student-centered course offering schedule? Please describe the strategy for managing the department's class schedule when enrollment numbers fluctuate. For example, how does the department handle a situation when multiple sections of a course have low enrollment?**

Enter text in this space.

6. Based on reflection of course offering patterns (Section 3, C. Enrollment, Question #3), how is the department ensuring a student-centered schedule? Review the [program mapper](#) and reflect on the following:
- Have all courses that are required for the program's degrees and/or certificates been offered during the last two years? If not, please explain why.
 - Describe how the department's two-year course offering meets student needs.

Enter text in this space.

Section 5: Previous Six-Year Program Plan Reflection

Instructions: In this section, reflect on what went well and what challenges arose over the past six academic years, as well as the program's progress toward achieving the goals and outcomes established in its previous plan. Discuss internal and external factors that significantly impacted the program's goals and its effectiveness in promoting student success. Consider the following when answering the questions in this section:

- Changes in faculty or student enrollment
- Competition from other schools
- Public policy changes
- Aging facilities and lack of financial resources
- New partnerships with the community, businesses, or other academic institutions

1. What are some of the proudest moments or achievements related to student success and outcomes over the past six years?

Enter text in this space.

2. **Provide a high-level overview of professional learning engagement within the members of the program. It is not necessary to provide an exhaustive list of all events attended. Rather, focus on broad themes that have been explored (e.g., student success, culturally relevant instruction, etc.).**
 - a. **Discuss how they have helped advance and support the direction of the program?**
 - b. **What promising and equitable practices have been implemented?**
 - c. **Discuss the areas of opportunities for improvement with a focus on equitable outcomes.**

Enter text in this space.

3. **Please comment on the progress toward achieving the program's previous program goals. Discuss what has/is/will happen and the status of each goal.**
 - a. **Please describe how funding received over the last six years has been utilized to further the goals of the program.**

Enter text in this space.

4. **Identify and reflect on the adequacy of resources currently utilized by the program(s). Please discuss the following as appropriate:**
 - a. **Financial (e.g., budget/grants, Perkins V, Strong Workforce).**
 - b. **Physical (e.g., campus space/equipment).**
 - c. **Technology (e.g., computer/device/applications).**

Enter text in this space.

- 5. What external factors have a significant impact on the program? Please discuss the following as appropriate:**
- a. Budgetary constraints or opportunities.**
 - b. Competition from other institutions.**
 - c. Requirements of four-year institutions.**
 - d. Requirements imposed by regulations, policies, standards, and other mandates.**
 - e. Job market (i.e., requirements of prospective employers; developments in the field (both current and future)).**

Enter text in this space.

- 6. Where would the program like to be six years from now? Dream big while considering any upcoming changes (e.g., new buildings, labs, growth, changes in the discipline etc.). Consider the following in a response:**
- a. Describe the colleagues and partners inside and outside the institution with whom the program would like to work in the ideal future.**
 - b. What specific innovations, best practices, or other accomplishments would the program share with a visiting out-of-state colleague?**
 - c. What long-term impact would the department like for its program to have on the College and the community?**
 - d. What strengths, opportunities, or new directions now exist on which the program can capitalize in six years' time?**

Enter text in this space.

Section 6: Six-Year Action Plan (Program Goals, Objectives, Resources, and Actions)

Instructions: Using the Goals and Resource Request Worksheet, identify the program's goals and objectives, as well as their alignment with the Student First Framework, for the next six academic years. Specify any resource requests for the upcoming year and note any anticipated requests you foresee over the next six years. For each resource requested, please specify how this will address a CSLO or PSLO deficiency from Section 3 of your report.

Resources: [IPR Committee Website](#)

Section 7: Program Review Process Reflection

Instructions: Please comment on how the program communicated about the various elements of its program review (i.e., program/department meetings, workgroups, collaborative running documents, consultations (e.g., IPR, IERPG, SLO Coordinator).

- 1. In what capacity were program faculty, staff, and/or students involved in the program review process?**

Enter text in this space.

- 2. How did the department ensure all members of the program were involved in the outcome assessment discussions, evaluation of program data, and contributed to the program goals, objectives, and action plan discussions?**

Enter text in this space.

IPR: Supporting Figures, Charts, or Documents

Instructions: Attach all charts, graphs, and visual data that support your program review narrative in the corresponding section below. Every figure must be referenced in the narrative of your program review. Use phrasing like:

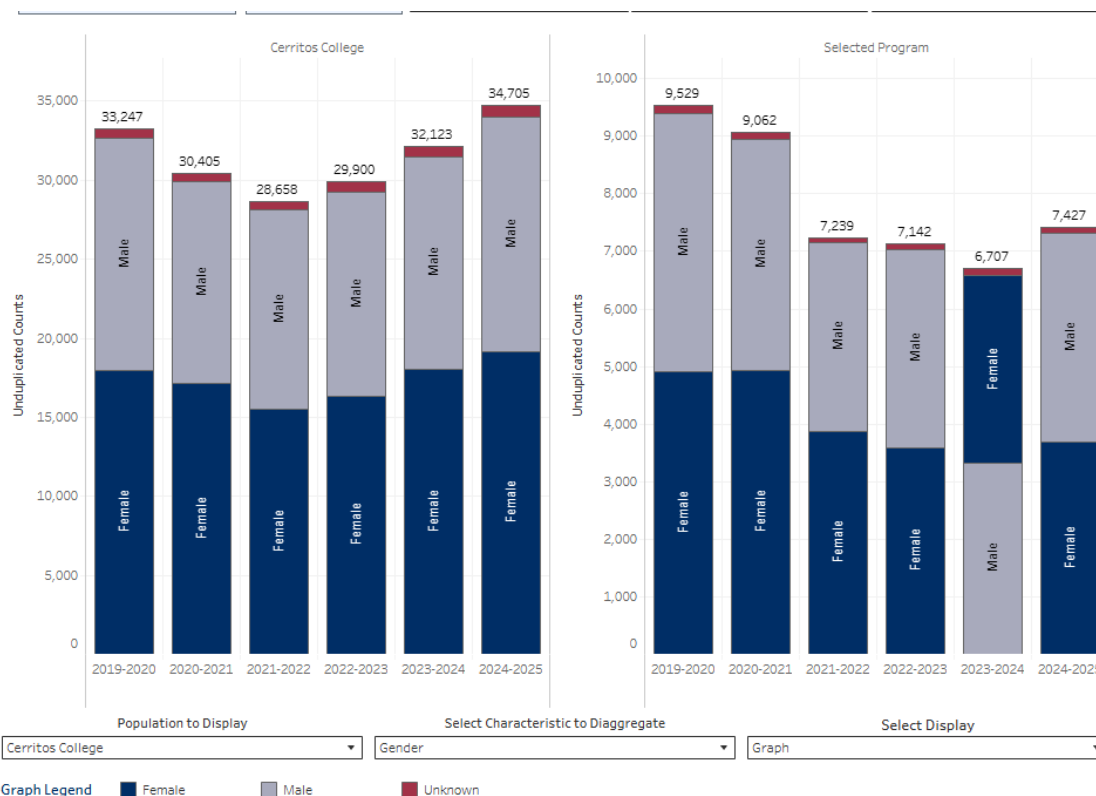
- “As shown in Figure 2...”
- “Figure 3 illustrates...”

Each figure must include the following:

- Figure #
 - Each figure should only have one unique number
 - Use consistent numbering throughout the report
- Figure title
 - Include what the figure represents
 - Include the timeframe in parentheses
- Data Source: Description of where the image/data originates from at the bottom of the image (e.g. Unit and Planning Dashboard, Dental Hygiene Graduate Survey)

Example figure:

Figure 1. Cerritos College and Math Department Headcount Comparison (2019-2025)



Source: IERPG Unit Planning & Program Review 2.0 Dashboard

Section 1: Program Overview

Insert supporting documentation Section 1 below.

Section 2: Program Trends

Insert supporting documentation Section 2 below.

Section 3: Learning Outcomes Assessment

Insert supporting documentation Section 3 below.

Section 4: Curricular Review

Insert supporting documentation Section 4 below.

Section 5: Previous Six-Year Program Plan Reflection

Insert supporting documentation Section 5 below.

Section 6: Six-Year Action Plan

Insert supporting documentation Section 6 below.

Section 7: Program Review Process Reflection

Insert supporting documentation Section 7 below.

Appendix D: Goals and Resources Worksheet

INSTRUCTIONS DEPARTMENT/PROGRAM GOALS, ACTIVITIES, AND RESOURCE REQUESTS
(separate EXCEL file)

*****DO NOT MODIFY THE FORMAT OF THE WORKSHEET*****

In this section, you will identify your program goals and activities (IPR year) -or- provide updates to your goals and activities (annual plan year). You will identify resource requests needed to accomplish each goal. When establishing the 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 Student First Framework.

Goal development for your instructional area is a critical component in the planning and assessment process. Assessing your goals will help you identify if you are doing what you said you would be doing. These results will help identify what needs to be addressed by your programs and through a collaborative process create an action plan for improvement. Please review the terminology below prior to beginning the process.

Goals: Program/Department goals are broad statements that describe the overarching long-range intended outcomes of the overall program or department.

Activities: Please describe what activities you will put into place to accomplish your goals.

Student First Framework Lever: Cerritos College set an ambitious goal to graduate fifty percent of our students within five years or less by Spring 2029. Please indicate how your goal aligns and supports this goal and aligns with at least one of four levers (**select only one lever, the primary most aligned**): Lever A: Equitable Access: Be a Student-Ready Institution

Lever B: Completion: More Students Complete in Less Time

Lever C: Career & Transfer Success: Increase Economic Mobility for Our Students and Community
Lever D: Institutional Health: Foster Institutional Wellbeing

Student First Framework Lever Strategy: Please indicate the **applicable lever strategy** that your goal aligns to. Please see the Student First Framework tab for the complete list.

Resource Request: The item you are requesting (i.e. Microscopes, Desks, workshop funding, etc.)

Estimated Cost: The total amount requested. Please take into consideration shipping, taxes, and benefits. Round to the nearest dollar. **Occurrence:** Indicate if this is a one time expense -or- budget increase (recurring)

Resource Type: Indicate the category type for each request.

Classified: Any classified staffing request

Confidential: Any confidential staffing request

Manager/Director/Assistant Director: any management position Short-Term Hourly: any requests for hourly staff

Other Staffing: Other staffing needs that are NOT FACULTY

Professional Development: Training and professional development needs

Instructional Equipment: Supplies needed for instructional purposes (i.e. lab equipment)

Technology and Software: Technology and software needs

Facilities: Facilities and equipment needs

NOTE: Faculty request will not be accepted. You may note the need for a faculty member in your activities/objectives. Faculty request must go through FHP.

Justification/Expected Outcome: Briefly explain the need and impact of this request on your program. What is the expected outcome if this request is fulfilled.

INSTRUCTIONS

DEPARTMENT/PROGRAM GOALS, ACTIVITIES, AND RESOURCE REQUESTS

Justification/Expected Outcome: Briefly explain the need and impact of this request on your program. What is the expected outcome if this request is fulfilled.

Priority Rank: Use this category to rank your requests starting with #1 being your top request. DO NOT REPEAT THE SAME NUMBER. You can only have one #1.

For additional assistance and questions about the worksheet, please email the Office of Institutional Effectiveness, Research, Planning, and Grants office at planning@cerritos.edu.

TIP: press Alt + Enter to create new line in a cell

[DEPARTMENT]

DO NOT CHANGE FORMATING OF THIS SHEET

Goals						
Area	Division	Dept	Goals	Objectives/Activities	Student First Framework Lever	Student First Framework Lever Strategy

1

TIP: press Alt + Enter to create new line in a cell

[DEPARTMENT]

DO NOT CHANGE FORMATING OF THIS SHEET

Resource Requests								
Area	Division	Dept	Resource Request	Estimated Cost	Occurrence	Resource Type	Justification/Expected Outcome	Dept Priority Rank

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: Click or tap here to enter text.

Evaluation Team: Click or tap here to enter text.

Department Chair: Click or tap here to enter text.

Team Members: Click or tap here to enter text.

Date Submitted: Click or tap here to enter text.

Date of Visitation: Click or tap here to enter text.

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

Submitted by:

Click or tap here to enter text.
Signature of Program Department Chair

Click or tap here to enter text.
Date

Click or tap here to enter text.
Printed Name

Reviewed by:

Click or tap here to enter text.
Signature of Division Dean

Click or tap here to enter text.
Date

Click or tap here to enter text.
Printed Name

Reviewed by:

Click or tap here to enter text.
Signature of IPR Committee Chair

Click or tap here to enter text.
Date

Click or tap here to enter text.
Printed Name

Appendix F: IPR Committee Member Feedback Rubric

This rubric is used by the IPR Committee members to provide feedback on submitted program review drafts. IPR feedback is reviewed and discussed during individual meetings with faculty member(s) designated to represent each program scheduled for review in any given year.

Department: Click or tap here to enter text.

IPR Review Date: Click or tap here to enter text.

Reviewer Name: Click or tap here to enter text.

Section 1: Mission and Alignment/Program Description

Questions	Yes	No
Is the program and its objectives aligned with the college's mission and Students First Framework?	☐	☐
Does the overview succinctly describe the program and its degree and/or certificate offerings?	☐	☐
Does the program review clearly describe its organizational structure and personnel structure?	☐	☐
Does the program clearly describe any activities in addition to instruction that the program/department provides?	☐	☐

Comments:

Click or tap here to enter text.

Section 2: Program Trends

Questions	Yes	No
Student Trends: Does the program review report sufficiently identify student demographic trends for the program in detail?	☐	☐
Faculty Trends: Does the program review report sufficiently identify faculty trends for program in detail for both full-time and part-time faculty?	☐	☐
Enrollment Trends: Does the program review report discuss enrollment trends in detail, with an emphasis on how the department is taking measures to improve unfavorable trends (if any)?	☐	☐

Metric	Check the box if the metric is sufficiently addressed in the analysis.	Do the data appropriately support any related program recommendations?			Note
		Yes	No	N/A	
Student Trends/Demographics	☐	☐	☐	☐	Click or tap here to enter text.
Faculty Trends (FTES/FTEF)	☐	☐	☐	☐	Click or tap here to enter text.
Enrollment Trends	☐	☐	☐	☐	Click or tap here to enter text.
Student Performance Trends: Success Rates (disaggregated)	☐	☐	☐	☐	Click or tap here to enter text.
Student Performance Trends: Retention Rates (disaggregated)	☐	☐	☐	☐	Click or tap here to enter text.
Awards and Completion Rates	☐	☐	☐	☐	Click or tap here to enter text.
Additional Data	☐	☐	☐	☐	Click or tap here to enter text.

Question	Yes	No
Does the analysis of institutional research data set a standard for success and provide an explanation?	☐	☐

Comments:

Click or tap here to enter text.

Section 3: Learning Outcomes Assessment

Questions	Yes	No
Does the program review include disaggregated course SLOs, program SLOs, and institutional SLOs?	☐	☐
Does the program review include an updated timeline for course- and program-level outcomes assessment?	☐	☐
Does the program review include a discussion of how the program's CSLOs and PSLOs map and support the ISLOs?	☐	☐

Does the program review sufficiently discuss how assessment results have led to changes in instruction, curriculum, and/ or other aspects of the program? If no, please explain.	☐	☐
Does the program review sufficiently discuss how the program assess the effectiveness of any changes that have been implemented as a result of assessment? If no, please explain.	☐	☐
Does the program review describe how the program has refined and improved its SLOs and assessment process? If no, please explain.	☐	☐

Comments:

[Click or tap here to enter text.](#)

Section 4: Curricular Review

Questions	Yes	No
Does the program review include an updated timeline for reviewing all courses within the six-year cycle?	☐	☐
Does the program review describe how the program supports student transfer opportunities?	☐	☐
Does the program review describe any curriculum revisions related to course offerings (e.g., new courses, course deletions, and/or course inactivation)?	☐	☐
Does the program review describe and set goals for degrees and/or certificates offered by the program?	☐	☐
Does the program describe how it utilizes CSLO and PSLO assessment data to make equitable pedagogical changes to program curriculum?	☐	☐
Does the program describe its student-centered course scheduling model and program mapper?	☐	☐
<i>If applicable</i> , does the review describe licensure/certification exams, graduate pass rates, and any action plans for maintaining/improving performance relative to standard benchmarks?	☐	☐

Comments:

[Click or tap here to enter text.](#)

Section 5: Six-Year Program Plan Reflection

Questions	Yes	No
Does the program review include a critical analysis of the program over the last six years (e.g. identifies opportunity gaps, highlights strengths)?	☐	☐
Does the program review provide a six-year trend and reflection of degrees and certificates awards?	☐	☐

Does the program review report include a discussion of how previously received resources were used and a discussion of the adequacy of current resources?	☐	☐
Does the program review report include a discussion of achievements related to student success and outcomes over the past six years?	☐	☐
Does the program review report include an overview of professional learning engagement within the members of the program?	☐	☐
Does the program review report include a discussion of what external factors (if any) have had a significant impact on the program?	☐	☐
Does the program review report include a discussion of where it would like to be six years from now?	☐	☐

Comments:

[Click or tap here to enter text.](#)

Section 6: Six-Year Action Plan (Program Goals, Objectives, Resources, and Actions)

Questions	Yes	No
Does the program review define realistic goals that are based on evidence? (e.g. goals include: an action, area of focus, performance measure, and timeline)	☐	☐
Does each goal include a detailed explanation of how they will accomplish the goal?	☐	☐
Is each goal accurately aligned to the Student First Framework?	☐	☐
Does the program review provide sufficient evidence to justify recommendations and funding requests?	☐	☐
Does the program review identify long-term (2-6+ years) needs?	☐	☐
Does the program review identify immediate (1-2 years) needs?	☐	☐
Do all recommendations which require funding include cost estimates?	☐	☐

Comments:

[Click or tap here to enter text.](#)

Section 7: Program Review Process Reflection

Question	Yes	No
Does the program review demonstrate that it was conducted collaboratively and that the information was disseminated to the department?	☐	☐

Comments:

[Click or tap here to enter text.](#)

Goals and Resources Worksheet

Question	Yes	No
Is the Goal and Resource Request worksheet adequately completed?	☐	☐
Do the resources requested include an estimated cost, justification, and priority rank?	☐	☐

Comments:

Click or tap here to enter text.

Overall Evaluation:

Question	Yes	No
Does the program review clearly address past gaps, challenges, opportunities, and strengths, while using prior years' analysis to present a clear vision and direction for the program's future?	☐	☐

Comments:

Click or tap here to enter text.

Appendix G: IPR Approval Form

This form is to confirm the committee action on the department comprehensive program review report.

Program Name: Click or tap here to enter text.

Department Chair: Click or tap here to enter text.

Faculty Members: Click or tap here to enter text.

IPR Cycle and Year: Click or tap here to enter text.

Date of Visitation: Click or tap here to enter text.

Date Final Report was Submitted: Click or tap here to enter text.

Recommendations/Committee Feedback:

Click or tap here to enter text.

Committee Action Taken:

☐ **Approved**

☐ **Not Approved**

If not approved, explain:

Click or tap here to enter text.

Click or tap here to enter text.

Signature, IPR Committee Chair

Click or tap here to enter text.

Date

Click or tap here to enter text.

Printed Name