



## Program Review 2024 Peer Review Feedback (Instructional)

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**Department/Area/Division Name:** ACCT, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<p style="font-size: 1.2em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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: 1.2em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.  <input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.         </p>

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e0f0ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> 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>
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<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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>
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**Additional Comments:**



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**Department/Area/Division Name:** BIP / OT Business Information Professional / Office Technology, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input checked="" type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.         </p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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:** Although this PR is adequate, it could be strengthened by using numerical data as a firm metric in both reflection and planning.



## Program Review 2024 Peer Review Feedback (Instructional)

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**Department/Area/Division Name:** BUS, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input checked="" type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.  <input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.         </p>

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>5.</b> Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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:** Although this PR is adequate, it could be strengthened by using numerical data as a firm metric in both reflection and planning.





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**Department/Area/Division Name:** CA, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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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<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 checked="" type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments: Labor Market data missing</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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: CIPs are not listed.</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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>
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**Additional Comments:** Disregarding missing information, this PR is adequate. However, it could be strengthened by using numerical data as a firm metric in both reflection and planning.



## Program Review 2024 Peer Review Feedback (Non-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:** CDC, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<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;"> <b>Program Overview: Briefly describe how the program contributes to the district mission.</b> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input checked="" type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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: 5px; margin-bottom: 10px;"> <b>Part 2A: Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.</b> </div> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>Who do you primarily serve and what services do you provide for each of the groups?</li> <li>How is the work of your area measured or quantified? What is your measure of success?</li> <li>How do the demographics served by your area's work compare to AVC's service area demographics?</li> <li>Which race/ethnicity groups experience the largest equity gaps?</li> <li>What are the success and retention rates (S&amp;R) for your area (if applicable)? Did they decrease or increase in the last year?</li> </ul> <p> <input type="checkbox"/> <b>Exemplary:</b> Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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. The section could be strengthened with more data and analysis.  <input type="checkbox"/> <b>Improvement Needed:</b> 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.         </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>

## Part 2B.

Analyze the program review data

**Part 2B: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.) to identify the program Strengths, Opportunities & Aspirations:**

- **Strengths and Accomplishments:** Guiding Questions
  - What does your program/area do well, including capabilities and greatest accomplishments?
  - What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission?
- **Opportunities and Challenges:** Guiding Questions
  - 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:
  - What does your program/area want to be known for?
  - What is a desired future?

- 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.
- 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.
- 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.

*Comments:*

REVISION REQUIRED

## 2C.

Progress towards Outcomes Improvement Plans

**Review and comment on progress toward past Outcomes Improvement Plans.**

(List your past OIPs and progress towards those goals.)

- Exemplary:** Outcomes Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.
- Adequate:** Information is provided about Outcomes Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.
- Improvement Needed:** No response or response provided does not make evident that Outcomes Improvement Plans have been developed nor if progress has been made.

*Comments:*

REVISION REQUIRED

<p><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.  <input type="checkbox"/> <b>Adequate:</b> Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.  <input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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.  <input type="checkbox"/> <b>Improvement Needed:</b> 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>Comments: <i>One is missing an ILO/PLO/SLO/OO connection.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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.  <input type="checkbox"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.  <input type="checkbox"/> <b>N/A:</b> No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b> Required:</p> <ul style="list-style-type: none"> <li>• Supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p>

	<p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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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**Additional Comments:** Although this PR is adequate, it could be strengthened by using numerical data as a firm metric in both reflection and planning.



## Program Review 2024 Peer Review Feedback (Instructional)

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**Department/Area/Division Name:** CFE, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.  <input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.         </p>



	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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'm not sure these CIPs are CIPs.</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>4.</b> Resource Requests that Support Program Needs</p>	<p style="text-align: center;"><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>5.</b> Program Review Data</p>	<p style="text-align: center;"><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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:**



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**Department/Area/Division Name:** ECON, Social & Behavioral Sciences

**Peer Reviewed By:** Van Rider, Gary Heaton-Smith

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<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> 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>
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**Additional Comments:** Some missing items. Although this PR is adequate, it could be strengthened by using numerical data as a firm metric in both reflection and planning.



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**Department/Area/Division Name:** Education/Social Behavioral Sciences  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 24pt; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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: 24pt; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.         </p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><i>Comments:</i> Comprehensive data and analysis provide an appropriate foundation for program improvement in the future terms. Nice work highlighting the program’s trends and impact on student success. Coordinated mentorships, outreach, and program development will aid in moving towards the future described in part 2A.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.  <input checked="" type="checkbox"/> <b>Adequate:</b> 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.  <input type="checkbox"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.  <input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i> The recommendations here are reflected in the aspirations demonstrating connection to current workforce information. What other data in addition to EDD might strengthen this section?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.  <input checked="" type="checkbox"/> <b>Adequate:</b> Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.  <input type="checkbox"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.  <input type="checkbox"/> <b>Adequate:</b> Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.  <input type="checkbox"/> <b>Improvement Needed:</b> 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> Detailed summary of the work completed that illustrates the positive impact on the program and its students.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> This is thoughtful, connected sequence that outline the steps forward. Targeting a few SLOs and ILOs might provide a better way to track priority outcomes aligned with either the apprenticeship or mentorship efforts. What is the time table for these?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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> Increasing instructional capacity is critical to the program’s health and growth. How will these additions directly support the development of the mentorship and apprenticeship programs?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul>



	<p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Good snapshot of the program award data. Inclusion of success and retention/grade distribution data would be appropriate in this section</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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**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:** Ethnic Studies  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i> The addition and growth of the Ethnic Studies department will only strengthen AVC's ability to work towards fulfillment of its mission but to illustrate examples of its values of community and respect.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><i>Comments:</i> Fall 2025 will provide a much-needed data for reflection and reference. Understandably, this exercise allows for an aspirational forecast while stating the current situation. The AA and AAT enrollment and course success data connected to the other degrees will be most valuable in the terms to come.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e1eef6; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i> N/A</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e1eef6; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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>
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<p><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e1eef6; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> Despite the newness of the program and related courses, Ethnic Studies met and/or exceeded the targets. This has allowed the college to improve access and student success. Fall 2025 and 2026 data will demonstrate the wider impact.</p>
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	<input type="checkbox"/> REVISION REQUIRED
<p><b>3.</b> Program Review Goals</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>Comments:</b> Which PLOs or SLOs connect to the ILO and ESP goals? Could community service also be aligned with a work-based learning opportunity?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><b>Comments:</b> Faculty requests could also support Goal 2. For Goal #3, what would the \$10, 000 be used for? Contracted services?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>Success &amp; Retention tab</li> <li>Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>Other supporting data/information</li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p>

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**Additional Comments:** This is a great starting point for an important program that will offer students access to critical learning and experiences.



## 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:** History  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p>Comments: The contributions of the History department not only aid in the fulfillment of AVC's mission but to support of its values of community and respect.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><i>Comments:</i> What other information or strategies on reducing equity gaps could be included in this section?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> The review of your CIPs illustrate the success within the department. Statistics supporting the progress would underscore the narrative content.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> The review of your programs progress on past goals is a wonderful indication of the good work being done and would benefit from statistics or data in some instances.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> How do the goals align with the current PLOs and ILOs? What are the measurable benchmarks of success?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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> The request for FT instructor should be categorized as Faculty rather than Other. The funding for the history movie night might be a foundation funding request rather than in the program review. The request could be “Funding for History Program outreach efforts that would include _____”</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Comprehensive data that provides a good reference for tracking enrollment and metrics.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>



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**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:** Management  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p>

	<p><i>Comments:</i> This analysis provides a good summary of the positive impact that the Business department is having in the lives of AVC students and in preparing them for the workplace and future education. Additional data would strengthen this section.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i> This general information provides a good reference point, What other data, such as EDD, might strengthen this section?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> The review of your programs progress on past goals is a demonstration of the quality of work being done and would be strengthened from statistics or data in some instances.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> How do the goals align with the current PLOs and ILOs? What are the appraisable benchmarks of success?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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> To which program goals is the faculty request connected?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Comprehensive data that provides reference for tracking enrollment and metrics</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:** Marketing  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p>

	<p><b>Comments:</b> How are your aspirations connected to your goals, and what are the specific equity gaps that you want to close?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><b>Comments:</b> What other information could supplement this job information that highlight the marketing department?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> How are the goals connected to the program's PLOs and SLOs? What are the benchmarks or measurements of success?</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p style="text-align: center;"><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>5.</b> Program Review Data</p>	<p style="text-align: center;"><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Summary of Advisory Committee meetings and recommendations would strengthen this section.</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:** Philosophy  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i> Clear alignment to and support of the district's mission illustrate the contributions to student development. <span style="float: right;"><input type="checkbox"/> REVISION REQUIRED</span></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p>

	<p><b>Comments:</b> This analysis provides a solid integration of data and thoughtful examination of the department’s positive direction.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> 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><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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> The narrative is a strong description of the progress made. What data would support the narrative?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>Comments:</b> This is a clear presentation of the department's goals. What are the benchmarks that will indicate success?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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:** Political Science

**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><b>Comments:</b> This overview succinctly illustrates how the department aligns and supports the district's mission. <span style="float: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></span></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p>

	<p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><b>Comments:</b> This section provides a supported summary of the student-centered work being accomplished by the department.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>Comments:</b> How are these goals directly connected to PLOs and SLOs? What are the measurable outcomes? Goal#1 might better align with ESP Goal #5.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><b>Comments:</b> How is the first goal professional development? The second goal should be listed as Other, not Faculty. Also, the department does not provide financial or hiring guidelines to outside departments.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul>

	<p><input checked="" type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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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**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:** Prison Education/Social & Behavioral Sciences

**Peer Reviewed By:** (No Program Review Submitted)

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.  <input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.  <input type="checkbox"/> <b>Improvement Needed:</b> 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;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions             <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:             <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p> <input type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.  <input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.  <input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.         </p>



	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>4.</b> Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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><b>5.</b> Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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:** Psychology  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><b>Comments:</b> The summary provides a clear description of how the department is furthering the district's efforts to accomplish its mission.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p>

	<p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p> <p><b>Comments:</b> Good analysis with support highlighted the department's progress.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e0e0e0; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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"/> <b>N/A:</b> 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><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e0e0e0; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e0e0e0; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> 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 checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>Comments:</b> How are these goals connected to the PLOs and SLOs? Goal #3 might better align with ESP Goal #2.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><b>Comments:</b> The requests should be listed as a Faculty.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><b>Comments:</b> Inclusion of success and retention/grade distribution data would be appropriate in this section.</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:** Real Estate

**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></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><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p>

	<p><b>Comments:</b> The data and summary provided in the department’s PR illustrates progress and future considerations for improvement.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>Part 2B.</b> Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p><b>Comments:</b> The EDD information would be strengthened by additional information from an Advisory Committee and labor information.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>2D.</b> Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;"><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> <b>Exemplary:</b> Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> 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><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A:</b> 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> Note on Goal #, the department does not provide financial or hiring guidelines to outside departments.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input type="checkbox"/> <b>Exemplary:</b> Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input checked="" type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Inclusion of success and retention/grade distribution data would be appropriate in this section</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

**Additional Comments:**



## Program Review 2024 Peer Review Feedback (Instructional)

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**Department/Area/Division Name:** Sociology  
**Peer Reviewed By:** Gary Heaton-Smith & Van Rider

<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 1.</b></p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p><b>Program Overview: Briefly describe how the program contributes to the district mission.</b></p> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> <b>Adequate:</b> The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> No response or response does not connect the program to the district mission.</p> <p><b>Comments:</b> Well documented illustrations of the program and its faculty contribution to the district.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;"><b>Part 2A.</b></p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p><b>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, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <ul style="list-style-type: none"> <li>• <b>Strengths and Accomplishments:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area do well, including capabilities and greatest accomplishments?</li> <li>○ What are the practices that were implemented to increase success and retention rates or program awards?</li> </ul> </li> <li>• <b>Opportunities and Challenges:</b> Guiding Questions               <ul style="list-style-type: none"> <li>○ What does your program/area need to do better to support/improve student success?</li> <li>○ What actions can be taken to help close equity gaps?</li> </ul> </li> <li>• <b>Aspirations:</b> Guiding Questions:               <ul style="list-style-type: none"> <li>○ What does your program/area want to be known for?</li> <li>○ What is a desired future?</li> </ul> </li> </ul> </div> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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 &amp; Aspirations.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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 &amp; Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> <b>Improvement Needed:</b> 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 &amp; Aspirations.</p>

	<p>Comments: Thoughtful and comprehensive review.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>Part 2B.</b> Required for CTE</p>	<p><b>(Required for CTE only) External Data: Advisory Committee Recommendations &amp; Labor Market Data</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> <b>N/A:</b> Not applicable for non-CTE areas</p> <p>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2C.</b> Progress towards Course Improvement Plans</p>	<p><b>Review and comment on progress toward past Course Improvement Plans.</b> (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p>Comments: Including the past plans allows for a clearer reflection on the goals</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p><b>2D.</b> Progress towards past program review goals</p>	<p><b>Review and comment on progress towards past program review goals.</b> (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> <b>Exemplary:</b> 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"/> <b>Adequate:</b> 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"/> <b>Improvement Needed:</b> No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p>Comments: Including the past goals allows for a clearer reflection on the goals</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p><b>3.</b> Program Review Goals</p>	<p><b>Based on Part 2 above, please list program/area goals for 2024-2025.</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary*</b>: 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"/> <b>Adequate</b>: 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"/> <b>Improvement Needed</b>: 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><b>Comments:</b> *How are the goals related to the PLOs and SLOs?</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>4.</b> Resource Requests that Support Program Needs</p>	<p><b>Resource Requests that Support Program Needs (based on above analysis)</b></p> <p><input checked="" type="checkbox"/> <b>Exemplary*</b>: 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"/> <b>Adequate</b>: 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"/> <b>Improvement Needed</b>: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> <b>N/A</b>: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><b>Comments:</b> Note on Goal #2, the department does not provide financial or hiring guidelines to outside departments</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p><b>5.</b> Program Review Data</p>	<p><b>Insert your Program Review Data here, as well as any other supporting data.</b></p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Success &amp; Retention tab</li> <li>• Program Awards tab</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Other supporting data/information</li> </ul> <p><input checked="" type="checkbox"/> <b>Exemplary</b>: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> <b>Adequate</b>: 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"/> <b>Improvement Needed</b>: No data is provided, or data provided is unreadable or does not support the report.</p> <p><b>Comments:</b></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

**Additional Comments:**