

2025-2026 Instructional Program Review - Education Latest Version

Self-study template for Instructional Program Review process. Visitation Year: 2025-2026. Review period: 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025

Instructional Program Review Overview

Section 1. Instructional Program Overview

A. Mission Alignment : Version by **Rosenfeld, Kimberly** on **01/28/2026 15:16**

1. *Explain how your program supports the College's Mission and Students First Framework* (<https://www.cerritos.edu/students-first-framework/default.htm>).

A. Mission Alignment – Education Department

The Education Department supports the College's Mission by providing high-quality lower-division academic preparation that promotes student success, transfer, and workforce readiness. Through degree pathways in Education Studies and Special Education, as well as workforce-focused certificates, the department prepares students to serve as educators and education professionals who are reflective, inclusive, and responsive to the needs of diverse communities.

Equitable Access

The Education Department advances equitable access by offering flexible pathways with open entry and exit points, including a Certificate in Special Education designed to serve both future teachers and individuals currently working with or supporting students with disabilities. Coursework emphasizes inclusive pedagogy and culturally responsive practices, supporting students from historically underserved backgrounds and reducing barriers to participation in education-related careers.

Completion

The department supports student completion by offering clearly structured degree and certificate pathways that align with transfer and workforce goals. Program design emphasizes lower division preparation, streamlined coursework, and advising collaboration to help students progress efficiently toward certificates, associate degrees, and transfer.

Career and Transfer Success

Education programs are intentionally aligned with four-year university transfer requirements and regional workforce needs. Degree pathways support transfer into teacher preparation programs, while certificates provide workforce-relevant preparation for students pursuing employment in educational and community-based settings. This alignment ensures that students are prepared for both immediate employment and continued academic advancement.

Institutional Health

The Education Department contributes to institutional health through curriculum development, cross-campus collaboration, and continuous improvement efforts that respond to changing educational and workforce demands. By preparing socially responsible, highly qualified educators and education professionals, the department supports the College's broader mission to serve the region and strengthen the educational pipeline.

B. Degrees and Certificates : Version by **Rosenfeld, Kimberly** on **01/28/2026 15:16**

Degree	Type (Cert., AA, AA-T, AS, AS-T)	Units or Courses Required
Education Studies	AA Degree	23 to 26 units
Special Education	AA Degree	27 to 31.5 units
Elementary Teacher Education	AA-T	48 to 49.5 units
Certificate in Special Education	Certificate	18 to 21 units

Section 2. Instructional Program Trends

A. Program Data : Version by Rosenfeld, Kimberly on 05/12/2026 23:20

1. Describe your student demographics (race/ethnicity, gender, age, and others that might be relevant). Consider the following questions when writing your response:

- **How do the demographics of your program and its related courses compare with the college as a whole?**
- **Have they changed over time?**

Student Demographics

Across the last six years, the Education Department has served a consistently diverse student population whose demographic profile closely aligns with the Cerritos College mission and broader goals of the HSS Division. The Education program mirrors many of the college's demographic patterns, while also demonstrating several distinctive characteristics that position it a high-equity, high-impact department.

Race/Ethnicity

Education students remain predominantly Hispanic or Latino, consistently representing approximately 70 to 80 percent of the department's headcount, including 164 students in 2024–2025 which exceeds the collegewide proportion of approximately 67 to 69 percent. This trend reflects strong program alignment with the district's local communities and with CSU teacher preparation pipelines. Smaller but consistent participation from Asian, Black or African American, and multiracial students contributes to the department's overall diversity.



Headcount & Demographics



Show Annual Plan Question

Show IPR Question

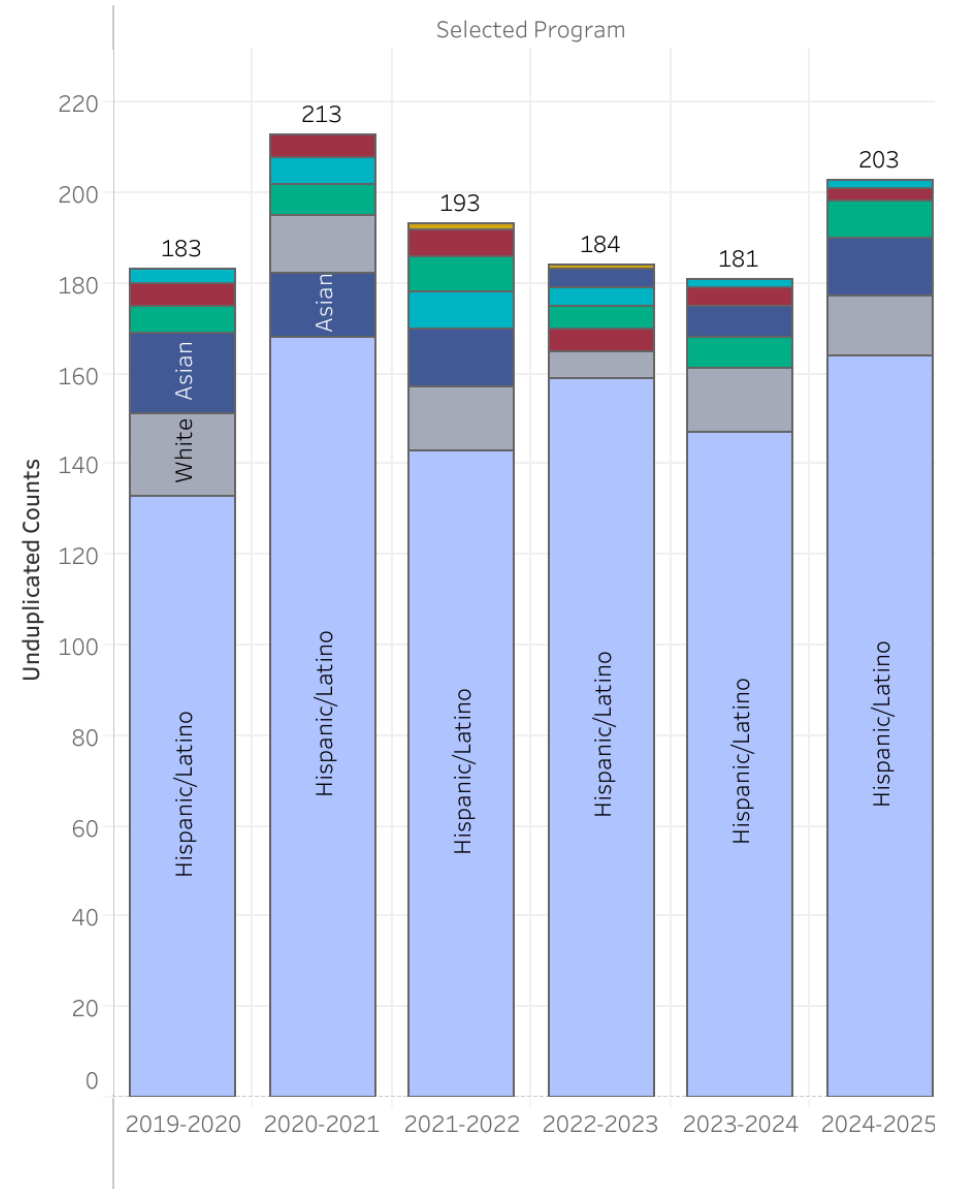
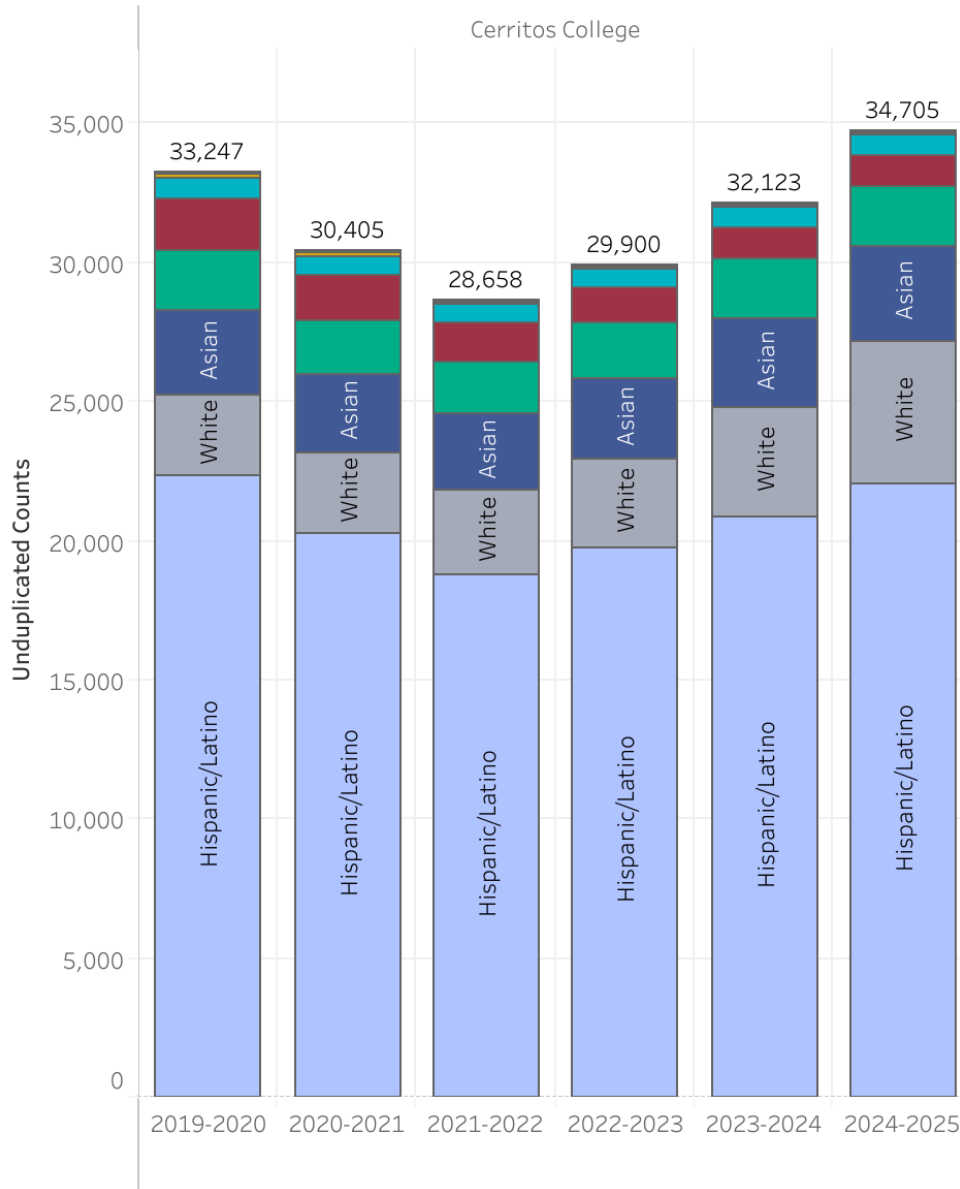
Division
Humanities & Social Sciences

Department
EDUC

Department

All

Subject



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

Race/Ethnicity

Graph

Graph Legend

■ Asian

■ Black or African A.. ■ Hispanic/Latino

■ Native Hawaiian ..

■ Two or More Races

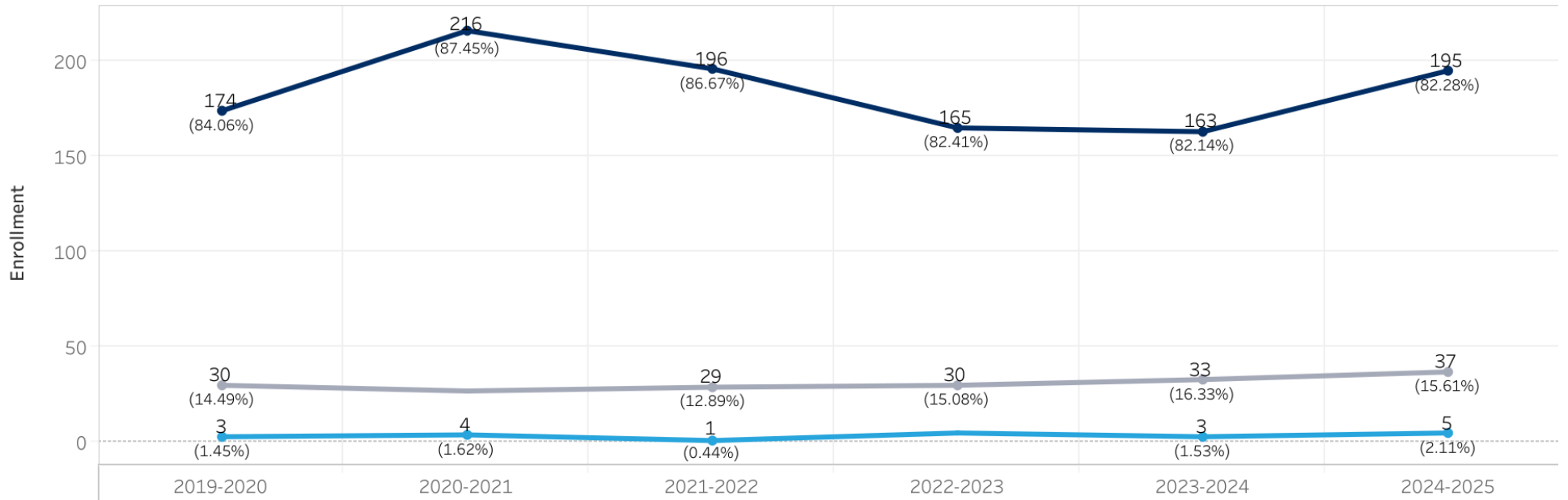
■ Unknown

■ White

Gender

The Education Department continues to enroll a primarily female-identifying student population, typically 82 to 88 percent each year, including 168 female students in 2024–2025. This distribution is consistent with statewide patterns in teacher preparation and reflects the gender composition of the education workforce.

Enrollment Counts



Population: All students

■ Female
 ■ Male
 ■ Unknown

1 133

Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Grand Total					207 (100.00%)	247 (100.00%)	226 (100.00%)	200 (100.00%)	199 (100.00%)	237 (100.00%)
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	Female	119 (85.00%)	133 (88.67%)	113 (86.92%)	120 (80.00%)	126 (89.36%)	132 (85.71%)
				Male	19 (13.57%)	14 (9.33%)	16 (12.31%)	25 (16.67%)	13 (9.22%)	20 (12.99%)
				Unknown	2 (1.43%)	3 (2.00%)	1 (0.77%)	5 (3.33%)	2 (1.42%)	2 (1.30%)
			EDEL 105	Female	9 (69.23%)	11 (73.33%)	15 (75.00%)	5 (62.50%)	13 (54.17%)	10 (50.00%)
				Male	4 (30.77%)	4 (26.67%)	5 (25.00%)	3 (37.50%)	11 (45.83%)	9 (45.00%)
				Unknown						1 (5.00%)
			EDEL 200	Female	46 (85.19%)	72 (87.80%)	68 (89.47%)	40 (95.24%)	24 (70.59%)	53 (84.13%)
				Male	7	9	8	2	9	8

Unknown	(12.96%) 1 (1.85%)	(10.98%) 1 (1.22%)	(10.53%)	(4.76%)	(26.47%) 1 (2.91%)	(12.70%) 2 (3.17%)
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Age

Education coursework primarily serves traditional college-age students. Students aged 19 to 24 represent the largest group, including 65 to 87 students annually, while students aged 19 and under account for an additional 62 to 79 students across the review period. The department also serves a meaningful number of adult learners, including 40 students aged 25 to 34 and 19 students aged 35 to 49 in 2024–2025, supporting collegewide goals related to career mobility and re-entry.



Headcount & Demographics



Show Annual Plan Question

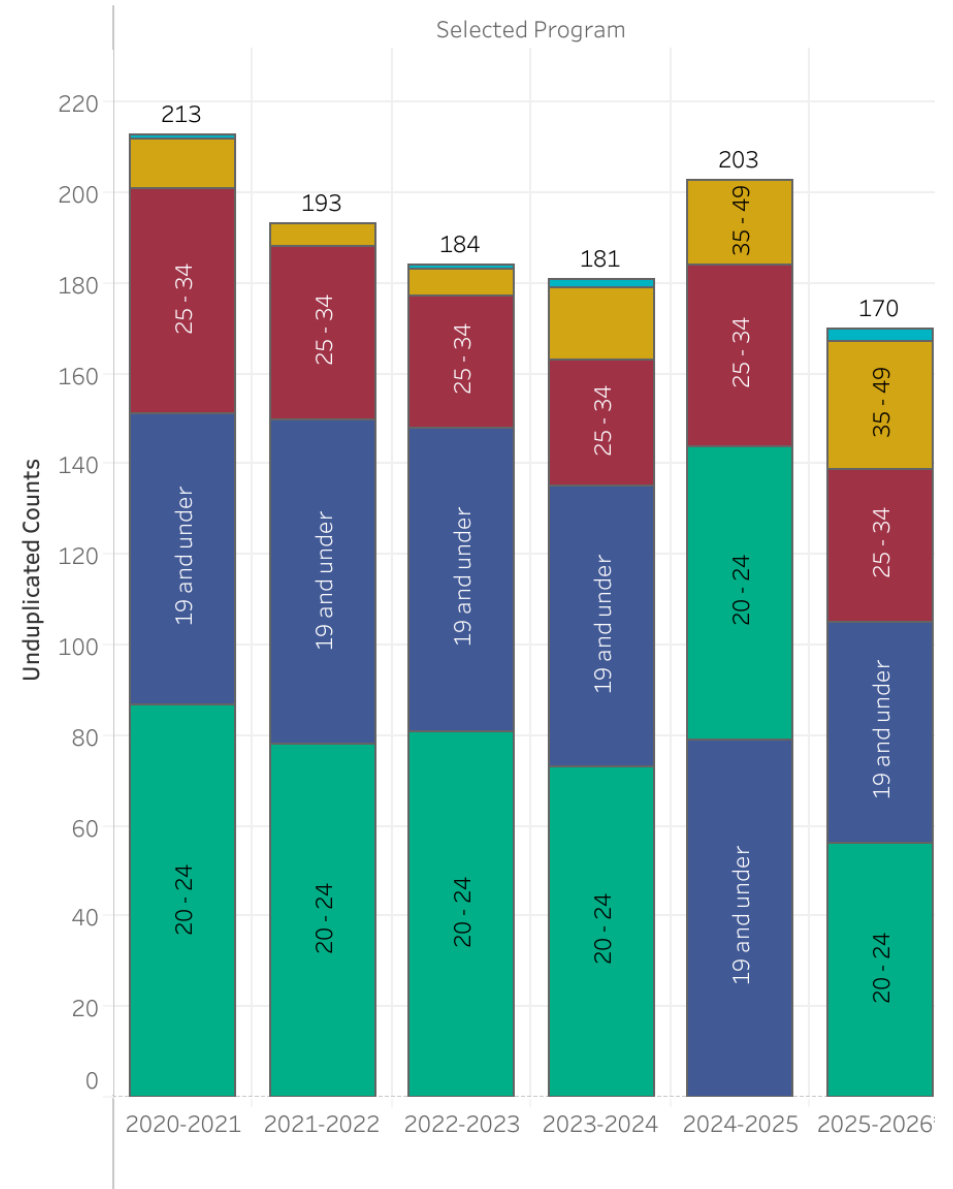
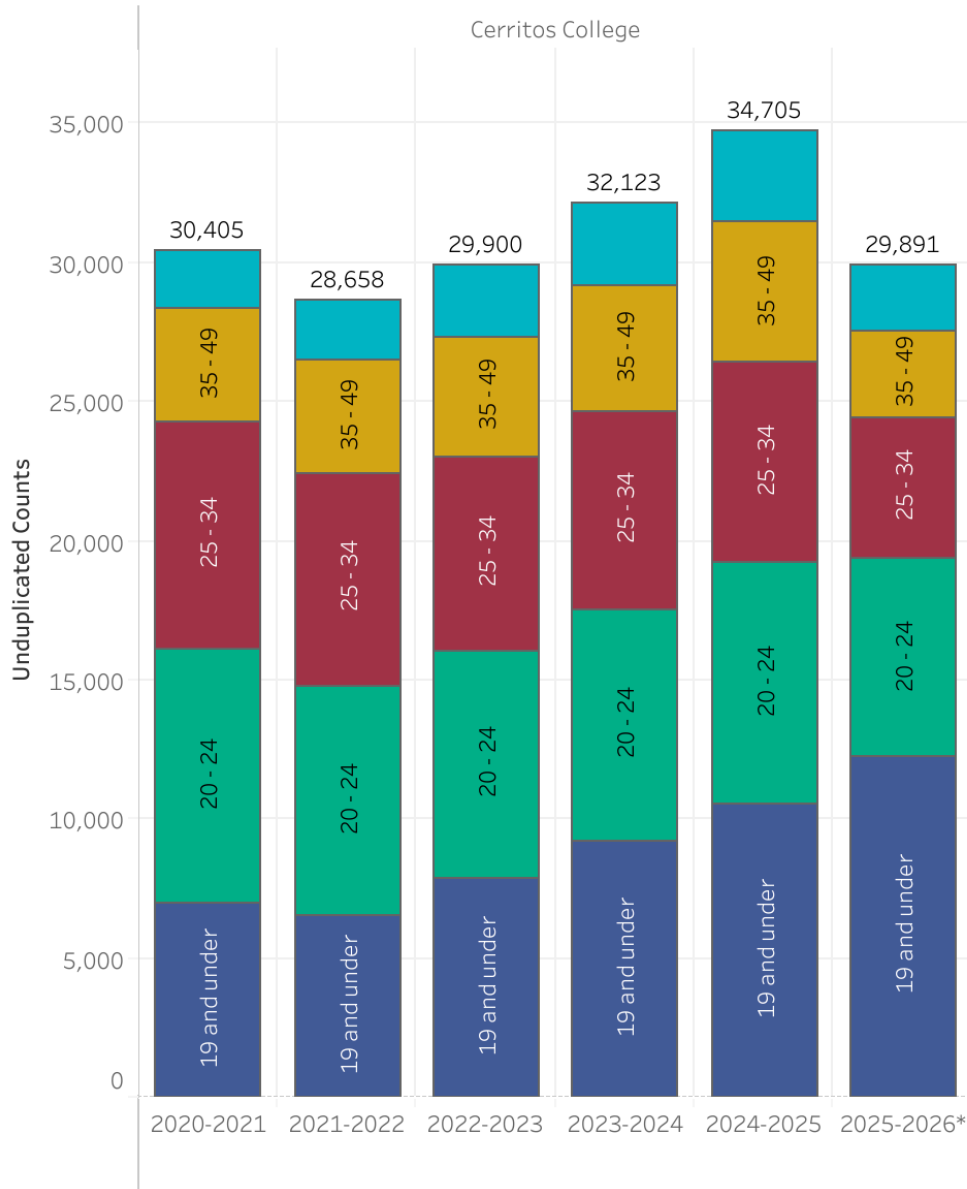
Show IPR Question

Division
Humanities & Social Sciences

Department
EDUC

All

Subject



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

Age Range

Graph

Graph Legend

■ 19 and under

■ 20 - 24

■ 25 - 34

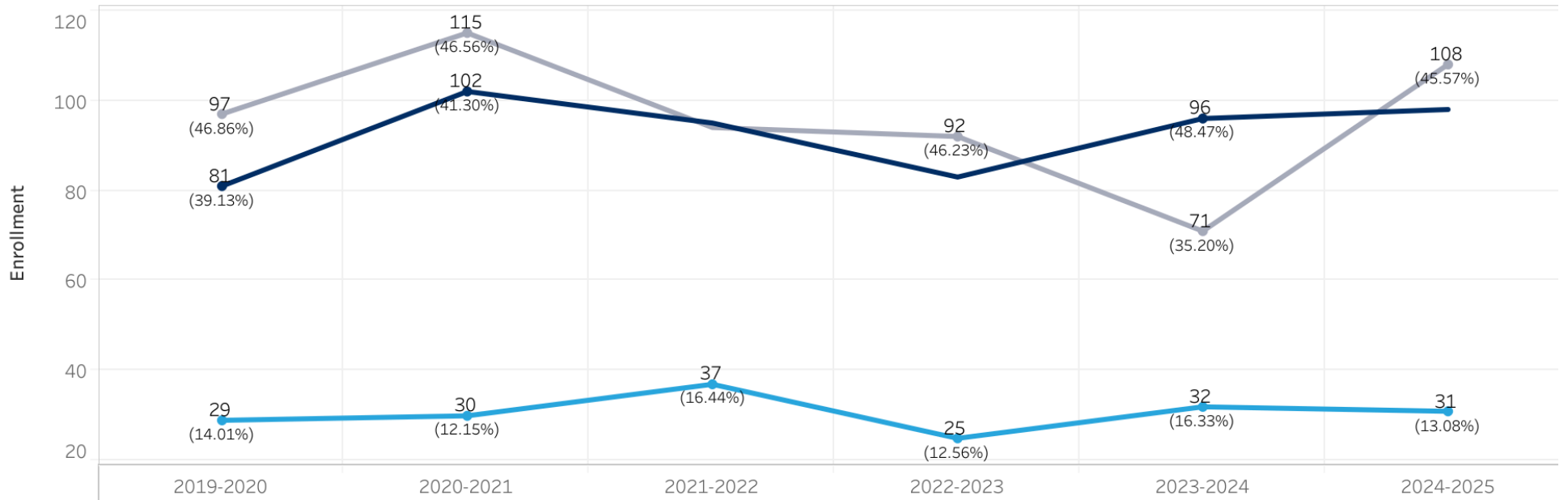
■ 35 - 49

■ 50 and over

First-Generation

The department consistently enrolls a high proportion of first-generation college students. Over the review period, first-generation students have represented approximately 40 to 47 percent of enrollment, including 85 students in 2023–2024 and 2024–2025. This level is comparable to or slightly exceeds collegewide trends and reflects the department’s role in supporting students who are the first in their families to pursue higher education.

Enrollment Counts



Population: All students

■ First Generation
 ■ Not First Generation
 ■ Unknown

1 71

Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Grand Total					207 (100.00%)	247 (100.00%)	226 (100.00%)	200 (100.00%)	199 (100.00%)	237 (100.00%)
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	First Generation	56 (40.00%)	68 (45.33%)	57 (43.85%)	68 (45.33%)	71 (50.35%)	63 (40.91%)
				Not First Generation	64 (45.71%)	61 (40.67%)	50 (38.46%)	61 (40.67%)	48 (34.04%)	68 (44.16%)
				Unknown	20 (14.29%)	21 (14.00%)	23 (17.69%)	21 (14.00%)	22 (15.60%)	23 (14.94%)
			EDEL 105	First Generation	5 (38.46%)	1 (6.67%)	5 (25.00%)		8 (33.33%)	11 (55.00%)
				Not First Generation	6 (46.15%)	13 (86.67%)	11 (55.00%)	6 (75.00%)	11 (45.83%)	8 (40.00%)
				Unknown	2 (15.38%)	1 (6.67%)	4 (20.00%)	2 (25.00%)	5 (20.83%)	1 (5.00%)
			EDEL 200	First Generation	20 (37.04%)	33 (40.24%)	33 (43.42%)	15 (35.71%)	17 (50.00%)	24 (38.10%)
				Not First Generation	27 (46.15%)	41 (66.67%)	33 (43.42%)	25 (62.50%)	12 (33.33%)	32 (50.00%)

First-Generation	(50.00%)	(50.00%)	(43.42%)	(59.52%)	(35.29%)	(50.79%)
Unknown	7 (12.96%)	8 (9.76%)	10 (13.16%)	2 (1.76%)	5 (11.71%)	7 (11.11%)

Summary

Overall, the demographic profile of the Education Department demonstrates strong alignment with institutional priorities related to access, equity, and student success. The program serves a disproportionately high percentage of Hispanic or Latino and first-generation students relative to the division, while also supporting both traditional-age and adult learners. These trends underscore the department's role in preparing a diverse future educator workforce that reflects the communities served by the college and the region.

2. Headcount (unduplicated) and enrollment (duplicated) in the program. Consider the following questions when writing your response:

- **Identify enrollment trends.**
- **Have there been an increase or decrease in enrollment in the last year?**
- **Are there differences in trends when you disaggregate the data (e.g., online versus face-to-face, demographics, special populations, etc.)?**
- **How will enrollment trends affect staffing decisions?**

Headcount and Enrollment Trends

Unduplicated headcount in the Education Department has remained stable with recent signs of growth across the six-year review period. Enrollment increased from 183 students in 2019–2020 to a peak of 213 students in 2020–2021, followed by a period of stabilization during the pandemic. After declining slightly to 181 students in 2023–2024, enrollment increased to 200 students in 2024–2025, indicating renewed student interest in Education pathways. These trends align with broader division and collegewide enrollment recovery patterns.

Duplicated enrollment trends reflect similar patterns, with consistent course fill rates and steady demand across core Education offerings. Education courses continue to serve a stable base of students preparing for transfer, along with students exploring careers in teaching and related fields.



Headcount & Demographics



Show Annual Plan Question

Show IPR Question

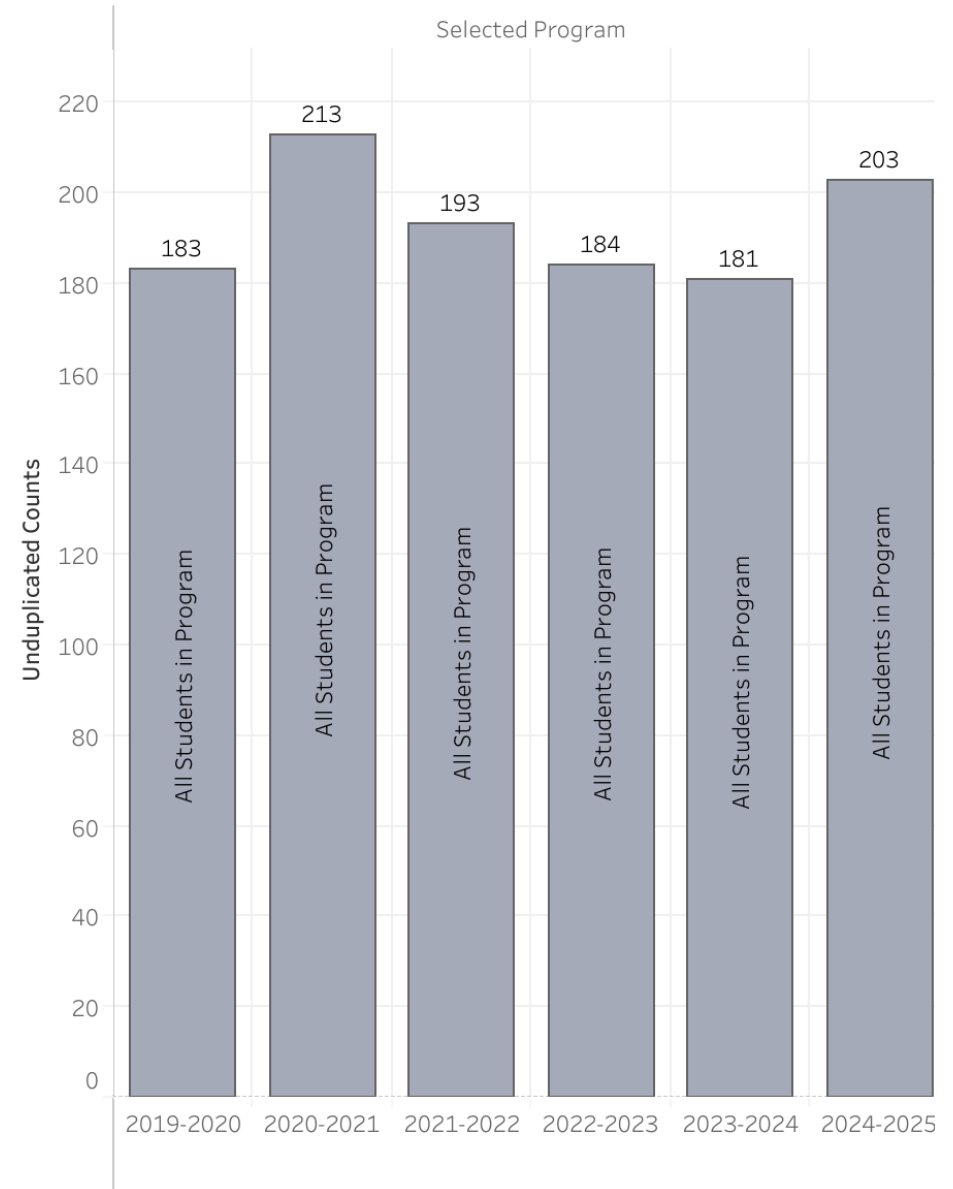
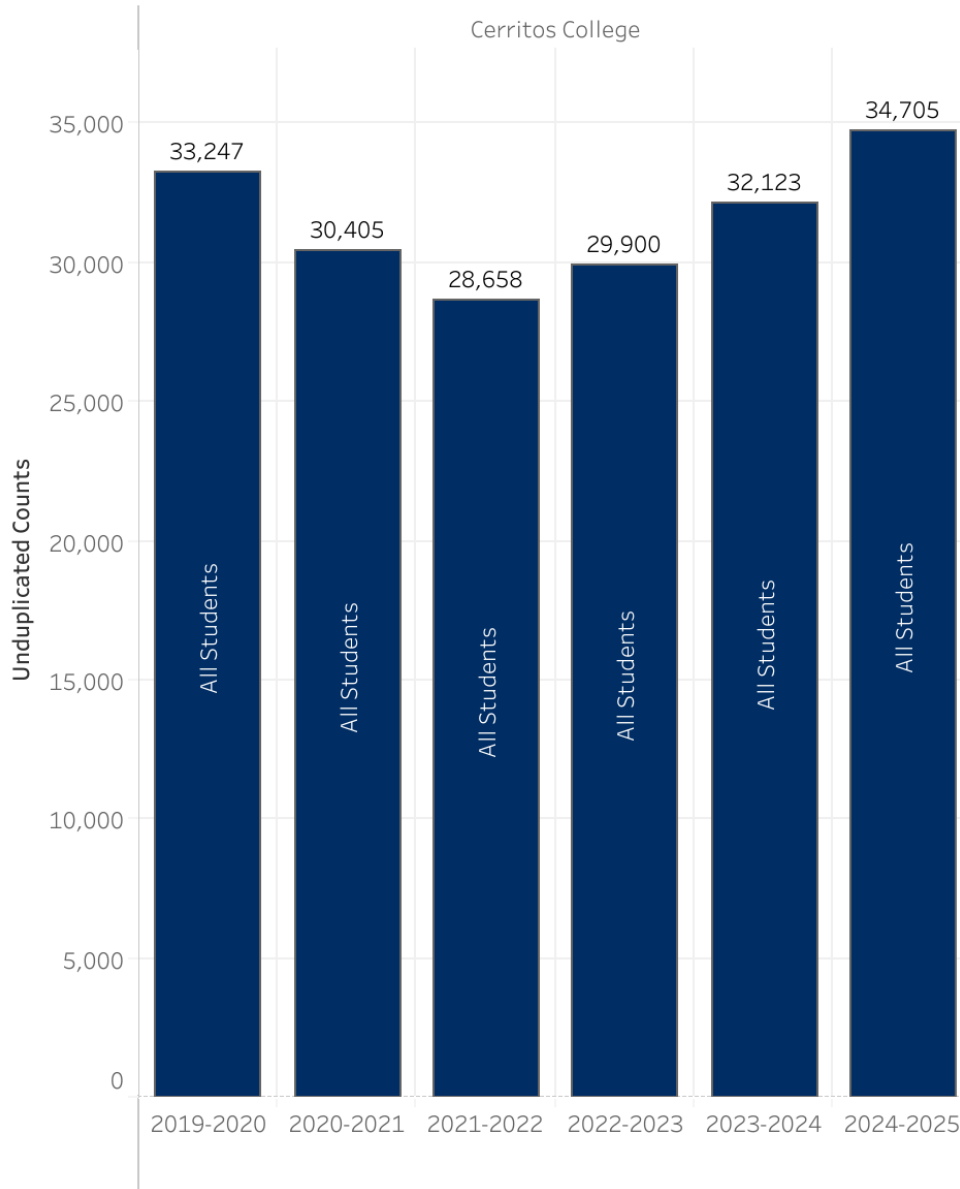
Division
Humanities & Social Sciences

Department
EDUC

Department

Subject
All

Subject



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

All Students

Graph

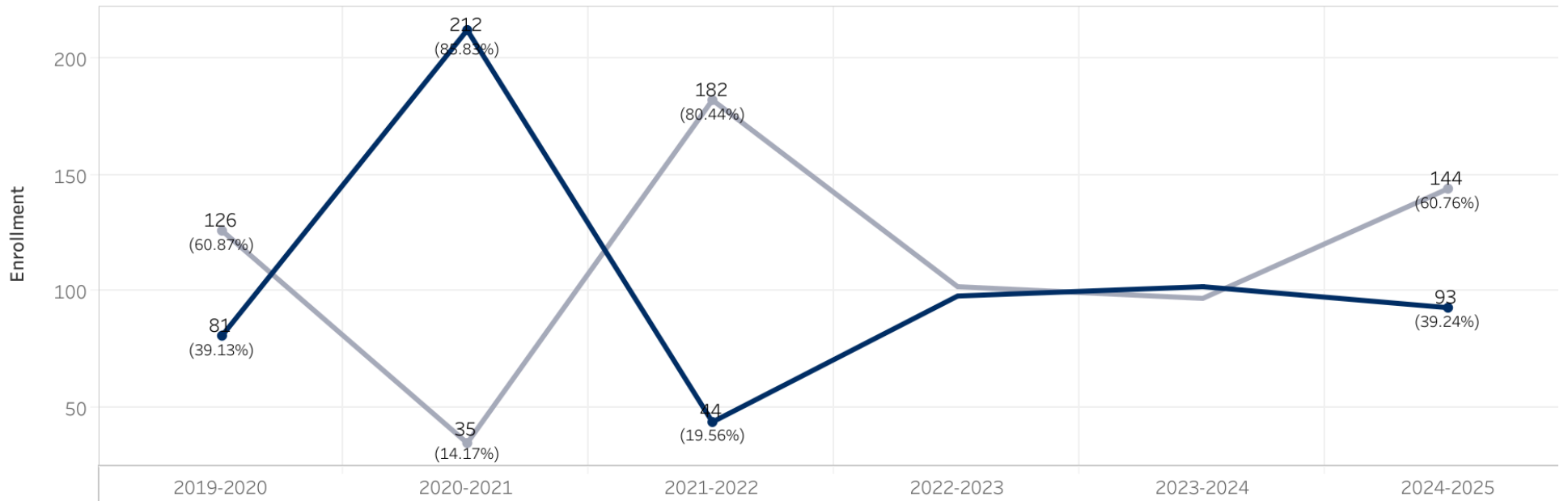
Graph Legend

■ All Students in Pr..

Instructional modality shifted significantly during the pandemic, with online enrollment increasing to approximately 90 percent of total enrollment at its peak. In recent years, the department has returned to a more balanced modality distribution, with approximately 40 to 70 percent of courses offered online. Face-to-face enrollment has increased as campus operations normalized, while online offerings remain an important access point for first-generation students, working students, and students with caregiving responsibilities.

Disaggregated trends indicate that enrollment patterns are consistent across demographic groups, with strong participation from Hispanic or Latino students and first-generation students. The program also continues to serve a mix of traditional-age students and adult learners, with growing participation among students aged 25 and older.

Enrollment Counts



Population: All students

■ Online ■ Traditional



Division	Department	Subject	Course	Select Student Attribute	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					207 (100.00%)	247 (100.00%)	226 (100.00%)	200 (100.00%)	199 (100.00%)	237 (100.00%)
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	Online	81 (57.86%)	130 (86.67%)	44 (33.85%)	98 (65.33%)	102 (72.34%)	93 (60.39%)
				Traditional	59 (42.14%)	20 (13.33%)	86 (66.15%)	52 (34.67%)	39 (27.66%)	61 (39.61%)
			EDEL 105	Traditional	13 (100.00%)	15 (100.00%)	20 (100.00%)	8 (100.00%)	24 (100.00%)	20 (100.00%)
			EDEL 200	Online		82 (100.00%)				
				Traditional	54 (100.00%)		76 (100.00%)	42 (100.00%)	34 (100.00%)	63 (100.00%)

These enrollment trends have direct implications for staffing and program planning. Stable and increasing enrollment, combined with the expansion of new degrees and certificates in Education Studies and Special Education, is expected to increase demand for courses, coordination, and student support. To maintain instructional quality and support continued growth, the department will require additional full-time faculty capacity and sustained program coordination to manage curriculum, scheduling, and pathway alignment.



Enrollment



Show Annual Plan Question

Show IPR Question

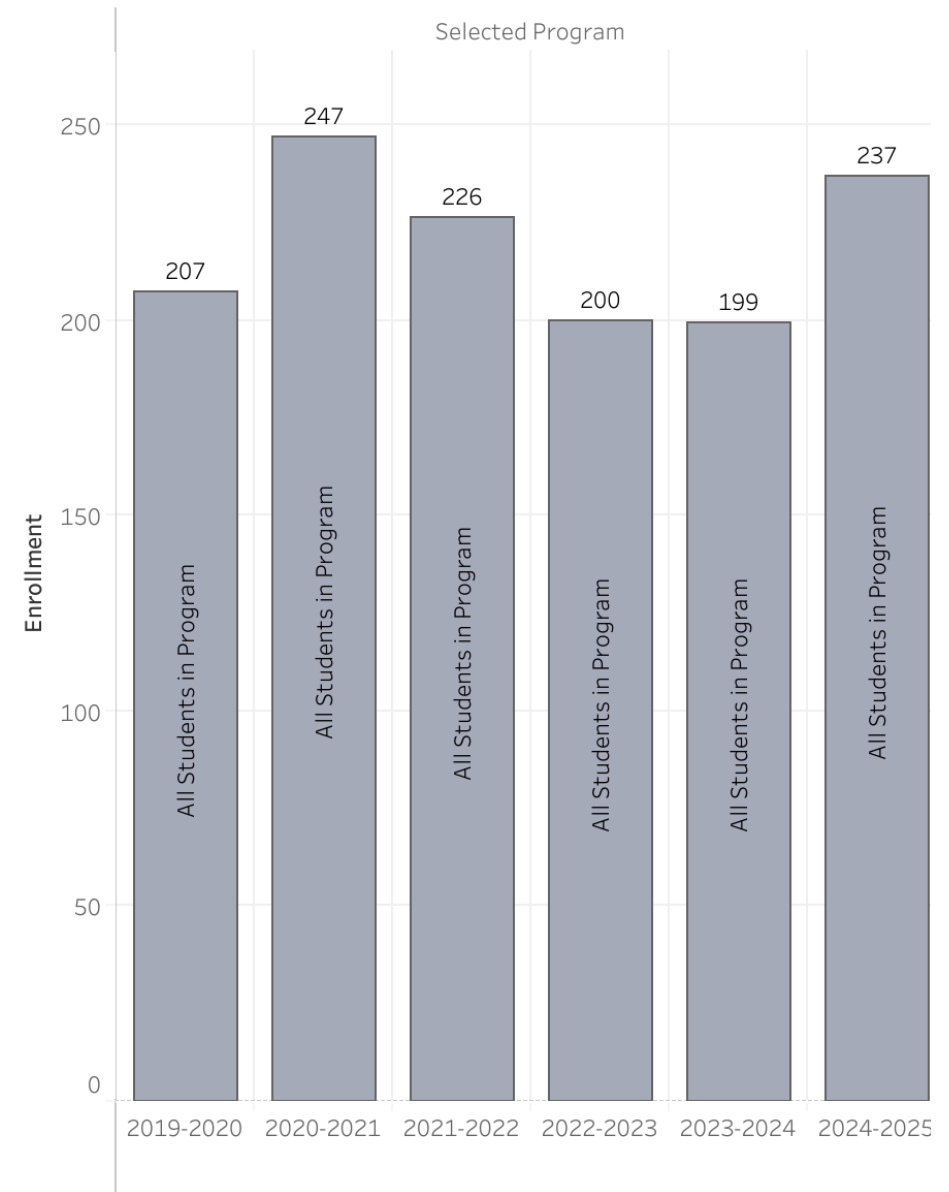
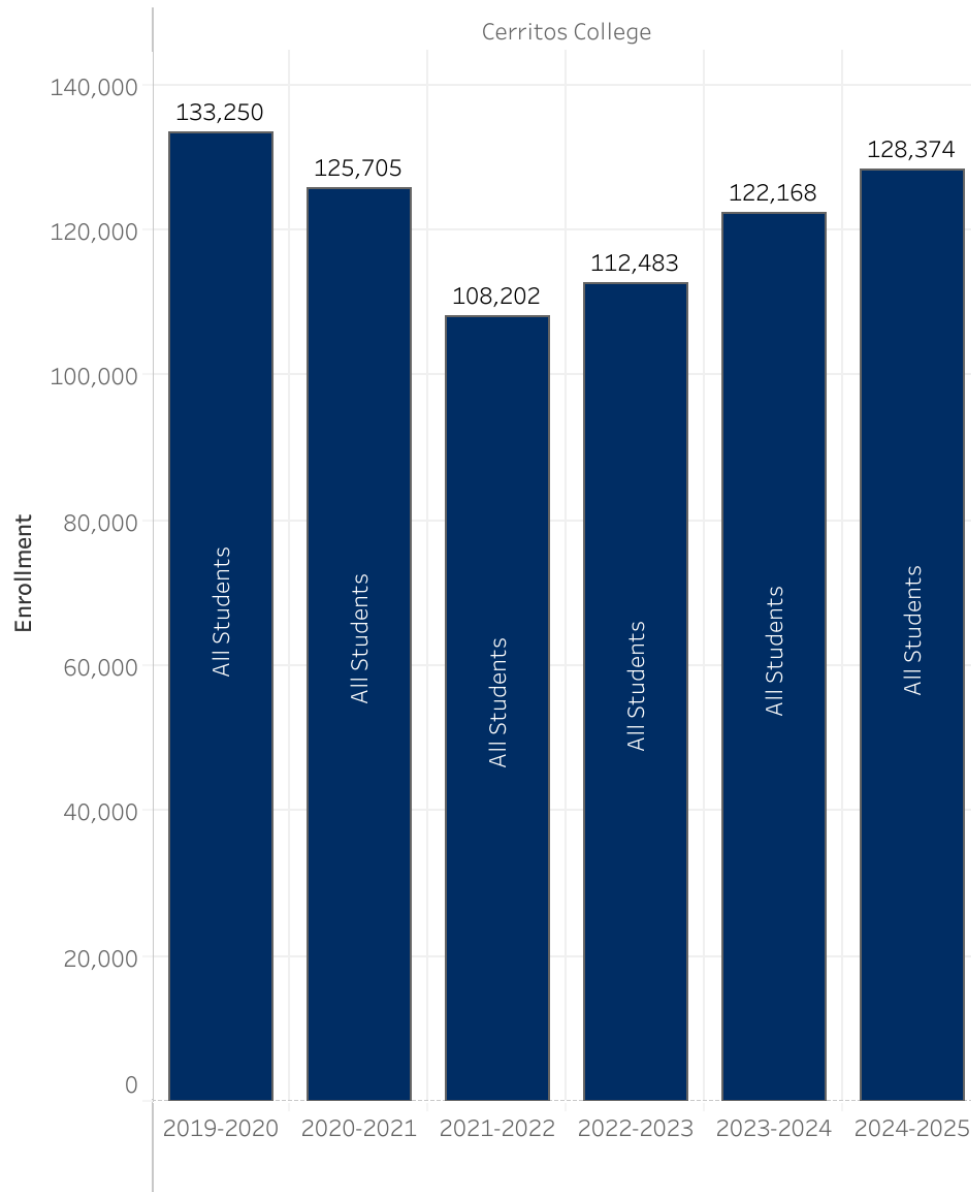
Division
Humanities & Social Sciences

Department
EDUC

Department

Subject
EDEL

Subject



Population to Display

Select Characteristic to Diaggregate

Select Display

Cerritos College

All Students

Graph

Graph Legend

■ All Students in Pr..

3. Discuss the program's success and retention rates, addressing any performance gaps if success rates are lower for disproportionately impacted students. Consider the following questions when writing your response:

- ***How have the success and retention rates changed over time?***
- ***Are there particular courses that have particularly low rates and may prove a barrier to program completion?***

Success and Retention Rates

Success and retention rates in the Education Department have remained strong and stable across the six-year review period and are generally aligned with or slightly above Humanities and Social Sciences Division and Cerritos College averages. Success rates have typically ranged from approximately 70 to 85 percent, while retention rates have remained consistently high and have shown improvement following pandemic-related declines.



Course Success & Course Completion



Show Annual Plan Question

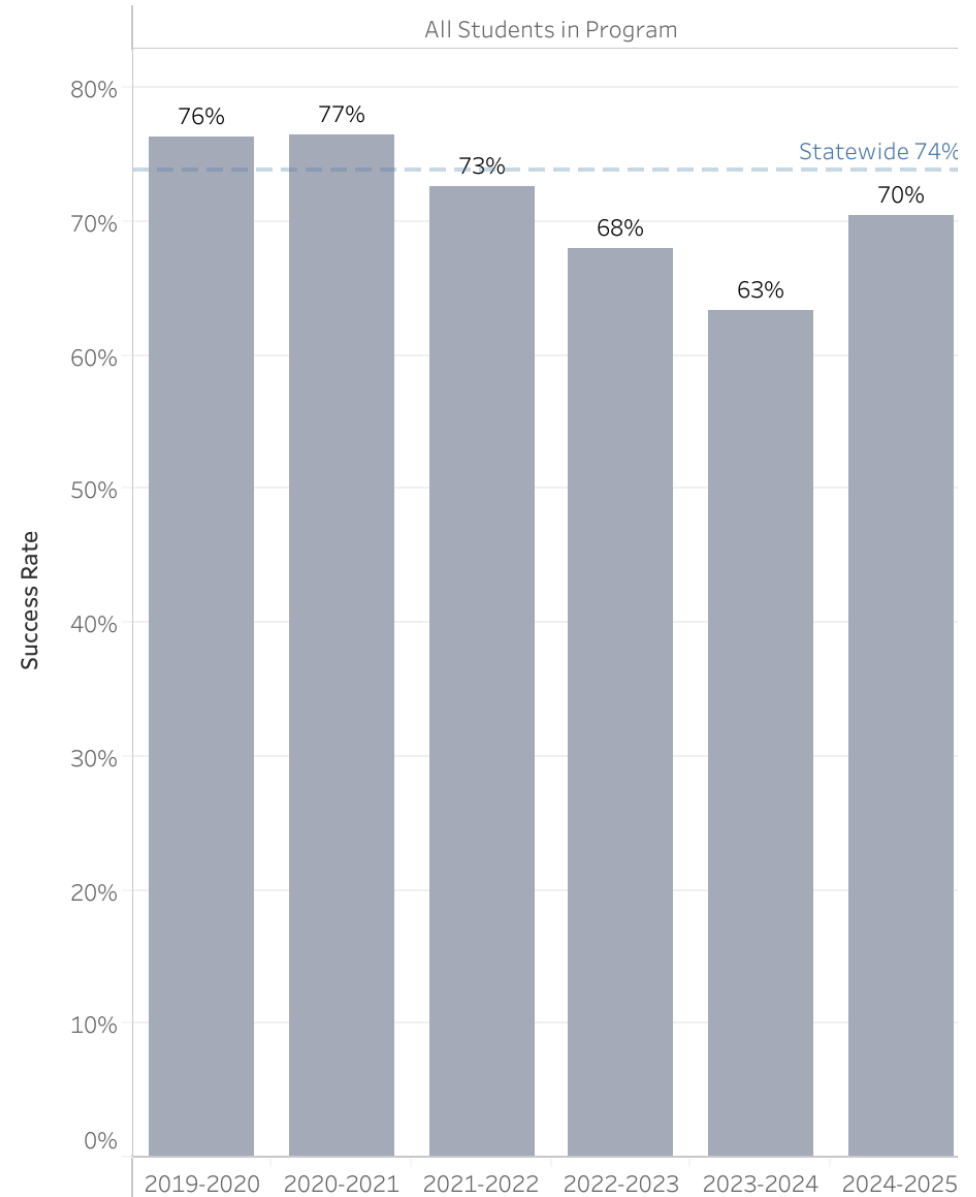
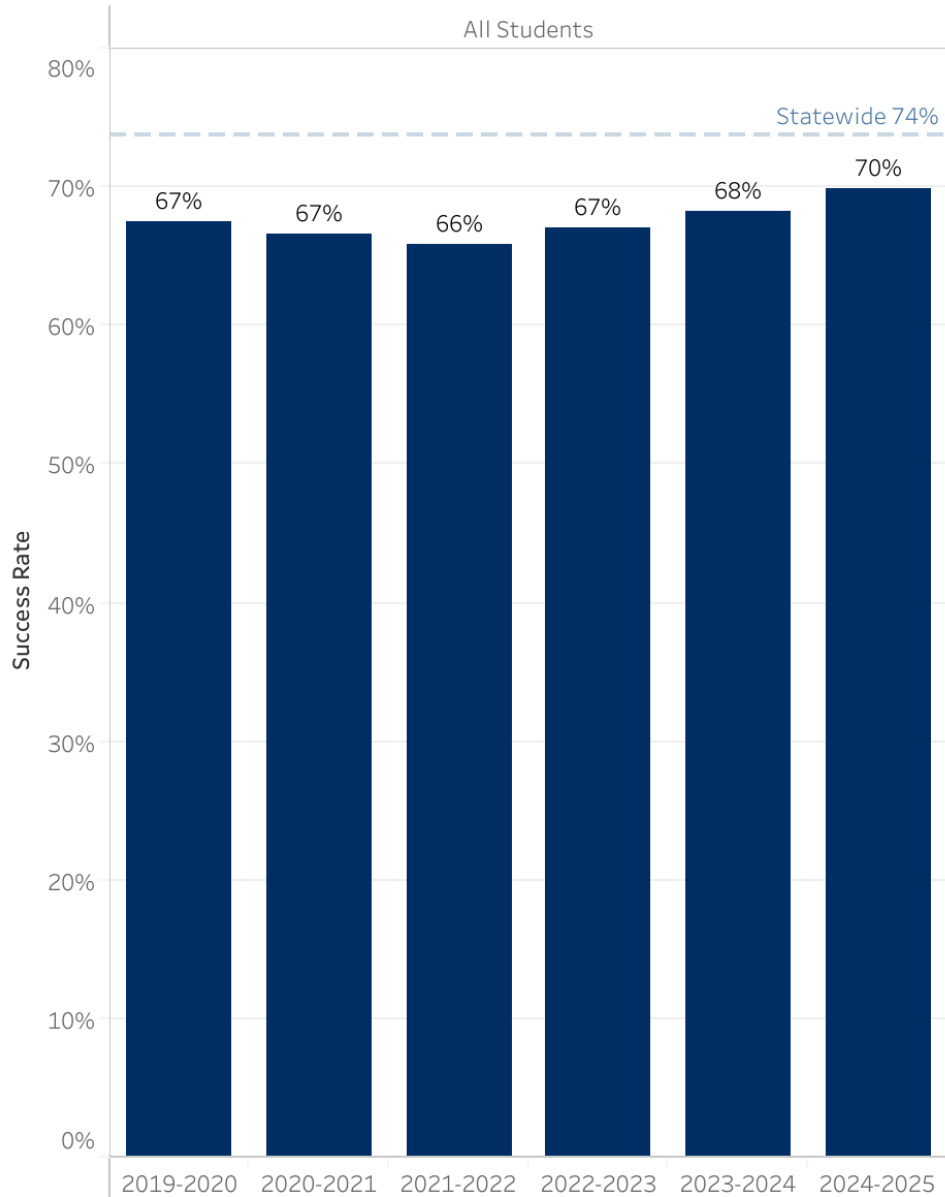
Show IPR Question

Division
Humanities & Social Sciences

Department
EDUC

Subject
EDEL

Subject



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

All Students

Graph

Graph Legend

■ All Students in Pr..

Show Statewide 2023-2024 Rate True

Over time, the department has demonstrated resilience in maintaining student performance despite shifts in instructional modality and broader enrollment fluctuations. As courses transitioned to online delivery during the pandemic, success and retention remained stable, and both metrics have continued to strengthen as face-to-face instruction has resumed.



Course Success & Course Completion



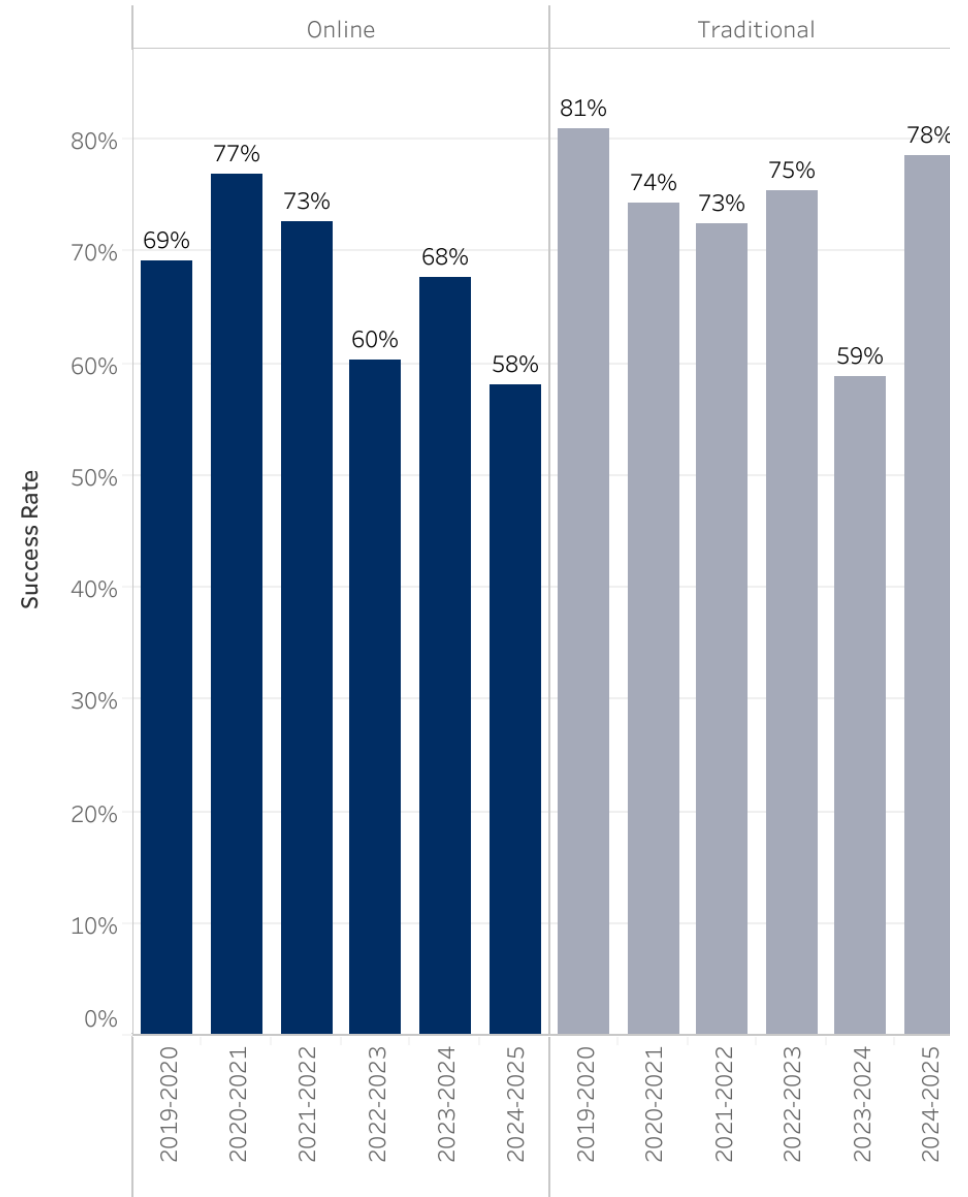
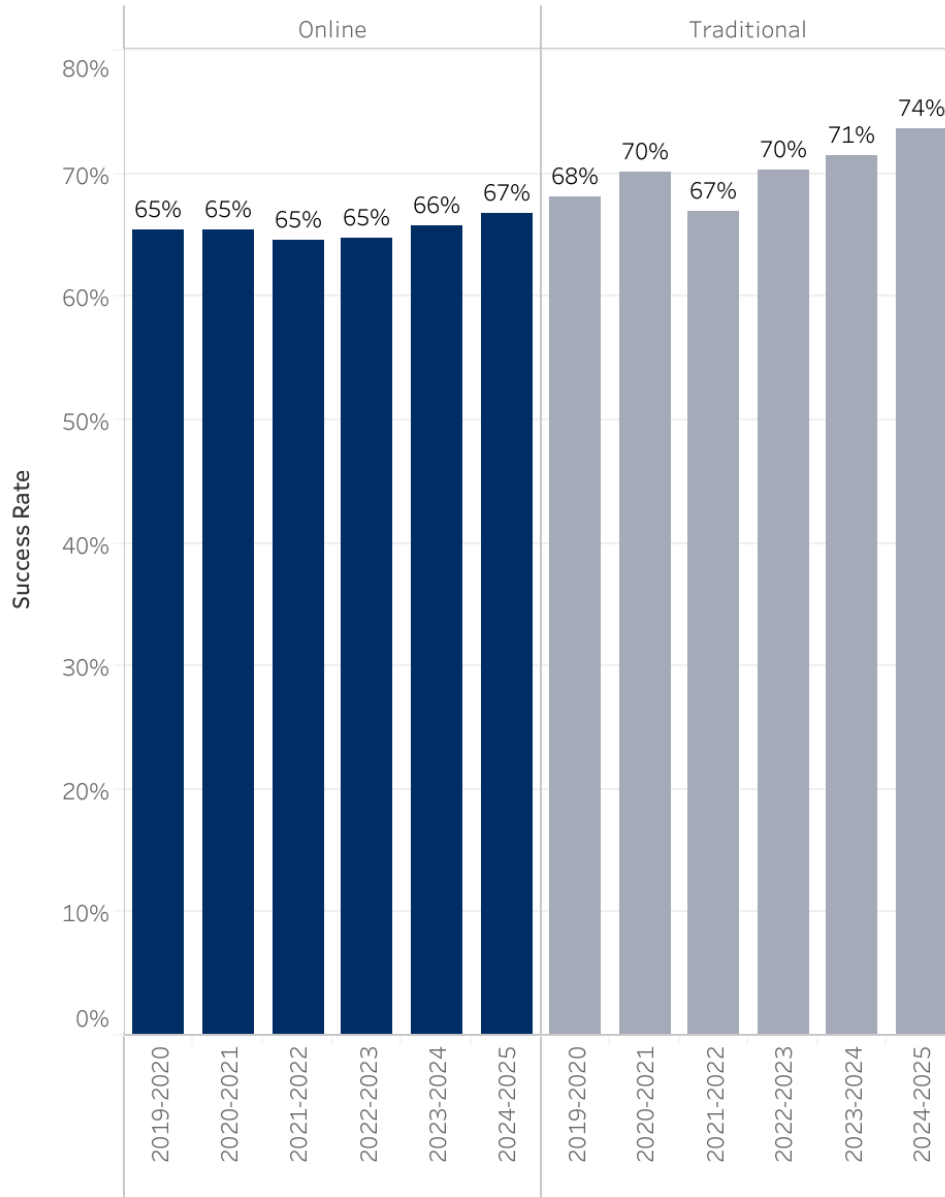
Show Annual Plan Question

Show IPR Question

Division
Humanities & Social Sciences

Department
EDUC

Subject
All



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Mode of Instruction

Graph

Graph Legend

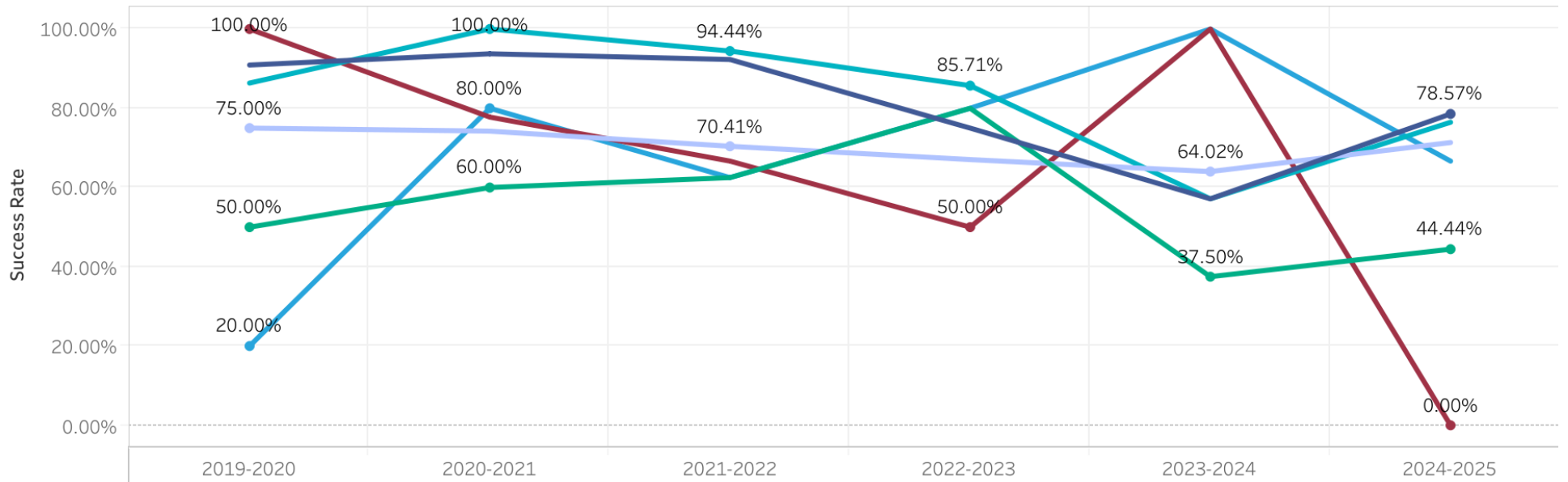
■ Online

■ Traditional

Show Statewide 2023-2024 Rate True

Disaggregated data indicate that success and retention rates are consistent across demographic groups, including Hispanic or Latino students and first-generation students. No persistent or significant disproportionate impact gaps are evident across race, ethnicity, gender, or age categories within Education courses. These outcomes reflect the department's use of inclusive pedagogy, accessible course design, and strong alignment between course expectations and student preparation.

Success Rates



Population: All students



Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year	
Humanities & Social Sciences	EDUC	EDEL	EDEL 105	Black or African A..		100.00%	0.00%	0.00%	0.00%	0.00%	
				Hispanic/Latino	60.00%	80.00%	68.75%	60.00%	33.33%	64.29%	
				Unknown				0.00%	100.00%	100.00%	
				White	50.00%	100.00%	100.00%	100.00%	0.00%	100.00%	
				EDEL 200	Asian	87.50%	100.00%	100.00%		0.00%	100.00%
				Black or African A..	100.00%	66.67%	100.00%	100.00%	100.00%	50.00%	
				Hispanic/Latino	81.58%	82.09%	73.21%	85.29%	79.31%	86.27%	
				Two or More Races	100.00%	75.00%	33.33%				
				Unknown			66.67%	100.00%		100.00%	

White

100.00%

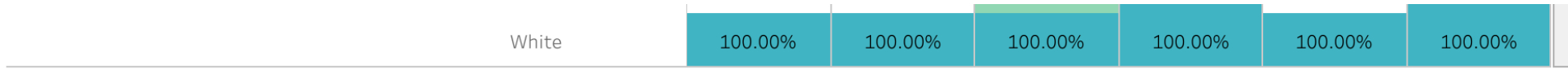
100.00%

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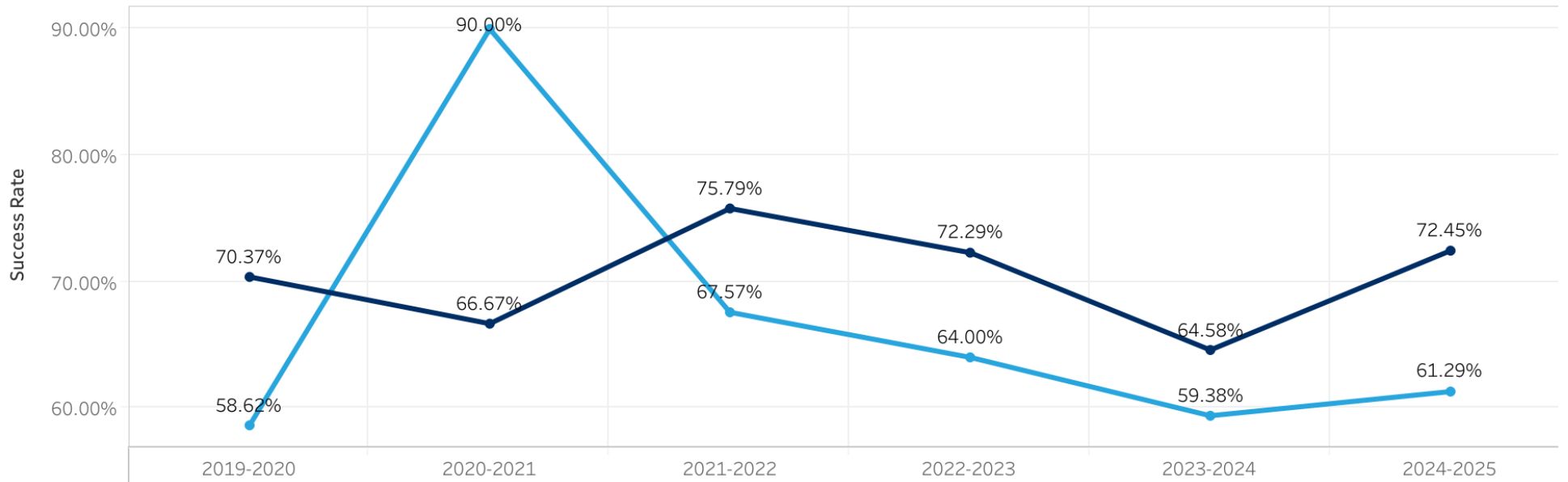
100.00%

100.00%

100.00%



Success Rates



Population: All students

■ First Generation ■ Unknown

0.00% 100.00%

Division	Department	Subject	Course	Select Student Attribute	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					67.27%	71.97%	73.48%	70.37%	63.28%	69.77%
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	First Generation	64.29%	60.29%	75.44%	69.12%	67.61%	68.25%
				Unknown	60.00%	85.71%	56.52% DI	66.67%	63.64%	56.52%
			EDEL 105	First Generation	60.00%	100.00%	60.00%		25.00%	63.64%
				Unknown	50.00%	100.00%	75.00%	50.00%	0.00%	100.00%
			EDEL 200	First Generation	90.00%	78.79%	78.79%	86.67%	70.59%	87.50%
				Unknown	57.14%	100.00%	90.00%	50.00%	100.00%	71.43%



Course Success & Course Completion



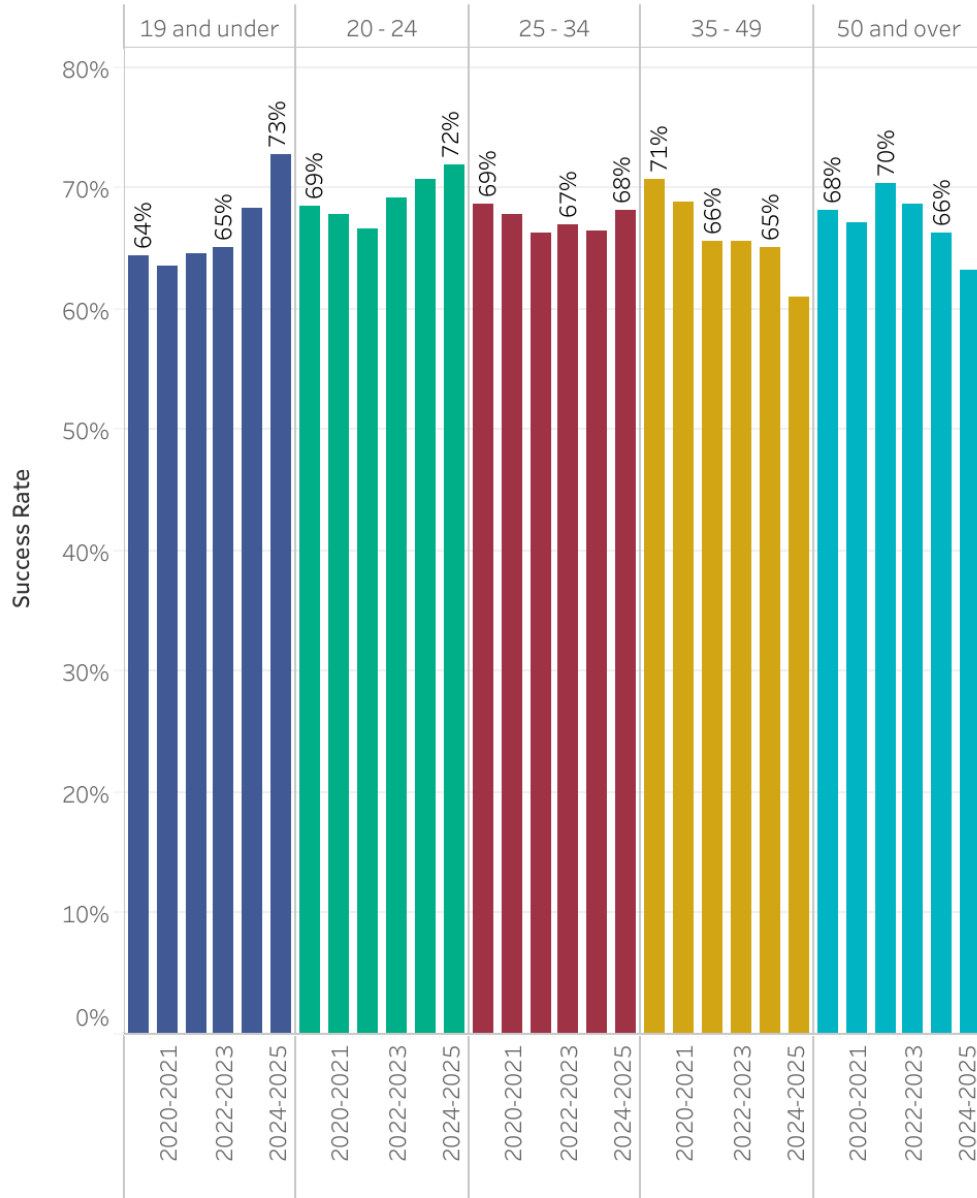
Show Annual Plan Question

Show IPR Question

Division
Humanities & Social Sciences

Department
EDUC

Subject
All

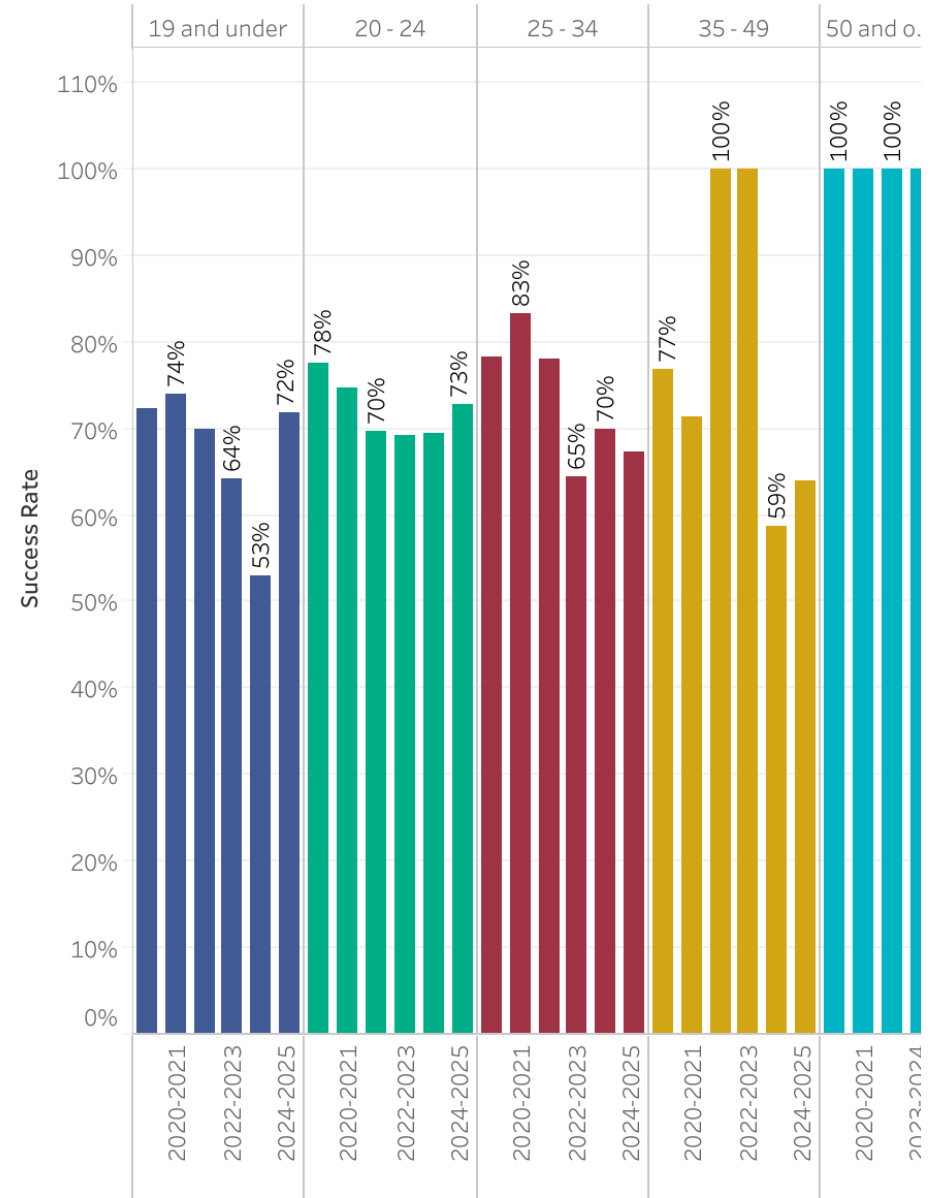


Select Success or Course Completion

Population to Display

Success Rate

Cerritos College



Select Characteristic to Diaggregate

Select Display

Age Range

Graph

There are no identified bottleneck courses within the Education curriculum. Core courses such as EDEL 100 and EDEL 200 demonstrate strong and consistent performance, with high levels of student success and retention. These courses serve as effective entry points into the Education pathway and support student progression toward transfer and degree completion.

Overall, the program's success and retention outcomes indicate that students are well supported across Education coursework and are able to persist and succeed without significant structural barriers. These results position the department well for continued growth as new degree and certificate pathways, including Special Education, are implemented.

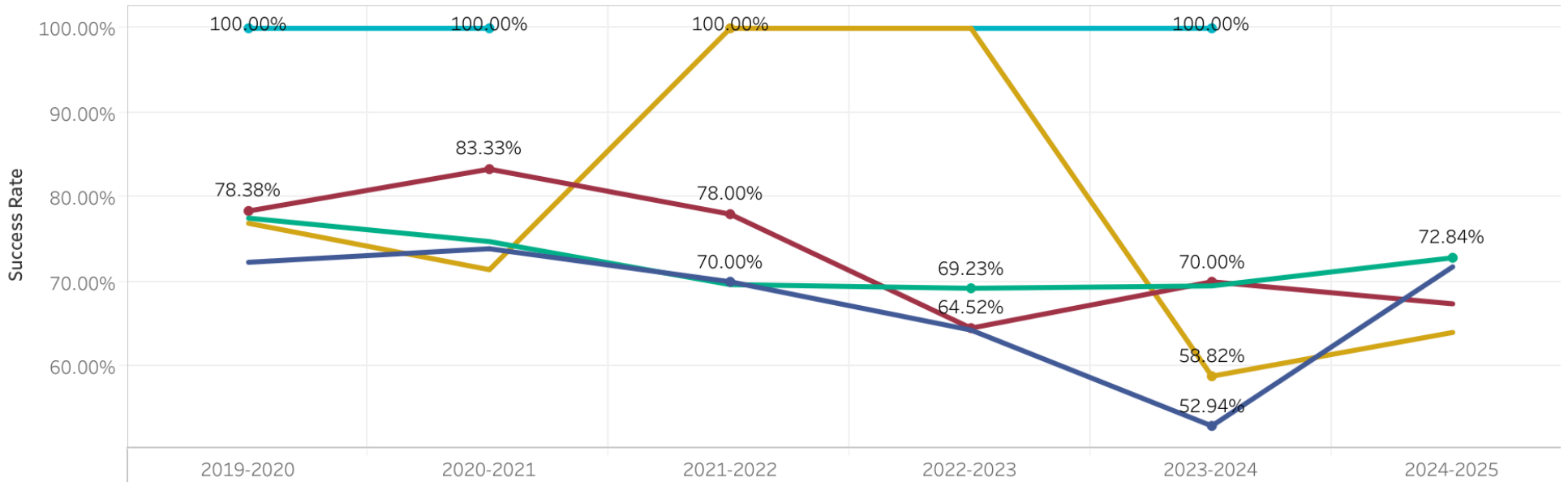
4. With regards to success and retention rates, what is the program doing or planning to do to close performance gaps and address student equity? Consider the following question when writing your response:

- **Are there differences in success rates across delivery method (e.g., face-to-face compared to online)?**

Equity Strategies and Planned Interventions

The Education Department has not identified persistent or significant performance gaps in success and retention across disproportionately impacted student groups. Success and retention rates are generally consistent across race, ethnicity, gender, and age categories, reflecting strong alignment between instructional practices and student needs. Despite the absence of major gaps, the department continues to prioritize equity through intentional, proactive strategies designed to support all students.

Success Rates



Population: All students



Division	Department	Subject	Course	Select Student At..	2019-2020 Academic Year	2020-2021 Academic Year	2021-2022 Academic Year	2022-2023 Academic Year	2023-2024 Academic Year	2024-2025 Academic Year
Humanities & Social Sciences	EDUC	EDEL	EDEL 105	19 and under	50.00%	88.89%	42.86%	0.00%	DI	71.43%
				20 - 24	60.00%	80.00%	87.50%	100.00%	50.00%	75.00%
				25 - 34	100.00%	100.00%	66.67%	0.00%	33.33%	
				35 - 49			100.00%	100.00%	0.00%	0.00%
				50 and over				100.00%		
		EDEL 200	19 and under	80.00%	100.00%	81.25%	100.00%	50.00%	100.00%	
	20 - 24		81.25%	75.61%	72.50%	82.14%	90.00%	87.10%		
	25 - 34		100.00%	91.67%	78.95%	87.50%	83.33%	83.33%		
	35 - 49		100.00%	71.43%	100.00%	100.00%		71.43%		

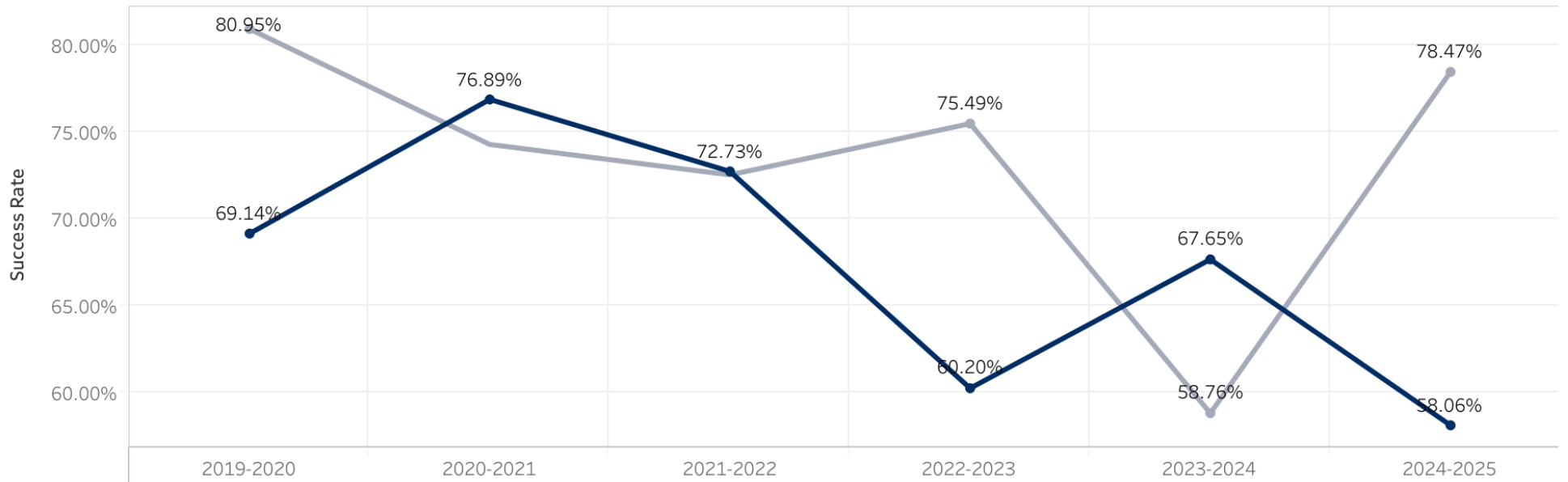
50 and over

100.00%

100.00%

Across delivery methods, success rates in online and face-to-face courses are generally comparable, although some variation exists depending on course structure and student population. Online courses continue to play an important role in expanding access, particularly for first-generation students, working students, and students with caregiving responsibilities. To support equitable outcomes across modalities, the department emphasizes consistent course design, clear expectations, and accessible instructional practices in both online and face-to-face environments.

Success Rates



Population: All students

■ Online
 ■ Traditional

29.17% 87.30%

Division	Department	Subject	Course	Select Student Attribute	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					76.33%	76.52%	72.57%	68.00%	63.32%	70.46%
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	Online	69.14%	73.08%	72.73%	60.20%	67.65%	58.06%
				Traditional	81.36%	65.00%	69.77%	71.15%	58.97%	73.77%
			EDEL 105	Traditional	61.54%	86.67%	70.00%	50.00%	29.17%	65.00%
			EDEL 200	Online		82.93%				
			Traditional	85.19%		76.32%	85.71%	79.41%	87.30%	

Current and planned strategies to support equity and student success include the continued use of culturally responsive and asset-based pedagogy, integration of inclusive teaching practices, and the incorporation of Universal Design for Learning principles. Faculty are also strengthening belonging-focused instructional approaches that support student engagement and persistence, particularly for students who may be new to higher education or returning after time away.



Course Success & Course Completion



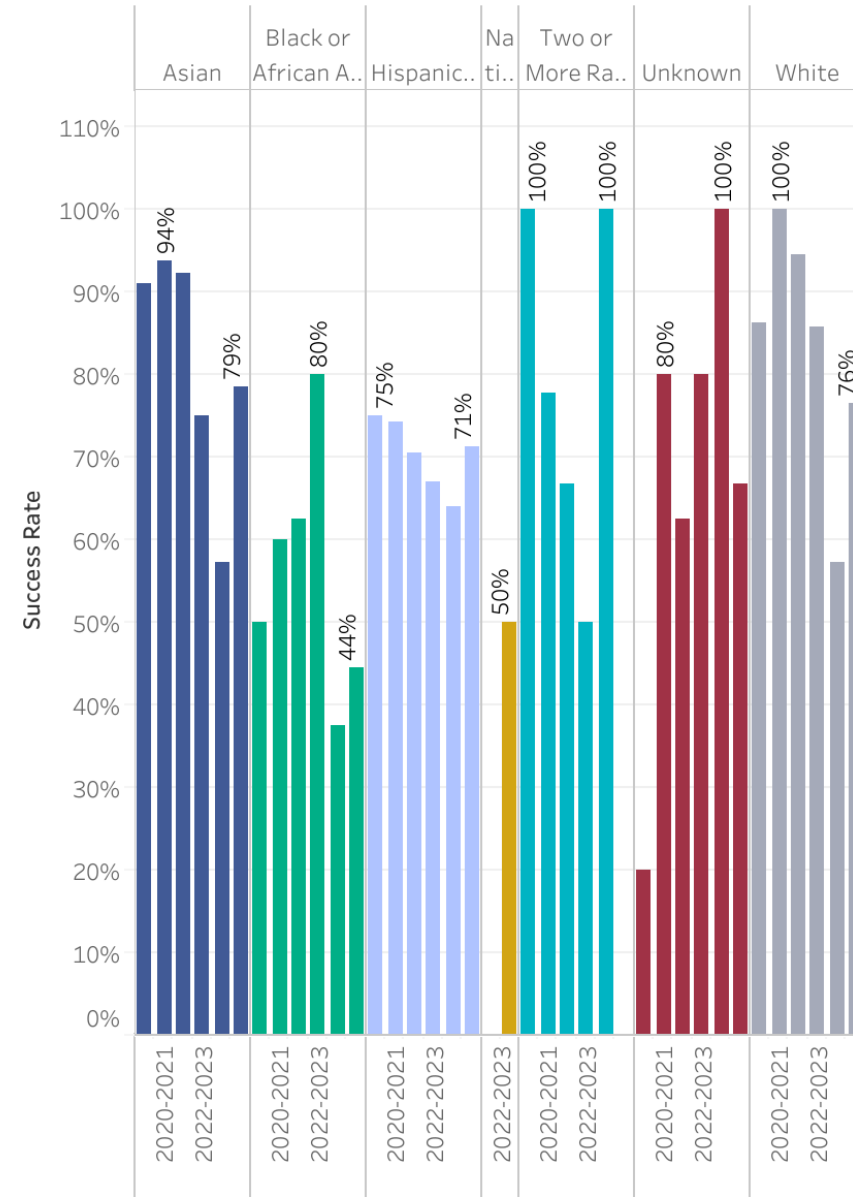
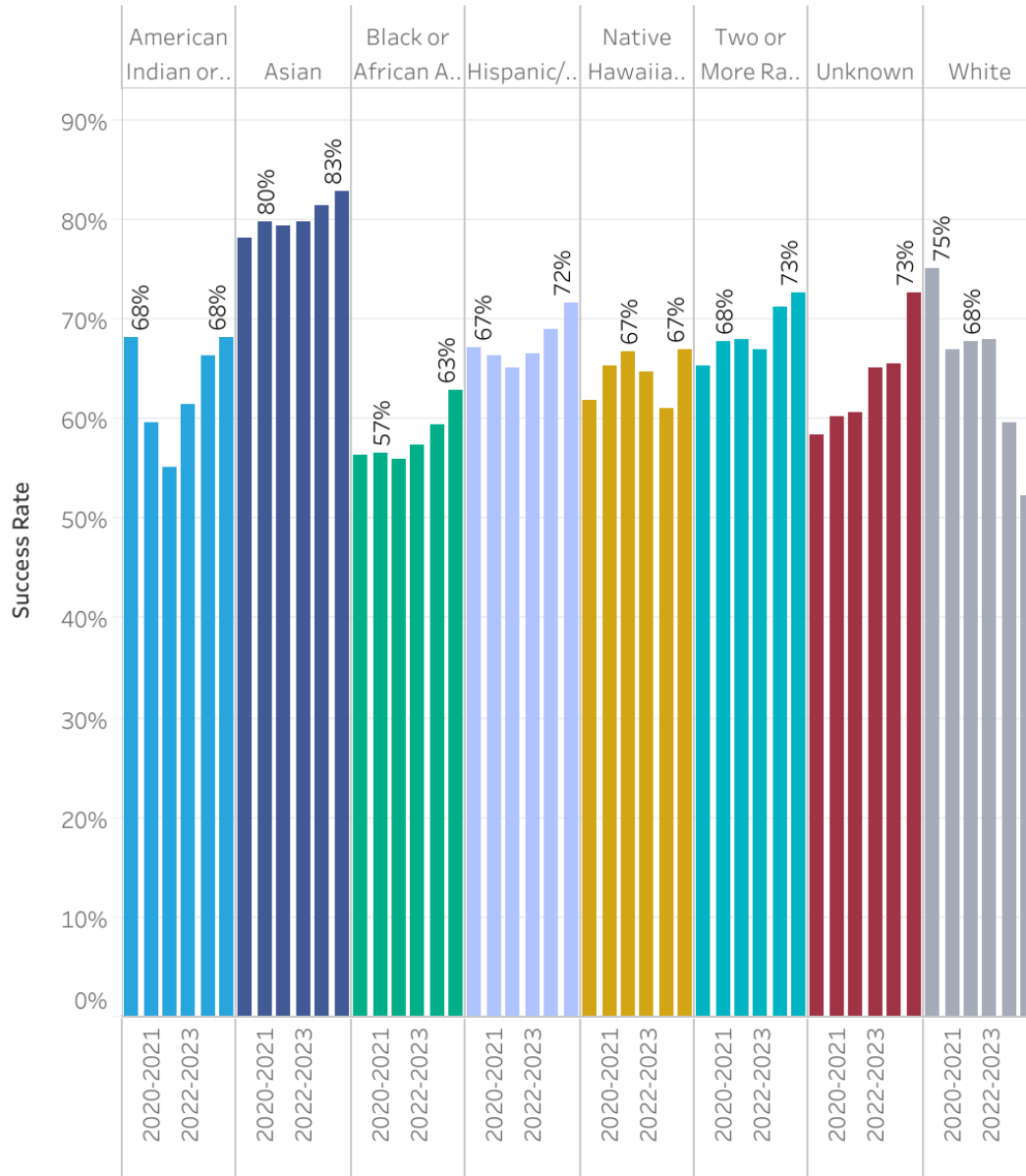
Show Annual Plan Question

Show IPR Question

Division
Humanities & Social Sciences

Department
EDUC

Subject
All



Select Success or Course Completion

Population to Display

Select Characteristic to Diaggregate

Select Display

Success Rate

Cerritos College

Race/Ethnicity

Graph

Graph Legend

■ Asian

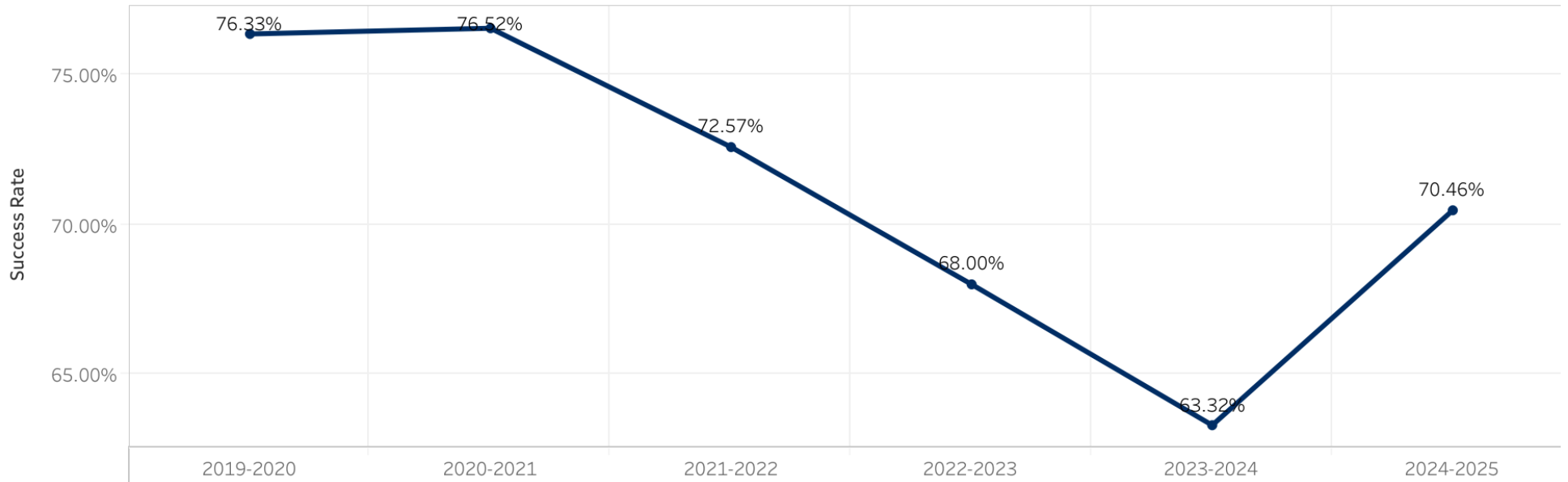
■ Black or African A.. ■ Hispanic/Latino

■

Show Statewide 2023-2024 Rate True

In addition, the department is aligning curriculum and instructional practices with the expansion of Special Education pathways, ensuring that coursework reflects inclusive educational environments and prepares students to work effectively with diverse learners. As new degrees and certificates are implemented, the department will continue to monitor success and retention outcomes across student populations and delivery methods to ensure that equitable outcomes are maintained.

Success Rates



Population: All students

All students

29.17% 87.30%

Division	Department	Subject	Course	Select Student Attribute	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
					Academic Year	Academic Year	Academic Year	Academic Year	Academic Year	Academic Year
Grand Total					76.33%	76.52%	72.57%	68.00%	63.32%	70.46%
Humanities & Social Sciences	EDUC	EDEL	EDEL 100	All students	74.29%	72.00%	70.77%	64.00%	65.25%	64.29%
			EDEL 105	All students	61.54%	86.67%	70.00%	50.00%	29.17%	65.00%
			EDEL 200	All students	85.19%	82.93%	76.32%	85.71%	79.41%	87.30%

5. Discuss conclusions drawn from the program data, assessments (SLOs), and/or other data. Indicate any specific responses or programmatic changes based on the data.

Conclusions and Programmatic Responses

Analysis of program data, including enrollment trends, student demographics, success and retention rates, and Student Learning Outcomes (SLOs), indicates that the Education Department is a stable, high-performing, and equity-centered program. Enrollment has remained consistent, ranging from 183 to 213 students over the review period, with a recent increase to 203 students in 2024–2025, reflecting renewed growth aligned with division and collegewide recovery trends.

Student demographic data demonstrate that the department serves a disproportionately high percentage of Hispanic or Latino and first-generation students relative to the division, reinforcing its role as a high-equity, high-impact program. At the same time, success rates ranging from approximately 70 to 85 percent and consistently strong retention rates indicate that students are well supported across Education coursework, with no significant disproportionate impact gaps identified.

SLO assessment data further support these findings. Students consistently meet or exceed expected outcomes across most courses, particularly in areas related to reflective practice, professional identity development, and applied understanding of teaching and learning. Strong performance in core courses such as EDEL 100 and EDEL 200 demonstrates effective scaffolding and alignment between course objectives, assignments, and student learning. Where lower performance has occurred, particularly in newer or recently revised SLOs, the department has responded by strengthening assignment scaffolding, refining rubrics, and introducing earlier formative assessment opportunities.

Based on these findings, the department has implemented several programmatic responses. These include the development and launch of new Associate in Arts degrees in Education Studies and Special Education, as well as a Certificate in Special Education, beginning in Fall 2025. These new pathways are designed to reduce unit barriers, support open entry and exit, and provide clearer options for both transfer-oriented and workforce-focused students. Because these programs are newly implemented, their full impact on completion and workforce outcomes will be assessed in future program review cycles.

Additional responses include strengthening pathway clarity through improved coordination with counseling, refining course sequencing and scheduling to support timely completion, and expanding inclusive and accessible instructional practices across modalities. The department is also continuing to integrate applied learning opportunities and align coursework with current K–12 expectations and workforce needs.

Overall, program data and assessment results indicate that the Education Department is effectively supporting student success while also positioning itself for continued growth. Future efforts will focus on monitoring outcomes associated with new degree and certificate pathways, maintaining strong success and retention rates, and ensuring that expanded offerings continue to serve a diverse student population equitably.

B. Career Technical Education (CTE) Supplemental Questions

1. How strong is the labor market demand for the program? Utilizing labor market data, describe changes in demand over the last six years and discuss the occupational outlook for the next six years.

No Value

2. How does the program address needs that are not met by similar programs in the college's region/service area? Identify and describe any distinctive component of the program and/or unique contributions.

No Value

3. What is the success, completion, and employment rates for students in the program? Identify the standards set by the program for each metric and discuss any factors that may impact the metrics for students in the program. Based on the program's benchmarks, describe the status of any action plans for maintaining/improving the metrics.

No Value

4. List any licensure/certification exam(s) required for entry into the workforce in the field of study and report the most recent pass rate(s) among program graduates. Identify performance benchmarks set by regulatory agencies and based on the program's benchmarks, describe the status of any action plans for maintaining/improving the pass rates.

No Value

Section 3. Instructional Program Learning Outcomes Assessment

A. SLO Assessment Report : Version by Rosenfeld, Kimberly on 01/28/2026 15:16

Course By SLO	Expected Performance	Performance
EDEL100 - Introduction to Teaching and Learning in Diverse Contemporary Classrooms		
Identify personal meanings related to why they want to become a teacher (Active from 2019 SP)	100.00%	93.7%
EDEL100 - Teaching and Learning in Elementary School		
Students will demonstrate knowledge of critical issues found in diverse contemporary classrooms. (Active from 2023 SP)	100.00%	80.3%
Students will develop an initial observation portfolio. (Active from 2023 SP)	100.00%	75.4%
Students will identify the qualities of an effective teacher in diverse contemporary classrooms. (Active from 2023 SP)	100.00%	82.7%
Students will recognize how the California Standards for the Teaching Profession (CSTPs) and Teacher Performance Expectations (TEPs) are exercised by today's secondary teachers in practice. (Active from 2023 SP)	100.00%	78.7%
Students will identify personal meaning related to why they want to become a teacher. (Active from 2023 SP)	100.00%	82.3%
EDEL105 - Introduction to Teaching		
Develop an initial observation portfolio. (Active from 2019 FA)	100.00%	0.0%

Course By SLO	Expected Performance	Performance
Identify personal meaning related to why they want to become a teacher (Active from 2019 FA)	100.00%	0.00
Identify the qualities of an effective teacher in diverse contemporary classrooms. (Active from 2019 FA)	100.00%	0.00
Recognize how the California Standards for the Teaching Profession (CSTPs) and Teacher Performance Expectations (TEPs) are exercised by today's secondary teachers in practice. (Active from 2019 FA)	100.00%	0.00
Demonstrate knowledge of critical issues found in diverse contemporary classrooms. (Active from 2019 FA)	100.00%	0.00
EDEL105 - Teaching and Learning in Secondary School		
Students will identify personal meaning related to why they want to become a teacher (Active from 2023 SP)	100.00%	82.14
Students will identify the qualities of an effective teacher in diverse contemporary classrooms. (Active from 2023 SP)	100.00%	67.86
Students will recognize how the California Standards for the Teaching Profession (CSTPs) and Teacher Performance Expectations (TEPs) are exercised by today's secondary teachers in practice. (Active from 2023 SP)	100.00%	71.43
Students will demonstrate knowledge of critical issues found in diverse contemporary classrooms. (Active from 2023 SP)	100.00%	64.29
Students will develop an initial observation portfolio. (Active from 2023 SP)	100.00%	71.43
EDEL200 - Introduction to the Teaching Profession		

Course By SLO	Expected Performance	Performance
A. Identify the characteristics of effective teaching and classroom management through satisfactory completion of a minimum of 45 hours of approved fieldwork, including structured assignments, observations, and reflections that demonstrate the observer's ability to: (1) Demonstrate understanding of established protocols for classroom observations (2) Observe the use of state-adopted standards (3) Observe and describe effective classroom environments (4) Identify approaches used to address individual differences among students (5) Recognize and describe examples of teaching events that implement some elements of CSTPs and TPEs (Active from 2019 FA)	100.00%	96.5%
Identify the historical and contemporary purposes, structures, and functions of schooling in American society (Active from 2018 FA)	100.00%	88.6%
Describe the multiple roles and functions of teachers and other school personnel in meeting the diverse needs of students (Active from 2018 FA)	100.00%	86.3%
Demonstrate knowledge of professional standards, ethics, and professionalism in education (Active from 2018 FA)	100.00%	69.6%
Demonstrate an understanding of educational issues in a global context (Active from 2018 FA)	100.00%	87.3%
Demonstrate knowledge of the impact of cultural contexts on learning (Active from 2018 FA)	100.00%	71.3%
Analyze and evaluate teaching and learning theories (Active from 2018 FA)	100.00%	91.7%
Analyze and evaluate methods for effectively assessing student learning in the classroom (Active from 2018 FA)	100.00%	78.7%
Summarize and explain a variety of services and programs, including ELL and exceptional learners, designed to address contemporary challenges and problems in education that impact student learning (Active from 2018 FA)	100.00%	78.4%

B. SLO Assessment Analysis : Version by Rosenfeld, Kimberly on 01/28/2026 15:16

1. Explain the frequency (i.e., when and how often) and content of assessment process (e.g., planning, data collection, and results) for the program (e.g., department meetings, advisory boards, etc.). Also, describe the process for reviewing and discussing outcomes data.

Frequency and Planning

Student Learning Outcomes (SLOs) for Education (EDEL) courses are assessed on a regular cycle in alignment with Cerritos College assessment expectations. Core Education courses are assessed during fall and spring semesters, with SLOs rotated to ensure that all course outcomes are reviewed within the established assessment cycle. Assessment planning occurs at the department level, with attention to alignment between course SLOs, program outcomes, and transfer and workforce preparation goals.

Education courses include a mix of introductory coursework, fieldwork-based experiences, and applied observation and reflection assignments. As a result, assessment planning intentionally aligns SLOs with authentic, embedded assignments such as observation portfolios, reflective writing, fieldwork documentation, and applied analysis of classroom practice. These assignments directly correspond to the measurable verbs in each SLO, including identify, analyze, demonstrate, recognize, and evaluate.

Data Collection and Reporting

Faculty assess SLOs using embedded assignments that are common across sections where possible, particularly in high-enrollment gateway courses such as EDEL 100 and EDEL 200. Performance data are reported through eLumen and reflect the percentage of students meeting or exceeding the expected outcome benchmark. While the expected performance target is set at 100 percent, actual performance results across most assessed SLOs fall within the 70–95 percent range, indicating generally strong student achievement across Education coursework.

Several SLOs related to reflective practice, professional identity development, and observation portfolio completion demonstrate particularly high performance, especially in EDEL 100 and EDEL 200. These outcomes align with the program's emphasis on early professional socialization into teaching and confirm the effectiveness of scaffolded, applied assignments. Lower performance on select SLOs, particularly those tied to newer outcomes activated in 2023, reflects the normal calibration period associated with revised SLOs and newly implemented assignments.

In cases where 0 percent performance appears in the data, these entries reflect courses or SLOs that were not assessed during the reporting cycle rather than student failure. These data points are reviewed during departmental reflection to ensure accurate interpretation and appropriate follow-up assessment scheduling.

Review and Discussion of Outcomes Data

Outcomes data are reviewed and discussed as part of ongoing department dialogue led by the Education Department Chair and informed by the Education Faculty. Discussions focus on identifying patterns across courses, examining areas of strong performance, and noting SLOs that may benefit from additional scaffolding or earlier formative assessment. Particular attention is given to SLOs connected to observation portfolios, professional standards such as CSTPs and TPEs, and applied understanding of diverse classroom contexts.

2. Describe the process for development of plan for improvement and summarize the changes that discipline faculty plan to implement based on the analysis of the student learning and program effectiveness. Provide specific examples.

Process for Developing Plans for Improvement

The Education Department develops plans for improvement through a faculty-led, reflective process that integrates SLO assessment results, course-level observations, and broader program effectiveness data. Following each assessment cycle, faculty review SLO performance data in relation to expected outcomes and examine patterns across courses, delivery modalities, and types of assignments. This review emphasizes identifying areas of strong student performance as well as outcomes that may benefit from additional scaffolding, clarification, or instructional alignment.

Improvement planning is collaborative and iterative. Faculty discussions focus on how students are demonstrating learning through authentic assessments such as observation portfolios, reflective writing, and applied analysis of classroom practice. Rather than treating assessment as a compliance activity, the department uses results to inform instructional decisions, course sequencing, and assignment design. Planned improvements are documented informally through course revisions and discussed during department meetings and curriculum planning conversations.

Summary of Planned and Ongoing Improvements

Analysis of recent SLO data indicates that students are consistently meeting or exceeding expectations across most outcomes, particularly those related to professional identity development, understanding of effective teaching practices, and application of professional standards such as the CSTPs and TPEs. As a result, many improvement efforts focus on refinement rather than remediation.

One area of planned improvement involves strengthening scaffolding for newer SLOs activated in 2023, particularly those requiring students to demonstrate applied understanding of critical issues in diverse classrooms and to develop initial observation portfolios. Faculty plan to introduce earlier formative checkpoints within these assignments, such as guided observation prompts, structured reflection templates, and exemplar models, to better support students who are new to classroom observation or professional writing in education.

Faculty have also identified opportunities to improve alignment across sections by refining shared rubrics and clarifying performance criteria for complex outcomes. For example, SLOs related to recognizing professional standards and analyzing classroom practice will be supported through clearer rubric language and more explicit connections between course content and fieldwork expectations.

In courses with historically strong performance, such as EDEL 100 and EDEL 200, faculty plan to continue effective practices while exploring ways to deepen student learning. This includes integrating more intentional reflection on equity, inclusive practices, and the role of special education within general education settings. These refinements support both transfer preparation and workforce readiness, particularly as new Special Education pathways are implemented.

Use of Program Effectiveness Data

In addition to SLO results, faculty consider broader program effectiveness indicators such as enrollment stability, course completion patterns, and student progression through Education pathways. These data inform decisions about course scheduling, sequencing, and the timing of fieldwork experiences. As the department expands Special Education degrees and certificates, assessment findings will also guide the development of new assignments and outcomes that reflect evolving professional expectations.

Overall, the Education Department's improvement planning process is grounded in evidence, faculty expertise, and a commitment to continuous improvement. Planned changes are intentional, targeted, and aligned with the department's mission to support student success through high-quality instruction, reflective practice, and equitable learning environments.

C. Curricular Course Review : Version by **Rosenfeld, Kimberly** on **05/10/2026 14:20**

1. Provide the curriculum course review timeline to ensure all courses are reviewed at least once every six years.

The Education Department follows the curriculum review cycle established by the Cerritos College Curriculum Committee. As courses come due, the department is notified by its Curriculum Committee representative and updates Course Outlines of Record (CORs) accordingly. This process ensures that all EDEL courses are reviewed and revised at least once every six years in alignment with institutional requirements and statewide standards.

2. Explain any course additions to current course offerings.

The Education Department has built an Special Education Degree, Certificate and Pathway to CSULB. This included the creation of three new special education courses.

EDEL 110 Introduction to Special Education in K-8 Settings

EDEL 210 Special Education, Disability, Equity and American Education

EDEL 215 Philosophy of Education

In addition to recently approved Special Education courses, the department received approval for a new certificate in Education: Autism, Neurodiversity, and Applied Behavior Analysis certificate and associated courses to launch, fall 2026.

This includes the approval of two new courses:

EDEL 225 Autism Spectrum Disorder and Neurodiversity

EDEL 235 Applied Behavior Foundations in Autism and Neurodiversity

Autism and Neurodiversity Studies Certificate:

Required Core Courses (12 units)

- EDEL 210 Disability and American Education (3 units)
- EDEL 225 Autism Spectrum Disorder and Neurodiversity (3 units)
- EDEL 235 Applied Behavior Foundations in Autism and Neurodiversity (3 units)
- READ 140 Reading and Literacy for Autism & Neurodiversity (3 units)
- SLP 115 Introduction to Behavior Management (3 units)

Electives (Choose 6 units)

- EDEL 110 Introduction to Special Education K–8 Settings (1 unit)
- PSYCH 241 Developmental Psychology (3 units)
- PSYCH 271 Abnormal Psychology (3 units)
- EDEL 215 Philosophy of Education (3 units)
- SLP 218 Behavioral Interventions (3 units)
- SLP 221 Multisensory Interventions for Behavior Management (3 units)

3. Explain any course deletions and inactivation's from current course offerings.

There have been no course deletions or inactivations during the current review period. The Education Department is in a phase of program growth and expansion, with efforts focused on developing new degrees, certificates, and pathways rather than reducing existing offerings.

4. Discuss how well the courses, degrees, and/or certificates meet students' transfer or career training needs. Consider the following questions:

- *Have all courses that are required for the program's degrees and certificates been offered during the last two years? If not, has the program established a course offering cycle?*
- *How has degree and/or certificate completion changed over time?*
- *Are there sufficient completers compared with the size of your program?*

Offerings

All Education courses are offered each semester including the new Special Education Courses.

Changes in Degree and Certificate Completion Over Time

Over the review period, degree completion in Education has reflected the structure and intent of the department's historical pathways. Until Fall 2025, the primary degree option available to Education students was the Associate in Arts for Transfer in Elementary Teacher Education. This degree was unit intensive by design and aligned to transfer preparation rather than early degree completion. As a result, many students successfully transferred to four-year institutions prior to completing the AAT, which limited overall award counts despite steady enrollment and strong student progression.

Award data indicate modest but consistent completion of the AAT across the review period, with fluctuations corresponding to enrollment cycles and transfer timing. These patterns align with the preparatory role of Education coursework and reflect student behavior consistent with CSU articulation pathways rather than attrition or lack of progress.

Beginning in Fall 2025, the Education Department expanded its degree and certificate offerings to include Associate in Arts degrees in Education Studies and Special Education, as well as a Certificate in Special Education. These new pathways were intentionally designed to reduce unit barriers, support open entry and exit options, and better serve both transfer-oriented students and those pursuing workforce preparation. Because these programs were launched in Fall 2025, completion data for these new degrees and certificates are not yet available.

Sufficiency of Completers Relative to Program Size

When considered in context, the number of degree completers under the AAT model was appropriate relative to the program's size and its transfer-focused design. Enrollment data demonstrate that Education serves a substantial number of students who use the program as a transfer pathway rather than a terminal degree. As such, award counts alone do not fully capture program effectiveness or student success.

The introduction of additional AA degrees and a workforce-aligned certificate is expected to increase degree and certificate completion over time by providing clearer, more accessible milestones for students. These changes are intended to improve completion outcomes while maintaining strong transfer preparation, and future program reviews will be able to assess the impact of these expanded pathways using new award data.

5. Are any licensure/certification exams required for program completion or career entry?

- *If so, what is the pass rate among graduates?*
- *Set an attainable, measurable goal for pass rates and identify any applicable performance benchmarks set by regulatory agencies.*

N/A

Section 4. Instructional Program Reflection

A. Six-Year Program Reflection : Version by **Rosenfeld, Kimberly** on **05/10/2026 14:20**

1. Provide an analysis of your program throughout the last six years, reflecting on student demographics and enrollment. Reflect on any changes you would like to see in your program in the next six years.

Over the past six years, the Education Department has demonstrated stability, resilience, and intentional growth while navigating significant institutional and statewide challenges. Throughout the review period, the department has consistently served a diverse student population that closely aligns with Cerritos College demographics, including high proportions of Hispanic or Latino students, first generation college students, and female identifying students. Education has continued to attract primarily traditional college age students preparing for transfer.

Looking ahead, the Education Department plans to expand its Special Education curriculum through the development of a certificate and coursework focused on autism, neurodiversity, and applied behavior analysis. This initiative responds to growing workforce demand for professionals prepared to support students with disabilities across educational and community settings and builds on the department's existing Special Education pathways.

As part of its ongoing curriculum development, the department has also strengthened transfer alignment through the development of two courses that meet Cal-GETC requirements, including Philosophy of Education (Humanities) and Disability and American Education (Social Sciences). These courses expand general education options within Education and provide students with additional transfer-relevant coursework that integrates education, equity, and disciplinary perspectives.

2. What is the six-year trend of degrees and certificates awarded? Is there anything you can do to help increase the number of students who acquire degrees and/or transfer

Over the six-year period, the Education Department has primarily awarded degrees through the Elementary Teacher Education Associate in Arts for Transfer. Degree awards ranged from **34 to 59 annually**, with a peak of **59 degrees in 2020–2021**, followed by **51 degrees in 2021–2022**, **52 degrees in 2022–2023**, a decline to **34 degrees in 2023–2024**, and a recovery to **42 degrees in 2024–2025**. While the total number of degrees awarded has fluctuated year to year, recent declines reflect structural changes rather than diminished student interest.

These changes include shifts related to Cal-GETC implementation, the high unit requirement of the Elementary Education AAT, and changes in state credentialing pathways that have influenced student decision-making and transfer behavior. Despite a recent decrease in total AAT degrees awarded, the department has seen improvement in time to completion, indicating that students who remain in the pathway are progressing more efficiently toward their goals. Counselors have also reported that some students are opting for alternative pathways, such as Education Studies, due to the AAT's unit intensity and evolving transfer requirements.



Award Count by Program Report



“What is the Number of Awards conferred campuswide?”

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Grand Total	5,095	4,662	5,187	6,322	8,168	9,303
AA/AS	1,511	1,259	1,521	1,766	1,581	2,303
ADT	1,116	1,120	1,059	1,056	1,045	1,192
Cert	2,468	2,283	2,607	3,500	5,542	5,808

“What is the Number of Awards conferred by Program?”

Hover over title to expand and collapse columns using [+] and [-]. Data can be disaggregated from Division down to Academic Plan.

Division	Department	Award Category	Student Attribute	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	24 - 25
Total				38	59	51	52	34	42
Liberal Arts	Elementary Teacher Education	Associates Degree for Transfer	All students	38	59	51	52	34	42

Completion Year(s):

Multiple values

Awards Count Value:

Number of Awards

Student Attribute Group:

All students

To increase the number of students earning degrees and transferring, the department has taken several steps. These include expanding degree options beyond a single AAT by developing an AA degree in Education Studies and an AA degree and Certificate in Special Education, which are designed to reduce completion barriers and better align with both transfer and workforce goals. These new pathways were launched in Fall 2025, and completion data will be available in future program review cycles.

In addition, the department has strengthened transfer alignment through the development of two courses that meet Cal-GETC requirements, including Philosophy of Education (Humanities and Disability) and American Education (Social Sciences). These courses expand general education options within Education and provide students with additional transfer-relevant coursework that supports both degree completion and transfer preparation.

The department is also working closely with counseling to improve pathway clarity, ensure accurate advising, and increase student awareness of degree and certificate options. Planned workforce-focused certificates, including proposed coursework in autism, neurodiversity, and applied behavior analysis, are intended to further increase certificate completion and provide additional on-ramps for students seeking employment or transfer.

Together, these efforts are intended to provide students with more flexible, attainable pathways that support degree completion, transfer, and entry into education-related careers, while responding to changes in statewide policy and local workforce needs.

3. Were there any unplanned events (positive or negative) that affected your program? If so, what were they and how did they affect the program?

Several unplanned events affected the Education Department during the review period. The COVID pandemic required shifts in instructional delivery, particularly for courses that rely on classroom observation and in-person experiences. Education courses adapted to remote and hybrid formats, which limited access to traditional field-based learning opportunities during peak pandemic periods. Despite these constraints, the department maintained stable enrollment, ranging from 183 to 213 students over the review period, and sustained strong success and retention outcomes, indicating continuity of program delivery.

Another unplanned challenge was the rise in fraudulent student enrollment, often referred to as bot students. These enrollments impacted course rosters and created challenges in accurately interpreting success and retention data, particularly in lower-unit, open-access Education courses. The presence of fraudulent enrollments increased administrative and instructional workload related to student verification and course management.

In addition, a faculty retirement in Summer 2025 resulted in the formal integration of Educational Technology into the Education Department. This structural change expanded department responsibilities related to scheduling, curriculum coordination, and program oversight, while requiring continuity of instruction and student support during the transition.

Despite these challenges, the Education Department maintained program continuity, adapted instructional practices, and continued to advance curriculum development and pathway expansion in response to student and workforce needs.

4. Please describe any recent achievements in your program by faculty and staff who have won awards or distinctions, new projects your program has implemented, committee work, professional development work, conference presentations, community engagement, or recently published work.

During the review period, the Education Department has demonstrated significant achievement through program development, curriculum innovation, and institutional and statewide leadership. In the absence of full-time instructional faculty, these efforts have been coordinated through the leadership of the Education Department Chair.

Education Department Chair, Dr. Kimberly Rosenfeld, serves as the academic and administrative lead for the department and has provided sustained leadership in curriculum development, program expansion, and cross-campus and external collaboration. During the review period, Dr. Rosenfeld received the Cerritos College Diversity Award for Bridge to Equity and the CTJ Outstanding Faculty Development Award in recognition of contributions to inclusive pedagogy, faculty development, and institutional innovation. The Chair has also received certificates of recognition from local and state elected officials for leadership in education and community engagement.

In addition to these distinctions, the department has implemented several major programmatic initiatives. These include the development and launch of Associate in Arts degrees in Education Studies and Special Education, as well as a Certificate in Special Education, beginning in Fall 2025. The department has also strengthened transfer alignment through the development of two courses that meet Cal-GETC requirements, including Philosophy of Education (Humanities) and Disability and American Education (Social Sciences), expanding general education options within Education and supporting student transfer pathways.

The Chair has also contributed to campus and statewide efforts related to artificial intelligence in education, faculty development, and instructional innovation, including committee leadership, professional development initiatives, and conference presentations focused on equity, teacher preparation, and emerging educational practices. These efforts have supported the integration of new curriculum, strengthened partnerships, and increased the visibility of the Education Department within the college and across the California Community College system.

The Education Department is supported by a highly qualified group of part-time faculty whose professional expertise and lived experience in K–12 and related educational settings directly inform instruction. Collectively, these faculty bring advanced academic training, California teaching credentials, and extensive classroom experience in areas such as teacher preparation, special education, inclusive pedagogy, culturally responsive teaching, child and adolescent development, and classroom-based observation and fieldwork. Many hold graduate degrees and professional certifications and have taught across the California Community College and CSU systems. Their ongoing work in K–12 schools ensures that Education coursework remains grounded in current educational practice, state standards, and the realities of today's classrooms.

Together, these efforts reflect a sustained commitment to program development, student success, and institutional leadership, and have supported the continued growth and impact of the Education Department.

5. Provide a status update on goals from the last program review cycle.

Goals associated with the prior program review cycle emphasized enrollment stability, curriculum relevance, equity, and pathway clarity. During that cycle, Education planning, assessment, and reporting were embedded within the Teacher TRAC program review structure, rather than operating as a standalone department.

As this represents the first standalone program review for the Education Department, prior goals were developed and assessed within the broader Teacher TRAC program structure. While Education-specific goals were not previously tracked independently, the department has made substantial progress aligned with the intent of earlier priorities related to enrollment stability, student success, and pathway development.

Since that time, the Education Department has expanded in scope and complexity, resulting in stable enrollment ranging from **183 to 213 students annually**, with recent growth to **203 students in 2024–2025**. The department has also maintained strong student success outcomes, with success rates generally ranging from **70 to 85 percent** and consistently high retention rates.

In addition, the department has advanced significant curriculum development efforts, including the creation of new Associate in Arts degrees in Education Studies and Special Education, as well as a Certificate in Special Education, launched in Fall 2025. These programs expand both transfer and workforce pathways and represent a major step forward in aligning the

department's offerings with student needs and regional demand.

These outcomes reflect meaningful progress toward the intent of earlier goals, even though those goals were not previously assessed through a standalone Education program review process. The department's growth, combined with the establishment of stable administrative leadership, supports the transition to an independent program review and provides a foundation for clearer goal setting, assessment, and accountability moving forward.

6. If applicable, describe the resources the program received from the last review cycle and the impact it had on the program?

The primary resource received during the review period was conference attendance support. This investment contributed to the development of an Artificial Intelligence task force, which subsequently led to the establishment of a Senate Committee on Artificial Intelligence.

These efforts have supported the integration of AI-related pedagogy and curriculum across Education and Educational Technology and have increased the department's visibility in campus and statewide conversations related to artificial intelligence in higher education. Conference participation enabled the Department Chair to engage in professional learning, build external connections, and bring back practices that informed curriculum development, faculty support, and institutional initiatives.

Overall, this resource had a sustained impact by supporting the translation of professional development into programmatic and institutional-level efforts that continue to shape teaching, learning, and curriculum design.

Section 5. Instructional Program Goals and Resource Requests

A. Six-Year Program Goals and Resource Requests