

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

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

Section I: Program Overview and Goals

Mission and Alignment

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

Degrees and Certificates

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

Six-Year Program Goals

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

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

Section II: Assessment Report and Data Analysis

Assessment Report (Part 1: Assessment Table)

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

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

Courses by SLO	Semester	Expected Performance	Performance

Assessment Report (Part 2: Assessment Responses)

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

Data Analysis of Program Data

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

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

Curricular Course Review

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

Section III: Program Reflection

Six-Year Program Reflection

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

Section IV: Resource Requests

Faculty Resource Request(s)

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

in the “Program Goals” section.

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

Classified Resource Request(s)

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

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

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

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

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

Professional Development Resource Request(s)

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

Facilities Resource Request(s)

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

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

Technology and Software Resource Request(s)

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

Other Resource Request(s)

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

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

Prioritized Resource Request Recommendations

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

Resource Request	Priority	Cost Estimates	Program Goal Alignment