

Program Review Approval Form

Program Name: _____ **Program Review Cycle:** 2025-2026
Department Name: _____ **Review Period:** 2022-2023, 2023-2024, 2024-2025
Division Name: Office of Public Relations and Communication **Review Date:** June 25, 2026

Department/Program Manager: Chelsea Van Doornum
Division Dean: _____

Program Review Committee:

Name:	<u>Sasha Leonardo</u>	Title/Role:	<u>Director, EPP</u>
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Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Frank Mixson Title/Role: VP Academic Affairs
Signature:  Date: 8/11/26



2025-2026 Non-Instructional Program Review - Office of Public Relations and Communications Latest Version

Self-study template for Non-Instructional Program Review process. Visitation year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Non-Instructional Area Program Review Overview

Non-Instructional Program Review Purpose

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment : Version by Van Doornum, Chelsea on 11/26/2025 23:59

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The Office of Public Relations and Communications advances Cerritos College's mission by removing information barriers and connecting our diverse community to clear, equity-minded educational pathways. Through strategic storytelling, branding, digital media, and community outreach, we increase awareness of programs and support services that help students enroll, persist, and prepare for high-wage careers and transfer opportunities. Our work supports the Students First Framework by strengthening Equitable Access through targeted outreach and web improvements, promoting Completion by communicating student milestones and available support, and elevating Career and Transfer Success by highlighting programs that lead to economic mobility. By fostering transparency, trust, and consistent messaging, we contribute to Institutional Health, helping sustain a student-ready culture where all decisions serve students first.

B. Non-Instructional Area Description : Version by Van Doornum, Chelsea on 11/26/2025 23:01

Service	Description
Brand Management & Identity Standards	Oversees the visual and editorial identity of Cerritos College to ensure consistent, accessible, equity-minded communication across digital and print platforms. Provides brand guidelines, logo approvals, and consultation to maintain institutional credibility and recognition.
Strategic Marketing & Campaign Management	Develops and implements targeted enrollment, retention, and reputation campaigns (e.g., ROI, Flight Path, Dual Enrollment), promoting academic programs, student services, and college achievements to increase awareness, engagement, and student success.
Media Relations & Public Information	Serves as the primary media contact; writes press releases, media statements, and crisis communications. Coordinates interviews, responds to media inquiries, and proactively positions Cerritos College as a regional leader.
Community Relations & Outreach Support	Supports community engagement through event promotion, public visibility initiatives, sponsorship communication, and partnership messaging. Strengthens relationships with K–12, industry, civic leaders, alumni, and community organizations.
Digital Communications & Website Support	Manages high-impact web messaging, homepage content, and collegewide web standards. Supports student-focused content updates to improve navigation, clarity, accessibility, and alignment with equity-minded pathways.
Social Media Management & Digital Storytelling	Creates and curates storytelling, student features, program highlights, event coverage, and student resource content across social platforms. Monitors response trends, promotes engagement, and enhances the student experience through timely information delivery.
Graphic Design & Creative Services	Produces design assets that support campus priorities, enrollment, events, student services, and external relations. Ensures accessible design standards and brand consistency across departments.
Photography & Videography	Captures and publishes professional student-, faculty-, staff-, and program-focused content. Provides visual assets for marketing campaigns, press coverage, and storytelling that raises the college's profile.
Crisis, Emergency & Internal Communications Support	Coordinates timely messages during campus incidents or urgent updates. Works with Cerritos College Police, President's Office, and other leadership to provide factual, clear, and campus-wide communication that prioritizes safety and trust.
Publications (Print + Digital)	Produces institutional publications such as SOAR, Campus Connection, Facts at a Glance, and In the News to inform and engage students, employees, and the community about programs, services, achievements, and key initiatives.

C. Non-Instructional Area Organizational Resources : Version by Van Doornum, Chelsea on 12/19/2025 01:59

1. Please describe your non-instructional area's organizational and personnel structure. Discuss:

- a. *Positions (e.g., managers, classified, part-time, etc.).*
- b. *Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.)*
- c. *Organizational chart (optional).*

The Office of Public Relations and Communications is led by the Director of Public Relations and Communications and consists of a full-time professional team supporting media relations, graphic design, community relations, web communications, and multimedia production. The department includes an Administrative Secretary I, a Media Relations Coordinator, a Community Relations Coordinator (currently vacant due to retirement), two Multimedia Production Specialists, a Graphic Designer (one position currently vacant due to retirement), an Arts & Culture Promotions Specialist, and a Web Support Technician. The department also utilizes one hourly employee who provides supplemental social media support.

PRC collaborates through bi-weekly team meetings, weekly 1:1 meetings between the Director and Administrative Secretary, and individual check-ins with other team members as needed to support campaigns and project planning. The Director also engages in consistent strategic communication across the institution, meeting biweekly with the President, monthly with each Vice President, and presenting departmental updates at Executive Council meetings. PRC collaborates cross-functionally through monthly standing meetings with Information Technology and the College's web vendor, quarterly meetings with Procurement and Contract Services, and monthly coordination with GradComm to support major enrollment campaigns.

In addition, the Director chairs the Website and Social Media Standards Committee, which convenes monthly during the academic year to ensure campus-wide alignment with accessibility, branding, and communication standards. This structure supports a collaborative, student-focused communication model that directly advances the Cerritos College mission and Students First Framework by ensuring consistent, clear, and equitable messaging across the institution.

2. *What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in?*

a. *How does this participation reflect on your non-instructional area's plans and integration with the college.*

The Office of Public Relations and Communications (PRC) leads communication initiatives that strengthen equitable access, student retention and completion, career and transfer readiness, and the College's institutional reputation. In Fall 2025, PRC launched The Flight Path, a milestone-driven transfer campaign that aligns communication with student completion goals. The first message reached nearly 3,800 new students with a 73.5% open rate, and most clicks led students directly to Counseling and the Transfer Success Pathway, demonstrating measurable impact on student progression and retention support.

PRC advances career and transfer visibility tied to economic mobility and return on investment (ROI). Media coverage in the *Los Angeles Times* recognized Cerritos College as #1 in Los Angeles County and #10 in California for return on investment, reinforcing the College's value proposition as a pathway to fast, affordable career success. PRC also highlighted workforce programs through targeted press and social content, including securing *Univision* coverage of Manufacturing Day, elevating awareness of hands-on pathways to high-wage trades careers.

As a central tool for access and retention, PRC drives measurable digital engagement. The viral Math Bootcamp Instagram campaign generated 7.8 million views, over 1.4 million engagements, and more than 3,000 new followers, expanding prospective student reach and reinforcing a culture of academic support and belonging that supports persistence. This work contributed to national recognition, earning multiple NCMPR Medallion Awards for *SOAR Magazine*, the Cerritos Green sustainability campaign, the viral Math Bootcamp post, and a *Falcon's in Flight* article authored by PRC's Media Relations Coordinator.

PRC also leads institutional transformation through digital equity and access. The Website Refresh Project is modernizing navigation, page structure, and content based on user research from current students and families, revealing that the existing structure does not align with how students search for information. This redesign supports the Students First Framework by improving access to enrollment steps, program information, and support resources. PRC continues to coordinate campus-wide messaging with executive leadership and supports major institutional events such as the 70th Anniversary Celebration, a large-scale community-building event showcasing Cerritos College's legacy and regional impact.

PRC's impact extends through governance roles that strengthen institutional communication, emergency preparedness, student equity, and community partnerships. The department engages with Academic Affairs, Student Services, and the Foundation, and participates in the Enrollment Management Committee, Safety Committee, Access to Completion and Equity Committee, Deans Meetings, and regional City and Chamber events. These collaborations ensure that messaging supports enrollment planning, student support milestones, public trust, and community engagement.

How This Participation Reflects Strategic Integration with the College

Institutional Area	PRC Contribution
Equitable Access & Enrollment	ROI-messaging, Find Your Future campaign, viral academic support content, website redesign focused on student search behavior.
Student Retention & Completion	Flight Path milestone communications tied to counseling, advising, and transfer planning.
Career & Transfer Success	<i>Univision</i> coverage of workforce pathways, ROI storytelling, celebration of transfer, and support for employer-aligned programs.
Community Partnerships & Reputation	70th Anniversary events, chamber participation, industry recognition, national NCMPR awards, <i>LA Times</i> ROI spotlight.

Through measurable outcomes, strategic campaigns, and governance participation, PRC is directly advancing the Cerritos College mission and Students First Framework by increasing awareness of pathways, strengthening student engagement, and elevating the College's role in regional economic mobility.

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends : Version by Van Doornum, Chelsea on 12/19/2025 01:59

- 1. *Whom do you serve?*
 - a. *Describe your primary and secondary user groups that the non-instructional area attracts and serves.*
 - b. *Describe the usage trend for your non-instructional area in the last three years.*
 - i. *Has it remained steady, increased, or decreased?*
 - ii. *Describe any factors that contributed to any change.*
 - c. *If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).*
 - i. *How do the demographics of your users compare with the college as a whole?*
 - ii. *Are the trends within your program in alignment with the broader, collegewide trends?*
 - iii. *Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.*

The Office of Public Relations and Communications (PRC) serves all students, employees, prospective learners, and regional community stakeholders through campaigns, publications, media relations, website messaging, social media, and outreach. Our user groups include:

- Primary Users: Current and prospective students, parents/guardians, and community partners who rely on PRC for access to program information, enrollment pathways, transfer guidance, financial value messaging, and student resources.
- Secondary Users: Internal departments and employees who depend on PRC for marketing support, branding standards, publications, institutional announcements, and strategic communication guidance.

PRC also serves the broader service area through community events and media outreach in cities such as Norwalk, Cerritos, Bellflower, Downey, La Mirada, Artesia, and Santa Fe Springs, building pathways for prospective students and families.

Usage Trends Over the Last Three Years

Area of Engagement	Trend	Notes
Student-facing social media engagement	Increased	Viral academic support content (e.g., Math Bootcamp) generated 7.8M views and 3,143 new followers, expanding reach to prospective students and families.
Enrollment campaign engagement	Increased	The Flight Path transfer campaign showed exceptionally high open rates (73–74%), with most clicks directing students to counseling and transfer support.
Website engagement	Steady to slight increase	Driven by enrollment messaging and ongoing website refresh focused on prospective students.
External visibility (media/press)	Increased	Major ROI coverage in the <i>Los Angeles Times</i> and <i>Univision</i> spotlight on CTE workforce pathways.
Department/employee requests for PR services	Consistent	Continued high demand for design, photography, branding, publications, and campaign consultation.

Factors impacting these trends include:

- Growth in student-facing digital media
- ROI-focused messaging that resonates with value-conscious families
- Stronger integration with Student Services, Academic Affairs, and Foundation initiatives
- National attention and awards that elevate visibility and credibility

Although PRC does not serve students through “appointments,” our communication channels directly influence who receives timely and equitable access to information. Key trends include:

- Campaign data shows strong engagement among new college students, with first-time students demonstrating high open and click-through rates on transfer and milestone guidance (73.5% open rate; 40% of clicks to Counseling).
- Viral outreach around academic support resources (Math Bootcamp) expanded PRC’s reach beyond followers, indicating high impact among prospective and underserved students (99.2% of views came from non-followers).
- ROI messaging and workforce stories (*Univision* Manufacturing Day coverage, *LA Times* ROI report) communicate economic mobility benefits especially relevant to working families, adult learners, and first-generation students.
- The Website Refresh Project is grounded in student and family usability research, showing that clearer navigation is essential for equitable access to enrollment pathways and support services.

PRC removes information barriers and supports equity by:

- Delivering clear, milestone-driven messaging tied to completion.
- Highlighting affordable, high-ROI pathways that reduce uncertainty for working families.
- Promoting transfer and workforce opportunities aligned with economic mobility.
- Elevating belonging, student stories, and academic support, which drives engagement from students historically underrepresented in higher education.
- Designing a student-tested website navigation that centers prospective student needs.

These patterns align directly with collegewide equity goals to increase access, reduce confusion in onboarding, and strengthen communication that supports student retention and completion.

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process : Version by Van Doornum, Chelsea on 12/19/2025 01:59

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?
The Office of Public Relations and Communications (PRC) evaluates its unit outcomes using a combination of service-based metrics, communication analytics, and qualitative feedback.

AUO Assessment Methods

- **Service Timeliness:** PRC monitors response speed (same-day replies to requests), adherence to published graphic design production timelines, two-week notice standards for media services, and rapid turnaround for press releases.
- **Communication Effectiveness:** Analytics from Constant Contact (open and click-through rates), Instagram Insights (engagement, reach, viral performance), web analytics, and monthly GradComm enrollment campaign reports help assess reach, clarity, and user engagement.
- **Visibility & Reputation:** PRC tracks media coverage counts and shares them monthly through *Cerritos College in the News*.
- **Qualitative Feedback:** Verbal and email feedback from departments, leadership, and employees, along with surveys, such as the recent Campus Connection feedback survey, inform whether communication is clear, timely, and aligned with stakeholder needs.

Future Plans

PRC will continue to use these methods and expand analytics reporting and user feedback opportunities as part of ongoing continuous improvement.

2. How are user needs assessed and considered in the development and delivery of programs and services?
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?
b. What are the sources of information your non-instructional area uses to understand current needs?
c. How have the needs changed over time?

PRC consistently evaluates the needs, interests, and experiences of its user groups—students, employees, prospective students, and community stakeholders—to shape communication strategies and service delivery.

a. Methods Used to Stay Current with User Needs

- **Digital Behavior Insights:** Email campaign performance (e.g., Flight Path click patterns), social media engagement trends, and viral content indicators (e.g., Math Bootcamp).
- **Website Usability Evidence:** Findings from the **125-participant navigation survey** guide the Website Refresh Project, ensuring content aligns with how students search and make decisions.
- **Campus Collaboration:** Regular meetings with the President, Vice Presidents, Deans, Student Services, Foundation, and cross-campus committees (Enrollment Management, Access to Completion & Equity, Safety, Art in Public Spaces) surface emerging needs.
- **Departmental Requests:** High-volume daily requests in design, web support, and media services help reveal communication needs, deadlines, and priority areas.
- **Community & Professional Input:** Participation in community events and ongoing professional development helps PRC stay aware of regional needs and emerging communication trends.

b. Information Sources

- Website analytics, user flow patterns, search behavior

- Email marketing metrics (open/click rates, segmentation)
- Instagram Insights and social engagement data
- GradComm campaign performance reports
- Campus Connection survey feedback
- Direct feedback from leadership and departments

c. How Needs Have Changed Over Time

Trends show a shift toward:

- Greater demand for clear, milestone-driven guidance supporting retention and completion (e.g., Flight Path results).
- Increased interest in career/transfer visibility and ROI-focused messaging.
- A stronger preference for short-form, student-centered digital content, demonstrated by recent viral engagement.
- The need for a mobile-first, simplified website, confirmed by navigation research.
- Continuous expectations for fast, responsive support from PRC as departments expand promotional activities.

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?

PRC uses both quantitative indicators and direct feedback to understand usage patterns and identify areas of satisfaction or improvement.

Usage Patterns Tracked

- **Social Media Growth:** Significant increases in reach, engagement, and followers over the last three years.
- **Email Engagement:** High performance on major student campaigns (e.g., 73–74% Flight Path open rates).
- **Enrollment Campaign Leads:** Lead counts and demographic reach from GradComm monthly reports.
- **Web Analytics:** Traffic trends, behavior flow, and content performance.
- **Event Attendance:** PRC tracks attendance for community events to gauge outreach effectiveness.
- **Service Demand:** Department requests remain consistently high, reflecting campus reliance on PRC support.

Satisfaction & Dissatisfaction Indicators

- Verbal and email feedback from staff, faculty, and leadership.
- Praise for exceptional responsiveness (e.g., web support technician recognition).
- Survey feedback from Campus Connection newsletter readers.
- High engagement on student-centered content as a proxy for relevance and clarity.
- Successful media placements and national awards (e.g., NCMPR Medallions) signaling external validation of quality.

Future Plans

PRC will continue:

- Tracking analytics and lead generation
- Monitoring website and social trends
- Collecting targeted feedback on major publications, campaigns, and website updates
- Strengthening dashboards for internal reporting and assessment

B. Non-Instructional Area Outcomes Assessment : Version by Van Doornum, Chelsea on 12/19/2025 01:59

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.

The available data indicate that the Office of Public Relations and Communications (PRC) is successfully meeting its non-instructional area outcomes related to timely service delivery, effective communication, equitable information access, and institutional visibility. Multiple qualitative and quantitative data sources demonstrate strong performance across unit functions.

1. Timely and High-Quality Service Delivery

Data Source: Internal service response patterns, design production timelines, verbal/email feedback

1. PRC consistently responds to campus requests within hours and completes design, media, and web support tasks according to established production timelines.
2. The Web Support Technician and other PRC staff receive regular positive feedback from employees regarding responsiveness and service quality.
3. The high volume of completed projects, paired with steady department demand, indicates PRC reliably meets AUOs related to timeliness and customer service.

2. Communication Effectiveness & Student Engagement

Data Sources: Constant Contact analytics, Instagram Insights, GradComm campaign reports

1. Major student-facing campaigns show exceptionally strong engagement. The Flight Path transfer communications achieved 73–74% open rates, with most clicks directing students to counseling and transfer resources — demonstrating that PRC messaging supports retention and completion.
2. Social media analytics show substantial growth, including the viral Math Bootcamp video, which reached 7.8 million views, generated over 1.4 million engagements, and added 3,143 new followers, indicating high resonance with student needs and interests.
3. GradComm analytics confirm strong performance of enrollment campaigns, including lead generation and targeted outreach to diverse student populations.

3. Website Access & User Navigation Improvements

Data Sources: Website analytics, 125-participant navigation study

1. Website traffic has remained steady or increased slightly during enrollment periods.
2. User research from the College's navigation study revealed areas of improvement that PRC is now addressing through the Website Refresh Project to reduce access barriers and improve clarity.
3. These data indicate alignment with AUOs related to creating a student-centered, accessible digital environment.

4. Institutional Visibility & Reputation

Data Sources: Media coverage tracking, community engagement metrics

1. PRC tracks and documents monthly media coverage, including major placements such as Univision and the *Los Angeles Times*
2. National recognition from NCMPR Medallion Awards further validates PRC's effectiveness in elevating the College's brand and storytelling.

5. User Satisfaction Indicators

Data Sources: Verbal and written feedback, Campus Connection survey

1. Consistent positive feedback from employees, executive leaders, and committees reflects high satisfaction with PRC's clarity, responsiveness, and collaboration.
2. Feedback from the recent Campus Connection survey demonstrates that campus stakeholders find the publication useful and relevant.

Together, these data points confirm that PRC is effectively accomplishing its unit outcomes and is recognized across the institution as a responsive, impactful, and strategically aligned service area.

2. What areas for improvement are suggested by the data?

While the data demonstrate strong performance across PRC's core functions, several areas for improvement have emerged that present opportunities to strengthen communication impact, equity of reach, and service efficiency.

- **Enhanced Data Collection & Formalized Assessment**

Although PRC regularly uses analytics and feedback, the data suggest a need for:

- More systematic tracking of project volume and turnaround times.
- A more formal campuswide satisfaction survey for PRC services.
- Additional dashboard-style reporting for web, social media, and campaign analytics.

This would allow PRC to more precisely measure service demand and long-term trends.

- **Expanded Access to Disaggregated User Data**

Current analytics confirm strong engagement but do not always provide demographic breakdowns that would reveal equity gaps. Improved access to:

- audience demographics from email campaigns,
 - website behavior segmentation, and
 - social media audience insights
- would help PRC better assess whether communications are equitably reaching first-generation, multilingual, adult learner, and working student populations.

- **Website Navigation & Content Modernization**

Data from the 125-participant navigation study indicate that students experience difficulty finding key information. This highlights the need to:

- Simplify navigation labels,
- Reduce duplicative content, and
- Further streamline enrollment, program, and support pathways.

The Website Refresh Project is directly addressing this opportunity.

- **Increased Capacity for High-Demand Services**

Departmental demand remains consistently high, and PRC completes requests daily. However:

- the retirement of two positions,
 - the growing volume of digital media requests, and
 - expanding enrollment and transfer campaigns
- suggest the need for additional staffing or workload distribution to sustain timely service and meet institutional priorities.

- **Strengthening Community Feedback Mechanisms**

Participation in community events provides valuable informal insight, but PRC could benefit from:

- more structured community perception data,
- stakeholder surveys, or
- post-event feedback tools.

This would help align messaging with community expectations and support workforce and enrollment pipelines.

- **More Comprehensive Measurement of Campaign Impact**

Campaigns (e.g., Flight Path, ROI, viral content) show strong performance, but data suggest opportunities to deepen assessment by:

- linking communication analytics more directly to enrollment, retention, and transfer behaviors,
- expanding lead tracking systems, and
- documenting long-term campaign outcomes.

This would allow PRC to demonstrate even clearer alignment with Student Success Framework levers.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

a. How has the assessment of the non-instructional area outcomes contributed to your non-instructional area's improvements?

Assessment data is used continuously in PRC to guide decision-making, refine communication strategies, prioritize workload, and improve service delivery. Both quantitative analytics and qualitative feedback inform how the department adapts to user needs and advances institutional priorities.

Data-Informed Organizational Decisions

- Website Refresh Priorities: Results from the 125-participant navigation study directly shaped decisions about restructuring the website's main navigation, simplifying labels, and improving prospective-student pathways.
- Campaign Strategy Adjustments: Email and social media analytics (e.g., high click-throughs to counseling and transfer pathways; viral Math Bootcamp engagement) inform what messaging resonates most, guiding future student-facing campaigns and content priorities.
- Enrollment Marketing Focus: Lead data and GradComm analytics help determine which programs or regions need additional targeted outreach, refining budget allocation and media placement.

Data-Informed Management Practices

- Workflow and Timelines: Monitoring response times and workload volume ensures design and media production timelines remain realistic and service-oriented.
- Staffing and Capacity Planning: Consistent demand for PRC services, combined with data showing growth in digital engagement, helps justify the need for additional staffing or restructured roles (e.g., filling graphic design vacancy, revising Community Relations position).
- Cross-Campus Communication Alignment: Strong response data for campaigns like Flight Path informs recurring meetings with VPs, Deans, and Student Services to align messaging with academic and support milestones.

Data-Informed Program and Service Delivery Strategies

- Content Strategy: High engagement on academic resource content (e.g., Bootcamp posts) and milestone messaging drives PRC to prioritize short-form video, student success stories, and equity-centered academic support communications.
- Email and Digital Communication Improvements: Open-rate and click-rate data guide subject line testing, segmentation, timing, and message formatting to increase reach and clarity.
- Community Outreach Enhancements: Media coverage trends and event attendance data guide which community partnerships receive greater communication support.

Assessment of PRC's outcomes has directly informed several meaningful improvements:

- More student-centered digital communication based on strong engagement analytics and milestone-driven campaign data.
- Improved website clarity and navigation, driven by user research and ongoing analytics review.
- Enhanced responsiveness and customer service, informed by feedback from departments and recognized strengths in rapid turnaround.
- More targeted enrollment and transfer messaging, supported by lead tracking and campaign performance data.
- Expanded visibility and reputation, reinforced by media coverage tracking and national award recognition.
- Strengthened alignment with institutional goals, demonstrated through data-driven collaboration with Enrollment Management, Student Services, Academic Affairs, and Foundation.

Together, these improvements show that PRC's assessment practices meaningfully shape how the department operates, prioritizes resources, and delivers high-quality, equity-centered communication across the institution.

4. How does the non-instructional area make needed data and information available to area stakeholders?

The Office of Public Relations and Communications (PRC) shares data and information with campus and community stakeholders through multiple structured and accessible channels. Regular communication products, digital platforms, and cross-campus presentations ensure that stakeholders remain informed about campaign performance, media visibility, web improvements, and institutional initiatives.

Distribution Methods

- **Campuswide Publications:** PRC publishes *Cerritos College in the News*, *Campus Connection*, and *SOAR Magazine*, which communicate media coverage, institutional highlights, and major achievements.
- **Executive Leadership Updates:** The Director provides monthly updates to Executive Council and meets regularly with the President, Vice Presidents, and Deans to share communication trends, campaign analytics, and project outcomes.
- **Committee Participation:** PRC disseminates data through the Website & Social Media Standards Committee and other shared-governance groups.
- **Vendor Reporting:** Monthly GradComm analytics reports are summarized and shared with leadership and key partners involved in enrollment campaigns.
- **Digital Platforms:** Website analytics, design timelines, and project updates are communicated through email, shared documents, or dashboards when appropriate.
- **Responsive Communication:** PRC responds directly to campus inquiries with data, clarifications, and guidance as needed, ensuring departments understand performance metrics for campaigns or events they participate in.

Outcome

Through these communication avenues, PRC ensures stakeholders have timely access to media metrics, engagement trends, campaign results, and project updates that support planning, decision-making, and alignment with institutional goals.

Section 4: Previous Three-Year Non-Instructional Area Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection : Version by Van Doornum, Chelsea on 12/19/2025 01:59

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?

PRC’s primary strengths include high-impact communication, exceptional responsiveness, strong digital engagement, cross-campus collaboration, and effective reputation building. The department consistently delivers clear, student-centered messaging, rapid service turnaround, and strategic campaigns that support enrollment, retention, and institutional visibility.

Over time, PRC has become more data-driven, digitally sophisticated, and strategically integrated across campus. Engagement analytics, user research, and enrollment campaign data now guide decision-making. The department’s role has expanded through deeper collaboration with executive leadership and governance committees, and communication has shifted toward more equity-minded, milestone-driven, and ROI-focused messaging.

PRC has introduced several innovative, field-aligned practices, including:

- The Flight Path transfer campaign, a milestone-based communication model supporting student retention and completion.
- ROI-focused messaging, helping students and families understand the economic value of their education.
- High-performing digital storytelling, exemplified by the viral Math Bootcamp post.
- A student-centered website redesign grounded in user navigation research.
- Award-winning publications and campaigns, recognized by NCMPR for excellence in design, sustainability communication, and student storytelling.

2. What major challenges face the non-instructional area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

PRC faces several challenges that stem from increasing campus needs, expanding digital communication expectations, and the growing complexity of enrollment and visibility efforts. The primary challenges include:

1. High Volume of Requests With Limited Staffing

Demand for design, media, web updates, campaign support, and rapid communications continues to grow while two key positions are vacant. This impacts turnaround capacity and places pressure on remaining staff.

2. Expanding Digital and Enrollment Communication Needs

Enrollment campaigns, transfer pathways, milestone communication, ROI messaging, video content, and social media demand have increased significantly. Meeting these needs with a small team can limit the ability to innovate and deepen analytics.

3. Website Complexity and Need for Modernization

The current website structure is difficult for students and families to navigate, and the redesign requires extensive coordination across departments. Maintaining the existing site while preparing for the refresh can create competing workload demands.

4. Limited Formal Assessment Infrastructure

While PRC uses analytics and feedback, the department lacks a fully standardized process to track service metrics, user satisfaction, and long-term communication impact in a systematic way.

5. Growing Expectation for Real-Time Communication

Students expect rapid updates across multiple channels, particularly during crises, outages, safety situations, or urgent academic deadlines. Maintaining continuous responsiveness while supporting ongoing project work is challenging.

Even without additional funding, PRC can strengthen operations and address challenges through the following strategies:

1. Strengthen Internal Workflow and Prioritization Systems

- Implement more consistent use of project intake forms and design timelines.
- Prioritize high-impact, student-facing communication during peak enrollment periods.
- Use clearer internal tracking to balance workload across the team.

2. Expand Use of Analytics to Guide Decision-Making

- Use Constant Contact, Instagram Insights, and GradComm data to determine which channels and messages receive the highest return.
- Adjust content strategy based on engagement trends to maximize impact with existing staff.

3. Increase Cross-Campus Alignment to Reduce Redundancy

- Continue working with VPs, Deans, and Student Services to streamline messaging so PRC can focus on the highest-priority institutional initiatives.
- Encourage earlier departmental planning to reduce last-minute requests.

4. Build Light-Touch Assessment Processes

- Implement brief, periodic feedback surveys for major communications.
- Begin basic tracking of project volume and turnaround time to identify bottlenecks.
- Create simple monthly or quarterly dashboards summarizing analytics for internal use.

5. Support Staff Development and Cross-Training

- Continue professional development to stay current with best practices in digital media, enrollment marketing, accessibility, and UX.
- Cross-train team members to increase flexibility during peak request periods.

The challenges PRC faces—high demand, limited staffing, complex digital expectations, website modernization, and limited formal assessment—are manageable with improvements to workflow, alignment, analytics use, and internal assessment. These strategies will allow PRC to continue delivering high-quality, equity-centered communication within existing resources.

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.
This Program Review represents the first formal AUO and goal-setting cycle under the current leadership of the Office of Public Relations and Communications (PRC). While the department has always supported campuswide communication and marketing needs, previous goals and outcomes were not formally documented within the program review framework. As such, this review serves as the baseline for establishing new AUOs and long-term goals aligned with institutional priorities and the Students First Framework.

Progress on Key Departmental Initiatives (Informal Priorities Under Current Leadership)

Even without previously documented AUOs, PRC has made notable progress in several strategic areas that now inform the development of its future goals:

1. Strengthening Student-Centered and Milestone-Based Communication

- Implemented The Flight Path transfer communications campaign with exceptionally high open and click rates, demonstrating direct impact on retention and completion support.
- Expanded enrollment and value-focused messaging, including ROI campaigns and program-specific marketing.

2. Improving Digital Engagement and Visibility

- Achieved significant growth across social media platforms, including a viral academic support campaign that reached over 7.8 million viewers and generated substantial new engagement.
- Advanced the Website Refresh Project based on user research, improving clarity, navigation, and student-facing content.

3. Enhancing Branding, Publications, and Institutional Reputation

- Earned multiple NCMPR Medallion Awards for publications and campaigns, strengthening the College's reputation locally and nationally.
- Launched and maintained consistent media visibility through proactive stories and monthly "Cerritos College in the News" updates.

4. Increasing Campuswide Alignment and Collaboration

- Established regular communication structures with the President, Vice Presidents, Deans, Student Services, and governance committees (Enrollment Management, ACE, Safety, Website & Social Media Standards).
- Supported major campus and community initiatives, including enrollment campaigns, sustainability messaging, and milestone campus celebrations.

5. Advancing Equity-Minded, Data-Driven Communication

- Used analytics from Constant Contact, Instagram Insights, web data, and GradComm to refine messaging strategies and increase equitable access to information.
- Prioritized communication themes that support the Students First Framework, including enrollment pathways, academic support, and career/transfer success.

Although formal AUOs were not previously established under this leadership, PRC has made substantial progress in modernizing communication practices, strengthening digital engagement, enhancing institutional visibility, and aligning outreach with student success priorities. The next Program Review cycle will formalize AUOs and goals to continue building on this progress.

4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What long-term impact would you like your non-instructional area to have on the College and the community?

c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Over the next three years, the Office of Public Relations and Communications (PRC) aims to become a fully integrated, data-informed, student-centered communication hub that strengthens equitable access, elevates Cerritos College's visibility, and supports enrollment, retention, and community engagement at every level. PRC will build on its recent momentum—digital growth, award-winning storytelling, high-impact campaigns, and cross-campus partnerships—to create a more cohesive, modern, and strategic communication ecosystem for the College.

a. Future Colleagues and Partners (Internal & External)

In the ideal future, PRC will collaborate even more closely with:

Internal Partners

- Student Services & Academic Affairs: to co-design milestone-based pathways communications, targeted enrollment messaging, and clear student onboarding experiences.
- Institutional Effectiveness & Research: to integrate disaggregated analytics into messaging strategies and equity-driven campaigns.
- Information Technology: to sustain a modern, user-friendly website and explore AI-powered tools that enhance communication accessibility.
- Foundation & Workforce Development: to strengthen partnerships, donor engagement, job placement storytelling, and community impact messaging.
- Deans, faculty, and program coordinators: to expand storytelling tied to program outcomes, transfer pipelines, and workforce success.

External Partners

- Local school districts and city governments: to strengthen the dual enrollment and community engagement pipeline.
- Industry partners & chambers of commerce: to highlight workforce programs and economic mobility outcomes.
- Regional media outlets: to maintain and grow Cerritos College's visibility as a leader in affordability, ROI, and student success.
- Professional networks (NCMPR, CASE, CAPIQ): to stay at the forefront of higher education communication best practices.

b. Long-Term Impact on the College and Community

Three years from now, PRC aspires to have:

- A fully modernized, student-centered website that is widely recognized as a model of clarity, accessibility, and equity-minded communication.
- A measurable impact on enrollment and retention, driven by strategic campaigns that guide students clearly from interest → enrollment → completion → career/transfer.
- A national reputation for innovative community college storytelling, using video, digital media, and publications to showcase student achievement and regional impact.
- A community that views Cerritos College as a first-choice institution, known for high ROI, strong academic and career pathways, and welcoming, culturally responsive communication.
- A communication ecosystem that closes equity gaps by ensuring all students—especially first-generation, multilingual, adult learners, and working students—receive clear, timely, and supportive information at each stage of their journey.

The long-term goal is for PRC to help build a student-ready communication culture, where every student knows what to do next and sees themselves thriving at Cerritos College.

c. Strengths, Opportunities, and New Directions to Capitalize On

Over the next three years, PRC can leverage several emerging opportunities:

Strengths to Build On

- Strong digital presence and high engagement (including viral moments)
- Award-winning design, storytelling, and campaign strategy
- Rapid service response and strong trust across campus
- Deep cross-campus collaborations that already support major initiatives

Opportunities Ahead

- Website Refresh Project: A major opportunity to redesign user experience and eliminate longstanding navigation barriers.
- Growing interest in ROI and economic mobility messaging: A strategic advantage for recruiting new students and strengthening community trust.
- Expansion of milestone-driven campaigns (e.g., Flight Path, Falcon's Finest) that directly support retention and completion efforts.
- Increased regional spotlight on workforce programs and dual enrollment as pathways to high-wage careers.

New Directions

- Developing data dashboards to better measure communication impact.
- Expanding video storytelling and short-form content to align with student media consumption trends.
- Integrating AI-supported tools for content creation, accessibility, personalization, and translation.
- Strengthening B2B and community partnerships that align Cerritos College with local employers, civic leaders, and families.

In three years, PRC envisions a department that is modern, innovative, and deeply connected—one that uses data, storytelling, and strategic communication to elevate student success, strengthen community relationships, and position Cerritos College as a regional and national leader.

Section 5: Non-Instructional Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

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Office of Public Relations and Communications

Goals						
Area	Division	Dept	Goals	Administrative Unit Outcomes (AUOs)	Objectives	Goal Target Year of Achievement
President	Office of Public Relations and Communication	Division	GOAL #1: Strengthen Student-Centered, Equity-Minded Communication	#1 Students, prospective students, and community members will receive clear, timely, and accessible communication that supports enrollment, retention, completion, and career/transfer decision-making.	1. Increase engagement with enrollment, transfer, and academic support messaging. 2. Expand use of milestone-based and ROI-focused communication to reduce information barriers. 3. Improve reach and resonance of student-facing digital campaigns across platforms.	
			GOAL #2: Advance Digital Infrastructure and Website Excellence	#1 The college website and digital platforms will support equitable access by providing clear navigation, accessible content, and a student-centered user experience.	1. Improve usability, accessibility, and clarity of high-traffic student-facing webpages. 2. Support ongoing website refresh and CMS sustainability. 3. Strengthen digital asset organization to support consistent, efficient storytelling.	

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Office of Public Relations and Communications

			GOAL #3: Ensure Sustainable PRC Capacity and Effectiveness	#1 PRC will deliver high-quality, timely communication services through efficient workflows, skilled staff, and continuous improvement.	1. Maintain fast response times and consistent service delivery amid high demand. 2. Strengthen internal workflows, project coordination, and assessment practices. 3. Ensure staff remain current with industry best practices in communications, accessibility, and digital media.	

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Office of Public Relations and Communications

Action Plan				College Alignment	
Responsible Party	AUO Assessment Year	Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
		1. Email open and click-through rates (Constant Contact) 2. Social media reach and engagement (Instagram Insights) 3. Enrollment campaign lead tracking and GradComm analytics 4. Web traffic to enrollment and pathway-related pages	Equitable Access, Completion, Career and Transfer Success, Institutional Health	A.1. Expand our marketing and outreach to attract more prospective students and create more applicants., 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., B.5. Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term.	
		1. Website analytics (traffic, task completion, user behavior) 2. Accessibility and usability feedback 3. Navigation study findings and post-implementation review 4. Digital asset system usage and staff feedback	Equitable Access, Institutional Health	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., D.6. Develop the facilities and technology infrastructure to better support our students' journey from access, through completion, and to career attainment., D.1. Develop systems and processes to monitor and ensure accountability for our institutional health.	

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Office of Public Relations and Communications

		1. Service response patterns and project completion tracking 2. Qualitative feedback from departments and leadership 3. Staff participation in professional development 4. Internal review of workflow effectiveness	Institutional Health	D.2. Invest in our employees to facilitate excellence at all levels of service to our students., D.1. Develop systems and processes to monitor and ensure accountability for our institutional health., D.6. Develop the facilities and technology infrastructure to better support our students' journey from access, through completion, and to career attainment.	

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Office of Public Relations and Communications

Resource Requests								
Area	Division	Dept	Resource Request	Estimated Cost	Occurrence	Resource Type	Justification/Expected Outcome	Dept Priority Rank
President	Office of Public Relations and Communication	Division	Increase in Marketing/Advertising Budget	\$ 80,000.00	Ongoing expense	Other	Supports targeted digital, print, and multimedia campaigns tied to student enrollment, retention, and equitable access to college programs and services.	1
			Increase in Contract Services Budget for Website Projects	\$ 100,000.00	Ongoing expense	Technology and Software	Supports CMS licensing, accessibility improvements, design updates, and vendor support needed to maintain a secure, accessible, and student-centered website.	2
			Digital Asset Management Software	\$ 15,000.00	Ongoing expense	Technology and Software	Improves efficiency, branding consistency, and campuswide access to photography and videography assets through centralized storage and organization.	3

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Office of Public Relations and Communications

			Professional Development Funding	\$10,000.00	Ongoing expense	Professional Development	Supports staff training in higher education communications, digital marketing, accessibility, and emerging media practices to maintain effective, innovative, and student-centered communication services.	4



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Office of Public Relations and Communications

Reviewer Name: Dr. Etelvina Jurado

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Provides a clear explanation of how the mission aligns with the College. However, the response could be strengthened by demonstrating alignment with all four levers of the Students First Framework.				Score: 4

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: The comprehensive list of services clearly conveyed the department's scope of work, making it easier for the reviewer to understand the full range of services provided and greater appreciation for the breadth of the department's responsibilities.				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Including a clearer breakdown of positions, such as managers vs. classified staff would have helped in understanding the personnel structure and how staff collaborate with one another.				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: The outlined projects clearly highlight the department's impact and its role in advancing institutional priorities. The Math Bootcamp Instagram campaign, the #1 in ROI media coverage, the Website Refresh Project, and other key events demonstrate strong strategic integration with the College and increased visibility in the community.				Score: 5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: A strong analysis of usage trends over the past three years, the service area, and the ways in which their work is reducing barriers and advancing equity access to information by our students.				Score: 5

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: The section on Future Plans was generic and would benefit from a clearer rationale and more detailed action steps.				Score: 4

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: There is a clear understanding of the evolution of needs over time and the current needs.				Score: 5

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Usage patterns are being accurately monitored to assess user satisfaction with the services provided. The proposed methods for continuing to track and measure this data are appropriate as they include both qualitative and quantitative data.				Score: 5

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: The integration of multiple data sources, including response patterns, Constant Contact analytics, and social media performance metrics allows for meaningful interpretation of AUO outcomes. Furthermore, survey results and enhanced institutional visibility serve as strong indicators of overall success.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: The identified areas for improvement are appropriately aligned with the AUOs and are well substantiated. I am pleased to see that a more comprehensive approach to assessing impact will be incorporated to include stakeholder surveys and post-event feedback. This represents an important step toward ensuring that community perspectives are solicited and incorporated in a meaningful and substantive manner.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: The department's assessment of its data clearly demonstrates the extent to which these findings inform organizational and managerial decision-making. The resulting analytics have supported several substantive enhancements, including more student-centered digital communications, improved website design and navigational usability, and more precisely targeted messaging to support student enrollment and transfer initiatives.				Score: 5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Data is currently shared with only a select group of stakeholders. However, I recommend presenting the data analytics findings to the entire campus community. Doing so will keep everyone informed, strengthen our sense of community, and foster a deeper understanding and appreciation of the work taking place across campus.				Score: 4

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: The reflection highlights a strategic shift toward communication that emphasizes equity, a data-driven approach, and ROI-focused messaging, while also becoming more student-centered and responsive to campus needs. I recommend promoting awards and accolades through electronic signature banners that faculty and staff can add to their email communications. This would help increase the visibility of our work among key stakeholders who may only receive information through direct email rather than mass communications.				Score: 4

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: An essential aspect of this approach is to clearly identify challenges and address them using existing resources, as expanding staffing capacity is not always feasible. It is important to emphasize that improvements in workflow efficiencies can significantly support the achievement of organizational goals without incurring additional overhead costs.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Although earlier AUOs were not established due to leadership transitions, the department has identified several areas of progress over the past few years, particularly in modernizing communication practices and strengthening its digital presence.				Score: 4

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - What long-term impact would you like your non-instructional area to have on the College and the community?**
 - What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: The proposed three-year plan is ambitious and demonstrates a clear intent to achieve goals and show community impact. However, it lacks explicit alignment with anticipated institutional priorities. While the vision thoughtfully addresses areas such as equity and enrollment, it does not articulate how the department will strategically position itself to support future institutional priorities, like pursuing the Bellwether and Aspen Awards recognition.				Score: 4

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

<i>Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: The SMART goals are strategic, aligned with SFF, and properly reflect the resource allocation requested.				Score: 5

<i>Provide your overall program review comments and total score.</i>	
Overall comments: The 2025-2026 Non Instructional Program Review document is well developed and aligns with College priorities. It clearly articulates the work completed and the progress made, demonstrating a strong understanding of areas for growth and opportunity. The proposed three-year plan is ambitious yet achievable.	Total Score: 78

Reviewer Signature: Etelvina Jurado

Digitally signed by Etelvina Jurado
Date: 2026.01.14 14:53:39 -08'00'

Date: 1/14/26

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Office of Public Relations and Communications

Reviewer Name: Elizabeth Miller

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Mentions all levers in SFF, is succinct and complete.				Score: 5

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Thorough and comprehensive description of services, it's amazing how much PRC does!				Score: 5

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Strong overview, more detail on staff coordination could strengthen section.				Score: 4

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments: Describes projects well, and draws clear connections to SFF. Integration with the college is direct, it is less clear how the participation reflects on PRC's 'plans' or outcomes.				Score: 4.5

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

1. Whom do you serve?

a. Describe your primary and secondary user groups that the non-instructional area attracts and serves

b. Describe the usage trend for your non-instructional area in the last three years

i. Has it remained steady, increased, or decreased?

ii. Describe any factors that contributed to any change.

c. If serving students directly, describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status).

i. How do the demographics of your users compare with the college as a whole?

ii. Are the trends within your program in alignment with the broader, collegewide trends?

iii. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)? Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed analysis of primary/secondary users, multi-year usage trends, demographic patterns, and equity gaps (if serving students). Makes clear comparisons to institutional data and identifies meaningful equity insights (if serving students).	Good analysis of users and trends with basic equity considerations (if serving students) and some comparisons.	Provides general user information and basic trend description; equity components superficial (if serving students).	Limited user description and little trend or demographic analysis.	Missing user information or does not address trends.
Comments: Would like to see how the usage trends were determined, if there was data or if it was anecdotal feedback from staff. This would help understand how analysis was conducted on what factors impacted trends. No demographics of students or student populations served.				Score: 3

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Identifies methods and metrics, has a variety of sources.				Score: 5

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your non-instructional area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Identifies sources, could be helpful to have an example of data trends to show how needs have changed over time.				Score: 4

3. <i>How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Great variety of ways to assess usage patterns. Satisfaction indicators are good but could use more depth/specificity (maybe examples?).				Score: 4

B. Non-Instructional Area Outcomes Assessment

1. <i>What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Multiple data sources that are clearly identified, thoughtful reflection on the various sources.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Areas for improvement are reasonable and respond to gaps. The tracking and feedback will provide a more robust understanding of the volume of work performed by PRC, the outcomes related to analytics, and the user satisfaction with it.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Good connections, and more specific examples to highlight how the data informed a specific change would provide better context. It could be more clear how the assessment led to specific operational change, resource allocation, workflows, and service improvement.				Score: 3.5

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Variety of data-sharing methods provided. An example of how a stakeholder has used it could strengthen area. Possibly something related to social media and the math bootcamp video that went viral.				Score: 4.5

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Identified 5 innovated practices, that are supported by more thorough descriptions in the sections prior to this one.				Score: 5

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Thoughtful identification of challenges, and ways to address that fall within existing resources (which is particularly challenging for an office with limited staffing). Specific and actionable strategies.				Score: 5

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Detailed information organized by AUO, with clear progress updates and detail.				Score: 5

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Clear vision, and growth that works with a variety of perspectives/stakeholders within the College.				Score: 5

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals strongly aligned with SFF, with measurable AUO's, objective, strategies and assessment. Resource request tied to goals, SFF, and reasonable based on program review.				Score: 5

Provide your overall program review comments and total score.	
Overall comments: Very well done. Succinctly described a office that has a lot of responsibilities, and manages them with a very limited team given the scope of the area. Thoughtful review of progress toward goals, and vision for the future.	Total Score: 77.5

Reviewer Signature: Elizabeth Miller

Digitally signed by Elizabeth Miller
Date: 2026.01.26 08:02:52 -08'00'

Date: 1/26/26



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Non-Instructional Program Review

Program Review: Office of Public Relations and Communications

Reviewer Name: Sasha Leonardo

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score:

B. Non-Instructional Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score:

C. Non-Instructional Area Organizational Resources

1. Please describe your non-instructional area's organizational and personnel structure. Discuss: a. Positions (e.g., managers, classified, part-time, etc.) b. Collaboration (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.) c. Organizational chart (optional).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score:

2. What significant projects, tasks, workgroups, and committee work are the staff of your non-instructional area engaged in? a. How does this participation reflect on your non-instructional area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thoroughly describes projects, committees, and workgroups. Clearly links participation to institutional initiatives, area outcomes, and SFF alignment.	Provides good detail on projects and committees but includes limited discussion of area alignment.	Lists projects but lacks explanation of impact or area alignment.	Minimal description of staff involvement.	Response missing or unrelated.
Comments:				Score:

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

1. <i>What methods are used to assess your non-instructional area outcomes (AUOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score:

2. <i>How are user needs assessed and considered in the development and delivery of programs and services?</i>				
a. <i>What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</i>				
b. <i>What are the sources of information your non-instructional area uses to understand current needs?</i>				
c. <i>How have the needs changed over time?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score:

3. How does the non-instructional area track service usage patterns and determine users' satisfaction and dissatisfaction with the non-instructional area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score:

B. Non-Instructional Area Outcomes Assessment

1. What does the data say about the success of your non-instructional area with respect to the achievement of your non-instructional area outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of AUO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score:

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to AUOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score:

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
a. How has the assessment of the non-instructional contributed to your non-instructional area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score:

4. How does the non-instructional area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score:

Section 4: Previous Three-Year Non-Instructional Program Plan Reflection

A. Non-Instructional Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area? a. How have these changed over time? b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score:

2. What major challenges face the non-instructional area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score:

3. Comment on the progress toward achieving your previous non-instructional area goals and AUOs. Discuss what has/is/will happen and the status of each goal and AUO.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/AUO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score:

- 4. Where would you like your non-instructional area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:**
- a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
 - b. What long-term impact would you like your non-instructional area to have on the College and the community?**
 - c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score:

Section 5: Non-Instructional Area Three-Year Action Plan (Goals, AUOs, Objectives, Action Plans, and Resource Requests)

A. Non-Instructional Area Goals, AUOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, AUOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable AUOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and AUOs with moderate specificity and alignment.	Goals and AUOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments:				Score:

Provide your overall program review comments and total score.	
Overall comments:	Total Score:
	84

Reviewer Signature: Sasha Leonardo

Date: 01/19/26

Program Review Planning Form

Program/Department Name: -- Program/Department --

Program Review Cycle: 2025-2026

Division Name: Office of Public Relations and Communicatio

Review Period: 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Chelsea Van Doornum

Email: cvandoornum@cerritos.edu

Department/Program Manager Information

Name: _____

Email: _____

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Catherine Lu</u>	<u>Administrative Secretary I</u>	<u>clu@cerritos.edu</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: _____ Signature: _____ Date: _____

Division Dean/VP:

Name: Chelsea Van Doornum Signature:  Date: 9/25/25
Chelsea Van Doornum (Sep 25, 2025 10:19:27 PDT)

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: _____ Signature: _____ Date: _____

Signature: 
Chelsea Van Doornum (Sep 25, 2025 10:19:27 PDT)

Email: cvandoornum@cerritos.edu

Signature: 
Amber Hiroch (Sep 25, 2025 10:26:33 PDT)

Email: ahroch@cerritos.edu

2026-2029 - Office of Public Relations and Communications Program Review

Final Audit Report

2026-08-11

Created:	2026-08-11
By:	Esthela Chavez (eschavez@cerritos.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAMfNuEblIgiLwMxgrg2mKgYoJyWkTjS

"2026-2029 - Office of Public Relations and Communications Program Review" History

-  Document created by Esthela Chavez (eschavez@cerritos.edu)
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