

CYPRESS COLLEGE

Instructional Program Review 2024–2025 Annual Report



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**Prepared on behalf of the Instructional Program Review Committee by Myev Rees, Jill Bauer,
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Introduction

Through a comprehensive program review process, Cypress College faculty assess instructional programs on a four-year cycle. For reference, the schedule for the four-year cycle is included in Appendix B of this document. In even-numbered years, this program review schedule aligns the full CTE program reviews with the CTE “short form” reports required every two years. Starting in 2023-2024, the College instituted an annual update process in which the programs not undergoing full review provide a brief description of progress made and resources needed on their goals. However, in response to feedback from deans and faculty, that process was amended to a mid-point review, starting in 2024-2025.

This report is an overview of the year’s review process, the committee’s deliberations, and a record of insights the committee gleaned from the process into larger institutional trends and challenges.

Structural Changes to the Committee:

Establishing IPLOR

In spring 2024, following the accreditation self-evaluation, a proposal to streamline the College’s program review and student learning outcomes process was presented to the IPRC, SLO Committee, Student Services Program Review Committee, Dean’s Meeting, and Academic Senate. With broad support from administration, faculty and staff, the structure of program review and learning outcomes assessment was revised so that each area (Instruction, Student Services, and Campus Services) has a committee responsible for receiving, reviewing, and reporting program reviews. In addition, each committee has an embedded learning outcomes coordinator or lead to support faculty or staff with outcomes assessment.

In the area of Instruction, this change meant the end of a separate Student Learning Outcomes committee and the creation of the Instructional Program and Learning Outcomes (IPLOR) committee. The IPRC’s existing bylaws were revised to reflect this change, and a new charter was drafted and approved. The SLO coordinator is an integral part of the IPLOR committee, but the position will remain autonomous and will maintain a separate handbook.

A new SharePoint drive was also established to house all of IPLORs documents and information.

Adjunct Position on IPLOR

In the fall of 2024, a new adjunct member position was added to the IPLOR committee. This allows for adjuncts to be fully represented and provides a forum for the voices on matters related to program review and SLO assessment. As adjunct faculty do not have required service hours in their contracts, Academic Senate added hourly compensation for this position. As the position and compensation structure is new, the committee will continue to monitor the compensation process and make any necessary changes.

Mission Statement

The mission of the Cypress College Instructional Program Review Committee (IPLOR) 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 allocations, verify currency, and

provide suggestions for useful practices that will contribute to improved institutional effectiveness and student success.

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 and Learning Outcomes Review (IPLOR) committee 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.

For an overview of the program review process and history, please see the IPLOR handbook on the SharePoint.

The IPLOR Committee

Instructional Program and Learning Outcomes Review is included in the Academic Senate's "Ten Plus One" responsibilities (as articulated in Title 5, Section 53200), and as such, IPLOR works under the purview of the Academic Senate to review instructional programs and learning outcomes and make recommendations to promote student learning and success. IPLOR is comprised of its Chair(s), the SLO coordinator, faculty representative from each division, an adjunct faculty member, a dean, an institutional researcher, and liaisons for accreditation, student services program review, and diversity. Faculty representatives are elected at the division level and serve three-year terms. The names of the 2024-25 committee members are listed below.

The IPLOR Chair or Co-Chairs serve three-year terms and are elected by the Academic Senate with input from the IPLOR members. Tenure, as well as prior service on IPLOR is required to serve as Chair or Co-Chair. The IPLOR Chair responsibilities are included in the appendix of the IPLOR handbook. The position of chair can be divided into two Co-Chairs (as has been the case since 2023). The responsibilities and reassign time for the Chair position is then divided as members deem appropriate. (The current chairs split the reassigned time evenly.)

2024-24 IPLOR Committee Members

Jill Bauer, Co-Chair

Myev Rees, Co-Chair

Jennifer Coopman, SLO Coordinator

Bryan Ventura, Accreditation Liaison (Designee)

Kristina Oganessian, Institutional Research & Planning Representative

Janet Vera, Instructional Dean Representative

AnnMarie Ruelas, Student Services Program Review Liaison
Regina Rhymes, Diversity, Equity, and Inclusion Liaison
Andres Carrillo, SEM (joined Spring 2025)
Peter Molnar, Business/CIS
Margaret Mohr, Kinesiology/Athletics
Ernesto Heredia, Counseling
Vacant, Library
Michael Klyde, CTE (joined December 2024)
Hilary Reuter, Social Science
Anna Cherie Gentry, Health Science
Bret Kaufman, Language Arts
Grant Speich, Visual and Performing Arts (joined Spring 2025)
Shaina Rawal, Adjunct Faculty Representative (joined Spring 2025)

Instructional Program and Learning Outcomes Review Handbook and Schedule Revisions

The *Instructional Program Review and Learning Outcomes Handbook* provides faculty and administrators with instructions, sample forms, and resources for the instructional program review process. The committee reviews and updates the handbook regularly and makes changes as necessary. Recent revisions occurred in spring 2021, and again in fall 2023 to reflect the substantial revisions to the review process and forms. The last *Instructional Program Review Handbook* was approved by Academic Senate in October 2023 and can be found on the IPLOR SharePoint. The Handbook is currently being revised to reflect the structural changes to the committee and the mid-point review process.

IPLOR is also in the process of revising the review schedule to ensure that all courses and program and courses are being reviewed.

2024-25 IPLOR Presentation Meetings with Instruction Program Representatives

After reviewing the written program review Long Form Reports, the committee met with the representatives from the following programs in November 2024 to hear their presentations and ask any questions. All meetings were held remotely via Zoom though programs were given the option of presenting their reports in person.

November 4th

Accounting, Ann Sheridan-Solis, Abigail Awad, Samreen Manjra
Administration of Justice, Ed Valdez
AC& Refrigeration, Carlos Urquidi
Aviation & Travel Careers, Ed Valdez

November 18th

Computer Information Systems, Peter Molner
Dental Hygiene, Kendra Contreras

Human Services, James Tapia, Virgil Adams, Gary Zager
Journalism, Michael Coronado

November 25th

Media Arts Design, Kati Angelov

Mortuary Science, Jolena M. Grande

Photography, Tony Maher

Theater Arts, Donny Jackson, Jennifer McMillian, Chuck Rogers

December 2nd

HIT, Colin Preston

Specialized Instructional Program Review (SIPR) 4-Year Schedule

SIPRs are programs that combine tailored instruction, counseling, and student services to support specific student groups. In spring 2020 and 2021, the IPRC conducted the initial reviews of these programs, and in the spring of 2022 the IPRC established a 4-year schedule for reviewing them. The IPLOR will complete SIPR reviews during the spring semester. As of spring 2023, Legacy, Puente, and STEM moved from SIPR to the Student Services Program Review (SSPR). The SIPR Review Schedule appears in Appendix E.

Per the schedule, the 2024-25 IPLOR Committee reviewed the Learning Resource Center (formerly the Cypress Writing Center), the Math Learning Center, and Supplemental Instruction, and Tutoring in March 2025. The SIPR Review form and the completed reports for 2024-25 are housed on the SharePoint.

2025 SIPR Presentation Meetings with Program Representatives

March 10th

Learning Resource Center, Treisa Cassens

Math Learning Center, Treisa Cassens

Supplemental Instruction, Treisa Cassens

Tutoring, Treisa Cassens

CTE 2-Year Reports (“Short Form”)

IPLOR additionally reviews each CTE TOP-coded program every two-years in even numbered years. IN 2024-25, the following programs were scheduled for review. However, several programs did not submit their short form report.

Accounting

Administration of Justice (Did not submit report)

Air Conditioning & Refrigeration (Did not submit report)

Automotive Collision Repair (Did not submit report)

Automotive Technology

Aviation & Travel Careers

Computer Information Systems

Commercial Music (Will begin reporting in Fall 2026)

Court Reporting

Dental Assisting

Dental Hygiene

Diagnostic Medical Sonography

Engineering Technology (Will begin reporting in Fall 2026)
Geography/GIS (Will begin reporting in Fall 2026)
Health Information Technology
Hotel, Restaurant, and Culinary Arts
Human Services
Journalism (Will begin reporting in Fall 2026)
Management/Marketing
Media Arts Design
Funeral Services (Mortuary Science Mortuary Science Baccalaureate Degree)
Nursing
Photography
Psychiatric Technology
Public Health (Will begin reporting in Fall 2026)
Radiologic Technology
Theatre Arts

The Mid-Point Reviews (formally Annual Update)

In 2023-24 IPLOR determined that although the recently created Annual Update helped programs stay on top of their goals between full reviews, the same quality of outcome could be achieved with a Mid-Point Review submitted every two years. This creates less work for program coordinators, while providing an opportunity to refresh their goals and monitor progress between full reviews.

The Mid-Point Review will also allow departments to petition for a change in their compliance status prior to their next full review.

As this change was implemented this year, the committee determined that the Mid-Point Review would be optional for programs that submitted an Annual Update last year.

The following programs were scheduled for the Mid-point Review in Fall 2024 (The programs with an asterisk submitted a Mid-Point Review.):

Automotive Collision Repair*
Automotive Technology*
Court Reporting
Dental Assisting*
Dental Hygiene
Diagnostic Medical Sonography*
Geography/GIS*
Hotel, Restaurant, and Culinary Arts
Business Management/Marketing
Funeral Services
Nursing
Photography
Psychiatric Technology
Radiologic Technology

Ongoing Recommendations:

Below are recommendations made in previous IPRC Annual Reports, which have not yet been sufficiently addressed. The years in parentheses represented the Annual Report in which the recommendation originally occurred.

1. Reassigned Time continues to be an issue for several programs. Increasingly, faculty are being asked to take on more non-classroom duties, and there needs to be a reexamination of the released time received as compensation. (2019-2020) This issue is currently being studied by a joint workgroup comprised of Academic Senate and UF.
2. There needs to be greater institutional support for research being performed by students in programs across campus. There is a great need for technology, including laptop computers and database subscriptions, to support research. An important step would be for Cypress College to establish an Institutional Review Board (IRB). When a campus does not have an IRB, it is problematic for the students to conduct research, since they cannot request approval from the IRB and any research cannot be published. Also, any research that is done by faculty or students at Cypress College cannot be published or shared at a professional conference because we lack an IRB. (2019-2020)
3. Departments and programs on campus impacted by the state-imposed restrictions on course repeatability should work together to address the issue and organize efforts to petition the state to revise the policy. This is an issue of particular interest to the Business, Fine Arts, and Kinesiology Divisions. (2020-2021). This issue arose again for some departments in 2023-24.
4. A disproportionate number of departments are anticipating full-time faculty retirements in the next year. Further, several departments not facing retirements have strong needs for additional faculty. As a result, faculty prioritization is likely to become very competitive in the next few years. The committee strongly encourages the College to allocate resources accordingly, and it encourages departments to plan proactively for these changes with the understanding that not all retirements will be immediately replaced. (2023-2024)
5. The 2023-24 report revealed that although the quality of the current IT staff is exceptional, the number of IT professionals and technicians on campus is alarmingly inadequate and the IT equipment currently on campus is outdated. The IPLOR strongly recommends that the College increase the number of IT professionals available and make all necessary updates to aging IT technology on campus. (2023-2024)
6. The committee noticed that one small group of students, foster youth, continues to struggle demonstratively more than others. This population is admittedly small and so the data can be easily influenced by just one or two students—but the committee would like to note that even very small populations may require direct intervention. To that end, the committee recommends departments, as well as the College as a whole, think creatively about how to best support this particularly vulnerable population. (2023-2024)

New 2024-25 Instructional Program and Learning Outcomes Review Findings and Recommendations

Below are the global trends IPLOR noted from the 2024-25 Instructional Program and Learning Outcomes Review process and the Committee's specific recommendations.

1. DEI and Equity Gap Guidance

Faculty need more guidance and professional development training on how to close equity gaps. Programs and Departments are given disaggregated data that show equity gaps, but some faculty do not know how to respond to equity gaps effectively, and are therefore, unsure of how to answer the DEI related questions on the program review form. Further, different kinds of gaps may require different responses, and faculty need strategies to deal with them. The Course Redesign program provided some of this necessary training. However, it is now completed. The committee recommends the college create new ways to continue that kind training.

Faculty should reach out to affinity groups if there are specific gaps, but some programs are not aware of them, or not aware of how they can help.

The 2024-25 review process also revealed that some faculty members are under-informed on the complex social systems, histories, and cultural frameworks that create and reinforce inequity and exclusion. Some are also unclear on what DEI specifically entails. The current state of national politics and public discourse around DEI is further muddling its meaning. Consequently, there is a need for clear definitions and training across campus.

Relatedly, the committee will pursue disaggregating the data for LGBTQ+ students and first-generation college students to align with the SEA directions.

2. Sources of Outside Funding

The Committee would like to note that with the hold harmless ending, budgets may become increasingly tight. It is therefore imperative that when departments and programs apply for funding, they show that outside sources of funds, such as Strong Workforce, have been exhausted prior to applying for funds directly from the College. This will allow more funds to be available for programs whose resource needs do not qualify for outside grants.

The committee also recommends more transparency and stronger coordination among funding sources to avoid duplication of requests. At present, those overseeing one funding source often do not know what other funding sources are doing.

It is also imperative that CTE-top coded programs applying for Strong Workforce/Perkins funding include maintenance and replacement costs in their funding requests. This is especially important for big ticket items like sonography equipment, simulators, etc.

Relatedly, the committee recommends the college review and improve the process or methods by which programs are chosen for funding. Concerns have been raised that the current system creates inequitable funding allocation and has encouraged program collusion and inequitable "quid pro quo" arrangements in the past.

3. Urgent Health and Safety Needs

There are safety needs in several programs that have not been addressed. For example, the LRC needs security cameras. They do not have enough, and many of the ones they do have do not work. They are necessary to maintain a safe environment for students and staff. Further, several programs are coping with health and safety issues related to weather and temperature. Several CTE programs need to conduct class in the open air and should be provided with a temporary shelter to protect from rain, or to provide shade on exceptionally hot days. There are also several CTE indoor workspaces that are not heated or do not have air conditioning and so students regularly do their work in unreasonably cold or hot environments.

4. Increased Math and English Support

There is a significant need for more tutoring in English and math. This is likely being caused in part by AB 705/1705. The need is impacting programs well beyond math and English, as students are required to be proficient in math and English skills across many disciplines.

The 2024-25 review revealed a considerable need for more and higher quality tutors at LRC, MLC, SI, and Tutoring. These programs are remarkably effective at improving student success and are well used by students. With proper support, they could be doing so much more to alleviate the deficits in math and English skills. The college should also clarify the process for hiring new managers/ coordinators for these special programs. There is a dire need for managers and coordinators but a great deal of confusion regarding how those positions are categorized, funded and filled.

5. A Help Desk Staffed by Academic Computing

Currently, all student computing questions and needs are being addressed by one person, a former academic computing employee who was reassigned to the LRC. Moreover, this position does not have administrative rights and so cannot address some student needs. The committee strongly recommends creating a help desk staffed by multiple people from Academic Computing with administrative rights to meet students' needs.

6. Program / Course Creation and Oversight

The 2024-25 review revealed several programs and courses that were created by various faculty or administrators in the past and then were "abandoned" (through retirements or other circumstances). Some of these programs /courses were not housed in any department, or a full-time faculty member was never hired to oversee them. Consequently, these programs/courses are not being reviewed, and there is no accountability for SLO completion. Further, students are unable to complete their degrees in these programs as some of the required courses are no longer taught or were never taught.

After identifying two such programs (Global Studies and HIT), IPLOR made a recommendation to Academic Senate to invoke the special review process outlined in AP 4021 to consider program discontinuance. Academic Senate approved this request on March 13, 2025, and IPLOR facilitated the formation of special review committee to begin the reviewing process.

To avoid this happening in the future, the committee strongly recommends the college develop a clear program/course creation procedure/application that is vetted by Academic

Senate and its subcommittees to ensure that all courses and programs have full time faculty, are on the program review schedule, are meeting SLO requirements, and are not duplicating offerings.

7. Faculty Participation and College Service

The IPLOR committee struggled to fill all of its faculty representative positions this year. Additionally, the Senate's call for an SLO Coordinator in past years went unanswered, resulting in Jennifer Coopman extending her assignment for two more years. The inability to fill these positions aligns with a larger trend of a lack of faculty willingness or ability to participate in college service.

The committee recommends increasing the reassign time for the SLO Coordinator from 60% to 80% to meet the growing responsibilities and demands required to keep up with accreditation standards. This adjustment would also allow more time for the SLO Coordinator to pursue strategies that make the SLO process more meaningful to faculty. Hopefully, this would also encourage faculty interest in this position.

The committee also strongly encourages all faculty to fulfill their five hours of college service to ensure that all college governance groups have appropriate faculty representation.

Student Learning Outcomes (CSLOs, PSLOs, and ISLOs)

CSLO Summary

	Courses Assessed		Successful Assessments	
Fall 2024 Program Review Departments	# Offered	% Assessed	# Assessed	% Successful
Accounting	4	100.0%	7,584	88.6%
Administration of Justice	4	100.0%	1,097	85.4%
Air Conditioning and Refrigeration	24	100.0%	7,566	90.4%
Aviation and Travel Careers	39	94.9%	3,815	86.6%
Computer Information Systems & Computer Science	42	100.0%	21,962	85.4%
Dental Hygiene	24	83.3%	1,585	96.6%
Health Information Technology	12	100.0%	1,283	84.5%
Human Services	21	100.0%	---	---
Journalism	7	100.0%	318	94.0%
Media Arts Design	57	98.2%	6,011	90.5%
Mortuary Science (AA)	11	100.0%	40	92.5%
Photography	20	90.0%	2,104	93.3%
Theater Arts	50	96.0%	942	93.4%
Total (since Fall 2020)	315	96.5%	54,307	88.0%

Note. Percentage of successful assessments refer to the percentages of all enrolled students who met or exceeded the standard for a particular SLO in all department level courses.

Note: Dental Hygiene offered three courses in Fall 2020 that were not assessed due to disruptions caused by COVID-19. These courses were later renumbered and assessed in subsequent semesters under their new course numbers. Taking these changes into account, Dental Hygiene assessed 95.8% of its courses. As a result, the overall percentage of courses assessed across all thirteen programs is 97.5% (307 out of 315).

ISLO Summary

ISLOs	Exceeded Expectations		Met Expectations		Did not Meet Expectations		Total Assessed	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Breadth of Knowledge, Competencies, & Skills								
Business & CIS	22,213	75.2%	3,256	11.0%	4,077	13.8%	29,546	100.0%
Career Technical Education	9,845	78.9%	1,233	9.9%	1,400	11.2%	12,478	100.0%
Health Sciences	1,752	60.2%	900	30.9%	256	8.8%	2,908	100.0%
Social Sciences	---	---	---	---	---	---	---	---
Humanities & the Arts	2,667	79.3%	475	14.1%	222	6.6%	3,364	100.0%
Arts, Sciences, & Kinesiology CTE	4,219	70.2%	1,218	20.3%	574	9.5%	6,011	100.0%
Communication								
Reading	23,613	73.9%	4,389	13.7%	3,955	12.4%	31,957	100.0%
Writing	14,903	75.6%	2,670	13.5%	2,140	10.9%	19,713	100.0%
Communicating	19,082	76.3%	3,334	13.3%	2,594	10.4%	25,010	100.0%
Presenting	12,130	76.9%	2,045	13.0%	1,596	10.1%	15,771	100.0%
Critical Thinking, Problem-Solving, and Information Competency								
Analysis	30,246	78.1%	4,674	12.1%	3,828	9.9%	38,748	100.0%
Computation	17,864	78.9%	2,375	10.5%	2,402	10.6%	22,641	100.0%
Research	11,923	74.8%	2,250	14.1%	1,776	11.1%	15,949	100.0%
Problem-solving	29,269	74.6%	5,286	13.5%	4,670	11.9%	39,225	100.0%
Technology	32,703	74.3%	5,947	13.5%	5,357	12.2%	44,007	100.0%
Personal, Academic, & Professional Development								
Personal Responsibility	11,449	74.9%	2,127	13.9%	1,707	11.2%	15,283	100.0%
Global Citizenship	9,484	77.0%	1,446	11.7%	1,387	11.3%	12,317	100.0%
Equity	2,033	74.4%	510	18.7%	188	6.9%	2,731	100.0%

Note: One of the highlights from the ISLO data results is that 93.1% of the students assessed are meeting or exceeding the standard for the institutional student learning outcome, Equity.

SLO Summary

CSLOs are required to be listed on faculty syllabi every semester, and the CSLOs listed must match the active CSLOs in the Course Outline of Record (COR) in Curriconet. A process is in place to facilitate this requirement. The SLO Coordinator has created a guide to assist faculty in meeting this requirement. Additionally, the SLO Coordinator sends a reminder email to all faculty at the beginning of the fall and spring semesters. The Curriconet specialist creates a comprehensive Excel file with links to each COR (which include the active CSLOs) for every course, broken down by division, and forwards it to the SLO Coordinator. The SLO Coordinator then forwards it to the deans. Division deans (or their designee) then check faculty syllabi in their respective divisions to ensure accurate active CSLOs are listed. While the process is going well for the most part, broader implementation and more involvement from deans are needed. The VPI should be heading this effort.

Departments undergoing instructional program review are required to assess 90% of courses each semester. For departments to be designated as “In Compliance,” the IPLOR Committee requires them to meet this standard—unless there are compelling extenuating circumstances. The committee also

recommends that department coordinators continue to encourage all faculty to participate in the CSLO assessment process. Departments undergoing instructional program review are also required to complete the CSLO-to-Department PSLO mapping in eLumen. Over the past several years, faculty participation rates have increased significantly, contributing to more meaningful discussions within departments. After reviewing and discussing SLO data, departments have been creating action plans to support the goals of the department and college. The goal continues to be the ongoing improvement of instruction to help students succeed. Most departments have exceptional CSLO assessment completion rates and have completed the Department PSLO mapping. Additionally, departments undergoing instructional program review are required to have at least one PSLO written in Curricunet for each of their degrees and certificates. 100% of the degrees and certificates for programs undergoing instructional program review this year had at least one PSLO written in Curricunet, except for one certificate.

Ongoing SLO Reporting Recommendations

1. The committee continues to recommend that department coordinators communicate effectively and frequently with faculty to encourage CSLO assessment completion. Both full-time and adjunct faculty are required to complete CSLO assessments as part of their duties, as outlined in their respective contracts. Full-time faculty are also required to participate in the design and assessment of PSLOs. The SLO Coordinator is committed to offering guidance to any department that may need assistance.

New 2024-2025 SLO Reporting Recommendations

1. The committee strongly recommends that the college seek out and implement a system that connects Curriculum, SLOs, the Catalog, and Canvas. Currently, the SLO Coordinator manually enters all CSLOs into eLumen and must also manually update the status of courses.
2. The committee recommends increasing the reassign time for the SLO Coordinator from 60% to 80% to meet the growing responsibilities and demands required to keep up with accreditation standards. This adjustment would also allow more time for the SLO Coordinator to pursue strategies that make the SLO process more meaningful to faculty.
3. Department coordinators are strongly encouraged to email faculty each semester to remind them to complete their CSLO assessments. They are further encouraged to follow up with faculty who have not completed their assessments before the start of the next semester. Department coordinators are also encouraged to lead department discussions reviewing the CSLO assessment reflection comments for courses in eLumen and analyzing CSLO assessment data prior to instructional program review.
4. Department coordinators are strongly encouraged to work with their departments to update their CSLO-to-Department PSLO mapping in eLumen each year. Department coordinators are also encouraged to lead department discussions reviewing the Department PSLO data table on their Instructional Program Review Form prior to instructional program review. The SLO Coordinator and Institutional Research & Planning are committed to offering guidance to any department that may need assistance reviewing and analyzing the Department PSLO data table.

Appendix A: Timeline for the 2024-2025 IPLOR Cycle

May 2024: Email the deans with the next programs required to submit both Long Form and CTE Short Form reports by October 15.

Summer 2024: IPLOR sends the prepopulated long and short self-study forms and SLO summary reports to Department Coordinators and Deans.

August 2024: Send deadline reminders and Program Review Resources to Department Coordinators and Deans.

September 2024 Committee plans to meet two to three times during the month.

October 10, 2024: Faculty submit their self-studies to their deans for comments and signature. Faculty have the option of submitting a Mid-Point Review. Mandatory Mid-Point Reviews will begin in 2025-26.

October 25, 2024: Faculty submit their final Reports to the IPLOR Chair (s).

November 2024: Presentations every Monday, schedules permitting, from 3-5 (approximately four 15-minute presentations per week).

December 2024: Program Review Summaries will be sent to all the programs under review.

February 2025: Committee meets to review results and feedback from summaries.

February 2025: Committee reviews CTE short forms

March/April 2025: Prepare final report for submission to the Academic Senate, PBC, and PAC. Note:

April 2025/May 2025: Present the annual report to the Academic Senate, PBC, and PAC. Replace termed out committee members. Add the annual report to the Program Review SharePoint.

Appendix B: IPLOR Full Review Rotation Schedule

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

Accounting
Administration of Justice (New to PR)
Air Conditioning & Refrigeration
Aviation & Travel Careers
CIS
Dental Hygiene
Health Information Technology
Human Services
Journalism
Media Arts Design
Mortuary Science
Photography
Theater Arts

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

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

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

Auto Collision Repair
Auto Technology
Court Reporting
Dental Assisting
Geography/GIS
HRC (Culinary Arts)
Management/Marketing
Mortuary Science Baccalaureate Degree
Nursing
Psychiatric Technology
Radiologic Technology/Medical Diagnostics

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

Art
Chemistry

Communication Studies
Counseling
Dance
Economics
Kinesiology
Mathematics
Political Science
Psychology
Sociology

Appendix C: IPLOR Mid-Point Review Rotation Schedule

CYCLE #1: Fall 2026, 2030, 2034 (13 programs)

Accounting
Administration of Justice (New to PR)
Air Conditioning & Refrigeration
Aviation & Travel Careers
CIS
Dental Hygiene
Health Information Technology
Human Services
Journalism
Media Arts Design
Mortuary Science
Photography
Theater Arts

CYCLE #2: 2027, 2031, 2035 (11 programs)

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

CYCLE #3: Fall 2024, 2028, 2032 (11 programs)

Auto Collision Repair
Auto Technology
Court Reporting
Dental Assisting
Geography/GIS
HRC (Culinary Arts)
Management/Marketing
Mortuary Science Baccalaureate Degree
Nursing
Psychiatric Technology
Radiologic Technology/Medical Diagnostics

CYCLE #4: Fall 2025, 2029, 2033 (11 programs)

Art
Chemistry

Communication Studies
Counseling
Dance
Economics
Kinesiology
Mathematics
Political Science
Psychology
Sociology

Appendix D: Programs Presenting CTE 2-Year Reports (Short Form) In Even Numbered Years

Accounting
Administration of Justice
Air Conditioning & Refrigeration
Automotive Collision Repair
Automotive Technology
Aviation & Travel Careers
Computer Information Systems
Commercial Music,
Court Reporting
Dental Assisting
Dental Hygiene
Diagnostic Medical Sonography
Engineering Technology
Geography/GIS
Health Information Technology
Hotel, Restaurant, and Culinary Arts
Human Services
Journalism
Management/Marketing
Media Arts Design
Funeral Services (Mortuary Science Mortuary Science Baccalaureate Degree)
Nursing
Photography
Psychiatric Technology
Public Health
Radiologic Technology
Theatre Arts

Appendix E: Specialized Instructional Program Review Schedule and Student Services Program Review Schedule

The following is a list the Specialized Instructional Programs recognized by the College and required to participate in Specialized Instructional Program Review:

Distance Education (2023)

Dual Enrollment (2023)

Honors/Service Learning (2023)

Learning Resource Center (formally Cypress Writing Center and English Success Center (2024)

Math Learning Center (2024)

Tutoring (2024)

Study Abroad*

Supplemental Instruction (2024)

Teacher Preparation**

*Study Abroad is currently being run out of Fullerton College, and the IPLOR will not review it unless or until it returns to Cypress College.

**Teacher Preparation is undergoing a reorganization to make a more viable Specialized Instructional Program. The program is expected to provide an update on the status of this revision by the next scheduled review cycle.

The Specialized Instructional Programs will participate in review in the spring according to the following 4-year cycle:

CYCLE #1 (Spring 2024, 2028, 2032, 2036)

Dual Enrollment

Honors/Service Learning

Teacher Preparation*

CYCLE #2 (Spring 2025, 2029, 2033, 2037)

Distance Education

English Success Center

Math Learning Center

Tutoring

Supplemental Instruction

Study Abroad**

Appendix F: Instructional Program Review Long Form 2024-25

Division:
Department:
Department Coordinator:
Date:

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

For help completing this form, please contact your Instructional 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 fill in the table below related to the number of instructors in the department. 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

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 tables here]

Note. Cypress College's ACCJC institution-set standard for transfer volume 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 Data - 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 for Fall 2018 – Fall 2021]

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.

[Insert Spring table here for Spring 2019 – Spring 2022]

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 Instructional 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. Please ensure that if you are requesting fiscal resources within your action plan, that you also include those resources in the budget section below.

Note. [Cypress College 2021-2024 Strategic Plan](#) (refer to strategic directions and goals as necessary) and ISLOs and PSLOs 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:

Type:

Need:

Length:

Purpose:

Age:

F = Faculty

D = Department

O = One-Time Need

CN = Critical Need

N = New Request

Total \$ amount for request

C = Classified/Admin.

V = Division

T = Technology

M = Maintenance

C = Campus

C = Continuing/On-Going

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

RR = Repeat/Received

RN = Repeat/Not Received

Impact:

of students impacted per year

Publication Review

As part of the program review process, please conduct a review of your department webpage 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.

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):

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

Division Dean Evaluation

This portion of the Instructional 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 four 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?

Diversity and Equity

9. What are your thoughts on the department's diversity and equity efforts as indicated in this report?

Student Support Services

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

Department Objectives

11. Do you agree with the department's evaluation of meeting their past goals met? Why or why not?

12. 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

13. 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 G: Instructional Program Review Mid-Point Review Form Spring 2024

Note: The form will be sent to departments with a landscape orientation to allow great ease of use. For the sake of formatting in this report, it is in portrait orientation below.

Instructional Program Review Midpoint Update [Insert Department Name]

Department Coordinator:

Date:

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

This form should be completed collaboratively with input from all full-time members of the department.

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

Section 1: Goal Progress

Please provide updates on the department's goals submitted in the last Instructional Program Review (IPR). See Question #24 on your last IPR form. Your description of progress (column 3) and next steps (column 4) need not exceed XXX words. Using bulleted lists is encouraged. **If no additional support is needed (column 5)**, Please copy and paste the chart below as necessary to report on each goal stated in your last IPR.

Goal 1 (as stated in your last IPR): **Insert Goal Here**

Objectives for Goal 1	Progress	Description of Progress (N/A if No Longer Applicable or Not Started)	Next Steps	Additional Support or Resources Needed to Make Progress or Achieve Goal
1	☐ No Longer Applicable ☐ Not Started ☐ Some Progress ☐ Significant Progress ☐ Completed			☐ No Change from last IPR form ☐ Additional Support Needed (complete section 3 below)
2	☐ No Longer Applicable ☐ Not Started	c		☐ No Change from last IPR form

	☐ Some Progress ☐ Significant Progress ☐ Completed			☐ Additional Support Needed (complete section 3 below)
3	☐ No Longer Applicable ☐ Not Started ☐ Some Progress ☐ Significant Progress ☐ Completed			☐ No Change from last IPR form ☐ Additional Support Needed (complete section 3 below)
4	☐ No Longer Applicable ☐ Not Started ☐ Some Progress ☐ Significant Progress ☐ Completed			☐ No Change from last IPR form ☐ Additional Support Needed (complete section 3 below)

Section 2: Additional Goals

If your department has identified new goals since your last program review, please list them below. (Note: [Cypress College 2021-2024 Strategic Plan](#) (refer to strategic directions and goals as necessary) and ISLOs and PSLOs are referenced in the [Cypress College Catalog](#).) Please copy and paste formatting as necessary for each new goal and its objectives.

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):

Section 3: Resources Needed and Budget Implications

Based on this midpoint review, does your department have updated or new resource requests?

☐ Yes

☐ No

If no, continue to the next section.

If yes, please provide the updates or new requests below:

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

***TABLE CODE KEY**

Amount:

Type:

Maintenance

Need:

Length:

Purpose:

Age:

Received Request

Impact:

Total \$ for request

F = Faculty

C = Classified/Administration T = Technology M =

D=Department V=Division C=Campus

O=One-Time Need C=Continuing/Ongoing Need

CN = Critical Need M = Program Maintenance I = Program Improvement

G=Program Growth

N = New Request RR=Repeated, Received Request RN = Repeated, Not

of students impacted per year

Section 4: Annual Update Preparation

Please list the names of the full-time faculty in your department below and state their role in this mid-point review (e.g., writer, reviewer). Please add the name of any adjunct faculty who participated.

Please copy and paste the lines below as necessary.

Names of People Involved:

Faculty Name: _____ Role: _____

Faculty Name: _____ Role: _____

Faculty Name: _____ Role: _____

Section 5: Evaluation and Approval

To finalize the update, it must be reviewed by the division dean for their comments, feedback, and recommendations. The division dean must sign the form.

Feedback from Reporting Dean:

Dean's Signature:

Appendix H: Specialized Instructional Program Review Summaries



Instructional Program Review Committee Evaluation

Program: College Writing Center (CWC)

Presenter: Treisa Cassens

Date: 3/10/2025

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.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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:

The CWC is clearly a necessary part of Cypress College upon which many students depend. The CWC could clearly be serving even more students, more effectively, if given the support to do so. Presently, the center faces the challenges of cumbersome employment regulations, a lack of technology, and lack of funding.

The center depends on its tutors. However, the funding models currently being used do not allow for overlap or “double dipping” even though many students genuinely need tutors in more than one area. Further, TEA (Temporary Employment Assignment) rates are insufficient to meet student needs, and they are not currently attracting high quality tutors with advanced knowledge. The center is not currently receiving enough funding to hire the number of tutors they need for as long as they need them, and this results in students not having access to tutors necessary for their academic success.

Commendations:

The CWC is to be commended for adapting to a host of challenges—including the pandemic, increased demands as the result of AB705/1705, and limited resources. Their retention rates (90%) and success rates (80%) are phenomenal in any circumstances and are particularly impressive given the limitations they have needed to navigate.

The committee also commends the CWC on changing its name to the Learning Resource Center to be more inclusive and to more accurately reflect their offerings.

Recommendations:

The committee recommends Academic Computing and the LRC collaborate on long-range plans for computing support. Currently, laptops are not part of Academic Computing’s refresh and maintenance schedule. The CWC does not have ports for desktops; therefore, a service plan needs to be created for laptops.

The committee, recognizing that offering an online option may be challenging, feels it is necessary as Cypress continues offers online-only English and ESL composition courses. To not offer the online modality at the CWC puts these students at a disadvantage compared to in-person students. Further, accreditation requires that we offer the same opportunities regardless of modality.

The center is encouraged to pursue faculty load options, especially for the higher-level courses (ESL 110, ENGL 101, ENGL 100).

To offset tutor contract limitations, one solution might be to not open the center until week 2 or 3 of the term.

The data suggests that some equity gaps exist particularly among Pacific Islanders (n=6).

Tutor turnover is an issue that puts pressure on staff for hiring, training and mentoring. CWC tutors are often required to have a higher level of education than Cypress College students can provide. Finding, marketing, and retaining the tutors with those skills requires a full-time position.

Resources Needed and Budget Implications

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Tutor and Faculty Mentor hiring	TBD based on NOCCCD salary scales	M: Maintenance	D: Department	C: On-going	CN: Critical need	RR	All students utilizing the CWC
2	Management Hire	TBD based on NOCCCD salary scales	C: Administrative	V: Division	O: One time need	CN: Critical need	RN	All students utilizing the CWC
3	Computers and other equipment	TBD based on NOCCCD technology standards	M: Maintenance	D: Department	C: On-going	CN: Critical need	RR	All students utilizing the CWC

Recommendations:

The CWC would benefit from hiring a classified staff member. Outreach and mentoring is an ongoing need to help with partnerships to increase student success.

The committee fully supports all budget requests. The center is doing remarkable work and needs more support and funding to meet a clearly demonstrated need.



Instructional Program Review Committee Evaluation

Program: Math Learning Center

Presenter: Treisa Cassens

Date: 3/10/2025

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.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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:

The Math Learning Center is doing an excellent job helping Cypress students succeed despite limited resources. Like the other the successful Learning Resource Center (LRC) programs, the MLC is underfunded, struggling to recruit and maintain qualified tutors, and coping with a lack of physical space, as well as limited access to necessary software, and computing/ technological resources.

MLC Services increased student success from 42% to 71% with an increase of 43%. Usage was up 28% in the MLC from 2022-2024. The program offers an enthusiastic learning environment with over 16,000 hours of tutor time and integrated 11,000 Directed Learning Activities.

The usage of the MLC program dropped to match enrollment patterns across campus as students responded to the Covid pandemic in 2020, but demand has rebounded. The math department has also had to cancel classes over the last few years as they adjust to legislative demands and enrollment patterns. These math class enrollments impact the numbers of student enrolling in the LAR tutorial classes (MLC).

Commendations:

The MLC is to be commended for adapting to the pandemic and meeting the increased demands caused by AB705/1705 with limited resources. Their success and usage rates speak for themselves.

Recommendations:

The committee recommends ending online offering if the math department does not offer fully online courses. CHANGE TO CRC WORDING

The program is currently strategizing to reduce and close equity gaps and is encouraged to continue that work.

The committee also recommends considering faculty load in the MLC, especially for difficult subjects (e.g., Calculus) in which tutors are difficult to hire.

Further, due to the clearly demonstrated success of the MLC, the committee recommends that Math instructors require MLC hours.

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Staffing: Classified Coordinator hire	TBD based on NOCCCD salary scales	C:Classified	D: Department	O: One time need	CN: Critical need	RN	All students utilizing the MLC

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
2	Tutor and Faculty Mentor hiring	TBD based on NOCCCD salary scales	M: Maintenance	D: Department	C: On-going	CN: Critical need	RR	All students utilizing the MLC
3	Management Hire	TBD based on NOCCCD salary scales	C: Administrative	V: Division	O: One time need	CN: Critical need	RN	All students utilizing the MLC

Budget Recommendations:

The committee fully supports all budgeting requests above. However, the program should include the monetary amounts required for each line item.

The primary need is for permanent staff. This would include a full-time tutorial center coordinator and additional support staff (e.g., an instructional aide at 12-month contract and additional tutors).

The committee also recommends the program request funds for hiring to liaison with Legacy or other affinity groups, as well as funds for outreach and marketing.



Instructional Program Review Committee Evaluation

Program: Supplemental Instruction (SI)

Presenter: Treisa Cassens

Date: 3/10/2025

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.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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:

The SI program has proven itself to be both highly effective and necessary. The program offers 50-60 sessions week, focuses on active learning, and has excellent success and retention rates. As enrollment grows, the demand for SI services has also grown. The program has adapted admirably by offering online modalities, but more support is needed.

The program currently does not have dedicated classroom space, and this continues to be an ongoing issue. It also does not currently have specific scheduling software that can integrate with other college software systems.

Recruitment and retention of qualified SI leaders present a significant and persistent challenge for the program, particularly for advanced courses like Math 250A and 250B. The low hourly rates for tutors within the NOCCCD district make retention and recruitment even more challenging. SI leaders start at \$17.50/hour, which is low for the knowledge base required and work done by SI leaders.

One drive and Sharepoint are helping with administrative duties, but the program requires more administrative support to maintain and continue its success.

Commendations:

Almost every course shows positive rates for students who utilize the SI program versus those who do not. Some of the success rates are much higher than campus stretch goal targets. This is particularly admirable as these courses are selected because of low student retention or non-transferable grades.

Recommendations:

Faculty need to be encouraged to identify potential SI tutors each semester.

The committee recommends the program work with other deans to brainstorm possible locations for SI sessions in other buildings.

Resources Needed and Budget Implications

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Tutor and Faculty Mentor hiring	TBD based on NOCCCD salary scales	C: Classified	D: Department	C: On-going	CN: Critical need	RR	All students utilizing the MLC

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
2	Management Hire	TBD based on NOCCCD salary scales	C: Administrative	V: Division	O: One time need	CN: Critical need	RN	All students utilizing the LRC tutorial programs
3	Cameras	TBD based on cost of equipment and supplies	T: Technology and M: Maintenance	V: Division	O: One time need	CN: Critical need	RN	All staff and students using building 32
4	Desks and Workspaces	TBD based on cost of equipment and supplies	T: Technology and M: Maintenance	D: Department	O: One time need	CN: Critical need	RR	All students interacting with LRC staff

Recommendations:

The committee fully supports all budget requests. The program has clearly demonstrated needs and established successes. The funding the program currently depends on is often temporary and wholly inadequate.

A primary need is for a tutoring center coordinator. Additional SI tutors are also needed. Outreach needs are ongoing to partner with Puente and Legacy.

As noted above, low wages and high attrition of SI leaders result in challenges. More funding is needed to meet this challenge.

Traccloud tutor scheduling software should also be included in the budget request as well as actual monetary amounts needed for each item.

Appendix I: Instructional Program and Learning Outcomes Review Summaries

In response to each department's self-study and face-to-face dialogue with the committee, a draft summary evaluation, including commendations and recommendations, was provided to the program representative. Participants reviewed the feedback with an invitation to make changes if needed. The final summaries are included in the following pages and will be posted on the Program Review website and the SharePoint site.

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

Accounting

Administration of Justice (New to PR)

Air Conditioning & Refrigeration

Aviation & Travel Careers

CIS

Dental Hygiene

Health Information Technology

Human Services

Journalism

Media Arts Design

Mortuary Science

Photography

Theater Arts



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Air Conditioning and Refrigeration

Presenter: Carlos Urquidi

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The report submitted by the department was incomplete. It did not initially include the dean's review of the form, though it was eventually submitted. The department has also not submitted its mid-point review or short form report.

Overall, the Air Conditioning and Refrigeration department provided an adequate report that reflects their commitment to student success, employment, and safety.

CSLOs:

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

Courses Assessed:

Fall 2020 – 100.0%	Spring 2021 – 100.0%
Fall 2021 – 100.0%	Spring 2022 – 90.0%
Fall 2022 – 100.0%	Spring 2023 – 90.9%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Air Conditioning & Refrigeration department is doing an excellent job of assessing CSLOs. As a result of the assessment process, the department continues to review data results and discuss teaching methodologies to maintain a high standard.

Department PSLOs:

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

Comments:

The Air Conditioning & Refrigeration department has completed the PSLO mapping in eLumen, except for AC/R 276. The majority of students assessed are meeting or exceeding the standard for Air Conditioning & Refrigeration PSLOs. One of the highlights from the PSLO data results is that 90.9% of the students assessed are meeting or exceeding the standard for the program learning outcomes, Computation and Technology.

Degree & Certificate PSLOs:

The Air Conditioning & Refrigeration department has written PSLOs for its 11 degrees and certificates. All of these programs are active in Curricunet.

Commendations:

The Air Conditioning and Refrigeration department is to be commended on its high fill rates, particularly in 2023-24 (98%) indicating a high demand for the program. Further, the department boasts high completion rates for veterans, and has maintained success rates above the college-wide average.

The department is currently working through outreach networks and with counselors to create a “basic skills” class for high school students (male and female) to promote interest in the program.

The program clearly helps students to achieve a living wage and prioritizes student safety and success.

The department has an informal articulation agreement with Cal State LA to allow sophomores to transfer into their Industrial Technology bachelor’s program. This appears to be a successful agreement. However, it would be helpful to have data to support this, as the current transfer data is not meaningful.

The department is increasingly dependent on adjunct faculty due to increased enrollment and a recent retirement. The department is to be commended on the flexibility it has shown in coping with these demands.

Recommendations:

The committee recommends that the CTE dean complete the required forms on time so as to adequately support programs under review and to respect the time of the committee.

In general, the committee recommends the department complete the program review form with more attention to detail. Further, the committee recommends the department review the presentation guidelines IPLOR provides before their next full review.

The department is strongly encouraged to have more, and more meaningful conversations regarding equity. The DEI section of the report was not completed in full and reported that the department had not had any DEI- related conversations. This is particularly problematic as the female student success and retention rates are lower than expected—even given the historically male-dominated nature of the field. The presentation indicated that the gender equity gap was due to a selection bias, as female students are often “contractor’s wives” rather than students in earnest. However, there is no data to support this assessment.

The presentation indicated a desire to hire a female instructor. The committee supports this goal. However, adding a female instructor is not the only solution to gender equity gaps, nor is it an immediate one. The committee recommends the department participate in the Ascend program to help foster Diversity & Equity conversations.

The presentation indicated that transfer data and other student completion data was skewed by students leaving the program due to “jobbing out.” The department sees “jobbing out” as a success based on anecdotal evidence. This may well be the case. However, the committee recommends the department develop a rubric to measure “jobbing out” as a success so they can provide data to support their anecdotal observations.

The department’s courses are currently up to date in curriculum. However, several will need to be revised before the next full review.

The committee also recommends the department work with Cari Jorgensen to update the website.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Growth Faculty	\$150,000	Faculty	Dept	Continue	Critical	N	50
2	Update Welding	\$30,000	M	Dept	One Time	I	N	80

*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 per year*

BUDGET COMMENTS:

Due to increased enrollment and a recent retirement, the department is currently reliant on adjunct faculty.

The department is requesting an additional full time faculty member as a growth position to provide faculty mentorship and help to build the Direct Digital Control Program with Automation. There is a demonstrated need.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Accounting

Presenter: Ann Sheridan-Solis, Abigail Awad, Sammine Manjra

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The accounting department provided a thorough program review and an impressive presentation. All full-time faculty members participated in the review and presentation. They have used their data effectively to improve their program. They have responded to changing student needs, and worked toward equity-minded goals.

The department has seen a troubling drop in student success rates in ACCT 101 and ACCT 102, as well as a 6% increase in equity gaps. These changes are due to the AB 1705 legislation which

removed the intermediate Algebra (Math 40) prerequisite. The department has made admirable effort to close equity gaps and is seeing success.

The program is benefiting from the additional full-time faculty member, with nearly 90% of courses are taught by full-time faculty. The department is utilizing DEI and Title V professional development/resources well. Overall, Accounting is an innovative and responsive department with impressive faculty commitment to student success.

CSLOs:

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

Courses Assessed:

Fall 2020 – 100.0%	Spring 2021 – 100.0%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 100.0%	Spring 2023 – 100.0%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Accounting department is doing an outstanding job of assessing CSLOs. As a result of the assessment process, the department continues to analyze data, have thoughtful department discussions, make purposeful adjustments in the classroom, and implement new strategies to improve student success. The department noted Supplemental Instruction and tutoring services are valuable resources for its program.

Department PSLOs:

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

Comments:

The Accounting department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Accounting PSLOs. One of the highlights from the PSLO data results is that 97.0% of the students assessed are meeting or exceeding the standard for the program learning outcome, Reading.

Degree & Certificate PSLOs:

The Accounting department has written PSLOs for the Accounting Associate in Science Degree and Accounting Certificate. Both of these programs are active in Curricunet.

Commendations:

The Accounting department has proven itself to be a highly collaborative and responsive department. It has helped recruit and support students via Cypress College's Accounting Pathway Program, coordinated with Cal State Fullerton for Degree Completion, has made successful use of the Hyflex modality to support a variety of student needs, and maintains effective communication with division councilors.

It is clear that full time faculty are deeply committed to the program's success and improvement. Full time faculty teach 75% to 89% of the accounting courses. The faculty have also participated in CoRE, Title V Peer and Data coaching, and Ascend. They have also made use of Starfish, and are very involved in campus wide events aimed at recruiting new students and supporting existing students.

The department maintained high enrollment and has seen an increase in the number of Accounting Certificates awarded. These successes are in part attributed to the addition of a third full time faculty member and the integration of different course modalities.

Recommendations:

Since the department's course success data is still showing the effects of the pandemic and recent modality changes, the committee recommends that department review course success data during their mid-point review to determine how the new modalities are faring.

There was not enough data to evaluate transfer rates at this time. For future program reviews the committee recommends the department collect and report data on the students that graduate in the AD-T Degree in Business Administration that transfer.

Since AB 1705 has had such a negative impact on the department, one solution might be to collaborate with counselors to encourage students to take Math 40. Barring that, the department might look for ways to increase SI and tutoring to increase student success rates.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	CCAP Program Faculty Support	\$10,000 to \$13,000	Faculty	Department	Annual "Continuing/ On going" Budget	Annual "Progress Maintenance" To Lead, Maintain, and Develop the CCAP program.	Repeat Request	Impact on 15 to 30 students per year
2	Marketing promotion and student events for the CCAP program.	\$3,000 to \$5,000	Classified/ Administrative	Department	Annual "Continuing/ On going" Budget	Annual "Progress Maintenance" To Market the CCAP program.	Repeat Request	Impact on 15 to 30 students per year

3	Cohort Event Expenses to support the CCAP program	\$1,000 to \$2,000	Classified/ Administrative	Department	Annual "Continuing/ On going" Budget	Annual "Progress Maintenance" To support cohort event expenses for the CCAP program.	Repeat Request	Impact on 15 to 30 students per year
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BUDGET COMMENTS:

The primary need is for faculty re-assign time to maintain and increase student support and outreach. The Accounting department is CTE top coded. As such it can apply for Strong Workforce funds.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Aviation Travel Careers

Presenter: Ed Valdez

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

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

___X___ **Compliance – Needs Improvement** – The program review covers all of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Aviation and Travel Careers department presented an inspiring series of student success stories along with their report. In general, the program appears to be growing and succeeding with some minor inconsistencies that require attention and/or clarification.

Note: The report originally submitted by the department was incomplete. It did not include the dean's review of the form and IPLOR had to make multiple attempts to receive the completed report.

CSLOs:

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

Courses Assessed:

Fall 2020 – 96.2%	Spring 2021 – 92.3%
Fall 2021 – 85.7%	Spring 2022 – 90.0%
Fall 2022 – 87.1%	Spring 2023 – 64.7%
Fall 2023 – 90.3%	Spring 2024 – 34.3%

Comments:

The Aviation and Travel Careers department has assessed CSLOs for at least 90% of Aviation and Travel Careers courses for Fall 2020, Spring 2021, Spring 2022, and Fall 2023 semesters. As a note, the courses assessed completion percentage for Spring 2024 was updated to 91.4% (per the Spring 2024 CSLO Assessment Status Report, updated November 1, 2024). It is recommended that the department coordinator send out an email to ATC Faculty each semester with a friendly reminder to complete CSLO assessments. It is also recommended that the department coordinator run faculty participation reports in eLumen each semester to follow up with Faculty with missing CSLO assessments.

A highlight from the program's action plan is that each ATC course has a capstone SLO project and/or assessment that measures competency in skills, knowledge, and ability. It was noted that the program intends to expand sample portfolios to include more pilot and UAV/UAS related documentation. As a result of the assessment process, the department noted their plan is to provide more hands-on instruction and break larger assignments into smaller sections with more examples.

Department PSLOs:

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

Comments:

The Aviation and Travel Careers department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Aviation and Travel Careers PSLOs. One of the highlights from the PSLO data results is that 87.6% of the students assessed are meeting or exceeding the standard for the program learning outcome, Computation.

Degree & Certificate PSLOs:

The Aviation and Travel Careers department has written PSLOs for its 26 degrees and certificates and all of these programs are active in CurricUNET.

Commendations:

The Aviation Travel department is to be commended on the inspirational student success stories showcased in their presentation. Further, enrollment numbers, as well as class capacities, and fill rates, are rebounding post-pandemic. The committee also commends the department on high student success rates.

The department has also secured a generous benefactor to support funding needs. In addition to this funding, the department utilized Perkins and SWP funds to provide tutors and other tools for student success.

Recommendations:

The last program review found that the department needed improvement to meet compliance. Many of the issues noted in the last program review continue to persist. The committee strongly recommends the department take the below recommendations seriously to avoid a “not in compliance” status at their next review.

The committee recommends that the CTE dean complete the required forms on time so as to adequately support programs under review and to respect the time of the committee. As of this writing, the committee has also not yet received the department’s CTE short form or the Fall 2023 Annual Update (now Midpoint Review).

The committee recommends the department review the presentation guidelines IPLOR provides before their next full review. Although student success stories are useful, a full presentation would highlight other aspects of the report as well.

The report indicates that students are heavily recruited by major airlines, airports, and local agencies, which results in students “jobbing out” prior to completing the program. Although, the department’s overall effectiveness has been steadily increasing, the committee recommends that the department develop a rubric to measure and account for students who “job out.”

The presentation noted that there is a need for increased career education for new students regarding the value of the degree the department offers vs. the certificates offered by for-profit institutions. The committee recommends the department strategize ways they might better educate new students on this matter.

The committee recommends addressing the inconsistent CSLO assessment rates—particularly in Spring of 2024. Moreover, the committee recommends that the department strongly encourage all faculty to complete their CSLOs before the end of the relevant semester.

Further, the report revealed some confusion about the nature of Degree/Certificate PSLOs. Degree/Certificate PSLOs are a matter of curriculum, which is the purview of faculty, not administrative staff. Any staff the department might hire would not be involved in developing Degree/Certificate PSLOs. The committee strongly recommends the department avail themselves of the SLO Coordinator’s offers to educate faculty on SLOs.

Finally, the committee recommends the department continue to work on closing the equity gaps particularly for Black/African American, and Pacific Islander students who appear to need additional mentoring and/or tutoring.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Administrative Assistant	\$53,000	C	D	C Annually	CN	RN	850
2	Tutors	\$30,000	C	D	C 2 Semesters	CN	RN	850

3	Simulator Technician	\$30,000 to \$55,000	M	D	C	CN	RR	450
4	Sabre Software	\$4,000	T	D	C Annually	Required software for an important class ATC 192	R	30
5	Classroom	\$1,800.00	C	D	O	I	RN	850
6	Social Media Expert	\$35,000	C	D	C	G	RR	850
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 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 per year

BUDGET COMMENTS:

The primary request is for administrative support. However, it is not clear there is a demonstrated need. The department should note and any assessment/curriculum work falls under faculty obligations, not administrative staff.

Note on budget item 5: the amount needed for the classroom should read \$1,800,000.00 The program has this funding and the approvals for construction.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Administration of Justice

Presenter: Capt. Ed Valdez

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 In Compliance – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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.)

 X **Not In Compliance** – The program has failed to meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Administration of Justice Department presented a sparse program review as the department has no full-time faculty member and the program's dean failed to submit the dean's review section of the report on time.

Capt. Valdez is keeping the department running, but he is not being adequately supported by the college or compensated for his work. This is problematic given that enrolment in the program is up 604.9%. The department employs seven adjunct instructors and runs dual enrolment programs at two high schools.

As there is no full-time faculty to lead the department, basic departmental administration regarding CSLOs /PSLOs, as well as instructor evaluations have been neglected. It is abundantly clear that this program requires a full-time faculty member.

CSLOs:

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

Courses Assessed:

Fall 2020 – 50.0%	Spring 2021 – 25.0%
Fall 2021 – 25.0%	Spring 2022 – 100.0%
Fall 2022 – 50.0%	Spring 2023 – 75.0%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Administration of Justice department has assessed CSLOs for at least 90% of Administration of Justice courses for Spring 2022, Fall 2023, and Spring 2024 semesters. It is recommended that the Administration of Justice Faculty Lead send an email to Adjunct Faculty each semester with a friendly reminder to complete CSLO assessments. The Administration of Justice department does not have any Full-Time Faculty teaching AJ courses. This program needs a Full-Time Faculty member.

Department PSLOs:

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

Comments:

The Administration of Justice department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Administration of Justice PSLOs. It is recommended that the department revisit the PSLO mapping and make modifications where appropriate since every box is checked in the mapping (other than the boxes in the very last column). The current mapping makes it difficult to differentiate the data for program learning outcomes.

Degree & Certificate PSLOs:

The Administration of Justice department has written PSLOs for its two degrees and two certificates. All of these programs are active in Curricunet.

Commendations:

The Administration of Justice department has seen a great deal of growth and continued positive trends. Enrollment in the department has increased by 604%. Further, the department to be commended on its high completion rates for its AA-T, it's high transfer rates (80% over all), and student success rates above the college average. This is particularly impressive considering it does not have a full-time faculty member.

The majority of the department's courses exceeded the ACCJC institution-set standards for successful course completion of 71.2%.

Recommendations:

The committee strongly recommends that the college, particularly the CTE dean and VPI, support this program more vigorously. IPLOR did not receive the CTE short form in 2023-24, or the Annual Update in fall of 2023. The lack of leadership is apparent.

The committee recommends that the CTE dean complete the required forms on time so as to adequately support programs under review and to respect the time of the committee.

It is difficult for the committee to make specific recommendations at this time given the lack of full-time faculty and administrative leadership. Currently, Capt. Valdez is putting in effort and time to keep the program afloat, but this is not sustainable and he is not being compensated for this extra effort.

SLO completion rates have improved in recent semesters. If the department is going to remain dependent on adjunct instructors, those instructors need to be reminded that completing SLOs is part of their contract. Moreover, the committee recommends that the department strongly encourage faculty to complete their CSLOs before the end of the relevant semester

Some equity gaps require attention, as well as SLO completion rates, however, it is clear these cannot be effectively addressed until the department has a full-time faculty member.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Full-Time Faculty	\$95,000	F	D	C	CN	RN	471

*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 per year

BUDGET COMMENTS:

There is a clear and demonstrated need for a full-time faculty member.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary
Program: Computer Information Systems
Presenter: Peter Molner
Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Computer Information Systems department provided an excellent program review report and presentation. They have seen increased enrollment and fill rates, and an increase in degrees and certificates awarded. They have also made good efforts to close equity gaps and their SLO completion rates are admirable. There is a clear need for a full-time faculty member and it should also be noted that they require more furniture, and technology to accommodate the increased number of students they are regularly serving.

They have seen particular success with the hybrid modality. Hybrid student success rates are at 83.3%, followed closely by asynchronous as 81.6%, and in person at 71.2%

CSLOs:

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

Courses Assessed:

Fall 2020 – 91.3%	Spring 2021 – 95.2%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 100.0%	Spring 2023 – 100.0%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Computer Information Systems, Computer Science department is doing an outstanding job of assessing CSLOs. As a result of the assessment process, the department continues to analyze data, have thoughtful department discussions, and implement changes to instructional methodologies as needed in efforts to increase student learning. The department chair noted a few strategies to help improve student success, such as revising assessments used to measure student learning, creating additional training towards the vendors certification, and restructuring the timing of CSLO assessments.

Department PSLOs:

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

Comments:

The Computer Information Systems, Computer Science department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Computer Information Systems, Computer Science PSLOs. One of the highlights from the PSLO data results is that 95.7% of the students assessed are meeting or exceeding the standard for the program learning outcome, Communicating.

Degree & Certificate PSLOs:

The Computer Information Systems, Computer Science department has written PSLOs for 11 Computer Information Systems certificates, 3 Computer Information Systems degrees, and 1 Computer Science degree. All of these programs are active in Curricunet.

Commendations:

The CIS department has seen strong enrollment, and an increased number of degrees and certificates awarded—particularly in Cyber Security. The committee further commends them for their 88.7% student success rate, as well as their increased transfer rates and the development of the AS-T.

The CIS presentation helpfully compared their equity data to their previous full review. This revealed that although some equity gaps remain, the department has made considerable strides in closing those gaps. They have adapted the language of their syllabi to be less punitive, and many instructors utilize OER/ZTC textbooks. Further, they are currently adding tutors and programing instructors to their CIS labs to aid student success rates among various equity groups. They have participated in CoRe and are clearly using some of those tools to address their areas for improvement.

The committee also commends the CIS department on their commitment to campus service, their participation in campus events, and their participation in shared governance.

Recommendations:

The only equity gap that grew in CIS is among older students age 50+. The department is aware of this and is encouraged to continue to work toward helping these students succeed.

Identified Resources and Budget Needs:

Ran k	Name of Request	Amount*	Type *	Need *	Length *	Purpose *	Age *	Impact *
1	Full time faculty	\$84,277 +	F	D	C	CN	N	350
2	Complete BUS 118 classroom buildout to increase accommodations from the current class layout of 30 students to 40 students.	\$20,000	T	D	O	CN	RN	500
3								
4								
5								
6								
7								

BUDGET COMMENTS:

The primary need is for a full-time faculty member, particularly for the Cyber Security program and the dual enrollment program. This request is more than reasonable given that according to Tableau, they are 3 faculty members short.

The committee also recommends the college meet the need for the 5 additional seats in their lab to match enrollment cap as soon as possible. Not all students are provided with an equitable learning environment due to lack of computers and monitors/tech equipment and software.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Dental Hygiene

Presenter: Kendra Contreras

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Dental Hygiene program provided an excellent report and presentation. They are to be commended on their many successes. The BSDH completion program is scheduled to begin in the Fall of 2025, and the first new cohort of the BSDH program will be in the Fall of 2026. The new completion program will allow Dental Hygiene graduates with a dental hygiene license and associate degree the opportunity to obtain a bachelor's degree.

Dental Hygiene is a competitive program. Course success rates tend to be slightly lower in the fall semester as new students struggle to adjust to the demands of the program. The program has a

natural 20% attrition rate, as didactic coursework and clinical competency require a grade of 75% or above.

The program was reviewed by the Dental Hygiene Board of California (DHBC) in October 2023. The DHBC recommended the program show evidence of compliance by December 2023 of a “Dental Hygiene Program Director” assignment.

The transfer rate will continue to decline as the BSDH and AS to BS degree completion programs are offered. Obtaining licensure in dental hygiene is a rigorous endeavor and many graduates directly enter the workforce and postpone transferring to a degree completion program.

CSLOs:

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

Courses Assessed:

Fall 2020 – 50.0%	Spring 2021 – 90.0%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 100.0%	Spring 2023 – 100.0%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Dental Hygiene department is doing an outstanding job of assessing CSLOs. As a result of the assessment process, the department continues to review data, have thoughtful department discussions, and make program improvements such as imbedding new technology and equipment to align with current workforce demands.

Department PSLOs:

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

Comments:

The Dental Hygiene department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Dental Hygiene PSLOs. One of the highlights from the PSLO data results is that 97.3% of the students assessed are meeting or exceeding the standard for the program learning outcome, Computation.

Degree & Certificate PSLOs:

The Dental Hygiene department has written PSLOs for its 4 certificates and 1 degree. All of these programs are active in Curricunet.

Commendations:

The Dental Hygiene program is doing an excellent job of equipping students for high paying positions. They boast a 100% licensure and employment rate, and excellent course success rates. The program has a 100% pass rate in the National DH Board Examination, and the Law and Ethics examination. The program also uses student surveys, exit interviews, and patient surveys to efficiently identify areas for improvement where appropriate.

Further, the program maintains high standards and works hard to reduce equity gaps by offering tutoring/mentoring to promote skill attainment and course success. The department has ongoing

conversations about implicit bias, microaggressions, and subtle forms of racism in department meetings and the faculty discuss strategies to create a more inclusive and equitable learning environment. The full-time faculty members regularly attend educator conferences that discuss creating an inclusive curriculum, cultural competence, and how diverse cultural backgrounds impact the patient's dental hygiene care. The faculty members include diverse dental case studies to help the students understand the diverse patient needs they will treat.

Beyond the classroom, the program offers dental hygiene services to the community at large—these outreach initiatives are aimed primarily at traditionally underserved populations. The program is clearly equipping their students for success while maintaining a community focus and a commitment to cultural sensitivity.

The program has been awarded over \$500,000 in grants to modernize the clinic with state-of-the-art equipment and technology that parallels the workforce.

Finally, as noted above, the program will be awarding the first cohort a Bachelor of Science in Dental Hygiene at commencement in 2026.

Recommendations:

The committee would like to remind the program of the need to ensure all publications are current as it incorporates the new bachelor's program. The specific accreditation page currently needs updating.

The program is encouraged to continue to work on the DSS equity gap (29.3%) and the 40 years and older equity gap. It is worth noting however, that DSS students are not provided extra time on clinical practicum examinations or clinical competencies as per the regulations of the DH accrediting body, Commission on Dental Accreditation. The program is rigorous and some attrition does occur due to various factors. That said, the program is developing strategies to close this equity gap by creating a more supportive and inclusive environment for DSS students.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Simulation lab	\$500,000	F	D	O	G	RN	40
2	EMS System	\$30,000	F	D	O	I	RN	40
3	Nomad (2)	\$25,000	F	D	O	I	N	40
4	Calaject CCLAD	\$3,500	F	D	O	I	N	40

***TABLE CODE KEY**
Amount:

Total \$ amount for request

Type:	F = Faculty	C = Classified/Admi n.	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 per year		

BUDGET COMMENTS:

The primary requests are for simulation lab technology and equipment. The success of the program depends on providing students access to up-to-date technology, and adequate space to offer equitable learning experiences that parallel the workforce.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Health Information Technology

Presenter: Colin Preston

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The HIT department is at an important crossroads. Its two full-time faculty recently retired, and the HIT accrediting body requires two full time faculty in order to maintain compliance. The department has also not been successful in hiring adjunct instructors. Prior to these retirements, HIT saw a significant decrease in enrollment since the Fall 2015 (a 66% loss). Since Fall 2020, the program has lost 50% of its students. Prior to the retirements, the proposed response to this drop of enrollment was to offer HIT as a fully asynchronous program—like many other two-year colleges. At this time, the program is on hold and the program review was submitted by Dean Preston.

Dean Preston presented three discernable paths forward. First, to discontinue the program. Second, to hire the necessary full-time faculty and recreate the program fully online. Or third, to expand the program to offer a BS with in-person and online modalities.

CSLOs:

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

Courses Assessed:

Fall 2020 – 100.0%	Spring 2021 – 100.0%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 100.0%	Spring 2023 – 100.0%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Health Information Technology department is doing an outstanding job of assessing CSLOs. As a result of the assessment process, the department noted that students were not as successful in online classes. The department plans to implement changes to teaching modality in the future. The Health Information Technology department urgently needs to hire Full-Time Faculty.

Department PSLOs:

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

Comments:

The Health Information Technology department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Health Information Technology PSLOs. One of the highlights from the PSLO data results is that 87.5% of the students assessed are meeting or exceeding the standard for the program learning outcome, Computation.

Degree & Certificate PSLOs:

The Health Information Technology department has written PSLOs for the Health Information Technology Associate in Science Degree and the program is active in Curricunet. It is recommended that the department edit the PSLO section for the degree in Curricunet so that the four PSLOs for the degree are written as separate PSLOs as opposed to all combined into one PSLO.

Commendations:

The program is currently on hold. In the past, the department has utilized SEA funds and Perkins grants to tutor students and boasts 100% SLO Assessment scorecards.

Recommendations:

The committee does not support creating a BS for the HIT program at this time. The first two options are the only feasible way forward, with the second option requiring a strong commitment from the college with regard to both energy and resources.

Given the multi-year downturn in enrollment prior to the faculty retirements, the low student success rates for asynchronous courses, as well as the highly competitive faculty prioritization process, discontinuing the department is the most efficient course of action. Though there is potential for AS program success, the resources required to revive the program or create a new program would be considerable. The HS Division has other significant faculty needs in thriving programs (DMS, Rad

Tech, Nursing), and the College as a whole has significant full-time faculty needs. Further, two other CCCs have asynchronous HIT programs already.

That said, the Bureau of Labor Statistics has consistently reported major growth of jobs in the field. The number of jobs is expected to increase by 13 percent from 2016 to 2026, faster than the average for all occupations. If the college was able and willing to fully invest in recreating a robust program, it very well may succeed.

The committee is designating the department as In Compliance for its previous four years. However, the committee strongly recommends the Dean/Academic Senate/or IRP should invoke a Special Review, so that the College can officially decide how to handle this situation.

See AP-4021 3.0: <https://nocccd.diligent.community/home/public/document/c1997838-41d8-421f-acbf-044257aa193f>

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Full-Time faculty	300,000	F	D	C	CN	N	30

*TABLE CODE KEY

Total \$ amount for request

Amount:

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.

I = Prog.

G = Prog. Growth

Age:

N = New Request

RR = Repeat/Received

RN = Repeat/

BUDGET COMMENTS:

If the program is to continue, it will need two full-time faculty immediately to meet accreditation compliance.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Human Services

Presenter: James Tapia, Virgil Adams, Gary Zager

Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Human Services department provided a complete report and an effective presentation including inspirational stories of student success. All full-time faculty members attended the presentation, underscoring their collective commitment to the department's success. The department is currently working on changing its name from Human Services to Social Work & Human Services. The department seems well aware of the necessary steps required by this process with regard to accreditation, the submission of documents, and updating any program publications.

The Human Services department was particularly impacted by the pandemic and enrollment numbers have been slower to rebound than in other departments. This is in part because Human

Services course content is more conducive to the in-person and hybrid modalities, rather than the asynchronous format. Interactive instruction is required to work through counseling scenarios involving inter and intra-personal participation.

In-person classes are also important given that the Human Services student body differs from other Cypress College student cohorts. The average Human Services student is older and many are in recovery for substance abuse, are formerly incarcerated, or have had adverse life experiences such as homelessness or other financial insecurities. Consequently, Human Services students are often inexperienced with (or have phobias of) technology, requiring more face-to-face interaction with professors. The professors appear more than able to meet these needs.

CSLOs:

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

Courses Assessed:

Fall 2020 – 93.3%	Spring 2021 – 91.7%
Fall 2021 – 92.3%	Spring 2022 – 92.3%
Fall 2022 – 92.3%	Spring 2023 – 92.3%
Fall 2023 – 100.0%	Spring 2024 – 100.0%

Comments:

The Human Services department is doing an excellent job of assessing CSLOs. As a result of the assessment process, the department continues to discuss strategies for program improvement with student success in mind. It was noted that Faculty in the department remain committed to looking for new and innovative ways to enhance student learning.

Department PSLOs:

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

Comments:

The Human Services department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Human Services PSLOs. It is recommended that the department revisit the PSLO mapping and make modifications where appropriate since every box in a column is marked for several PSLO subcategories. The current mapping makes it difficult to differentiate the data for program learning outcomes.

Degree & Certificate PSLOs:

The Human Services department has written PSLOs for its 7 certificates and 1 degree. All of these programs are active in Curricunet.

Commendations:

The Human Services program is experiencing an enrollment dip and decreased fill rates, but they are to be commended on their comprehensive plans for addressing low enrollment. The department name change may also help, as students are more likely to be familiar with the term “social work.” The newly named department may also see an enrollment boost as Fullerton College is closing its Social Work program and those students will be referred to Cypress. They are now approved to

participate in Dual Enrollment and plan to develop an AAT. Both initiatives should help grow the program.

The department has very few equity gaps. The faculty are well trained to have, and facilitate, discussions of bias, discrimination, aggressions, and racism. The faculty clearly work diligently to ensure the curriculum and pedagogy are culturally relevant. Faculty members are active mentors in Puente, AMEND2, Legacy and the Rising Scholars Program. They also offer some courses off site to provide coursework for government employees requiring training in human services. Human Service professors are dedicated to keeping course materials at 0 to low cost to ensure equity.

Recommendations:

The committee recommends the Human Services department review their course success rates and guided pathways data more carefully to see if further improvements/changes could be made.

The presentation also mentioned a need for a coordinated meeting to discuss CSLOS. The committee recommends using Flex day to have this meeting.

The committee recommends the department continue to create strategic and creative solutions for the low enrollment and fill rates.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Laptop Computer	\$1,500	F/T/M	D	O	M	RN	200
2	Laptop Computer	\$1,500	F/T/M	D	O	M	RN	200
3	Laptop Computer	\$1,500	F/T/M	D	O	M	RN	200
4	Therapy Notes / Case Documentation Software	\$6,500	F	D	O	I	N	200

*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

<i>Age:</i>	<i>N = New Request</i>	<i>RR =</i>	<i>RN = Repeat/Not</i>
<i>Impact:</i>		<i>Repeat/Received</i>	<i>Received</i>
		<i># of students impacted per year</i>	

BUDGET COMMENTS:

The primary need is for laptops for faculty and software. Meeting these needs may help the department offer more hybrid classes that appeal to more students while not sacrificing the in-person classroom experiences necessary for student success.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Journalism

Presenter: Michael Coronado

Date: 12/2/24

The goal of the IPLOR 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 IPLOR.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The journalism department provided an excellent presentation highlighting the department's many successes. Michael Coronado, the only full-time faculty member, has improved and expanded the program since its last review. The program now offers different mediums (magazine, social media, podcast), makes notable recruitment efforts (via high school journalism classes, badged CVC courses, and dual enrollment) and clearly maintains a student-centered approach to learning and department development.

The department's fill rate has increased from 39% to 58.2%, and Prof. Coronado is developing new classes in media literacy, and podcasting, and would like to embed an internship course into the program. The program boasts an 81% transfer rate.

The Cypress Chronicle directly helps students learn the practical skills needed for careers in journalism but the program also approaches journalism as a holistic set of communication methodologies that can aid students in a plethora of fields.

The presentation identified several budget needs such as adjunct instructors –though these are not listed on the budget table.

CSLOs:

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

Courses Assessed:

Fall 2020 – 100.0%	Spring 2021 – 100.0%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 100.0%	Spring 2023 – 100.0%
Fall 2023 – 85.7%	Spring 2024 – 100.0%

Comments:

The Journalism department is doing an outstanding job of assessing CSLOs. Fall 2023 is the only semester below 90% completion. As a result of the assessment process, the department noted an action plan to increase the number of relevant activities and assignments in courses, include interactions and activities with professionals in the field, include interactions with former students, and provide more feedback on student progress. The department noted that students would benefit from additional group breakout sessions and field trips. To implement their action plan, the department needs funding for field trips, technology, software, and hiring more Adjunct Faculty and lab technicians.

Department PSLOs:

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

Comments:

The Journalism department has completed most of the PSLO mapping in eLumen. The Journalism department coordinator has a meeting planned with the SLO Coordinator for assistance in completing the PSLO mapping. Based on the CSLOs that are mapped, the majority of students assessed are meeting or exceeding the standard for Journalism PSLOs. One of the highlights from the given data table is that 100.0% of the students assessed are meeting or exceeding the standard for the program learning outcomes, Problem-solving and Equity.

Degree & Certificate PSLOs:

The Journalism department has written a PSLO for the Journalism Associate in Arts Degree for Transfer (AA-T). The PSLO will be active in Curricunet Fall 2026.

Commendations:

The journalism department has made significant improvements since the last program review in areas of SLOs, enrollment, and overall program stability. Prof. Coronado has expanded program to offer different mediums (magazine, social media, podcast), made notable recruitment efforts (high school journalism classes, badged CVC courses, dual enrollment)

The department clearly works hard to provide students with meaningful learning experiences in the field of journalism. Prof. Coronado focuses on training students to use and apply practical and necessary skills required in the journalism workforce and elsewhere.

The department is to be commended on offering ZTC and OER classes. Prof. Coronado is also a member of the DE committee and has been working to badge courses on CVC to increase enrollment.

Recommendations:

The committee recommends the department review its report as some questions were unaddressed on the form—specifically, #6, #8, #9, #11.

The Journalism department has attempted to meet student demand for online learning. However, the data indicates that in-person and synchronous courses are achieving better student engagement and success rates. Overall, student success rates are below the campus average. JOUR140 and 227 specifically saw sharp declines in student success rates. The committee recommends the department create actionable strategies to address both of these related issues.

There is a large equity gap for Black/African American at -30.1%, However, the department is aware of this and aiming to develop outreach programs to this student population. The committee fully supports these efforts.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Visual/Audio studio	\$25-75,000	T	D	O	I, G	N	60

BUDGET COMMENTS:

The report and presentations identify several budget needs funds to build a newsroom, amplify class offerings, address and update curriculum, however the budget table only included Visual/Audio studio.

The committee recommends an itemized budget based on the presentation.

The department also identified the need to hire more adjunct instructors. This should also be listed on the budget table.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Media Arts and Design

Presenter: Kati Angelov

Date: 11/25/24

The goal of the IPLOR 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 of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 X **Compliance – Needs Improvement** – The program review covers all of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Media Arts and Design department has made considerable progress in recent years. The departments heeded the recommendations from their last program review and made substantive improvements. They have made excellent use of data and are clearly dedicated to student success. They require more support from the college, particularly with regard to full-time faculty, to reach their full potential and to provide students with all they could be offering.

The MAD department's student population has been successful in perseverance but not in actual pacing. Degree, certificate or transfer completion rates remain low. This may be due to the lack of full-time faculty.

Currently, the department is being managed by one full-time faculty member and a one-year full-time faculty member with the department relying on twelve adjuncts. This is not sustainable. Additional positions are necessary not only for teaching and program management, but to help with high school outreach/recruitment and to make updates based on trends in the field.

CSLOs:

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

MAD Courses Assessed:

Fall 2020 – 83.3%	Spring 2021 – 96.6%
Fall 2021 – 90.0%	Spring 2022 – 95.7%
Fall 2022 – 90.0%	Spring 2023 – 96.4%
Fall 2023 – 91.7%	Spring 2024 – 73.1%

Multimedia Courses Assessed:

Fall 2020 – 0.0%	Spring 2021 – 100.0%
Fall 2021 – N/A	Spring 2022 – N/A
Fall 2022 – N/A	Spring 2023 – N/A
Fall 2023 – N/A	Spring 2024 – N/A

Comments:

The Media Arts Design, Multimedia department has assessed CSLOs for at least 90% of their courses for Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023, and Fall 2023 semesters. As a note, the courses assessed completion percentage for Spring 2024 was updated to 92.3% (per the Spring 2024 CSLO Assessment Status Report, updated November 1, 2024). It is recommended that the MAD department coordinator continue to send follow up emails to MAD Faculty each semester with a friendly reminder to complete CSLO assessments in a timely manner. It is also recommended that the department coordinator (or designee) run faculty participation reports in eLumen each semester to follow up with Faculty with missing CSLO assessments to assure assessments are being completed in a timely manner. CSLO assessment is included in the Adjunct Faculty contract and is included in the Adjunct Faculty Evaluation Form under administrative clerical requirements.

The department reviewed and analyzed its SLO data. As a result of the assessment process, the MAD department noted that implementing more peer tutors in the program would help improve student success rates. If funded, the department noted an action plan to hire a coordinator to oversee the tutoring program. This would include more one-on-one meetings dedicated to helping the students with their educational plan and overseeing overall progress in MAD courses.

Department PSLOs:

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

Comments:

The MAD Department PSLO mapping is not fully completed. It is recommended that the department complete the CSLO to PSLO mapping in eLumen for every CSLO for all courses. Be sure to check every box in the first column under "Arts, Sciences, and Kinesiology Career Technical Education" so that each CSLO maps to an area.

According to the data table, based on the CSLOs that are mapped, the majority of students

assessed are meeting or exceeding the standard for Media Arts Design PSLOs. Using this given set of data, one of the highlights is that 97.1% of the students assessed are meeting or exceeding the standard for the program learning outcome, Equity.

Degree & Certificate PSLOs:

The Media Arts Design department has written PSLOs for 11 certificates and 2 degrees. These PSLOs will all be active in Curricunet by Fall 2026. The Digital Cinema Arts and Industry Certificate has not been completed.

Commendations:

The Media Arts and Design department has made excellent improvements since their last program review. The department has deactivated duplicative courses, revised its mission statement to better align with the college, streamlined certificates, and increased enrollment. Their fill rates are now consistent with other VAPA courses. The department has also utilized grant money through SWP and Perkins for peer tutors and is seeing success as a result.

Moreover, the MAD department increased the awards of the AST film degree by 40%. The department's success rates are currently close to the division as a whole and 8% above the college.

They are also to be commended for choosing student success over enrollment by prioritizing in-person classes over online modalities.

A high percentage of MAD students are registered with DSS. The department has made excellent use of SWP and Perkins grants to support these students and plans to continue to hire peer tutors as the program has been successful and the LRC does not offer tutoring support for MAD students.

Recommendations:

The department's report showed that some students are not successful due to deficits in writing skills, research abilities, and reading comprehension. The MAD department may want to work with CWC or the ESL department to try to mitigate these deficits.

The department's report also demonstrated a need for updated technology. The committee recommends the department work with the dean to create an institutionalized budget for MAD's technology needs.

The committee further recommends the department continue its efforts to streamline its course offerings.

The department's SLO completion rates are not what they should be. This is due to the reliance on adjunct faculty who are not consistently completing the CSLOs. However, this is part of the adjunct contract. Moreover, the committee recommends that the department strongly encourage faculty to complete their CSLOs before the end of the relevant semester. The committee also recommends the department update its web page.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
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1	Full-time Tenure - Track film Faculty	Full time salary	F	D	C	CN	RN	884
2	VAPA Digital Instructional Aide	Full time salary	C, T	V	C	CN	RN	7846
3	Developing High school Outreach program	\$1000	F	D	C	I, G	N	?
4	Film studio Space	\$45,000	T	D	C	I, G	RN	884
5	Student tutors and aides	\$13,300 student workers \$36,700 for lab aid \$50,000 total	D		C	I, G	N	884
6	Professional Expert	\$5000	T	V	C	I, G	RN	7846

***TABLE CODE KEY**

Amount:

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.

I = Prog.

G = Prog. Growth

Age:

N = New Request

RR = Repeat/Received

RN = Repeat/Not

Received

Impact:

of students impacted per year

BUDGET COMMENTS:

The budget table needs to be updated to include everything the department is requesting. Further, the table should include a range for a full-time faculty member and VAPA instructional aide.

There is a demonstrated need for a full-time faculty member and for technology updates including laptops, and software licenses.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Mortuary Science

Presenter: Jolena M. Grande

Date: 11/25/24

The goal of the IPLOR 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 IPLOR.

 In Compliance – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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.)

 X **Not In Compliance** – The program has failed to meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The Mortuary Science Department submitted a complete report and gave an informative presentation to the committee that highlighted the history of the department.

At present, department is working to achieve its program learning outcomes as determined by its accrediting body's standards—these outcomes include employment rates, graduation rates, and national board examination passing rates. Currently the department is struggling with low graduation rates (60%) and consequent accreditation probation.

The department has maintained its recovery from an enrollment downturn and has since increased enrollment as of spring 2024. The department has historically only offered in-person courses as the curriculum requires individualized instruction.

The Mortuary Science Program has increased degrees awarded by 46.5% since 2019/2020 as of 2023/2024.

CSLOs:

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

Courses Assessed:

Fall 2020 – 100.0%	Spring 2021 – 85.7%
Fall 2021 – 80.0%	Spring 2022 – 90.0%
Fall 2022 – 80.0%	Spring 2023 – 100.0%
Fall 2023 – 100.0%	Spring 2024 – 72.7%

Comments:

The Mortuary Science department has assessed CSLOs for at least 90% of their courses for Fall 2020, Spring 2022, Spring 2023, and Fall 2023 semesters. It is recommended that the Mortuary Science department coordinator send an email to Mortuary Science Faculty each semester with a friendly reminder to complete CSLO assessments. It is also recommended that the department coordinator (or designee) run faculty participation reports in eLumen each semester to follow up with Faculty with missing CSLO assessments. CSLO assessment is included in the Adjunct Faculty contract and is included in the Adjunct Faculty Evaluation Form under administrative clerical requirements.

As a result of the assessment process, the department noted an action plan to institutionalize the mandatory new student orientation, have onboarding sessions, and continue with mentoring and tutoring activities. The department noted its need for ongoing budget allocation to support its action plan.

Department PSLOs:

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

Comments:

The Mortuary Science Department PSLO mapping is not fully completed. It is recommended that the department complete the CSLO to PSLO mapping in eLumen for every CSLO for all courses. Be sure to check every box in the first column under “Health Sciences” so that each CSLO maps to an area.

Based on the CSLOs that are mapped, the majority of students assessed are meeting or exceeding the standard for Mortuary Science PSLOs. The current mapping makes it difficult to differentiate the data for program learning outcomes. It is recommended that the department revisit the PSLO mapping and make modifications where appropriate.

Degree & Certificate PSLOs:

The Mortuary Science department has written PSLOs for the Mortuary Science Associate in Science Degree and for the Funeral Service Bachelor of Science Degree. These PSLOs will be active in Curricunet Fall 2025.

Commendations:

The department is to be commended on its new partnership with NOCE for non-credit courses, as well as its AS degree growth, increased enrollment, and student success rates above the college and division averages (71%).

The department is clearly invested in equity. The student population, as well as the faculty, is predominantly female, as well as ethically and racially diverse. Mortuary Science faculty are also active on campus committees and in shared governance.

The department has seen a substantive increase in student success rates from Fall 2020 (65.4%) to 2023 (90.5%). This is due in part to the dedication of the faculty. Faculty hold tutoring sessions for students in need of supplemental instruction. The department created a student tutor position, and works collaboratively with the campus Learning Resource Center as well as DSS when appropriate.

Recommendations:

The Mortuary Science department is currently struggling with low graduation rates and the consequent threat of losing its accreditation. Graduation rates are at 60% and the department is currently on accreditation probation with its accrediting body, but is actively working on a plan to remedy the situation.

Identified Resources and Budget Needs:**BUDGET COMMENTS:**

The department has extensive budget needs, but the primary need is for a computer lab. If funded, the full-time faculty member would teach in both the AS and BS program.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary
Program: Photography
Presenter: Tony Maher
Date: 11/25/24

The goal of the IPLOR 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 IPLOR.

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

 X **Compliance – Needs Improvement** – The program review covers all of 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 meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2020 – 87.5%	Spring 2021 – 83.3%
Fall 2021 – 100.0%	Spring 2022 – 100.0%
Fall 2022 – 90.9%	Spring 2023 – 91.7%
Fall 2023 – 100.0%	Spring 2024 – 83.3%

Comments:

The Photography department has assessed CSLOs for at least 90% of Photography courses for Fall 2023, Spring 2023, Fall 2022, Spring 2022, and Fall 2021 semesters. It is recommended that the department coordinator continue to email Adjunct Faculty each semester with friendly reminders to complete CSLO assessments. It is also recommended that the department coordinator (or designee) run faculty participation reports in eLumen each semester to follow up with Adjunct Faculty with missing CSLO assessments. CSLO assessment is included in the Adjunct Faculty contract and is included in the Adjunct Faculty Evaluation Form under administrative clerical requirements.

As a result of the assessment process, the photography department has updated Photography 101 to align more with modern practices.

Department PSLOs:

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

Comments:

The Photography department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Photography PSLOs. One of the highlights from the PSLO data results is that 95.0% of the students assessed are meeting or exceeding the standard for the program learning outcome, Presenting.

Degree & Certificate PSLOs:

The Photography department has written PSLOs for its 4 certificates and 1 degree. All of these programs are active in Curricunet.

Commendations:

The photography department is to be commended on its dedication to student success. The department's success rates have continued to improve since the previous review period and currently exceed the division's and college's success rates.

The addition of a full-time faculty member has been a boon for the department. The program has been able to streamline its course offerings and increase degree and certificate awards from 5 in 2019-20 to 14 in 2023-24. The department has also made excellent use of grant money to equip students with gear that reflects the current workforce demands and current technology. It is currently a ZTC department.

Recommendations:

The committee recommends the department create strategies to address the equity gap for Black/African American students as remains high at -15.8%.

The committee further recommends the department address its CSLO competition rates. The low rates may be due to the reliance on adjunct faculty who are not consistently completing the CSLOs. However, CSLO competition is part of the adjunct contract. Moreover, the committee recommends that the department strongly encourage faculty to complete their CSLOs before the end of the relevant semester rather than retroactively.

As this is a recurring problem for the department, SLO competition rates must meet the 90% threshold at the next review if the department is to be in compliance.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
1	Instructional Aide, Photography Position	TBD	C	D	C	G	RN	500-600
2	Laptop Cart	\$80,000	T	D	O	I	RN	500-600
3	Full-Time Faculty	TBD	F	D	C	G	RR	500-600

BUDGET COMMENTS:

There is a clear need for an instructional assistant, but the budget table is lacking the range for both instructional assistant and full-time faculty.



Instructional Program Review and Learning Outcomes Committee Evaluation Summary

Program: Theater Arts
Presenter: Donny Jackson
Date: 11/4/24

The goal of the IPLOR 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 IPLOR.

 In Compliance – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of 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 of 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.)

 X **Not In Compliance** – The program has failed to meet the requirements of the Instructional Program Review and Learning Outcomes committee during this review period, or has failed to make the necessary improvements stipulated in previous reviews. The program will only be allowed to apply for emergency funding. The program may petition to change its compliance status at the mid-point review using the IPLOR Petition form found on the IPLOR SharePoint.

General Comments:

The theater department provided the committee with an excellent presentation befitting their area of expertise. The department boasts compelling student success stories and strong faculty cohesion. The pandemic disproportionately impacted the theater department but they have made concerted outreach efforts and their enrollment is rebounding, if slowly. Certificate and degree awards have been consistent. They have also earned recognition from outside the college for their impressive productions.

Online learning remains a challenge for the theater department.

The department offers an Associate of Arts for Transfer, an Associate of Arts in Performance and an Associate of Science in Theatre Design and the AAT is very popular. At the moment, transfer rates are low, but expected to grow. Theatre Design AS and the Stage Management certificate numbers are growing. However, these programs are hampered by the Guided Pathways website format, which does not group degrees or certificates by department or consistent alphabetically order. Students often miss the programs they are interested in because of this, and declare the AA-T because it is the first degree/certificate listed. This information should be shared with the Guided Pathways Committee.

Finally, it should be noted that the department routinely has students and faculty on campus after customary hours and they need access to a healthy “grab and go” food options in the evening.

CSLOs:

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

Courses Assessed:

Fall 2020 – 94.7%	Spring 2021 – 91.7%
Fall 2021 – 92.0%	Spring 2022 – 79.4%
Fall 2022 – 93.3%	Spring 2023 – 83.3%
Fall 2023 – 97.0%	Spring 2024 – 72.7%

Comments:

The Theatre Arts department has assessed CSLOs for at least 90% of their courses for Fall 2020, Spring 2021, Fall 2021, Fall 2022, and Fall 2023 semesters. It is recommended that the Theatre Arts department coordinator continue to send follow up emails to Theatre Arts Faculty each semester with a friendly reminder to complete CSLO assessments in a timely manner. It is also recommended that the department coordinator (or designee) run faculty participation reports in eLumen each semester to follow up with Faculty with missing CSLO assessments to assure assessments are being completed in a timely manner. CSLO assessment is included in the Adjunct Faculty contract and is included in the Adjunct Faculty Evaluation Form under administrative clerical requirements.

Department PSLOs:

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

Comments:

The Theatre Arts Department PSLO mapping is not fully completed. It is recommended that the department complete the CSLO to PSLO mapping in eLumen for every CSLO for all courses. Be sure to check every box in the first column under “Humanities and the Arts” so that each CSLO maps to an area.

Based on the CSLOs that are mapped, the majority of students assessed are meeting or exceeding the standard for Theatre Arts PSLOs. One of the highlights from the given data table is that 97.0% of the students assessed are meeting or exceeding the standard for the program learning outcome, Presenting.

Degree & Certificate PSLOs:

The Theatre Arts department has written PSLOs for 7 certificates and 3 degrees. These programs

are all active in CurricUNET.

Commendations:

The theater department is to be commended on the success and quality of their productions. Recent productions of *Beauty and the Beast* and *Carrie the Musical* were recognized by Orange Curtain Review as outstanding theatrical productions. Theater students were also invited to, and performed at, the Hollywood Fringe Festival for the first time—exposing them to new opportunities and the larger theater community.

The department also boasts good course success rates, above both the division and the college.

Jennifer McMillin is to be specifically commended for securing a Strong Workforce Grant to renovate a class into a performance lab for the growing Directing program. This was a listed goal from the department's previous program review. Additionally, Professor McMillin has strengthened the Dual Enrollment program by developing three certificates for high school students.

The theater faculty remain committed to diversity and equity. The department works with affinity groups on campus to ensure diversity in casting, and DSS students are often very successful in the department's offerings. Further, the department offers diversity-minded courses such as World Theatre History and Diversity in American Theatre.

The theater department also founded a new Theater Club that is successfully exposing new students into the field. Further, the department has developed an impressive social media presence that showcases their work to the broader community. They have also worked collaboratively with both the MAD and communication departments.

Finally, the department is successfully equipping students for employment. Technical Theatre students in particular have been very successful finding employment, often while still in school. Current or recent theater graduates are working at Universal Studios Florida, Disneyland Entertainment, BTC Entertainment, South Coast Repertory Theatre, Knott's Berry Farm, International City Theatre of Long Beach, Long Beach Playhouse, Orange County High School of the Arts and touring Broadway productions.

Recommendations:

While the department has achieved great successes in the primary content of their work, there are several important areas for improvement—largely in departmental management and administration.

CSLO assessments are well below the required threshold. PLSOs for courses 146 and 147 have not yet been mapped. Multiple courses need to be revised and the department's report did not include a plan for their revision.

The committee also recommends the department reassess its approach to online learning. Currently, online modalities are regarded as burdensome and student success and retention rates are considerably lower than for in-person classes. This is understandable given the nature of the field. However, if the theater department is to continue with online learning, the committee recommends developing new strategies specific to these modalities that might improve student success, as well as engagement, and inspire faculty to approach online learning with more optimism.

Finally, the committee recommends the department reassess the feasibility of its stated goals. The number of goals appears ambitious, especially considering that several goals from the previous review cycle have yet to be met.

Identified Resources and Budget Needs:

Rank	Name of Request	Amount*	Type*	Need*	Length*	Purpose*	Age*	Impact*
7	Lighting console & support equip	\$90k	T	C	O	CN		N
8	Audio Console & support equip	\$85k	T	C	O	CN		N
9	LED Lighting Equipment	\$300k	T	C	O	M		RR
10	Theatrical Masking/Soft goods	\$275k	M	D	O	M		RR
11	Steeldeck	\$100k	M	D	O	M		N
12	Sub floor	unknown	M	C	O	M		RR
13	Costume Shop/Dressing equipment	400K	M	D	O	M		RR
14	Scene shop equip	\$50k	M	C	O	M		RR
15	Campus Theater Electrical	Unknown	M	C	O	M		RR
16	HVAC	unknown	M	C	O	M		RR
17	Festivals	unknown	M	D	C	G		RR
18	Lobby Refresh	unknown	M	C	O	M		RR
19	Exterior Arch Lighting	unknown	M	C	O	M		RR

20	Title V Library	unknown	M	D	C	G	RR
21	Costume Shop	unknown	C	D	C	G	RR
22	Foreman Theatrical Master Electrician	unknown	C	D	C	G	RR
23	Solapix Lighting Studio	\$175k	T	D	O	I	N
24	Theater Seating	\$90k	M	D	O	M	N
25	Box Office Tech	\$45k	M	V	O	M	RR

***TABLE CODE KEY**

Total \$ amount for request

Amount:

Type: *F = Faculty* *C = Classified/Ad min.* *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 per year*

BUDGET COMMENTS:

The theater department should provide specific dollar amounts for their requests.

The primary need is for a full-time faculty member to serve as the head of Musical Theater.

Many of the budget requests are accessibility issues and should therefore be included in the Campus Capital Projects ADA plan.

The need for a full time Admin 2 requires clarification:

The department is requesting the position be raised from 10 months to 12. The position was offered to the current Admin 2 but declined. However, the need remains.

There are necessary administrative tasks (specifically, purchasing) that must take place over the summer to ensure the program is ready to begin production in the fall. The department therefore begins the year behind schedule due to the admin being absent when the fiscal year begins and purchases for fall are required. This is a demonstrated need the department has requested for over ten years.

