



Program Review 2025 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: Enrollment Services, Enrollment Services & Access

Peer Reviewed By: Van Rider, Gary Heaton-Smith

<h3 style="color: #0070C0; margin: 0;">Part 1.</h3> <p style="margin: 0;">Program Overview</p>	<div style="background-color: #E6F2E6; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> Clear explanation of how core enrollment services support student success and institutional operations. <input type="checkbox"/> REVISION REQUIRED</p>
<h3 style="color: #0070C0; margin: 0;">Part 2A.</h3> <p style="margin: 0;">Analyze the program review data</p>	<div style="background-color: #E6F2E6; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 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). </div> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Who do you primarily serve and what services do you provide for each of the groups? How is the work of your area measured or quantified? What is your measure of success? How do the demographics served by your area's work compare to AVC's service area demographics? Which race/ethnicity groups experience the largest equity gaps? What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year? <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question. </p>

Comments: Comprehensive service volume metrics across all units (e.g., 732k registration transactions, 30k placements, 2,383 degrees awarded).

REVISION REQUIRED

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: Detailed analysis of operational improvements, award growth, and service functions across units.

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: Some improvement initiatives referenced, though formal OIPs could be more clearly articulated.

REVISION REQUIRED

<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals. <input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear. <input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Progress described through operational improvements and increased degree completions. <input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand. <input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i> Goals align with student service improvements and institutional priorities but some metrics could be clearer. <input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3. <input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> Staffing and technology requests clearly align with workload and service demand. <input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data. Required:</p> <ul style="list-style-type: none"> Supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p>

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| | <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> |
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Comments: Robust operational data and institutional metrics strongly support the analysis.

REVISION REQUIRED

Additional Comments: Well done!



Program Review 2025 Peer Review Feedback (Non-Instructional)

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Department/Area/Division Name: Financial Aid, Enrollment Services & Access

Peer Reviewed By: Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> Strong alignment with the district mission through equitable access and financial barrier removal.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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).</p> </div> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Who do you primarily serve and what services do you provide for each of the groups? How is the work of your area measured or quantified? What is your measure of success? How do the demographics served by your area's work compare to AVC's service area demographics? Which race/ethnicity groups experience the largest equity gaps? What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year? <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question. </p>

	<p><i>Comments:</i> Operational metrics described (applications processed, funds disbursed), but limited equity analysis due to federal data restrictions.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Analyze the program review data</p>	<div style="background-color: #e0f0e0; padding: 5px; border: 1px solid black;"> <p>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:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p><input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.</p> <p><input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations.</p> <p><i>Comments:</i> Thorough discussion of operational improvements, technology upgrades, staff development, and compliance improvements.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Outcomes Improvement Plans</p>	<div style="background-color: #e0f0e0; padding: 5px; border: 1px solid black;"> <p>Review and comment on progress toward past Outcomes Improvement Plans. (List your past OIPs and progress towards those goals.)</p> </div> <p><input type="checkbox"/> Exemplary: Outcomes Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Outcomes Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input checked="" type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Outcomes Improvement Plans have been developed nor if progress has been made.</p>

	<p><i>Comments:</i> OIPs are still being evaluated and not clearly implemented. Reach out to gary.heatonsmith@avc.edu for help constructing OOs.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e0f0e0; padding: 5px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals. <input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear. <input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Some progress toward operational improvements noted, but goal tracking remains limited.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p style="background-color: #e0f0e0; padding: 5px;">Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand. <input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i> Goals focus on operational improvements and student service enhancements but could include clearer measurable outcomes.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e0f0e0; padding: 5px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3. <input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> Staffing and technology requests are clearly justified by workload increases and compliance needs.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Supporting data/information <p><input type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input checked="" type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Relevant operational data included.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2025 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: Job Placement, Enrollment Services & Access

Peer Reviewed By: Van Rider, Gary Heaton-Smith

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> Clearly connects career readiness services and employer partnerships to the district mission. <input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>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).</p> </div> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Who do you primarily serve and what services do you provide for each of the groups? How is the work of your area measured or quantified? What is your measure of success? How do the demographics served by your area's work compare to AVC's service area demographics? Which race/ethnicity groups experience the largest equity gaps? What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year? <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question. </p>

	<p><i>Comments:</i> Engagement metrics provided (resume reviews, job fairs, student hires, employer participation), but limited disaggregated data and equity analysis.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>Part 2B. Analyze the program review data</p>	<p>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:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase student success/retention rates or completion rates, or other practices that support the college mission? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future?
	<p><input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.</p> <p><input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations.</p> <p><i>Comments:</i> Thoughtful discussion of employer engagement, technology transition (Handshake), and future innovations such as VR career labs.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>2C. Progress towards Outcomes Improvement Plans</p>	<p>Review and comment on progress toward past Outcomes Improvement Plans. (List your past OIPs and progress towards those goals.)</p>
	<p><input type="checkbox"/> Exemplary: Outcomes Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Outcomes Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p>

	<p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Outcomes Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i> Past OIPs listed but several remain incomplete due to funding or capacity constraints.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e0f0e0;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals. <input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear. <input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Progress described (student worker placements maintained, employer engagement) but several goals remain partially implemented.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p style="background-color: #e0f0e0;">Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand. <input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i> Goals align with career readiness and institutional planning but some metrics remain broad.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e0f0e0;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document. <input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3. <input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> Requests for additional staffing and career-technology tools align with program expansion goals.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

5. Program Review Data	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Supporting data/information <p> <input type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report. <input checked="" type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report. <input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report. </p> <p><i>Comments:</i> Relevant engagement data included but centralized tracking systems are still developing. <input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



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Department/Area/Division Name: Outreach/Dual Enrollment, Enrollment Services & Access

Peer Reviewed By: Van Rider, Gary Heaton-Smith

<h3 style="color: #0070C0; margin: 0;">Part 1.</h3> <p style="margin: 0;">Program Overview</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> Clear connection to the district mission through equitable access, enrollment growth, and community engagement initiatives.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<h3 style="color: #0070C0; margin: 0;">Part 2A.</h3> <p style="margin: 0;">Analyze the program review data</p>	<div style="background-color: #E0F0E0; border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 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. </div> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Who do you primarily serve and what services do you provide for each of the groups? How is the work of your area measured or quantified? What is your measure of success? How do the demographics served by your area's work compare to AVC's service area demographics? Which race/ethnicity groups experience the largest equity gaps? What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year? <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question. </p>

Comments: Extensive activity metrics (tours, fairs, workshops, outreach events) demonstrate reach, but deeper analysis of equity impact and outcomes is limited.

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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: Clear strengths in community partnerships and recruitment efforts. Aspirations and organizational restructuring are well described, but measurable outcomes tied to student success could be clearer.

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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.

	<p><i>Comments:</i> OIPs are not clearly identified. Please reach out to gary.heatonsmith@avc.edu to discuss creating OOs.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e0f0e0; padding: 5px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Progress and challenges are described (particularly staffing shortages), though goals and measurable outcomes are not consistently articulated.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p style="background-color: #e0f0e0; padding: 5px;">Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i> Goals support enrollment growth and outreach initiatives but could include clearer metrics for evaluating success.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e0f0e0; padding: 5px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> Staffing and operational support requests clearly align with program workload and outreach expansion.</p>

	<input type="checkbox"/> <i>REVISION REQUIRED</i>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> Extensive outreach event data and participation metrics support the narrative.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments: Well done!