



Program Review 2024 Peer Review Feedback (Instructional)

On behalf of the Program Review Committee, we thank you for your time and effort in completing your Program Review report this year and for your ongoing efforts to continuously improve AVC's programs and services for our students. Your Program Review allows the rest of AVC to better understand your efforts and how they support the college overall.

Department/Area/Division Name: Arts and Humanities/Studio Arts and Art History

Peer Reviewed By: Linda Parker and Jennifer Rock

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments: This section could be strengthened with more quantifiable data as related to faculty engagement, professional development, and outreach opportunities.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments: Some items had no plans or progress clearly listed.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

Additional Comments:



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Department/Area/Division Name: Arts & Humanities/Commercial Music

Peer Reviewed By: Linda Parker & Jennifer Rock

<h3 style="color: #0070C0; margin: 0;">Part 1.</h3> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
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Department/Area/Division Name: Arts & Humanities/Commercial Photography

Peer Reviewed By: Linda Parker & Jennifer Rock

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<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

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Department/Area/Division Name: Arts & Humanities/Performing Arts/Dance

Peer Reviewed By: Linda Parker, Jennifer Rock

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	<p><i>Comments: Would like to see specific percentages of gender, ethnicity, and/or race as data evidence.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p>

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: Although this section is marked as exemplary, it would seem that the full-time faculty request should be noted as a recurring cost instead of a one-time request.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

Additional Comments:



Program Review 2024 Peer Review Feedback (Instructional)

On behalf of the Program Review Committee, we thank you for your time and effort in completing your Program Review report this year and for your ongoing efforts to continuously improve AVC's programs and services for our students. Your Program Review allows the rest of AVC to better understand your efforts and how they support the college overall.

Department/Area/Division Name: Arts & Humanities/Digital Media

Peer Reviewed By: Linda Parker, Jennifer Rock

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input checked="" type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments: This does not describe how the program contributes to the district mission. Recommended to revise & expound.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments: This section appears to be incomplete, lacking data analysis.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments: No Course Improvement Plans listed, recommend to revise.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: No past goals or progress updates listed. Needs revision.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p>

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Part 3 does not appear to address specific goals related to the Digital Media program and ways to quantify measures of success.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="text-align: center;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: Reporting and data is missing. Needs revision.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="text-align: center;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments: This report appears to be incomplete and in need of revision.



Program Review 2024 Peer Review Feedback (Instructional)

On behalf of the Program Review Committee, we thank you for your time and effort in completing your Program Review report this year and for your ongoing efforts to continuously improve AVC's programs and services for our students. Your Program Review allows the rest of AVC to better understand your efforts and how they support the college overall.

Department/Area/Division Name: Arts & Humanities/Film & Television

Peer Reviewed By: Linda Parker & Jennifer Rock

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input checked="" type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p>

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Each individual goal needs to be connected to an ESP Goal for complete reporting.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input checked="" type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: It would seem that the Classified staff request would be a recurring cost and not a one-time purchase.</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2024 Peer Review Feedback (Instructional)

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Department/Area/Division Name: Arts & Humanities/Music

Peer Reviewed By: Linda Parker & Jennifer Rock

<h3 style="color: #0070C0;">Part 1.</h3> <p>Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<h3 style="color: #0070C0;">Part 2A.</h3> <p>Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 10px; margin-bottom: 10px;"> Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations: <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p>

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2024 Peer Review Feedback (Instructional)

On behalf of the Program Review Committee, we thank you for your time and effort in completing your Program Review report this year and for your ongoing efforts to continuously improve AVC's programs and services for our students. Your Program Review allows the rest of AVC to better understand your efforts and how they support the college overall.

Department/Area/Division Name: Arts & Humanities/Theatre Arts

Peer Reviewed By: Linda Parker & Jennifer Rock

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input checked="" type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments: Could use more detailed explanation of how this program ties to the district mission.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p>

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: A contact name needs to be included in the section.</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments: