

Instructional Program Review Handbook



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Section 1: Introduction

This *Instructional Program Review Handbook* assists Cypress College faculty, administrators, and staff in the evaluation of instructional programs as prescribed by a range of statutes, guidelines, and resources.

This *Handbook* provides college faculty and administrators with the following:

- The mission, purpose, and parameters of the existing instructional program review process at Cypress College;
- A framework that codifies the use of consistent data and documentation for faculty program reviews to evaluate program strengths, areas of opportunity, or challenges in achieving student success;
- A resource for the regulatory and accrediting requirements to assure uniform practices in program evaluation, including recommendations from the California Community College Chancellor's Office, the Academic Senate for California Community Colleges, and the Accrediting Commission for Community and Junior Colleges (ACCJC);
- A forum for collecting, addressing, and reporting challenges and best practices for the purpose of sustaining consistent quality improvement throughout the college; and
- A mechanism for assuring the integration of instructional program review in institutional planning, budget, and resource allocations.

Purpose of Program Review

The Instructional Program Review process supports Cypress College and North Orange County Community College Districts' strategic and master plans, distance education and technology plans, professional development, and related efforts aimed at assuring quality educational programs, student achievement, and learning. Decision-making processes, including those affecting budgets, resource allocation, hiring of full-time faculty, and competitive internal grant opportunities rely on the instructional program review process and reports as a basis for evaluating resource requests. The review process incorporates the systematic, ongoing evaluation of programs using data on student success, diversity, distance education, achievement, curriculum, labor market results, and student learning outcomes to assure currency, relevancy, and innovation. The faculty reviews, dean reviews, interdisciplinary dialogue, and Instructional Program Review Committee (IPRC) assessments contribute to the evidence-based evaluation of programs, which are

summarized in an annual report to foster institutional effectiveness, appropriate resource allocation, and ongoing quality improvements in student success.

History of Program Review at Cypress College

Cypress College has had a comprehensive instructional program review process, previously known as Instructional Quality Assessment (IQA) Validation, since 1990. The campus added Student Support Services (now the Student Services Program Review) and Campus Support Services Quality Review (now the Campus Services Program Review) processes and piloted the two processes in the fall of 2003 and the spring of 2004. In addition, the campus regularly reviewed the effectiveness of the Strategic Plan. At the conclusion of each three-year cycle, a planning retreat was held to lay the groundwork for the development of the succeeding plan. Instructional Quality Assessment Validation, Student Support Services Quality Review and Campus Support Services Quality Review quality assurance reports were communicated to appropriate constituencies as part of their self-study processes. Externally, the Public Information Office published some of the more global achievements of the College's students and faculty (Cypress College 2005 Accreditation Report).

After 2005, the scope of the instructional program review process expanded to add more meaningful data metrics, more consistent reporting of student learning outcomes, expanded self-studies to address distance education, labor market information, disaggregated subpopulations of students, and qualitative discussions where program representatives share their greatest challenges and accomplishments directly with the IPRC. Annual summaries of the written and presentation materials were created by the committee, distributed to the departments for their review and comment, and then made part of the annual report. Copies of the IPRC's annual reports can be found on the IPRC SharePoint and the Institutional Research and Planning website.

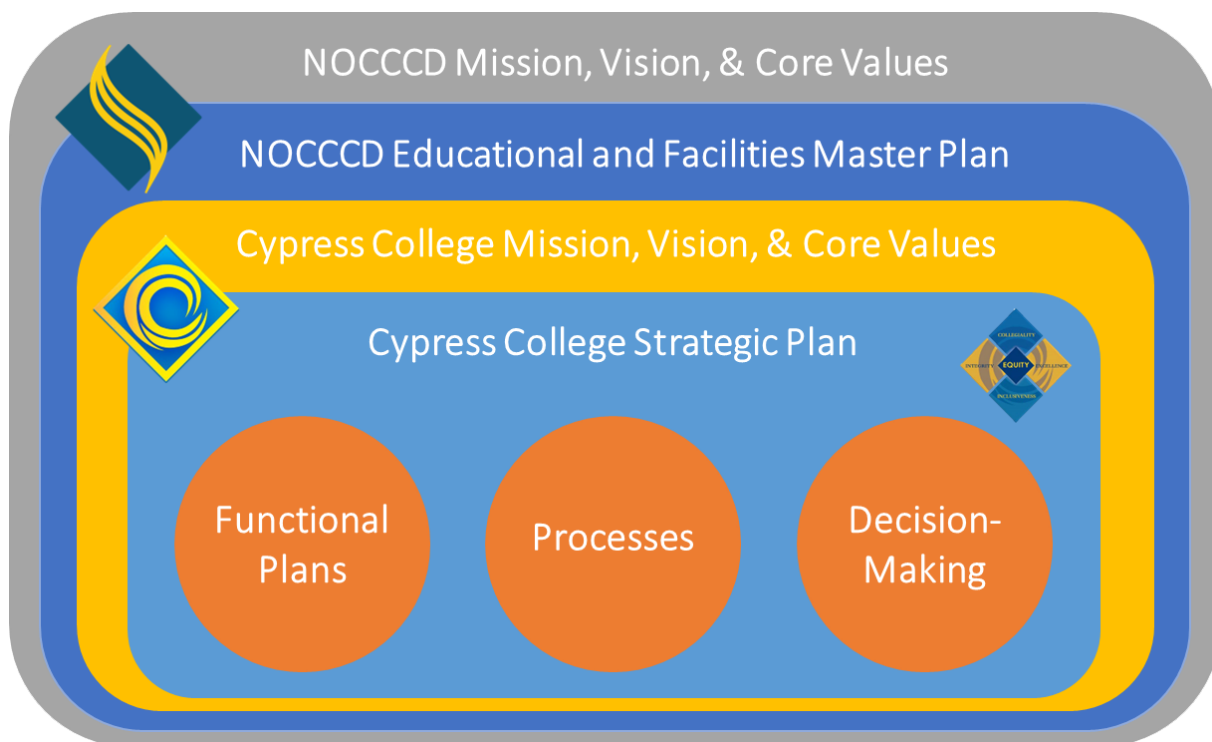
Current Role of Instructional Program Review

In our 2018 accreditation report, the ACCJC asked Cypress College to demonstrate a better connection between our program reviews and our larger college planning and budgeting processes. In response, changes were made to the scope of the work of the IPRC, the responsibilities and duties of the IPRC Chair, and the forms and summaries issued by the committee in the review process all in effort to show this connection. Beginning in Spring 2019, a compliance status was added to the Instructional Program Review summaries. The status reflected the degree of compliance with the expectations of Instructional Program Review and was tied to a department or program's ability to apply for and access regular sources of college funding. The summaries are to be used by the Planning and Budget Committee to help inform the campus processes for One-Time Funding, Faculty and Classified Prioritization, and other budget and resource requests. The IPRC should review the forms and summaries each spring to ensure that the review process captures the information and data used in the campus planning and budget processes. Currently, the annual reports, committee compliance reports, and meeting minutes can be found in the IPRC SharePoint.

Diagram of the Quality Review, Planning, and Budget Process

The following diagram illustrates the relationships between major planning, assessment, and implementation activities at Cypress College. The long-range District Educational and

Facilities Master Plan serves as a foundational document to inform and shape other campus functional plans, such as the Student Equity Plan, Technology Plan, Distance Education Plan, Vision for Success goal setting and Strategic Plan. The three-year Strategic Plan is evaluated on an annual basis as progress on objectives are identified through the ongoing assessment of institutional effectiveness, curriculum and instructional programs, student services, campus services, and program review. Priorities for annual planning and budgeting are informed by measures of broad institutional effectiveness and department or program goals established through cyclical program review processes.



Instructional Program Review Committee

Program Review is included in the Academic Senate's "Ten Plus One" responsibilities (as articulated in Title 5, Section 53200), and as such, the Instructional Program Review Committee (IPRC) works under the purview of the Academic Senate to review instructional programs and make recommendations as needed to Cypress College and to the North Orange County Community College District. The IPRC is comprised of a faculty representative from each division, a dean, an institutional researcher, and liaisons for Accreditation, Diversity, and the Student Services Program Review Committee (SSPRC). Faculty representatives are elected at the division level and serve three-year terms. The IPRC chair(s) (and assistant chair, if applicable) serves a three-year term and is elected by the Academic Senate with input from the IPRC. Prior service on the Instructional Program Review Committee is required to serve as chair (or assistant chair). The IPRC Chair responsibilities are included in appendix. The Accreditation and Diversity Liaisons are also appointed by the Academic Senate. The Student Services Program Review Committee liaison is selected by the SSPRC. A list of the current IPRC membership is included in the IPRC SharePoint.

Instructional Program Review Committee Mission Statement

The mission of the Cypress College Instructional Program Review Committee (IPRC) is to promote quality instructional programs by facilitating a positive, open, and collaborative exchange of ideas with faculty to evaluate data, resolve challenges, inform resource allocation, verify currency, and to provide suggestions for useful practices that will contribute to institutional effectiveness and student success.

The IPRC supports Cypress Colleges' mission by creating, collaborating, and contributing to best practices and educational opportunities. IPRC reinforces the importance of academics and career training excellence by supporting student achievement and promoting equity will transforming the lives of Cypress College students.

Types of Quality Review

Instructional programs complete a Program Review report ("long form") every four years on a rotating basis.¹ In addition, as specified in Title 5, Sec. 51022, Career Technical Education (CTE) programs complete an additional two-year ("short form") report in the even numbered years. The CTE evaluation is a shorter "checkbox" type form that was approved by Academic Senate in the spring of 2013 and was introduced to faculty with a goal of making the additional CTE report process more efficient and less redundant. Additionally, an annual update process was established starting in the 2023-24 academic year for all instructional programs not filling out the long form during that cycle. This annual update allows for updates to goal setting objectives as well as budget needs to further align with planning and budget processes on a yearly basis.

Instructional Program Review Report ("long form")

All instructional programs prepare a comprehensive program review every four years. To assure consistency in the data, the Institutional Research & Planning Office provides pre-populated data metrics on the program review form during the summer before the program's due year. The long forms are due on October 10 to the division deans who review and comment on the form. The final long form with the dean's comments is then forwarded to IPRC Chair electronically before October 25 of each year. In November, the program coordinators meet with the committee to share highlights about their program's accomplishments, challenges, and best practices. CTE programs are reviewed in even-numbered years (in addition to their short-form report), and all other instructional programs are reviewed in odd-numbered years.

CTE Reports ("short form")

In addition to the long form, approximately twenty-four programs identified as Career Technical Education are also required (per Ed Code 78016 and Title 5, Sec. 51022) to complete CTE Reports ("short forms") every two years. The CTE program coordinators who are not up for the full program review cycle do not attend meetings

¹ In the spring of 2016, the IPRC provided program review participants with a survey, soliciting feedback on the process. A recommendation was made to align the CTE long and short form reviews so faculty were not having to do reviews for three consecutive years. The IPRC drafted a proposal, which was approved by the Academic Senate and implemented in the fall of 2016, moving from a three- to four-year cycle, with CTE programs evaluated in even numbered years.

with the committee for these interim reports. Like the long forms, the short forms are also due to the division deans by October 10 and to the program review coordinator via email before October 25.

Instructional Program Review Form Annual Update (“annual update”)

The annual update was approved in Spring 2023 to begin being collected in the 2023-24 academic year. This annual update form allows for updates on goal progress for the goals included in instructional programs previously completed long forms. Additionally, if programs have developed additional goals since completion of the long form, they can add in those additional goals so that all goals are captured and linked to planning and budget processes. For each goal, programs are asked to provide an assessment and evidence of progress, next steps, and support needed to achieve their goals. If programs need additional resources, they can note them in the resources section while also providing a justification, estimated cost, and priority ranking for each additional resource request. At the close of the annual update, the dean for the respective area will provide feedback. Like the other forms, the annual update forms are also due to the division deans by October 10 and to the program review committee before October 25.

Specialized Instructional Program Review Reports

In 2020, the IPRC began reviewing Specialized Instructional Programs (SIPR). The specialized programs are a combination of tailored instruction, counseling, and student services created to support specific student populations. The IPRC created a separate SIPR Form as a comprehensive self-study focusing on their hybrid approach to student success.

Programs eligible for review under the IPRC will be determined by the organizational structure of the college. Programs falling under the guidance of an academic dean will be required to complete the SIPR every four years in the Spring semester. Programs that fall under the guidance of the VPSS will be required to complete the student services program review.

Two SIPRs originally scheduled for review were removed from the cycle:

- Teacher Preparation Program – The program is being restructured by the VPI and is expected to become part of the SIPR in the future.
- Study Abroad – The program is currently being taught through Fullerton College.

To undertake an effective review, the IPRC created a new SIPR form and summary. The process and forms are detailed later in the report and in the appendix.

Rotation Cycles for Program Review, CTE Reports, and SIP Reviews

In 2016 Cypress College moved to a four-year cycle that aligns the full CTE program reviews with the CTE short form reports required every two years in even-numbered years. The Specialized Instructional Programs will undergo review on a four-year cycle and have their presentations in the spring semester.

Program Review (“Long Form”) Four-year Cycle

CYCLE #1: Fall 2024, 2028, 2032 (13 programs)

Accounting
Administration of Justice (New to PR in 2020)
Air Conditioning & Refrigeration
Aviation & Travel Careers
Computer Information Systems
Dental Hygiene
Health Information Technology
Human Services
Journalism (PR hiatus until 2020)
Media Arts Design
Mortuary Science
Photography
Theatre Arts

CYCLE #2: Fall 2025, 2029, 2033 (11 programs)

Anthropology
Biology
English
ESL
Ethnic Studies
Foreign Language
History
Library, Learning Resource Center
Music
Philosophy & Religious Studies
Physical Science

CYCLE #3: Fall 2026, 2030, 2034 (11 programs)

Auto Collision Repair
Auto Technology
Court Reporting
Dental Assisting
Geography/GIS
Hotel, Restaurant, and Culinary Arts
Management/Marketing
Mortuary Science Baccalaureate Degree (New in 2018)
Nursing
Psychiatric Technology
Radiology Technology
Diagnostic Medical Sonography

CYCLE #4: Fall 2023, 2027, 2031, 2035 (11 programs)

Art
Chemistry
Communication Studies
Counseling
Dance
Economics
Mathematics
Kinesiology
Political Science
Psychology
Sociology

CTE Reports (“Short Form”) Two-year Cycle

In addition to the long form, the following CTE (TOP Code) identified programs are required to submit the CTE Report every two years:

Business & C.I.S. Division

- Accounting
- Business (Management & Marketing)
- Computer Information Systems
- Court Reporting

CTE Division

- Administration of Justice
- Air Conditioning & Refrigeration
- Automotive Collision Repair
- Automotive Technology
- Aviation & Travel Careers
- Hotel, Restaurant, & Culinary Arts

Visual and Performing Arts Division

- Journalism
- Media Arts Design
- Photography
- Technical Theater

Health Science Division

- Dental Assisting
- Dental Hygiene
- Diagnostic Medical Sonography
- Health Information Technology
- Mortuary Science

- Registered Nursing
- Psychiatric Technology
- Radiologic Technology

Social Sciences Division

- Geographic Information Systems
- Human Services

Specialized Instructional Program Review Four-year Cycle

CYCLE #1: Spring 2024, 2028, 2032

Dual Enrollment

Honors

Distance Education

CYCLE #2: Spring 2025, 2029, 2033

English Success Center

Math Learning Center

Supplemental Instruction

Tutoring

Timeline for the Program Review and CTE Report Process

May: The IPRC Chair emails a notice to the deans with the next cycle of programs that will need to submit reports by October 10. Division deans notify department coordinators of program review.

Summer: Institutional Research and Planning sends prepopulated IPR and CTE forms with key performance data. SLO Coordinator sends instructions for accessing program SLO reports.

August: IPRC Chair sends deadline reminder email to deans and department coordinators. Programs begin self-study or annual update.

September: IPRC planning meeting no later than the second Monday of the month.

October 10: Program coordinators submit the program review and annual update forms to their deans for comments.

October 25: The final program review and annual update forms with the deans' comments are sent to the IPRC Chair(s).

November (Mondays 3-5 p.m.): The IPRC reviews the faculty self-studies. Program coordinators meet with the IPRC to discuss details about their program review. The

committee commends best practices, shares relevant suggestions to address challenges, shares ideas they have learned from other programs, and discusses budget and resource requests. Highlighting accomplishments is appropriate and encouraged in this forum. If warranted, the committee may also choose to advocate on a program's behalf to assist in the resolution of challenges and attain needed resources.

December: IPRC Chair(s) sends the committee's feedback to the program presenters. Programs are given the opportunity to respond to the IPRC written summaries before the final self-studies are posted on the IPRC SharePoint and summarized in the IPRC Annual Report. Any changes or corrections must be submitted to the IPRC by the February meeting.

February: Committee meets to review the results and prepare findings for the annual report. Committee also reviews annual updates and CTE short forms, when applicable, at this time.

March: IPRC Chair(s) prepares final report for submission to the Academic Senate.

April: The IPRC Chair presents the IPRC's Annual Report to the Academic Senate. The report is then to be presented to PBC and PAC as an information item. These presentations can be made pending Senate approval. Once approved by the Academic Senate, the report is distributed to college faculty and administrators. The final report is posted on the SharePoint and the appropriate place on the Cypress College website.

Timeline for Program Review Manual Update

This manual may be updated as needed, but at a minimum, it should be reviewed and updated every three years by the Instructional Program Review Committee and presented to the Academic Senate. The final handbook is posted on the SharePoint (as a Word document) and the Program Review page of the Cypress College website (as a PDF document).

It is important to note that the four-year cycle for program review adopted by Cypress College is within the current requirements specified by Title 5, the Education Code, and the ACCJC. The Academic Senate for California Community College provides a summary of these guidelines in its California Community College Curriculum resource website.²

² <http://www.ccccurriculum.net>

Section 2: The Program Review



Characteristics of Evidence

“Evidence tells all stakeholders that an institution has investigated its questions and knows something about itself; it knows what it achieves. Good evidence is representative of what is, not just an isolated case, and it is information upon which an institution can take action to improve. It is, in short, relevant, verifiable, representative, and actionable.”

2016 ACCJC Guide to Evaluating & Improving Institutions

Instructional Program Review

At its core, the instructional review process provides faculty with an opportunity to step outside the day-to-day role of teaching to collaborate with peers in evaluating overall program quality and effectiveness. In addition, the review provides a means for assessing data in relation to the institution’s metrics and set standards, and it serves to document evidence of program review and quality educational improvements as a requirement for accreditation.³

The Program Review, commonly referred to as the long form, is a comprehensive self-study that documents the evaluation of data supplied by Institutional Research and Planning and other factors coordinated by constituent committees, including the following:

- Curriculum Committee
- Distance Education Committee
- Student Learning Outcomes Committee
- Student Equity and Achievement
- Accreditation Steering Committee
- Planning and Budget Committee (PBC)

Instructions to Faculty

The Institutional Research & Planning Office prepopulates the self-study with statistical data and provides it to those programs undergoing comprehensive review. Department

³ “Accreditation as a system of voluntary, non-governmental, self-regulation, and peer review is unique to American educational institutions. It is a system by which an institution evaluates itself in accordance with standards of good practice regarding mission, goals and objectives; the appropriateness, sufficiency, and utilization of resources; the usefulness, integrity, and effectiveness of its processes; and the extent to which it is achieving its intended student achievement and student learning outcomes, at levels generally acceptable for higher education. It is a process by which accreditors provide students, the public, and each other with assurances of institutional integrity and effectiveness and educational quality” (ACCJC 2016, *Guide to Evaluating & Improving Institutions* p. 9).

coordinators collaborate with constituent faculty to evaluate the data as it relates to their program planning goals, budget, and institutional metrics. The program coordinator prepares the self-study draft and submits it to the division dean for review. Once the division dean's comments are included, the draft program review document is submitted to the IPRC chair for distribution to the committee.

The IPRC chair will schedule a meeting for the program coordinator to meet the committee. The purpose of this meeting is to provide an opportunity for dialogue about accomplishments, challenges, and best practices. During the meeting, the committee may informally ask questions about areas of concern, make recommendations, or commend best practices. Tips for this meeting are included later in this section.

The IPRC chair will follow up with a written summary of the committee's findings, including the program's compliance status, to the program coordinator. The program coordinator is invited to make any corrections or changes before the final self-study is uploaded to the SharePoint. An annual report, summarizing the program review results, challenges, action items, resource allocation issues, and recommendations, is prepared and presented to the Academic Senate and the College in the spring of each year.

In order to be found "In Compliance", departments must meet all of the following criteria. Following each criterion in parentheses is information on where or how departments can show they meet this criterion.

"In Compliance":

- The department has thoughtfully completed the report in full and presented it to the IPRC committee per the presentation guidelines. (See Appendix C and Appendix G)
- All full-time members of the department have contributed to, or approved of, the report and all perspectives are fairly represented. (Long Form: Department Planning and Program Review Participation)
- The department's publications and websites are up to date and accurate. (Long Form: Publication Review)
- The department has assessed CSLOs for at least 90% of their courses each semester. (Long Form: Course Student Learning Outcomes, Question 12.a)
- The department has completed their Department PSLO mapping in eLumen. (The SLO Coordinator confirms completion.)
- The department has written Degree and Certificate PSLOs for all its degrees and/or certificates and pre-launched them in Curricunet. (Long Form: Degree and Certificate Program Learning Outcomes (PSLOs), Question 14)
- The department's program review report shows evidence that the department has reflected on its previously stated goals, if and how they were or were not met, and has a plan in place to meet any unmet goals that are still relevant. (Long Form: Department Objectives, Questions 23-24)
- The department has identified any budget needs as precisely as possible and provided adequate justification for those budget requests. (Long Form: Resources Needed and Budget Implications)

- The department reports reasonable student success rates and is taking active steps to increase student success where needed. (Long Form: Department Data Trends and Student Support Services & Campus Involvement, Question 21)
- The department is aware of, and is meeting, any requirements or standards set by relevant outside accreditation or certification bodies (such as industry licensing boards). (Long Form: Publication Review, Question 27)
- The report shows evidence that the department is abreast of any changes or developments in its larger industry or field. (CTE Only; Long Form: Department Data Trends, Question 10)
- The report shows evidence that the department has taken meaningful steps to close any equity gaps, create inclusive curricula when possible, and generate a safe and welcoming learning environment for students from a variety of backgrounds. (Long Form: Diversity and Equity, Department Data Trends, Questions 8-9)
- The department has submitted complete annual update forms in years when not under full program review (beginning in 2023). (Long Form: The Instructional Program Review Chair(s) confirm completion.)
- The department's courses have been revised in the last six years. (Long Form: Curriculum, Questions 15-16)

“Needs Improvement” indicates that the department has met some but not all of the above criteria. The IPRC will communicate which criteria have not been met in the summary.

“Not In Compliance” indicates that the department has not met a critical number of the above criteria. The IPRC will communicate which criteria have not been met in the summary.

Components of the Faculty Prepared Program Review (“Long Form”)

The scope of the program review self-study continues to evolve as state and federal requirements have increased. In response, institutional researchers at Cypress College have worked to provide readily accessible, consistent, and transparent data access to assist faculty in evaluating key performance indicators, program quality, and student achievement.

The form and a sample self-study are provided in the appendix. The components for the most recent long form, includes the following information and metrics:

Mission of the Department

- College Mission Statement
- Department Mission Statement
- Narrative about how the department supports institution

Trend Data / Department Trends

- Five-year Comparison Report, fall and spring semesters, including:
 - Section Count
 - Enrollment

- Seat Count
- Fill Rate (courses that are cross-listed may not reflect the correct fill-rates)
- FTES (full-time equivalent students)
- FTEF (full-time equivalent faculty)
- WSCH per FTEF
- Narrative explanations about trends, challenges, etc.
- Full-time faculty ratio data and narrative
- Certificate and Degree Awards (past 4 years):
 - Associate Degrees
 - Certificates:
 - 6 to 18 units
 - 18 to 30 units
 - 30 to 60 units
 - Total Awards
 - Narrative Evaluation about Awards
- Transfer Data and Narrative (past 4 years)
- Success and Retention Rates (Success rates are the percentage of students earning an A, B, C/credit/pass divided by all students listed on the roster at census)
 - Fall to Fall Comparison (4 years)
 - Spring to Spring Comparison (4 years)
 - Department Comparison to Division and College
- Distance Education Success Rate Comparison
 - On campus instruction assessment narrative
 - Online/hybrid instruction assessment narrative
- Student Equity
 - Achievement gap assessment narrative
- Guided Pathways
- Labor Market Data (CTE Only)
 - Job openings
 - Job placement
 - Wages
 - Change in earnings
 - Assessment narrative

Student Learning Outcomes (SLO) Assessment and Program Student Learning Outcomes (PSLO)

- Course SLO Assessment Report (eLumen CSLO Assessment Report)

- CSLOs Evaluated in the Last Years
- Identification of Any Obstacles
- CSLO Success Rates
- Assessment Summary (best practices and challenges)
- Resources Required
- Course PSLO Assessment Data
- Department SLO/PLO Assessment Report
- Narrative about the Changes as a Result of SLO Assessment

Curriculum Review

- New Courses and Programs Planned
- List Courses Not Revised within the Last Six Years
- Specify Plan for Outdated Courses (and Programs)

Diversity and Equity

Department Discussions

- Equity-minded Curriculum and Pedagogy
- Integrate Social Justice/Social Equity into Program
- Positive /Negative Impacts on Department

Student Support Services & Campus Involvement

- Department Assisting Strategies for Student Success
- Summary of Department Campus Involvement

Department Objectives

- Identification and Performance of Past Goals
- Identification of New/Updated Goals for Next 4 years, including Fiscal Requirements in Relationship to the Following:
 - Strategic Planning
 - Institutional Student Learning Outcomes
 - Program Student Learning Outcomes
- Objective
 - Person Responsible
 - Timeframe
 - Fiscal Resources

Resources Needed and Budget Implications

- Grants and Special Funding Resources Available
- Resources Needed (Personnel, Equipment, Supplies, Support)
- Specified Dollar Amounts and Appropriate Funding Sources
- Consequences of Not Receiving the Funding

Publication Review

- Identify Inaccuracies on Department Webpage
- Implementing Corrections

Instructional Program Review Participation

- Department Coordinator
- Participating Faculty

Division Dean Evaluation

- Mission
- Trend Data/Department Trends
- Student Learning Outcomes Assessment
- Curriculum
- Diversity and Equity
- Student Support Services
- Departmental Goals Identification of Needed Resources and Budget Implications
- Final Approval

Program Review Tips

Throughout the program review process, be assured that the IPRC's goal is to support faculty and their students in achieving ongoing instructional improvements. The meeting with the committee is informal, intended to foster a robust dialogue. The following tips are provided for the faculty representative(s) meeting with the committee:

Confirm the meeting date with the Program Review Chair before October 10.

Remember to email a copy of the report to the Instructional Program Review Chair by no later than October 25.

Keep it simple.

Presenters should review their program review in advance and be prepared to highlight key findings, within the allotted twenty minutes. The dialogue with the committee is intended to be a collaborative exchange of ideas in an informal setting, Power Point Presentations are encouraged to help facilitate the material being presented. The committee is particularly interested in best practices and/or challenges that may be applicable to other departments as well. Highlighting accomplishments is appropriate and encouraged in this forum. Observations about hardships or issues that may be impacting student success are also welcome and documented for action as warranted in the IPRC's Annual Report. See Appendix G for the IPRC Presentation Guide.

Caveat (A Note about Evidence)

Occasionally, faculty representatives may disagree about the meaning of evidence, data, and research used in evaluating student learning. The IPRC welcomes dialogue that may lead to a collective understanding of evidence. Therefore, faculty may comment on statistical data with the understanding that a range of variables may be present and that causal assumptions may not be statistically valid. Faculty are encouraged to view this

process as an opportunity to evaluate data, exchange ideas about trends, comment on noteworthy accomplishments, and identify areas of need where the program would benefit from assistance or resources.

Section

3

Section 3: CTE Two-year Reports

CTE Launchboard

“The CTE LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor’s Office and hosted by Cal-PASS Plus, provides data to California community colleges and their feeder K-12 school districts on the effectiveness of CTE programs.”

Overview of the CTE Reporting Requirement

Programs delineated with asterisk in the Taxonomy of Programs (TOP) Codes and listed in Section 1 of this handbook are considered career technical education (CTE) programs and are required to conduct reviews every two years. Cypress College has adopted and modified the Los Angeles Orange County Regional Consortium (LAOCRC) Approved Form (provided in this section) to provide faculty with the checkbox format and additional instructions. The form is provided in the appendix of this handbook.

Instructions to Faculty

While there are many data resources available to CTE faculty, the Institutional Research & Planning Office prepopulates an addendum with statistical data and provides it to CTE programs to assist them in answering the six questions on the CTE form. Department coordinators collaborate with constituent faculty to evaluate the data as it relates to their program planning goals, budget, and institutional metrics. The program coordinator prepares the two-year report and submits it to the division dean for review. Once the division dean signs it, the document should be submitted to the IPRC chair for distribution to the committee by October 25 during even numbered years.

Components of the CTE Two-year Review

CTE faculty should complete the checkboxes and write a brief narrative to highlight any unique changes in response to the six areas identified on the form:

Program Mission, Goals, Status

Please provide 1 to 3 sentences highlighting any notable changes in mission, goals, or status, etc.

Labor Market Demand for this Program

Visit the CTE Launchboard at www.calpassplus.org and evaluate the labor market demand in the Program Snapshots Reports for your program(s). *(Request a password using your Cypress email address, which may take a few days to receive.)* Highlight any notable changes in labor market, wages, advisory input, surveys, enrollment, etc. O*NET or other sources may also be used.

Program Effectiveness: Student Success

Provide 1 to 3 sentences describing how this program is of demonstrated effectiveness, specifically in employment & student success, which may include jobs, certificates, degrees, transfers, SLOs, partnerships, faculty qualifications, diversity, grants, equipment, etc.

External Factors, Duplication of Programs

Provide 1 to 3 sentences explaining how external factors may influence this program, including any duplication of manpower training in the college's service area, or notable changes in legislation, CCCCCO mandates, Perkins, Tech Prep, CalWORKs, WIA, BOG, etc.

Resources (Budget)

Please provide 1 to 3 sentences highlighting any notable changes in budget, manpower, and resources.

Two-Year Plan

Provide 1 to 3 sentences highlighting notable changes in recommendations; project future trends, personnel and equipment needs, etc.

Reference: Periodic Review of Established Programs

Title 5, section 55130, authorizes the Chancellor's Office to review established programs periodically and to terminate approval of a program.

Education Code section 78016 specifically requires that colleges review the effectiveness of CTE programs every two years. The minimum requirements for this periodic review must demonstrate that the program:

- Continues to meet a documented labor market demand

- Does not represent unnecessary duplication of other manpower training programs in the college's service area
- Is of demonstrated effectiveness as measured by the employment and completion success of its students

The Los Angeles Orange County Regional Consortium (LAOCRC) has provided guidelines to address the minimum requirements:

Department Overview

1. State and briefly explain your department's mission and/or goals and indicate how it supports the mission of the college.
2. Select one of the following options pertaining to any changes that have occurred in your program over the past 2 years.

Significant Changes

Minor Changes

No Changes

If either significant or minor changes have occurred, please explain:

3. Are there future trends and/or external factors that influence planning within your department and/or specific programs within your department?

Yes

No

If yes, state major trends and/or external factors and cite reference(s), i.e. labor market data.

4. Check one of the boxes below with regard to your program costs.

Income Exceeds Expenses

Income Covers Expenses

Expenses Exceed Income

5. Explain any program costs not covered by FTES or WSHC/FTEF such as in kind contributions, equipment, supplies, etc.
6. Explain the quality of this program (e.g. student outcomes, partnerships, certificates, degrees, articulation, diversity grants, equipment, etc.):

Reviewed by Division Dean:

Review of instructional programs on a regular basis and according to a regular procedure is also mandated by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. Several accrediting standards related to institutional planning, research, and design of instructional programs; however, the most direct requirement for program review is Standard 2.9 of the 2024 Accreditation Standards:

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 equitable student achievement

At present there is no standard model(s) officially recommended for conducting program review in the California community college system. There is an imperative, however, that every college must conduct an effective review of its instructional programs on a regular basis.

Section 4

Section 4: Resources

[Academic Senate for California Community Colleges ASCCC](#)
[10 + 1 Academic and Professional Matters](#)

[Accrediting Commission for Community and Junior Colleges \(ACCJC\)](#)

[ASSIST](#) (ASSIST is the official course transfer and articulation system for California's public colleges and universities.)

[California Community Colleges \(CCC\)](#)
[CCC Data](#)

[Management Information Systems \(MIS\)](#)

[*Program and Course Approval Handbook \(PCAH\) 8th Edition*](#)

[California Code of Regulations, Title 5](#)

[California Education Code](#)

[Cal-Pass Plus Launch Board](#)

[Employment Development Department \(EDD\) Labor Market Information](#)

[O*NET OnLine](#)

[National Center for Education Statistics](#) (NCES is the primary federal entity for collecting and analyzing data related to education.)

[Classification of Instructional Programs](#)

[U.S. Department of Education](#)

[The RP Group](#)

Appendix A: Instructional Program Review Committee Meeting Bylaws

CYPRESS COLLEGE Instructional Program Review Committee Meetings Bylaws

Article 1 – Purpose of Bylaws

Section 1. The following Meetings Bylaws are designed to help implement the provisions of the *Program Review Handbook* and serve as a guide to help in running Instructional Program Review Committee (IPRC) meetings.

Section 2. No provision of these Bylaws may conflict with the *Program Review Handbook*, and in the event such a conflict exists, the *Handbook* has authority.

Article 2 – Committee Membership

Section 1. Committee Chair(s)

- A. The IPRC Chair(s) shall fulfill the duties and responsibilities outlined the most current IPRC Chair(s) Job Description.
- B. The IPRC Chair(s) shall set agendas for meetings and conduct them in accordance with the rules outlined in these Bylaws.
- C. The IPRC Chair(s) may not also hold the position of Division Representative. In the event a Division Representative becomes Chair, a replacement representative should be chosen by the division.
- D. The Chair(s) may appoint a member of the IPRC to sit as a liaison to the Student Services Program Review Committee.
- E. Under the approval of the Academic Senate, the IPRC Chair(s) duties and responsibilities may be split between two Co-Chairs or between a Chair and an Assistant Chair*. The division of responsibilities (outlined in the current IPRC Chair(s) Job Description) can be determined by the parties involved in communication with committee. The division of duties is subject to Academic Senate approval. An Assistant Chair may simultaneously hold the position of Division Representative. Co-Chairs may not simultaneously serve as their Division Representatives.

*The Assistant Chair would also need to meet the chair qualifications listed in Appendix B.

Division Representatives

Section 2.

- A. The Divisions referenced in the Bylaws include the following:

1. Business/CIS
2. Career Technical Education (CTE)
3. Counseling
4. Visual and Performing Arts
5. Health Sciences
6. Kinesiology/Athletics
7. Language Arts
8. Library/LLRC
9. Science, Engineering, and Math
10. Social Sciences

- B. Each Division is responsible for selecting their own representatives.
- C. Division Representatives serve 3-year terms. The committee should make every effort to stagger the terms of members to ensure a balance of new and continuing representatives.
- D. If at any time the seat of a Division Representative is vacated before the term expires, the Division will select their replacement for that term.
- E. Division Representatives shall be responsible for fulfilling the duties of the position outlined in the *Program Review Handbook* and in these Bylaws.
- F. Division representatives may have substitutes attend meetings when the member is unavailable. Substitutes should identify themselves at the beginning of the meeting.

Section 3. Administrative Members

- A. The IPRC will have one Instructional Dean as a sitting member to be chosen by the administration (Vice President of Instruction).
- B. The IPRC will have at least one representative from Institutional Research and Planning (IRP) as a sitting member to be chosen by the IRP Office

Section 4. Liaisons

- A. The SLO Coordinator, or their designee, will sit as a committee member.
- B. The Accreditation Faculty Chair, or their designee, will sit as a committee member.

- C. A Diversity, Equity, and Inclusion Liaison chosen by the Academic Senate will sit as a committee member.
- D. A representative from the Student Services Program Review Committee will sit as a committee member.
- E. As needed, additional liaisons may be added by consensus vote of the committee and majority approval of the Academic Senate. Similarly, liaisons may be removed from the committee by the same process.

Article 3 – Meetings and Documents

Section 1. Rules of Procedure

A. Committee Agenda and Minutes

1. The IPRC chair(s) will generate an agenda from items submitted by members of the committee. Others who desire to have items placed on a meeting's agenda should first contact their IPRC representative.
2. The agenda will be distributed to the committee at least 72 hours prior to the meeting and placed in the IPRC SharePoint.
3. IPRC minutes will be taken by the chair(s) or their designee. The minutes will be distributed to committee members and posted in the IPRC SharePoint.

B. IPRC Meetings

1. IPRC meeting dates are to be determined by the chair(s) before the start of the semester and communicated to the committee via email prior to the first meeting. The meetings are typically bi-monthly on Monday afternoons in both the fall and spring semester.
2. The IPRC quorum shall consist of a majority of the membership. Quorum is required to conduct official business of the committee. In the absence of a quorum, the committee may meet to discuss, but it cannot take official action.
3. While there is no adopted parliamentary rule, meetings will be conducted through collegial consultation, in keeping with the principles of Robert's Rule of Order, Newly Revised, and in accordance with the following Ground Rules:

- a. Everyone should show respect for each other and each other's ideas, and everyone should be candid and comfortable in expressing their opinion.
 - b. Everyone should feel free to ask questions if something is unclear and keep asking until the issue is understood.
 - c. Everyone should stay on the topic and maintain a "view of the whole."
 - d. Everyone's comments and ideas shall be solicited, and everyone should share their opinions, but not dominate, allowing others to participate.
 - e. Everyone should be willing to comment on the negative and be critical but supportive.
 - f. Members should maintain the integrity of the decisions of the group and go out of the committee united behind those decisions.
 - g. When time is not an issue, enough lead time shall be allotted for getting information about and constituent feedback on any topic before the committee.
4. IPRC will use consensus as its voting method. When there is dissension, IPRC members will make all attempts to work out their differences and discussion should continue until consensus is achieved. Consensus shall mean that everyone should show thumbs up, but consensus may also mean thumbs sideways provided all IPRC members agree to move forward with the issue despite the lack of full consensus.
5. The IPRC will follow the "First Read" rule for Summaries, the Annual Report, document revisions, resolutions, and all documents presenting official committee business.

C. Program Review Presentation Meetings

1. In September, the IPRC Chair(s) will send an email containing the IPR Process Letter to all departments and programs undergoing review.
2. In October, the IPRC Chair(s) will work with the departments under review to schedule their presentations to the committee in one of the IPRC meetings in November.
3. The presentations before the committee should have time limits that allow for the program to present and answer questions from the committee. Committee members are expected to have

questions and/or comments for each program and keep notes they will give to the IPRC Chair to write the Summary Reports.

4. Summary Reports of the department's presentation and all other materials will be written and approved by the committee before they are distributed to the programs for their response. The final Summaries Reports will be placed in the appendix of the IPRC Annual Report.

D. Specialized Instructional Program Review Presentation Meetings

1. The IPRC will also be responsible for the regular review of the Specialized Instructional Programs on the campus. The committee will undertake the reviews in the spring semester according to the cycle established in the Program Review Handbook.
2. In January, the IPRC Chair will send an email containing the SIPR Process Letter to the Coordinators of the Specialized Instructional Programs under review in the spring.
3. In February, the IPRC Chair will work with the Coordinators to schedule their presentations to the committee in one of the IPRC meetings in March.
4. The presentations before the committee should have time limits that allow for the program to present and answer questions from the committee. Committee members are expected to have questions and/or comments for each program and keep notes they will give to the IPRC Chair to write the Summary Reports.
5. Summary Reports of the program's presentation and all other materials will be written and approved by the committee before they are distributed to the programs for their response. The final Summaries will be placed in the appendix of the IPRC Annual Report.

E. IPRC Documents – It is the responsibility of the IPRC to update and maintain the following documents:

1. IPRC Self-Study Forms – The self-study forms used for both Instructional Programs and Specialized Instructional Programs need to be updated each spring to ensure they are capturing all relevant information and data.

2. IPRC Review Summary and Compliance Status Forms – The Summary Forms sent to both Instructional Programs and Specialized Instructional Programs need to be updated each spring to ensure they are capturing all relevant information and data.
3. IPRC Annual Report – The IPRC is required to write an Annual Report summarizing the process and findings of program review. It should include commendations, recommendations, and support for budget and resource requests from a global perspective of the combined reviews.

Article 4 – IPRC Academic Senate Recommendations

Upon the direction of the Instructional Program Review Committee, the IPRC Chair(s) shall forward all specific recommendations and concerns to the President of the Academic Senate. The IPRC may, at its discretion, draft Resolutions supporting specific work or recommendations of the committee.

Article 5 – Amendments

- Section 1. These Bylaws may be amended by a the IPRC through its regular consensus decision making, and any member of the IPRC may suggest an amendment for committee consideration at any time.
- Section 2. Any amendments supported by the IPRC must then be presented to the Academic Senate for approval by majority vote.
- Section 3. In the event the Academic Senate does not vote to approve the amendments, the Bylaws will be returned to the IPRC with instructions on how to improve them.

Appendix B: IPRC Chair Qualifications and Responsibilities

The Instructional Program Review Committee is an Academic Senate subcommittee coordinated by the Instructional Program Review Chair(s) who receives not less than **60% reassigned time**, subject to annual review, and is appointed by the Academic Senate after consultation with the Instructional Program Review Committee. Professional expert pay is available for any work that falls outside of the semester. The IPRC Chair(s) is expected to serve a three-year term with the option of reappointment if no other qualified faculty expresses an interest. The position is open to faculty who meet the following qualifications.

Qualifications:

1. Tenured full-time faculty with program review self-study experience preferred. A non-tenured faculty member may hold the position with approval of the Academic Senate
2. Previous and recent experience (within the last 10 years) serving on the Instructional Program Review Committee
3. Strong verbal and written communication skills
4. A collaborative disposition vested in working with peers to optimize student learning
5. An understanding of institutional effectiveness metrics and key performance indicators (KPIs)
6. Familiarity with accreditation standards related to instruction, program review and student learning outcomes
7. Willingness and ability to complete the IPRC Chair duties outlined below
8. Report writing experience
9. Experience using the SLO tracking system to report SLO assessments
10. Willingness to represent program review as needed in areas such as the Educational Master Plan, the Strategic Directions, Institutional Effectiveness, Accreditation, and Campus/District shared governance

Duties and Responsibilities Required of the IPRC Chair:

1. Provide faculty and committee with guidance, training, and consultation as needed
2. Facilitate a collegial dialogue about challenges, budget or resource needs, and best practices
3. Coordinate with Institutional Research and Planning (IRP) and the Instructional SLO Coordinator in the implementation of the eLumen Learning Outcomes Management and Information System (LOMIS) to ensure program completion of SLOs
4. Coordinate with the Instructional SLO Coordinator to ensure the institutionalization of CSLOs into Program Review
5. Work with the Instructional SLO Coordinator to ensure programs are using CSLO/PSLO data to support their budgeting requests

6. Develop and oversee the committee's budget prioritization processes, including but not limited to suggestions/rankings for Faculty Prioritization and One-time Funding requests
7. Explore ways to tie Instructional Program Review to broader Campus and District budget processes, including but not limited to using Instructional Program Review data/recommendations in One-Time Funding, Faculty Prioritization, and other requests for funding where appropriate
8. IPRC Chair will sit as a faculty member on the Faculty Prioritization Committee
9. Provide written commendations and recommendations to the departments undergoing self-study—allow faculty time to make corrections and respond to the IPRC's comments before the final draft of the annual report is submitted to the Academic Senate
10. Ensure written reports to programs contain a budget section stating whether the program is in compliance with all of the requirements of Instructional Program Review and are thereby eligible for funding requests
11. Prepare a written annual report, including the IPRC's commendations and recommendations, and share it with all faculty, the deans, the VP of Instruction, and potentially present to the Board of Trustees
12. Submit the annual report to the Academic Senate for any input or changes
13. Serve as a Liaison to the Academic Senate and provide updates (written or in person) when needed
14. Attend Planning and Budget Committee meetings as a voting member and provide the committee with relevant data and suggestions coming from the Instructional Program Review Committee
15. Consult with the Curriculum Chair as needed
16. Update the Instructional Program Review manual as needed (at least every three years), and go over the manual with the committee at the first meeting in the Fall
17. Coordinate with IRP to survey the program review participants periodically for anonymous feedback and suggestions about the process
18. Attend Accreditation Compliance Committee meetings
19. Complete other duties as needed, as determined by the Academic Senate

Instructional Program Review Form

Division:

Department:

Department Coordinator:

Date:

Please complete all the areas listed below by October 10 and submit a copy of this form to your Division Dean for completion. After the Division Dean has completed the Administrator portion of the form, submit an electronic copy to the Department Planning and Program Review Chair by October 25.

For help completing this form, please contact your Department Planning and Program Review Committee representative, or the Office of Institutional Research and Planning.

Mission Statement

Mission statements broadly describe the overall purpose of an organization. Your department mission should represent the purpose of the department while supporting the college’s mission statement. Provide your department mission statement, and briefly describe how it supports the college mission..

College Mission Statement

Cypress College transforms lives through lifelong learning with educational opportunities including transfer to four-year institutions, associate degrees, certificates, and a baccalaureate degree. We are dedicated to forging academic and career pathways to support the achievement of our students, enhancing their economic mobility, fostering equity, and enriching society.

Department Mission Statement

[Insert department mission]

1. Describe how your department mission statement supports the college’s mission statement. If it does not, please explain why or provide revision.

Department Data Trends

2. Enrollment-Related Trends - Please review the enrollment-related data trends in the table below. Comment on any significant changes and describe any actions taken for improvements.

Fall

[Insert table here]

Spring

[Insert table here]

3. Full-Time Faculty Ratio - Please comment on the full-time faculty FTEF ratio reported below. If there were any significant staffing issues, reassigned time, or leaves that impacted educational quality or student success, please explain.

	2018-19	2019-20	2020-21	2021-22
Adjunct Faculty				
Full-Time Faculty				
Total				

Note. The data summarizes the percent of FTEF taught by full-time faculty for the year.

4. Degrees and Certificates - Please review the degrees and certificates awarded in your department and comment on any notable trends.

[\[Insert table here\]](#)

Note. Cypress College's ACCJC institution-set standards for degree and certificate completion are 1,266 degrees and 1,298 certificates that are 16+ units.

5. Transfer Rate - Please review the transfer rate of degree-earning students in your program and comment on any notable trends.

[\[Insert table here\]](#)

Note. Cypress College's ACCJC institution-set standards for transfers is 575..

6. Course Success Rates - Please review the following course success rates and comment on any notable trends.

Fall

[\[Insert tables here\]](#)

Note. Cypress College's ACCJC institution-set standards for successful course completion is 70.2%

Spring

[\[Insert tables here\]](#)

Note. Cypress College's ACCJC institution-set standards for successful course completion is 70.2%

7. Distance Education - Please provide an overview of the role of distance education (i.e., online or hybrid courses) as a delivery method in your department. Identify any issues that may be impacting course success rates as it relates to distance education.

[\[Insert tables here\]](#)

- a. Please comment on course success rates for on-campus instruction, including best practices and strategies to improve success rates.

b. Please comment on course success rates for online and/or hybrid instruction, including best practices and strategies to improve success rates.

8. Student Equity – Please review the following student equity data and identify any notable equity gaps in course success rates, and provide specific examples of how your program is addressing these gaps. Additionally, you may use this as an opportunity to describe any equity-related support your department would like from the IPR Committee (e.g., suggested professional development, strategies from colleagues, etc.).

[\[Insert tables here\]](#)

Note. The equity gap represents the percentage point difference from the average course success rate. To help guide your analysis, please examine and comment on any large gaps (greater than 5-10 percentage points when compared to either the highest performing group or the average success rate for the department) for large groups of students (greater than 30).

9. Guided Pathways – Please review the following guided pathways data and identify any areas for improvement for first-time students as well as any strategies or best practices for improving guided pathways related outcomes for students in your department.

[\[Insert figures here from Guided Pathways Dashboard\]](#)

Note. Data presented reflects the Guided Pathways dashboard for the department.

10. Labor Market and Employment Data (CTE only) – Review the labor market and employment data below and comment on any trends that may impact your program.

[\[Insert table here\]](#)

Note. Data presented refers to the Strong Workforce Program dashboard in the CCCCO LaunchBoard for the most recently available academic year.

11. Department Data Overall – Describe how these data and other factors relate to the department's effectiveness as a whole. In addition, comment on how your department data and other factors contribute or relate to our institution-set standards, which are summarized in a table below.

Institution-Set Standards	Standard Goal	Stretch Goal
Course Success Rates	70.2%	75.3%
Certificates	1,298	2,499
Associate Degrees	1,266	2,123
Bachelor's Degrees	2	9
Transfers	575	957

Course Student Learning Outcomes Assessment (CSLOs) and Program Student Learning Outcomes (PSLOs)

PSLO and CSLO assessment provides faculty with an opportunity for dialogue and for the identification of best practices and challenges in achieving learning outcomes. Please review the CSLO and PSLO data for your department and respond to the following questions.

Course Student Learning Outcomes (CSLOs)

[\[Insert Fall table here\]](#)

Note. All SLOs are aggregated at the course level. N/A refers to a course not being offered within a particular term while 0 refers to a course being offered but not assessed within a particular term. Percentages refer to the percentages of all enrolled students who met or exceeded the standard for a particular SLO for that course.

[\[Insert Spring table here\]](#)

Note. All CSLOs are aggregated at the course level. N/A refers to a course not being offered within a particular term while 0 refers to a course being offered but not assessed within a particular term. Percentages refer to the percentages of all enrolled students who met or exceeded the standard for a particular CSLO for that course.

12. After reviewing the **Course** SLO assessment data, please respond to the following questions.

[\[Insert table here of courses assessed by semester\]](#)

- a. If your percentage of courses assessed is not 100%, what seems to be the largest obstacle in assessing within this timeframe?
- b. Based on your CSLO results, are there any unique attributes for the delivery mode (online, hybrid, and on campus) that need to be addressed?
- c. Please include highlights from your course SLO results and action plans, including best practices and challenges. What changes will be made to course curriculum, methodology, and the SLO process as a result of this assessment?
- d. What resources are needed to implement these changes?

Department Program Student Learning Outcomes (PSLOs)

[\[Insert table here\]](#)

Note. All PSLOs are presented based upon the mapping from CSLOs to PSLOs present within e-Lumen.

13. After reviewing the PSLO assessment data, please respond to the following.

- a. List improvements made as a result of the PSLO and CSLO review process.
- b. After reviewing your PSLOs, what changes, if any, would you make to PSLOs and CSLOs?
- c. What resources are needed to implement these changes?

Degree and Certificate Program Learning Outcomes (PSLOs)

14. Have you written your degree/certificate PSLOs and pre-launched them in CurricUNET? If not, please indicate your process and timeline for completing this task along with any obstacles that may have hindered progress.

Curriculum

15. What new courses are you planning that will be going through the curriculum committee review process?
16. If there are courses that have not been revised in the last six years:
- a. Provide a list of these courses:
 - b. What is the plan for reviewing these courses?

Diversity and Equity

17. Has your department had conversations about implicit bias, micro-aggressions, or other more subtle forms of racism? If so, how have those conversations impacted your department's curriculum, pedagogy, training, and outreach? If not, what is the department's plan moving forward? How can the college help you in these efforts?
18. Discuss specific ways the department is equity-minded, and its efforts to ensure culturally relevant curriculum and pedagogy. For example, when your students look into your classrooms, are they seeing a window or a mirror? How can the college help you in these efforts?
19. How do you include social justice/social equity in your program? How has your program adapted or transformed in the past 5 years to include social equity and social justice to equitize marginalized and underrepresented groups? What has been your greatest success in these efforts? What barriers have you encountered in these efforts?
20. What have been the positive and/or negative impacts on your department because of the equity and diversity mission of the college, and what has your department done to foster diversity of thought and ideas?

Student Support Services & Campus Involvement

21. How does your department assist your students so that they can succeed in your class? (e.g., tutoring, supplemental instruction, explanation of study skills that are effective in your discipline such as how to read the textbook, impact of AB 705, referrals to DSS)
22. Please briefly summarize your department's involvement in campus-wide committees and initiatives. This information is meant to ensure that departments exercise a substantial voice in furthering the college's mission and decision-making processes.

Department Objectives

23. Past Action Plans – Using the last Department Planning and Program Review, please copy and paste the department's past action plans/objectives using the provided format.

Goal: {insert goal statement here}

Supports Strategic Plan Area:

Objective: {insert first objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Objective: {insert second objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Were these goals met? Please explain.

24. New or Updated Action Plans - Based on the information provided in this report, use the provided format to list your department's goals for the next four years to improve learning outcomes for your students. Each goal should support at least one Strategic Plan area, Institutional Student Learning Outcome (ISLOs), and/or Program Student Learning Outcome (PSLOs), as well as include the funding needed and consequences of not receiving requested resources or funding. Please copy and paste formatting as necessary for each goal and objective

Note. [Cypress College 2021-2024 Strategic Plan](#) (refer to directions, goals, and objectives as necessary) and ILOs and PLOs are referenced in the [Cypress College Catalog](#)

Goal: {insert goal statement here}

Supports Strategic Plan Area:

Supports Institutional and Program Student Learning Outcomes:

Objective: {insert first objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Objective: {insert second objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Resources Needed and Budget Implications

List the needed resources and specify a dollar amount for each request. Additionally, please note if the request is for program maintenance or improvement, if the request is one-time or an ongoing need (if ongoing, please specify how often), and notate if the request is a department, division, or campus need (if multiple areas are impacted). Please also include the approximate number of students annually impacted by each request. Please ensure that your requests for resources are also included in the updated action plans for the department above.

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1								
2								
3								
4								
5								
6								
7								

***Table Code Key**

Amount: Total \$ amount for request

Type:	F = Faculty	C = Classified/Admin	T = Technology	M = Maintenance
Need:	D = Department	V = Division	C = Campus	
Length:	O = One time Funding	C = Continuing/Ongoing		
Purpose:	CN = Critical Need	M = Prog. Maintenance	I = Prog. Improvement	G = Prog. Growth
Age:	N = New Request	M = Prog. Maintenance	I = Prog. Improvement	G = Prog. Growth
Impact:	# of student impacted per year			

Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications to ensure all information is accurate. Please note any inaccuracies you identified as a result of this review, and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at cjorgensen@cypresscollege.edu.

25. If there were any inaccuracies on your department webpage, catalog, and/or publications, please note them below:

26. What is your plan for implementing corrections and/or the continuous review of this information?

27. If you are a CTE program with a program specific accreditation requirement, is your website up-to-date with your most current programmatic accreditation status? To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at cjorgensen@cypresscollege.edu.

Instructional Program Review Participation

28. List the names of faculty and staff who participated in the review process.

29. Describe the involvement of faculty and staff in the program review process.

Department Coordinator (print and sign):

Participating Faculty (print and sign):

Date of meeting when Department Coordinator presented this Department Planning and Program Review form to department faculty:

Division Dean Evaluation

This portion of the Department Planning and Program Review form is to be completed by the Division Dean.

Mission Statement

1. Do you agree with the department's evaluation of that their mission statement supports the college's mission statement? Why or why not?

Department Data Trends

2. Do you agree with the department's evaluation of their five-year enrollment trends? Why or why not? Did the department miss any important information from the table?
3. Do you agree with the department's evaluation of their degree and certificates table? Why or why not? Did the department miss any important information from the table?
4. Do you agree with the department's evaluation of their success rates for both on campus and online/hybrid instruction? Did the department miss any important information from the table?
5. Do you agree with the department's effectiveness as a whole? Why or why not? Did the department miss any important information?

Learning Outcomes Assessment

6. According to the Department SLO Assessment Report (summary report), has the department assessed the course-level SLOs within the last 3 years? If not, what seems to be the largest obstacle in the process?
7. What resources or recommendations can you suggest to the department to support expanding best practices and/or overcoming obstacles related to SLO results and future action plans?

Curriculum

8. What are your thoughts on the proposed and current curriculum indicated in this report?

Student Support Services

9. What are your thoughts on how the department assist students so that they can succeed in class?

Department Objectives

10. Do you agree with the department's evaluation of meeting their past goals met? Why or why not?
11. Based on the information provided in this report, do the department's goals for the next three years to improve learning outcomes for all their students make sense?

Resources Needed and Budget Implications

12. Based on the information in this report, are the funding requests reasonable and have the potential to positively impact student learning?

Final Approval

Division Dean Signature:

Date Reviewed:

After Dean's review and discussion with Department
Coordinator: Department Coordinator Signature:
Date:

Appendix D: CTE Two-year Review Form "Short Form"



CAREER TECHNICAL EDUCATION PROGRAM TWO-YEAR REVIEW

This CTE review is to be completed every two years during the fall of even-numbered years.

Please submit to the division dean by October 10 and to the program review coordinator by October 25. The Program Review Committee will review the reports and submit them to the VPI who will submit them to the BOT in compliance with Ed Code 78016.

Program: _____ Date: 8/26/2022 _____

1. Program Mission, Goals, Status

Significant Changes in Past 2 Years Minor Changes in Past 2 Years No Changes in Past 2 Years

☐ ☐ ☐ ☐ ☐

(In place of these instructions, please provide 1 to 3 sentences highlighting any notable changes in mission, goals, or status, etc.)
(To fill out the box electronically, click on a box, select "format" or "layout" and then shape fill with the paint bucket.)

2. Labor Market Demand for this Program

Meets Demand Does Not Meet Labor Market Demand

☐ ☐ ☐ ☐ ☐

(Visit the [Strong Workforce Dashboard](#) and evaluate the labor market demand in the Program Snapshots Reports for your program(s). Highlight any notable changes in labor market, wages, advisory input, surveys, enrollment, etc. O*NET or other sources may also be used)

3. Program Effectiveness: Student Success

Exceeds Benchmarks Meets Benchmarks Below Benchmarks

☐ ☐ ☐ ☐ ☐

Under Title 5 55003.b.4, prerequisites and corequisites for CTE courses and programs must be reviewed at least every two years for effectiveness and disproportionate impact. Check here to confirm that this review has been completed: Yes _____

(Provide 1 to 3 sentences describing how this program is of demonstrated effectiveness, specifically in employment & student success, which may include jobs, certificates, degrees, transfers, SLOs, partnerships, faculty qualifications, diversity, grants, equipment, etc.)

4. External Factors, Duplication of Programs

No External Factors Many External Factors

☐ ☐ ☐ ☐ ☐

(Provide 1 to 3 sentences explaining how external factors may influence this program, including any duplication of manpower training in the college's service area, or notable changes in legislation, CCCC mandates, Perkins, Tech Prep, CalWORKs, WIA, BOG, etc.)

5. Resources

Minor Needs Major Needs

☐ ☐ ☐ ☐ ☐

(Please provide 1 to 3 sentences highlighting any notable changes in budget, manpower, and resources)

6. Two-Year Plan

Significant Growth Anticipated On Track for Next 2 Years Need Significant Resources or Changes

☐ ☐ ☐ ☐ ☐

(Provide 1 to 3 sentences highlighting notable changes in recommendations; project future trends, personnel and equipment needs, etc.)

Faculty (Typed name and signature)

Date

Dean (Typed name and signature)

Date

Program Review Chair (Typed name and signature)

Date

FALL 2020

CAREER TECHNICAL EDUCATION TWO-YEAR PROGRAM REVIEW SUPPLEMENTAL DATA

EMPLOYMENT DATA⁴

SUCCESS DATA – AWARDS (DEGREES & CERTIFICATES), TRANSFERS, EQUITY

AWARDS

Note. Cypress College's ACCJC institution-set standards for degree and certificate completion are 1,266 associate degrees and 1,298 16+ unit certificates per year

TRANSFERS & TRANSFER RATE CALCULATION

The tables below refer to an examination of degree recipients who graduated with a degree within the previous four academic years.

Note. Cypress College's ACCJC institution-set standard for the number of transfers is 575 per year

DISPROPORTIONATE IMPACT CALCULATION

This table refers to all enrollments in department level courses in primary terms from Fall 2018 through Spring 2022 and includes all summer terms. Disproportionate Impact was assessed by identifying gaps in success rates for sub-groups when compared to the overall success rate for students enrolled in courses within the department.

Note. Cypress College's ACCJC institution-set standard for successful course completion is 70.2%. The equity gap represents the percentage point difference from the average course success rate. To help guide your analysis, please examine and comment on any large gaps (greater than 5-10 percentage points when compared to either the highest performing group or the average success rate for the department) for large groups of students (greater than 30).

⁴ From the Strong Workforce Dashboard Launchboard at www.calpassplus.org Programs may also want to compare these data to the projections provided by other sources such as O*NET (onetonline.org), regional sources, and industry associations.

Appendix E: IPRC Summary Form



Instructional Program Review Committee Evaluation

Program:

Presenter:

Date:

Instructional Program Review Committee Summary

The goal of the IPRC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

_____ **In Compliance** – The program review adequately covers all the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all the requirements of Instructional Program Review, the program may apply for all available funding. (See Comments below.)

_____ **Compliance – Needs Improvement** – The program review covers all the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See Comments below.)

_____ **Not In Compliance** – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See Comments below)

General Comments:

Program CSLOs:

Is the eLumen CSLO summary report included? Yes ☒ No ☐ Other ☐

Courses Assessed:

Fall 2017 – 100%	Spring 2018 – 100%
Fall 2018 – 100%	Spring 2019 – 100%
Fall 2019 – 100%	Spring 2020 – 100%

Comments:**Program PSLOs:**

Is the eLumen PSLO summary report included? Yes ____ No ____ Other ____

Comments:.**Commendations:**

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The program...
2. The department...

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department...
2. The department...

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the **Table Code Key** below to help in reading the chart.)

#	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1								
2								
3								

***TABLE CODE KEY**

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/Admin.

T = Technology

M = Maintenance

Need: D = Department

V = Division

C = Campus

Length O = One-Time Need

C = Continuing/On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/
Not Received

Impact: # of students impacted

BUDGET COMMENTS:

1. The department has a demonstrated need for...
2. The department has a demonstrated need for...

Appendix F: Specialized Instructional Program Review Form

Program:

Program Coordinator(s):

Names of those participating in the report:

Date:

Mission Statement

Mission statements broadly describe the overall purpose of an organization. As a specialized instructional program, please identify your mission statement below or note if your mission statement has changed since the last review cycle. Describe how your mission statement supports the college's mission statement.

1. Describe how your department mission statement supports the college's mission statement. If it does not, please explain why or provide revision.

Core Measures

The following key parameters are used to measure success of the program. Whenever relevant, parameters are identified that measure college-wide performance with program performance. Please respond to the relevant core measures presented below as well as on the following pages. Please comment on how the data in the tables below and other factors describe the program's effectiveness as a whole.

2. Enrollment-Related Trends - Please review the enrollment-related data trends in the table below. Comment on any significant changes and describe any actions taken for improvements.

Fall

Spring

3. Course Success Rates - Please review the following course success rates and comment on any notable trends.
4. Student Equity – Please review the following student equity data and identify any notable equity gaps in course success rates, as well as any strategies to improve course success rates for the student subpopulations.
5. Degrees and Certificates - Please review the degrees and certificates awarded in your department and comment on any notable trends.
6. Transfer Rate - Please review the transfer rate of degree-earning students in your program and comment on any notable trends.

7. Department Data Overall – Describe how these data and other factors relate to the program’s effectiveness as a whole.

Student Support Services

8. How does your department assist your students so that they can succeed in your class? (e.g., tutoring, supplemental instruction, explanation of study skills that are effective in your discipline such as how to read the textbook, impact of AB 705, referrals to DSS)

Review of Previous Goals and Objectives

9. Past Action Plans – Using the last Department Planning and Program Review, please copy and paste the department’s past action plans/objectives using the provided format.

Goal: {insert goal statement here}

Supports Strategic Plan Area:

Objective: {insert first objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Objective: {insert second objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

10. Please describe if the goals and objectives identified in the previous review were met or not. Please provide explanations if the goals were not met. The information in the tables above, or other information, may be used as evidence.

Narrative: Strengths and Challenges

Please base this section on the presented data, in addition to program-specific evidence.

11. **Strengths:** Use this section to briefly reflect upon major accomplishments of the program. The narrative should discuss the implications related to the core measures and compare program performance parameters with overall college parameters (whenever possible).

12. **Challenges:** Please provide any insight into significant challenges or obstacles that may have curtailed the success of the program. Identify the types of changes necessary for improvement.

Long Range Plan and Objectives

13. **New or Updated Action Plans** - In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year. Based on the information provided in this report, use the provided format to list your department's goals for the next four years to improve learning outcomes for your students.

Each goal should support at least one Strategic Plan area, Institutional Student Learning Outcome (ISLOs), and/or Program Student Learning Outcome (PSLOs), as well as include the funding needed and consequences of not receiving requested resources or funding. Please copy and paste formatting as necessary for each goal and objective.

Note. [Cypress College 2017-20 Strategic Plan](#) (refer to directions, goals, and objectives as necessary) and ISLOs and PSLOs are referenced in the [Cypress College Catalog](#) (see page 5).

Goal: {insert goal statement here}

Supports Strategic Plan Area:

Supports Institutional Student Learning Outcome Pathway:

Pathway I (AA/AS degree, CSU/IGETSE Transfer):

Pathway II (CTE certificate/degree/transfer):

Pathway III (Personal, dev., student support):

Pathway IV (College support programs/services):

Supports Program Student Learning Outcome:

Objective: {insert first objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Objective: {insert second objective here}

Person(s) responsible:

Timeframe:

Fiscal resources needed (if applicable):

Publication Review

As part of the program review process, please conduct a review of your program's webpage(s) and other publications (e.g., College Catalog) to ensure all information is accurate. Please note any inaccuracies you identified as a result of this review and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at cjorgensen@cypresscollege.edu.

14. If there were any inaccuracies on your program's webpage(s), catalog, and/or publications, please note them below:

15. What is your plan for implementing corrections and/or the continuous review of this information?

Resources Needed and Budget Implications

List the needed resources and specify a dollar amount for each request. Additionally, please note if the request is for program maintenance or improvement, if the request is one-time or an ongoing need (if ongoing, please specify how often), and notate if the request is a department, division, or campus need (if multiple areas are impacted). Please also include the approximate number of students annually impacted by each request.

Rank	Request Name	Amount	Maintenance or Improvement	One-Time or Ongoing	Program, Div. or Campus Need	# Students Impacted
1						
2						
3						
4						
5						
6						
7						

Note. Please indicate safety needs with a * in the request name

Division Dean Evaluation

This portion of the Department Planning and Program Review form is to be completed by the Division Dean.

Mission Statement

1. Do you agree with the program's evaluation of that their mission statement supports the college's mission statement? Why or why not?

Trend Data/Program Trends

2. Do you agree with the program's evaluation of the core measures? Why or why not? Did the program miss any important information from the tables?
3. Do you agree with the program's evaluation of their success rates? Why or why not? Did the department miss any important information from the table?
4. Do you agree with the program's evaluation of their degrees and certificates? Why or why not? Did the department miss any important information from the table?
5. Do you agree with the program's effectiveness as a whole? Why or why not? Did the department miss any important information?

Program Goals

6. Do you agree with the program's evaluation of meeting their past goals? Why or why not?
7. Based on the information provided in this report, do the department's goals for the next three years to improve learning outcomes for all their students make sense?

Student Support Services

8. What are your thoughts on how the program assists students so that they can succeed in class?

Resources Needed and Budget Implications

9. Based on the information in this report, are the funding requests reasonable and have the potential to positively impact student learning?

Final Approval

Division Dean Signature:

Date Reviewed:

After Dean's review and discussion with Program Coordinator:

Department Coordinator Signature:

Date:

Appendix G: Instructional Program Review Committee Presentation Guidelines

As Part of the IPRC review process, the committee invites department chairs or program representatives to share key points from the program's submitted report. This meeting consists of a brief presentation, followed by a question and answer session with the committee. This document provides guidelines to help department chairs or program representatives create an effective presentation.

What are the goals of the presentation?

The presentation portion of the IPRC's review process is meant to accompany the long-form report programs/departments submit to the committee every four years. You can assume that the committee members have already read your report and are familiar with the basics of your program. However, the presentation is an opportunity for programs/departments to introduce the committee to your program in person, to highlight any notable accomplishments of your program, and to call attention to any pressing needs your program may have.

How long should the presentation be and what form should it take?

Your meeting with the IPRC should take about 45 minutes, 30 minutes of which is for introductions, and your presentation. The remaining time will be used for a question and answer session with the committee. You need not take the entire 30 minutes for your presentation provided you cover the areas noted below.

Presentations are generally conducted via Zoom, but can be done in person at the program's request. Many programs find it helpful to create a presentation deck (via PowerPoint, Prezi, or the like) to keep their presentations organized and to make sure they cover the requested information. This is encouraged, but optional. The more structured and concise your presentation is, the better.

Who should present?

The Department Chair/Coordinator or designated program representative should deliver the presentation. Other faculty members are also welcome to join the meeting. There should be evidence in your presentation that all full-time faculty members were consulted and contributed to the final report and presentation, even if they are not present for the presentation. If there are significant differences of opinion among full-time faculty on a particular portion of your report, please note those differences in your presentation so all viewpoints are represented.

What should the presentation cover?

- The presentation is an opportunity to humanize your report, to highlight your program's mission, accomplishments, budgetary or other needs, and to note any significant changes your program might have undergone since your last review.
- Your presentation should review the goals set out in your last program review and how those were met. If those goals were not met, please explain why not and what needs to be done to meet them in the future.
- Your presentation should address how your department/program mission relates to Cypress College's mission.

- Your presentation should also address whether your program/departments published materials (i.e., catalog, website) are accurate and complete. If these materials are not current, please present your timeline or plan to update them.
- SLOs and PSLOs: Please discuss your department's SLO data results including CSLO assessment and Department PSLO assessment. Explain how your department has used this data to help improve student success and outcomes in your program(s). Identify and describe areas for improvement, and share any improvement plans resulting from SLO assessment results.
- DEI: Please describe your program's efforts to identify challenges, close achievement gaps, and increase access for diverse student populations. Note how your program promotes equity—in curriculum, hiring, student outreach, etc.—and note any unique challenges it faces in meeting its equity goals. Discuss how your program will improve learning outcomes for underrepresented and historically underserved students.
- Budget: Please highlight any important budget requests.