



NON-INSTRUCTIONAL PROGRAM REVIEW HANDBOOK

June 2026



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Introduction of Non-Instructional Program Review

Cerritos College District is committed to developing and maintaining high quality programs and services to support operational efficiency and effectiveness and student learning and success. Non-instructional program reviews are used to evaluate and improve the services and departments that support the overall operations of an institution outside of the classroom. These reviews focus on administrative level offices to ensure they are effectively meeting the needs of students, faculty, staff, and the community. Through this process, departments can reflect on their work, identify strengths and areas for improvement, and plan for future growth while staying aligned with the institution's goals.

The purpose of non-Instructional program review is to evaluate and enhance the quality and effectiveness of services provided to the campus community through a meaningful, manageable, flexible, and collaborative self-study completed by non-instructional area members. The non-Instructional program review is the process in which we answer: How well are we doing what we said we were going to do? The primary focus of this evaluation is to assess programs, departments, and divisions in order to inform future planning, strengthen alignment with the Student First Framework, and maintain compliance with ACCJC Accreditation Standards.

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standards

Cerritos College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Accrediting Commission's Standards 1.3, 1.4, 2.2, 2.7, 2.9, 3.4, 3.5, 4.2, and 4.3 adopted in June 2023 and revised in June 2025, specifically relates to program review:

STANDARD 1: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard 1 .3. *The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation. (ER 3, ER 11)*

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

STANDARD 2: STUDENT SUCCESS

Standard 2.7. *The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)*

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

STANDARD 3: INFRASTRUCTURE AND RESOURCES

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

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

STANDARD 4: GOVERNANCE AND DECISION-MAKING

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

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

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

Non-Instructional Program Review and Planning

Institutional Policy Regarding Non-Instructional Program Review

Cerritos College has long-standing Board policy and Administrative Procedures regarding Institutional Planning. Specifically, Board Policy 3250 (Institutional Planning) and Administrative Procedure 3250 (Institutional Planning) require that every program be systematically evaluated no less than once every six years, though programs may be reviewed more frequently based on institutional need or accreditation requirements. Non-instructional program review includes systematic analysis of user and service trends, the assessment of administrative unit outcomes, and the identification of goals and resource needs to ensure that non-instructional services and operations remain of high quality, current, and relevant to the needs of the college community.

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

Role of the three-year Non-Instructional Program Review and the Annual Unit plan in the Overall Institutional Evaluation, Planning, and Improvement Cycle

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

Three-Year Non-Instructional Program Review

Departments and programs follow a structured three-year program review and planning cycle (see Appendix B) that guides managers and staff to reflect on past performance, analyze disaggregated user and service data, and establish goals for the upcoming cycle (see Figure 1). The structured process provides a framework for continuous improvement and excellence.

During the non-instructional program review process, using both qualitative and quantitative data (e.g. IERPG's Tableau Dashboards, Chancellor's Office Data Mart,

survey findings, etc.), staff work collaboratively to evaluate progress toward established goals and administrative unit outcomes. This analysis drives an honest assessment of successes, challenges, and opportunity gaps, ultimately informing the development of specific, actionable goals and recommendations to strengthen operational effectiveness.

Annual Unit Plan

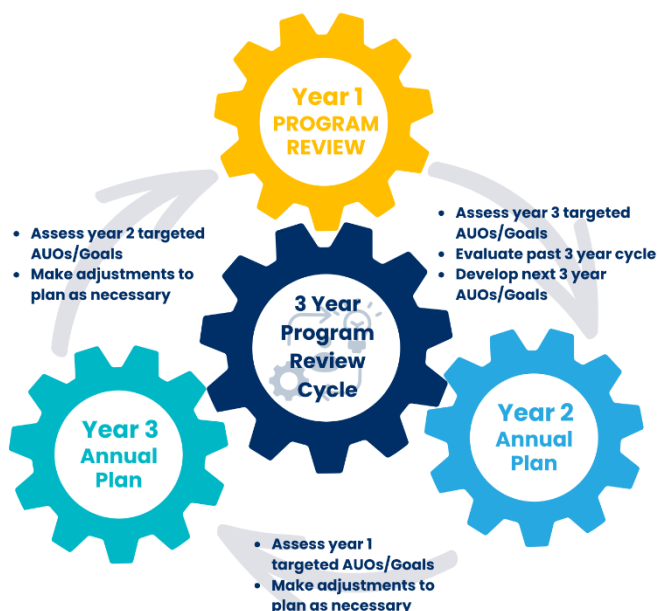
The annual unit plan is an essential component of the program review cycle, keeping departments and programs actively engaged in continuous improvement between comprehensive self-studies. Rather than waiting until the next full review, Deans, Managers, and staff work together each year to assess progress,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

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

Resource requests submitted through the annual unit plan are not made in isolation, they are grounded in data and directly tied to identified operational needs and program goals. This data-informed approach ensures that resource allocation decisions at the institutional level are driven by evidence and aligned with the college's strategic priorities. Deans, Managers, and staff are encouraged to actively engage in this process, as the annual unit plan represents one of the most direct pathways for departments and programs to influence budget and planning decisions that affect their day-to-day operations.

By maintaining a consistent one-year focus, the annual unit plan bridges the gap between long-term program review planning and the immediate operational needs of

Figure 1. Non-Instructional Program Review Three-Year Cycle



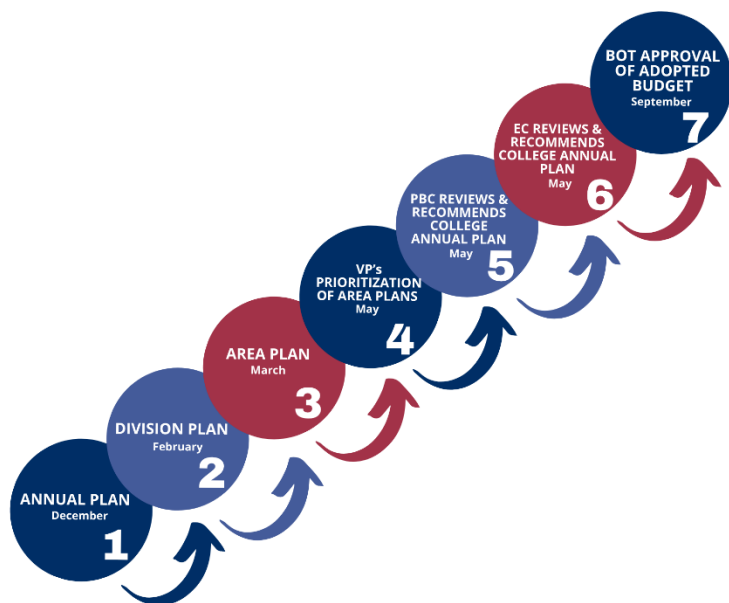
the department or program, ensuring that progress is sustained and resources are strategically directed where they are needed most.

Institutional Evaluation, Planning, and Improvement Cycle

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

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

Figure 2. Institutional Evaluation and Planning Timeline



With Area Plans in place, the Vice Presidents collaborate to collectively prioritize funding requests across the institution, bringing a college-wide perspective to resource allocation decisions. Each Vice President then presents their prioritized list to the Planning and Budget Committee (PBC), which plays a critical role in ensuring that all

funding requests are evaluated against the college's mission, strategic goals, and available resources. The PBC reviews the College Annual Plan and develops recommendations that incorporate proposed funding allocations, providing a transparent and equitable framework for decision making.

These recommendations are then forwarded to the Executive Council (EC) for further review and final recommendations before advancing to the Board of Trustees (BOT). The BOT approves the tentative budget in June, with final budget approval completed in September. This structured and inclusive process ensures that the needs expressed at the department and program level are meaningfully considered and reflected in the college's institutional planning and budget decisions (see Figure 2).

Non-Instructional Program Review Process and Timeline

Cerritos College provides a structured program review process that offers support, guidance, and resources to departments and programs developing non-instructional program review self-study reports. The Office of Institutional Effectiveness, Research, Planning, and Grants (IERPG) is responsible for overseeing the process and ensuring that all program reviews are completed and approved in a timely manner.

The figure below illustrates the five phases of the non-instructional program review process.



Roles and Responsibilities

To ensure a smooth and effective program review process, the roles and responsibilities of all participants are clearly defined. The following outlines the expectations for each key stakeholder involved in the non-instructional program review process:

Role	Responsibilities
Department or Program Manager	Coordinates the overall review process; chairs the writing committee; ensures timely submission of all required forms and documents; serves as the primary point of contact for IERPG and the Program Review Committee
Writing Committee	Collaboratively compiles and analyzes data; prepares the self-study report; incorporates feedback from the Program Review Committee into the revised self-study
Program Review Committee	Reviews the completed self-study report; completes the Non-Instructional Program Review Scoring Rubric; meets with the department or program to provide written feedback and recommendations; confirms that agreed-upon revisions are incorporated into the final report
Program Review Committee Liaison	Serves as the primary point of communication between the Program Review Committee, the department or program under review, and IERPG; facilitates timely completion of the review process
IERPG Staff	Oversee and manages the program review process; provides guidance, support, and resources to departments and programs throughout all phases of the review; prepares and presents the annual program review summary report; maintains and archives all program review documentation

Phase 1: Planning and Training

The program review process begins when IERPG notifies a department or program of its upcoming review based on its assigned cycle in the spring semester prior to the review year (see Appendix B). The department or program manager coordinates the process and assembles a writing committee. By mid-spring semester, departments and programs under review submit the Program Review Planning Form (see Appendix D), formally acknowledging that the review is underway and identifying the members of the writing committee.

Program review thrives as a collaborative effort, and managers are strongly encouraged to actively involve all staff throughout the process. The writing committee is composed of the following:

- Manager of the department or program under review (Chair)
- Full-time staff in the department or program
- Part-time staff in the department or program
- Dean of the division in which the department or program is housed

The Program Review orientation is held in May of the spring semester prior to the review year. The orientation familiarizes writing committee members with the phases and components of the process, the self-study report requirements, and the timeline for completing the review. The orientation also outlines the process for establishing a Program Review Committee and emphasizes the critical role the committee plays in supporting a thorough and meaningful review.

Following the orientation, the writing committee establishes a Program Review Committee comprised of three reviewers:

- Two individuals from outside of the department or program under review
 - Reviewers may be managers, classified staff, or confidential staff
- One reviewer from outside the department or program's area
 - For example, a Business Services department or program under review would need a reviewer from the President's Office, Academic Affairs, Human Resources area, or Student Service area.

Once the Program Review Committee has been established, an orientation and training session is held to explain the roles and responsibilities of committee members. The Program Review Committee serves several important functions: ensuring that the process is conducted in compliance with accreditation standards and institutional guidelines, providing an objective evaluation of the overall health of the program, and offering impartial recommendations for improvement. Committee members are expected to provide guidance and consultation throughout the review process and are available to offer feedback as the self-study document is being prepared.

For each committee, one member is designated to serve as a liaison between the Program Review Committee, the department or program under review, and IERPG to facilitate timely and effective completion of the program review document. Once the Program Review Committee has been established, the department or program submits the Program Review Committee Form (see Appendix E).

Missed Deadlines

Adhering to established deadlines is essential to ensuring that the program review process is completed in a timely and orderly manner and that all reviews are approved within the required review cycle. Departments and programs that anticipate difficulty meeting any established deadline are strongly encouraged to contact IERPG as early as possible to discuss the situation and explore alternative arrangements. Proactive communication allows IERPG to provide additional support and minimize disruptions to the overall review timeline. Failure to meet deadlines without prior communication may

result in delays in the review process and could impact the department or program's compliance and resource allocations with its assigned review cycle.

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

During this phase, the department or program under review compiles and analyzes data to inform the self-evaluation. Data sources may include Administrative Unit Outcome (AUO) assessments, internal departmental data, IERPG's Tableau dashboards, and any additional data collected specifically for the review, such as survey results. Using this data, the department or program designs the parameters of the self-study and prepares a report that documents the analysis and findings, specifically addressing each component of the program review template (see Appendix C).

In alignment with ACCJC's 2024 Accreditation Standards and Cerritos College's commitment to equity and student success, departments and programs are expected to analyze disaggregated data as part of their self-study. Disaggregated data allows departments and programs to move beyond surface-level trends and identify specific service gaps, equity concerns, and areas for targeted improvement that may not be apparent when data is viewed in aggregate. Departments and programs are encouraged to use these data to inform their goals, recommendations, and resource requests, ensuring that the program review process meaningfully contributes to the college's broader equity and institutional effectiveness efforts.

Throughout this phase, the Program Review Committee liaison and IERPG staff are available to provide guidance and support. A complete draft of the self-study report is due electronically to the Program Review Committee and IERPG by October 30 of the review year.

Phase 3: Submission to Program Review Committee for Feedback and Feedback Incorporation

Once the self-study report has been submitted, the Program Review Committee reviews the document and completes the Non-Instructional Program Review Scoring Rubric (see Appendix F). The committee then meets with the department or program to share written feedback and discuss findings and recommendations. This meeting provides the department or program with an opportunity to offer additional context, respond to committee questions, and engage in a collaborative discussion about areas that will be revised.

Following the meeting, the department or program incorporates the committee's feedback into a revised self-study report and resubmits it for final review.

Phase 4: Final Approval

The Program Review Committee conducts a final review of the revised self-study report to confirm that all agreed-upon edits have been incorporated. Upon satisfactory completion, the department or program receives official notification of final approval via the Program Review Approval Form (see Appendix G).

Phase 5: Closing the Loop - Reporting Out

At the close of the spring semester, IERPG staff prepare a comprehensive summary report that is presented to the Coordinating Committee and the Planning and Budget Committee. The report focuses on broad institutional trends rather than department-specific issues, as patterns identified across multiple departments may signal larger institutional concerns that warrant attention at the college level.

The program review process is not simply an evaluative exercise but a meaningful and critical driver of institutional planning and continuous improvement. The findings and trends identified through program review directly inform the college's strategic planning efforts, resource allocation decisions, and institutional priorities, ensuring that the operational needs and insights of departments and programs are meaningfully reflected in college-wide planning and budget decisions. Resource allocation requests supported by program review findings are given careful consideration through the annual unit plan and divisional planning processes, reinforcing the direct connection between program-level assessment and institutional investment.

All documentation generated through the program review process is archived and made available to the college community on the IERPG webpage, promoting transparency and providing a valuable resource for future reviews.

Program Review Timeline

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

Action	Responsibility	Timeline/Deadline
Program Notified of Review	IERPG	March 15- April 1 st
Program Review Planning Form	Department or Program Manager	April 15 th
Orientation	IERPG Writing Committee	April 15 th – April 25 th
Program Review Committee Formed	Department or Program Manager	May 5 th

Program Review Committee Orientation	IERPG Program Review Committee	May
Program Review Committee Form	Department or Program Manager Program Review Committee	May 31 st
Self-Study: Data analysis and report preparation	Writing Committee Program Review Committee	June - October
Self Study Submitted	Department or Program Manager	October 31 st
Committee Feedback and Meeting	Program Review Committee Writing Committee	By December 1 st
Committee Feedback Integration	Writing Committee	December – January 10 th
Finalized Self-Study Submitted	Department or Program Manager	January 10 th
Approval	Program Review Committee	January 31 st
Coordinating and Planning and Budget Committee report outs	IERPG	May

Note: if the deadline falls on a holiday or weekend, the deadline is the next business day

Appendix A. Cerritos College's Mission, Vision, Core Values, Educational Philosophy, and Students First Framework

Mission

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

Vision

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

Core Values

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

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

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

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

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

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

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

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

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

Educational Philosophy

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

Cerritos College's Students First Framework

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

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

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

Strategies

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

Lever B. Completion: More Students Complete in Less Time

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

Strategies

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

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

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

Strategies

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

Lever D. Institutional Health: Foster Institutional Wellbeing

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

Strategies

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

Appendix B. Non-Instructional Program Review Cycles, 2025–2028

Non-Instructional Program Review by Cycle

Visitation Year	Cycle	Non-Instructional Unit	Area -or- Division
2025-2026	A	Budget	Fiscal Services
2025-2026	A	Campus Police	Business Services
2025-2026	A	Center for Teaching Excellence	Academic Success
2025-2026	A	Cerritos Complete	Educational Partnerships and Programs
2025-2026	A	Child Development Center	Health Occupations
2025-2026	A	Human Resources and Risk Management	Human Resources
2025-2026	A	MESA	SEM
2025-2026	A	Project Hope	SEM
2025-2026	A	Office of Public Relations and Communications	President
2026-2027	B	Advanced Transportation Services	Academic Affairs
2026-2027	B	Learning Communities	Educational Partnerships and Programs
2026-2027	B	Office of the President, Government Relations, Trustee Services, & Strategic Initiatives	President
2026-2027	B	Payroll	Fiscal Services
2026-2027	B	Physical Plant and Construction Services	Business Services
2026-2027	B	Library Services	Academic Success
2026-2027	B	Success Center	Academic Success
2026-2027	B	Teacher TRAC	Educational Partnerships and Programs
2027-2028	C	Academic Affairs	Academic Affairs
2027-2028	C	Accounting	Fiscal Services
2027-2028	C	Diversity, Compliance, and Title IX	Human Resources
2027-2028	C	Dual Enrollment and High School Articulation	Educational Partnerships and Programs
2027-2028	C	Foundation	President
2027-2028	C	Information Technology	Business Services
2027-2028	C	Institutional Effectiveness, Research, Planning, and Grants	President
2027-2028	C	Procurement and Contract Services	Business Services

Non-Instructional Program Review in Alphabetical Order

Visitation Year	Cycle	Non-Instructional Unit	Area -or- Division
2027-2028	C	Academic Affairs	Academic Affairs
2027-2028	C	Accounting	Fiscal Services
2026-2027	B	Advanced Transportation Services	Academic Affairs
2025-2026	A	Budget	Fiscal Services
2025-2026	A	Campus Police	Business Services
2025-2026	A	Center for Teaching Excellence	Academic Success
2025-2026	A	Cerritos Complete	Educational Partnerships and Programs
2025-2026	A	Child Development Center	Health Occupations
2027-2028	C	Diversity, Compliance, and Title IX	Human Resources
2027-2028	C	Dual Enrollment and High School Articulation	Educational Partnerships and Programs
2027-2028	C	Foundation	President
2025-2026	A	Human Resources and Risk Management	Human Resources
2027-2028	C	Information Technology	Business Services
2027-2028	C	Institutional Effectiveness, Research, Planning, and Grants	President
2026-2027	B	Learning Communities	Educational Partnerships and Programs
2025-2026	B	Library Services	Academic Success
2025-2026	A	MESA	SEM
2025-2026	A	Office of Public Relations and Communications	President
2026-2027	B	Office of the President, Government Relations, Trustee Services, & Strategic Initiatives	President
2026-2027	B	Payroll	Fiscal Services
2026-2027	B	Physical Plant and Construction Services	Business Services
2027-2028	C	Procurement and Contract Services	Business Services
2026-2027	A	Project Hope	SEM
2026-2027	B	Success Center	Academic Success
2026-2027	B	Teacher TRAC	Educational Partnerships and Programs

Non-Instructional Program Review Cycle Information

Cycle	Visitation Year	Data Review	3 Year Planning Cycle	
A	2025-2026	2022-2023	1	2025-2026
		2023-2024	2	2026-2027
		2024-2025	3	2027-2028
B	2026-2027	2023-2024	1	2026-2027
		2024-2025	2	2027-2028
		2025-2026	3	2028-2029
C	2027-2028	2024-2025	1	2027-2028
		2025-2026	2	2028-2029
		2026-2027	3	2029-2030

Appendix C. Cerritos College's Non-Instructional Program Review Report Template Questions and Guidelines

Non-Instructional Program Review Template

The purpose of the Non-Instructional Program Review is to enhance the quality and effectiveness of services provided to the campus community through a meaningful, manageable, flexible, and collaborative self-study completed by non-instructional area members. The Non-Instructional Program Review is the process in which we answer: How well are we doing what we said we were going to do? Managers are encouraged to work collaboratively with their staff throughout the process. The Office of Institutional Effectiveness, Research, Planning, and Grants offers individual consultations to assist in the review of your non-instructional area data.

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

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

Section 1: Non-Instructional Area Overview

A. Non-Instructional Area Mission and Alignment

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

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

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

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2. ***Briefly describe how your mission and purpose aligns with the Cerritos College mission and [Students First Framework](#).***

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B. Non-Instructional Area Description

Instructions: In this section, describe your non-instructional area. Provide clear information about the services you provide and how you disseminate information to constituents.

1. *Provide a list and a brief description of the services you provide.*

Service	Description

2. *Describe efforts to promote the availability of your services to current and prospective users.*
 - a. *Describe the key methods used to assist users in getting information about your service offerings (e.g., publicity, outreach, recruitment, etc.).*

C. Non-Instructional Area Organizational Resources

Instructions: In this section to describe your non-instructional area's organizational structure.

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).*

- 2. How does your current staff profile facilitate or impede the non-instructional area's ability to fulfill its primary mission and functions?**
- a. If applicable, what strategies has the area adopted to address staffing-related impediments?**

- 3. Describe any challenges the non-instructional area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?**

- 4. How does the non-instructional area facilitate appropriate career development and progression for staff?**
- a. Describe the non-instructional area's professional development resources, activities, and/or opportunities.**
- b. How does this engagement directly reflect on the direction of your non-instructional area.**

- 5. Please describe the succession planning for your non-instructional area.**
- a. What steps are in place?**
 - b. How does the non-instructional area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?**

- 6. What assessment methods and measures (either formal or informal) does the non-instructional area use to determine staff well-being, satisfaction, and motivation?**
- a. How does the department use the findings from these assessment efforts to improve the work environment?**

- 7. 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.**

Section 2: Non-Instructional Area Trends

A. Non-Instructional Area User Demographics and Service Trends

Instructions: In this section, identify the user demographic trends and service trends for your non-instructional area. Reflect on the services you provide, describe the user trends for specific services, and reflect on the trends with a focus on equitable outcomes.

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.*

Section 3: Non-Instructional Area Performance and Effectiveness

A. Non-Instructional Area Outcomes Assessment Process

Instructions: In this section, describe how the non-instructional area evaluates success in fulfilling your mission and goals. You will discuss the assessment process for the Administrative Unit Outcomes (AUOs).

- 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?**

- 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?**

- 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?**

B. Non-Instructional Area Outcomes Assessment

Instructions: In this section, discuss the results of the AUO assessments and how the results inform non-instructional area improvements.

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.***

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

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?***

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

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

A. Non-Instructional Area Three-Year Reflection

Instructions: In this section, reflect on what went well and what didn't in the past three years, and your progress towards meeting the established goals and outcomes from your previous plan. Comment on internal (e.g., changes in technology, staffing, resources, facilities, etc.) and external factors (e.g., community outreach/partnerships, etc.) that significantly impacted the non-instructional area's goals and/or effectiveness at increasing student success.

- 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?**

- 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?**

- 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.**

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?*

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

Instructions: In this section, using the Goals and Resource Request Worksheet, identify the program's goals, AUOs, objectives, action plan, and alignment with the Student First Framework, for the next three academic years. Specify any resource requests for the upcoming year and note any anticipated requests you foresee over the next three years. For each resource requested, please specify how this will address a goal or AUO deficiency.

Please complete ALL sections of the worksheet in its entirety.

Section 6: Non-Instructional Area Program Review Process Reflection

A. Non-Instructional Area Program Review Process Reflection

Instructions: Please comment on how your non-instructional area communicated about the various elements of your program review (i.e., department meetings, workgroups, collaborative running document, consultations (e.g., IERPG)).

- 1. What capacity were your service area staff, and/or users involved in the program review process?***

- 2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, AUO, objectives, and action plan discussions and development?***

INSTRUCTIONS
DEPARTMENT/PROGRAM GOALS, AUOs, OBJECTIVES, AND RESOURCE REQUESTS
*****DO NOT MODIFY THE FORMAT OF THE WORKSHEET*****

In this section, you will identify your program goals and activities (NIPR year) -or- provide updates to your goals and activities (annual plan year). You will identify resource requests needed to accomplish each goal. When establishing the program goals, it is important to focus on and align with the College's mission and strategic goals by explicitly connecting the program goals to the Student First Framework.

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

Goals: Program/Department goals are broad, overarching statements that describe how a program/department intends to contribute to the overall student experience or campus experience.

Administrative Unit Outcomes: Administrative Unit Outcomes (AUOs) are concise statements which describe what an administrator, faculty, staff, or student will experience, receive, or understand as a result of a given service. AUOs can relate to the operations and processes of the unit, and may include a consideration of demand, quality, and efficiency and effectiveness. Outcomes may also relate to intended behaviors that a user having used services provided by the administrative unit should demonstrate. You should have one (1) to three (3) AUOs per goal. A single AUO can be aligned to more than one goal.

Objectives: Specific and concise statements that lead toward a goal and/or outcomes.

Action Plan: Describe the exact details of your plan to meet your goal and AUO(s). The action steps should be concrete and comprehensive, and each step should explain what will occur within the next three years in order to met your goal.

The steps can be used to identify resources the college can provide to aid in completing the steps. Indicate the following under the corresponding headers:

Goal Target Year for Assessment: The year within your cycle you intend to meet your goal.

Responsible Party: who will take the lead on achieving the identified goal, AUO(s), and objectives.

AUO Assessment Year: The year within your cycle you will assess your AUO.

Method of Assessment: How will you assess your AUO(s)? Will you need to conduct a focus group, request data, administer a survey? How will you collect the data needed to assess your outcomes?

Action Steps: The exact details of your plan.

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

- Lever A: Equitable Access: Be a Student-Ready Institution
- Lever B: Completion: More Students Complete in Less Time
- Lever C: Career & Transfer Success: Increase Economic Mobility for Our Students and Community
- Lever D: Institutional Health: Foster Institutional Wellbeing

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

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

Estimated Cost: The total amount requested. Please take into consideration shipping, taxes, and benefits. Round to the nearest dollar.

Occurrence: Indicate if this is a one-time expense -or- budget increase (recurring)

Resource Type: Indicate the category type for each request.

- Classified: Any classified staffing request
- Confidential: Any confidential staffing request
- Manager/Director/Assistant Director: any management position
- Short-Term Hourly: any requests for hourly staff
- Other Staffing: Other staffing needs that are NOT FACULTY
- Professional Development: Training and professional development needs
- Instructional Equipment: Supplies needed for instructional purposes (i.e. lab equipment)
- Technology and Software: Technology and software needs
- Facilities: Facilities and equipment needs

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

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

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

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

[DEPARTMENT]

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

DO NOT CHANGE FORMATING OF THIS SHEET

[illegible]

[DEPARTMENT]

TIP: press Alt + Enter to create new line in a cell
DO NOT CHANGE FORMATING OF THIS SHEET

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

Appendix D. Program Review Planning Form

Program Review Planning Form

Program Review Cycle: _____ Review Period: _____

Program/Department Name: _____

Division Name: _____

This form serves as formal acknowledgment that the above-named area 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 Writing Committee Members

The Writing Committee is responsible for working collaboratively to compile and analyze data, and prepare the self-study report. The committee is composed of the following:

- Manager of the department or program under review (Chair)
- Full-time staff in the department or program
- Part-time staff in the department or program
- Dean of the division in which the department or program is housed

Program Review Writing Committee Members:

Please list the names and titles of all individuals actively participating in the Program Review Writing Committee.

Name	Title/Role	Email Address
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Key Deadlines:

July 2nd - Program Review Planning Form

July 31st - Program Review Committee Form

October 31st - Program Review Self-Study Draft

December 1st - Reviewer Feedback

January 10th - Program Review Self-Study Finalized

January 31st - Approval

Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review.
- 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 program 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 Director/Manager:

Signature: _____

Date: _____

Division Dean/Area P/VP:

Signature: _____

Date: _____

Appendix E. Program Review Committee Form

Program Review Committee Form

Program Review Cycle: _____ Review Period: _____

Program/Department Name: _____

Division Name: _____

This form acknowledges that the individuals listed have agreed to serve as members of the Program Review Committee in accordance with institutional policies and timelines. The committee is responsible for evaluating the overall health of the program, offering actionable recommendations, and providing an impartial perspective on areas for improvement.

Program Review Committee Members

Please list the name, title/role, department and email address for your committee members.

<u>Name</u>	<u>Title/Role</u>	<u>Department</u>	<u>Email</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Acknowledgement

By signing below, I acknowledge the following:

- I agree to serve on the program review committee for the above named area.
- I understand the expectations and responsibilities of a program review committee member.
- I agree to work collaboratively with the program review lead to ensure a thorough and reflective review process.

Writing Committee Chair:

Name: _____ Signature: _____ Date: _____

Program Review Committee Liaison:

Name: _____ Signature: _____ Date: _____

Program Review Committee Member:

Name: _____ Signature: _____ Date: _____

Program Review Committee Member:

Name: _____ Signature: _____ Date: _____

Appendix F. Non-Instructional Program Review Scoring Rubric

Non-Instructional Program Review Scoring Rubric

Purpose of Program Review

The purpose of the program review process is to enhance the quality and effectiveness of services provided to the campus community through a meaningful, manageable, flexible, and collaborative self-study completed by program, department, and/or area members. The program review is the process in which we answer: How well are we doing what we said we were going to do?

The process involves evaluating the progress and achievements of previously established goals and outcomes for the program, department, or area. It also includes looking ahead to plan for the next three years by developing or adjusting goals and outcomes based on insights gained from the analysis of past performance. Additionally, the process ensures that goals and outcomes are aligned with the broader college goals and Student First Framework. Through the program review process, each program, department, or area has the opportunity to: 1) critically assess accomplishments and services offered, and 2) plan for the next three years, recommending necessary changes to ensure that goals and outcomes are met.

Program Review Scoring Rubric

This rubric supports the program review process by ensuring consistency, transparency, equity, and alignment with Cerritos College's Mission and the Students First Framework. Each question is evaluated using a 1–5 rating scale:

5 – Exemplary: Fully addresses the question with clarity, detail, evidence, and alignment

to institutional priorities

4 – Strong: Addresses the question clearly but may lack some detail

3 – Adequate: Acceptable but general, with limited analysis or evidence

2 – Developing: Limited clarity or depth; partially answers the question

1 – Insufficient: Minimally responds, unclear, incorrect, or missing

Each question includes a tailored scoring rubric that reflects and applies this rating scale to the specific expectation of each question.

How to Score Each Questions

- Read the responses thoroughly.
- Review each specific question to understand criteria.

- Compare the written response to the rubric’s descriptions.
- Select the score (1–5) that best reflects the evidence provided.
 - Ask yourself:
 - Does the response fully answer the question?
 - Is the explanation clear?
 - Does it provide evidence or examples?
- Provide written constructive feedback that highlights strengths and opportunities, guides the department toward improvement, and is connected to the rubric criteria.
- Ensure the responses demonstrate alignment with the Cerritos College Mission and the Students First Framework.
- Overall Program Review Feedback: summarize general strengths, growth areas, equity considerations, and alignment with institutional goal and Students First Framework.

Tips for Consistent and Fair Scoring

- Score each question independently to avoid letting strong or weak sections influence others.
- Use the rubric to guide decisions to ensure consistency across reviewers
- Provide evidence-based judgements by focusing on what is written and not assumptions.
- Apply an equity-minded lens by considering how program, department, and/or area addresses access, opportunity gaps, service representation, and inclusive practices.

Checklist for Reviewers

- ☐ All questions scored
- ☐ Provided written constructive feedback
- ☐ Total score has been computed
- ☐ Overall Program Review Feedback section completed
- ☐ Scores align with rubric descriptions

Program Review: _____

Reviewer Name: _____

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 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:	Score:
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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:				Score:

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:				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	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.

operational changes, resource allocation, workflows, and service improvements.				
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	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.

progress, partial completion, or obstacles.				
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:

<i>Provide your overall program review comments and total score.</i>	
Overall comments:	Total Score:

Reviewer Signature: _____

Date: _____

Appendix G. Program Review Approval Form

Program Review Approval Form

Program Review Cycle: _____ Review Period: _____

Program/Department Name: _____

Division Name: _____

Department/Program Manager: _____

Division Dean: _____

Final Decision:

☐ Approved

☐ Approved with revisions

☐ Not Approved

Recommendations/Explanation if not approved:

Program Review Committee:

Signature: _____ Date: _____

Name: _____ Title/Role: _____

Signature: _____ Date: _____

Name: _____ Title/Role: _____

Signature: _____ Date: _____

Name: _____ Title/Role: _____

Vice-President/President Approval:

Signature: _____ Date: _____