



Program Review 2025 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: Chinese/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

<p>Part 1. Program Overview</p>	<p>Program Overview: Briefly describe how the program contributes to the district mission.</p> <p><input type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input checked="" type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i> The overview describes the discipline and its academic value; however, the connection to the district mission is not clearly articulated. While references to workforce and interdisciplinary learning are noted, the response does not explicitly align the program with the college's mission elements.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2A. Analyze the program review data</p>	<p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? <p><input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.</p>

	<p><input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.</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> The section clearly explains that no courses have been offered due to the absence of faculty, which limits the availability of recent program data. The narrative appropriately identifies the primary operational challenge—lack of instructional staffing—and articulates aspirations for restoring consistent course offerings.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p>
	<p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p>
	<p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i> The section appropriately explains that no progress has been made due to the absence of course offerings and lack of faculty. Given that no Chinese courses have been taught during the review period, the absence of new Course Improvement Plan data is understandable. The status of prior CIPs is clearly tied to program inactivity rather than oversight.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input 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> The past goal of increasing enrollment in Chinese 101 is clearly identified, and the section explains that no progress has been made due to the absence of faculty and suspended course offerings. Given the program’s inactive status, the lack of advancement is contextualized appropriately. The response sufficiently documents the status of the prior goal under current operational constraints.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input 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> The goal to restore consistent offerings of CHIN 101 and 102 is student-centered and appropriately aligned with ILO 3 and institutional priorities related to course scheduling and global consciousness. The identification of hiring faculty as the necessary step logically supports program reactivation.</p>

	<p>However, the goal lacks clearly defined measurable benchmarks (e.g., enrollment targets, section frequency, or success rate expectations)</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Resource Requests that Support Program Needs (based on above analysis)</p> </div> <p><input type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input checked="" type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> The request for full-time and adjunct faculty is clearly aligned with Goal #1 to restore course offerings and increase student enrollment. Given that the program currently has no faculty and no active sections, the request logically supports reactivation of the program.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> Success & Retention tab Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> Other supporting data/information </div> <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> Given that no Chinese courses have been offered during the review period due to the absence of faculty, there are no recent Enrollment or Equity data to report. The lack of data is consistent with the program’s inactive status and is not a reporting omission. Once course offerings are reestablished, future review cycles should include the required Enrollment and Equity data for analysis.</p>

REVISION REQUIRED

Additional Comments:



Program Review 2025 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: Communication Studies

Peer Reviewed By: Linda Parker & Alex Parisky

<p>Part 1. Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> The overview clearly articulates how the Communication Studies and Journalism programs contribute to the district mission. The narrative explicitly connects the AA-T degree to transfer success, highlights general education contributions across disciplines, and demonstrates workforce preparation through applied learning, community partnerships, and experiential opportunities.</p> <p>The description of faculty engagement in shared governance, student equity initiatives, and interdisciplinary collaboration further strengthens the connection to institutional priorities. The program's alignment with student success, academic preparation, community engagement, and professional readiness is clearly established.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2A. Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? </div>

- **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: The section provides a clear, data-informed analysis of enrollment growth, student success trends, and degree completion outcomes. Longitudinal headcount increases, improved in-person and online success rates, and the doubling of AA-T completions are effectively contextualized within faculty hires, program expansion, and instructional innovation. Strengths, challenges, and aspirations are clearly delineated and aligned with institutional priorities. The narrative demonstrates strong integration of program data with strategic planning and student-centered goals. No revision is required.

REVISION REQUIRED

Part 2B.

Required for CTE

(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data

- Exemplary:** Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.
- Adequate:** Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.
- Improvement Needed:** No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.
- N/A:** Not applicable for non-CTE areas

Comments:

REVISION REQUIRED

<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i> Past Course Improvement Plans are clearly identified, specifically the development of a Speech and Media Lab, and progress toward this goal is explicitly documented. The narrative demonstrates ongoing collaboration with the Dean to secure and configure appropriate space, showing measurable forward movement rather than a static goal. The section clearly links the lab to instructional improvement and SLO support, providing sufficient evidence of active progress and institutional engagement. No revision is required.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Past program review goals are clearly listed and progress toward each goal is explicitly addressed. The update on the Speech Lab reflects continued advancement, faculty hiring goals demonstrate measurable achievement, and visibility efforts (e.g., Communication Studies Day and marketing initiatives) show successful implementation with sustainability considerations. The section provides clear evidence of action, progress, and reflective evaluation, demonstrating alignment between prior goals and current program development. No revision is required.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p>

Comments: The listed goals are clearly student-centered and directly aligned with ILOs and ESP priorities. Each goal connects logically to the analysis presented in Part 2, particularly in relation to student success, curricular expansion, instructional quality, and departmental visibility. The steps to achieve each goal are actionable and measurable (e.g., facility development, faculty hiring, event implementation), and the measures of success are appropriate indicators of progress, including improvements in retention, reduced waitlists, consistent course offerings, and increased student engagement. The alignment between identified needs, strategic goals, and institutional priorities is strong.

REVISION REQUIRED

4.

Resource Requests that Support Program Needs

Resource Requests that Support Program Needs (based on above analysis)

- 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.
- 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.
- Improvement Needed:** No response or resource requests do not relate to goals from Part 3.
- N/A:** No response because additional resources are not needed at this time and/or funding for resources exists from another source.

Comments: Each resource request is clearly aligned with a corresponding goal from Part 3, particularly the creation of a Speech Lab, expansion of full-time faculty, and enhancement of departmental visibility. The requests are specific, categorized appropriately (facilities, technology, staffing, professional development), and demonstrate a direct connection to improving student success, instructional quality, and program growth. The linkage between goals, identified needs, and requested resources is logical and well supported. No revision is required.

REVISION REQUIRED

5.

Program Review Data

Insert your Program Review Data here, as well as any other supporting data.

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

- Exemplary:** Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.
- 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.

Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.

Comments: The required Program Review Data (Enrollment and Equity tabs) are included and correspond directly to the analysis presented in Part 2A. The narrative discussion of enrollment growth, success rates, equity trends, and award completion aligns with the inserted data, demonstrating coherence between quantitative evidence and program evaluation. The data are relevant and support the conclusions drawn in earlier sections. No revision is required.

REVISION REQUIRED

Additional Comments:



Program Review 2025 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: DFST/INT
Peer Reviewed By: Linda Parker & Alex Parisky

<h3 style="color: #0070C0; margin: 0;">Part 1.</h3> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<h3 style="color: #0070C0; margin: 0;">Part 2A.</h3> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments:</i> The section provides meaningful narrative discussion of program strengths, including improved facilities, strong transfer outcomes (particularly to CSUN), and increased student success rates in both DFST and INT. The inclusion of labor market projections and industry standards for class size strengthens the analysis. The discussion of enrollment declines, modality challenges, and structural barriers demonstrates reflective evaluation. However, the analysis would be strengthened by more explicit discussion of equity data trends, including identification of specific ethnic or gender gaps over time and clearer interpretation of how those gaps compare to institutional averages.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input checked="" type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i> The section clearly includes both Advisory Committee recommendations and current, relevant Labor Market Data. Specific industry-aligned recommendations (e.g., class size standards, equipment needs, internship development, GoReact licenses) are directly connected to program goals and instructional quality. The inclusion of employment projections for Interpreters and Translators in Los Angeles County provides strong external validation of workforce demand.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p>

	<p><i>Comments:</i> Past Course Improvement Plans are identified and progress is addressed. The narrative explains enrollment volatility and course cancellations while noting that SLO targets were met in active sections. Although the reporting is brief and somewhat generalized, it demonstrates awareness of instructional outcomes and provides sufficient evidence of monitoring course-level performance.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> </div> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> Past goals are clearly listed, and measurable data are provided to demonstrate progress, including increases in student success rates for both DFST and INT programs. The section also transparently addresses enrollment declines and compares program success rates to campus averages. While the analysis could more explicitly connect outcomes to specific strategies implemented, the reporting sufficiently documents progress and current standing.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> </div> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i> The goals are student-centered and aligned with ILOs and ESP priorities, particularly in the areas of student success and program growth. The intent to reduce class size to meet industry standards and increase enrollment through additional faculty hiring reflects appropriate alignment with identified challenges in Part 2.</p>

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4.

Resource Requests that Support Program Needs

Resource Requests that Support Program Needs (based on above analysis)

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Comments: The resource requests are clearly aligned with the stated goals, particularly in support of reducing class sizes, increasing student success, and strengthening instructional infrastructure. Requests for GoReact licenses and laptops directly support instructional quality and student skill development in interpreter training.

REVISION REQUIRED

5.

Program Review Data

Insert your Program Review Data here, as well as any other supporting data.

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

- Exemplary:** Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.
- 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.
- Improvement Needed:** No data is provided, or data provided is unreadable or does not support the report.

Comments: The required Enrollment and Equity data are included and correspond to the analysis presented in earlier sections. The narrative discussion of enrollment declines, duplicated/unduplicated counts, and comparative success rates aligns with the inserted data. The data support the program's conclusions regarding trends in student success and enrollment, demonstrating appropriate integration of quantitative evidence into program evaluation.

REVISION REQUIRED

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Additional Comments:



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Department/Area/Division Name: English/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

<p>Part 1. Program Overview</p>	<p>Program Overview: Briefly describe how the program contributes to the district mission.</p> <p><input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission.</p> <p><input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission.</p> <p><input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission.</p> <p><i>Comments:</i> The overview clearly articulates how the English program advances the district mission by supporting a diverse student population through foundational reading, writing, and information literacy instruction. The narrative connects directly to student success, equity initiatives, transfer preparation, and workforce readiness. Specific references to ENGL C1000, leadership in equity work, Puente participation, and curriculum revision efforts demonstrate strong alignment with institutional priorities. The section effectively communicates both academic and community impact.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2A. Analyze the program review data</p>	<p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future?

	<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> The section provides meaningful analysis of overall success trends, enrollment growth, and disaggregated equity data. Increases in overall success rates, gains among Hispanic/Latine and Black/African American students, and improved online success rates are clearly identified and contextualized. The acknowledgment of declining success rates among White students demonstrates reflective data review.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i> Past Course Improvement Plans are clearly identified and supported with detailed discussion of SLO performance, areas of concern (e.g., MLA research assignments), and specific strategies for improvement. The implementation of Faculty Learning Communities, COR review, equitable grading practices, and the transition to a four-</p>
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	<p>unit ENGL C1000 demonstrate intentional, structured progress. The section reflects sustained departmental engagement in instructional improvement and provides clear evidence of ongoing action aligned with student success.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input 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> The past goal is clearly stated and progress is addressed through discussion of online instructional practices and Faculty Learning Community engagement. The narrative demonstrates continued attention to improving online teaching effectiveness and equitable learning environments. While measurable outcomes tied directly to the stated goal could be more explicitly articulated, the section sufficiently documents ongoing progress and reflective practice aligned with student success priorities.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <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> The goals are clearly student-centered and directly aligned with ILOs and ESP priorities, particularly in advancing equity and improving outcomes in ENGL C1000 and English 102. Each goal is grounded in the data analysis presented in Part 2, with articulated steps for implementation and identified measures of success.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>4. Resource Requests that Support Program Needs</p>	<p style="text-align: center;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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> The resource requests align with the stated goals, particularly the need for additional full-time faculty and expanded classroom and lab access to support the four-unit ENGL C1000 and student success initiatives. The connection between staffing, facilities, and improved instructional quality is clear and logically supported by earlier analysis.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="text-align: center;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i> The required Enrollment and Equity data are included in the subsequent pages and align with the analysis presented in Part 2A. The narrative discussion of overall success increases, disaggregated equity gains, online modality improvements, and award trends is supported by the inserted data. The quantitative evidence is clearly integrated into the program’s evaluation of strengths and challenges, demonstrating coherence between reported data and strategic planning.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2025 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: English as a Second Language/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

<p>Part 1. Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input checked="" type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> The overview clearly and comprehensively connects the ESL program to the district mission, particularly in serving diverse learners, supporting workforce preparation, and advancing economic mobility. The narrative effectively highlights the program's role in serving immigrant, refugee, and adult learners, as well as its alignment with AVC's Hispanic-Serving Institution status. The inclusion of noncredit access, community-centered engagement, and pathways to credit and workforce programs demonstrates strong alignment with institutional priorities related to equity, access, and student success.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2A. Analyze the program review data</p>	<p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future?

	<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> The section provides clear discussion of success, retention, enrollment, and gender-disaggregated trends, including improvements in overall success and online success rates, as well as declines in retention and male student success. The narrative thoughtfully identifies structural barriers such as placement systems, onboarding processes, scheduling limitations, and outdated CORs. The identification of equity concerns—particularly declining male success rates—is appropriate and grounded in data. </p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p> <input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided. </p> <p> <input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant. </p> <p> <input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data. </p> <p> <input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas </p> <p> <i>Comments:</i> </p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p> <input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans. </p> <p> <input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear. </p> <p> <input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made. </p>

	<p><i>Comments:</i> The past Course Improvement Plan is clearly identified, and progress is briefly addressed through reported marginal gains in student success rates. While the response demonstrates awareness of ongoing improvement efforts, the analysis could provide more detail regarding specific strategies implemented to achieve those gains. The section sufficiently documents progress but would be strengthened by clearer linkage between actions taken and measurable outcomes.</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: #e6f2ff; 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 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> The past goal is clearly stated and progress is directly documented, including the successful hiring of two full-time ESL instructors. The response demonstrates measurable achievement aligned with the stated objective and reflects meaningful advancement in program capacity and stability. The section clearly communicates goal completion and its impact on program development.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p style="background-color: #e6f2ff; 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> The goals are clearly student-centered and aligned with institutional priorities related to access, equity, and student success. The focus on scheduling optimization, COR revision, enrollment streamlining, and community outreach appropriately reflects the data trends identified in Part 2A. The alignment with ESP goals is evident.</p>

However, the measures of success are broadly stated (e.g., “student enrollment & retention will increase”) without defined benchmarks or target metrics. Strengthening the goals with measurable indicators—such as specific percentage increases in enrollment, retention, or success—would enhance clarity and accountability.

REVISION REQUIRED

4.
Resource Requests
that Support Program
Needs

Resource Requests that Support Program Needs (based on above analysis)

- 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.
- 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.
- Improvement Needed:** No response or resource requests do not relate to goals from Part 3.
- N/A:** No response because additional resources are not needed at this time and/or funding for resources exists from another source.

Comments: The request for marketing support is logically aligned with Goal #4, which focuses on increasing community awareness and enrollment. The connection between outreach efforts and enrollment growth is appropriate and reflects the enrollment declines noted in Part 2A.

While the alignment is clear, the request would be strengthened by more specific detail regarding scope, strategy, or anticipated impact.

REVISION REQUIRED

5.
Program Review Data

Insert your Program Review Data here, as well as any other supporting data.

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

- Exemplary:** Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.
- 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.
- Improvement Needed:** No data is provided, or data provided is unreadable or does not support the report.

Comments: The required Enrollment and Equity data are included in the subsequent pages and align with the analysis presented in Part 2A. The narrative discussion of success, retention, gender trends, enrollment declines, and modality shifts corresponds with the inserted data. The quantitative evidence supports the program's evaluation of strengths, challenges, and future planning priorities, demonstrating appropriate integration of data into program assessment.

REVISION REQUIRED

Additional Comments:



Program Review 2025 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: French/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

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

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: The section explains that no courses have been offered due to the absence of faculty, which limits the availability of recent enrollment, success, and equity data. The narrative appropriately identifies the operational barrier to program continuity and articulates the aspiration to restore consistent course offerings.

REVISION REQUIRED

Part 2B.
Required for CTE

(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data

Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.
 Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.
 Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.
 N/A: Not applicable for non-CTE areas

Comments:

REVISION REQUIRED

2C.
Progress towards Course Improvement Plans

Review and comment on progress toward past Course Improvement Plans.
(List your past CIPs and progress towards those goals.)

Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.
 Adequate: Information is provided about Course 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 Course Improvement Plans have been developed nor if progress has been made.

Comments: The section indicates that no courses have been offered during the review period due to the absence of faculty, which limits progress on prior Course Improvement Plans. The lack of new CIP activity is consistent with program inactivity rather than oversight. The status of prior plans is appropriately contextualized within current operational constraints.

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 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> The section explains that no progress has been made due to the absence of faculty and suspended course offerings. Given the program’s inactive status, the lack of advancement toward prior goals is appropriately contextualized. The response sufficiently documents the status of past goals under current operational constraints.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand. <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> The goal to restore consistent course offerings is appropriate, student-centered, and directly aligned with institutional priorities related to access and global education. The steps for achieving the goal—hiring qualified faculty—are clearly articulated and logically connected to the operational barrier identified in Part 2.</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="text-align: center;">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> The request for full-time and adjunct faculty is clearly aligned with Goal #1, which focuses on restoring course offerings and increasing student enrollment. Given that the program currently has no faculty and no active sections, the request logically supports program reactivation and viability.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="text-align: center;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input 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> No recent Enrollment or Equity data are available due to the absence of course offerings during the review period. The lack of data reflects program inactivity rather than omission of required documentation. Once courses are reestablished and sufficient enrollment history is available, future review cycles should include the required data analysis.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2025 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: German/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

<p>Part 1. Program Overview</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 10px;"> Program Overview: Briefly describe how the program contributes to the district mission. </div> <p> <input type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input checked="" type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i> The overview describes the instructional mission of the German program and emphasizes intercultural competence, academic enrichment, and workforce relevance. The narrative appropriately highlights student success and global awareness as core values of the discipline.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2A. Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. </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> The section references student success rates by ethnicity and gender and acknowledges that overall success remains below the institutional average. The narrative identifies modality differences and the impact of faculty loss and transfer policy changes, demonstrating awareness of structural challenges affecting the program.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p>
	<p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p>
	<p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input 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> The past goal of hiring a full-time faculty member is clearly stated, and the section documents that no progress has been made. While additional evaluative reflection regarding barriers or interim strategies would strengthen the response, the status of the goal is explicitly addressed. The reporting meets minimum rubric expectations.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input 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> The goals are student-centered and appropriately focus on improving student success and restoring program stability through faculty hiring. The connection to institutional priorities and course availability is clear. However, the goals would benefit from more clearly defined, measurable benchmarks (e.g., specific success rate targets or section restoration goals) and clearer articulation of how progress will be evaluated.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></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> The request for a full-time faculty member is clearly aligned with Goal #2 to increase class offerings and restore program capacity. Given the documented loss of full-time faculty and reduced course availability, the resource request logically supports the stated program goals. The current submission sufficiently connects the resource request to program objectives.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information </div> <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> The required Enrollment and Equity data are included in the subsequent pages and correspond to the trends discussed in Part 2A. Success rates by ethnicity and gender, as well as modality comparisons, align with the narrative analysis.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2025 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: Latin/LACA
Peer Reviewed By: Linda Parker & Alex Parisky

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input 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> The overview explains the academic and historical value of Latin and highlights its relevance to fields such as medicine, law, science, and the humanities. The description appropriately emphasizes intellectual development and transfer benefits.</p> <p>However, the response does not explicitly connect the program to specific elements of the district mission, such as workforce preparation, equity, community service, or measurable student outcomes.</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="border: 1px solid black; background-color: #D9E1F2; padding: 5px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div>

	<p><input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.</p> <p><input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.</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> The section reflects limited recent data due to the absence of course offerings and lack of faculty during the review period. While historical instructional strategies are discussed, current enrollment and equity data are minimal as a result of program inactivity. The absence of data analysis reflects program status rather than omission. Future review cycles should include longitudinal analysis once offerings resume.</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
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<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input checked="" type="checkbox"/> REVISION REQUIRED</p>
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<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i> A prior Course Improvement Plan related to vocabulary SLO performance is identified, and instructional strategies such as midterm retakes and supplemental study tools are noted. However, recent course cancellations and lack</p>
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	<p>of faculty have limited continued implementation and data collection. The status of prior CIPs is appropriately contextualized within current program inactivity.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input 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> The past goal to increase enrollment in Latin 101 and sustain course offerings is clearly identified. Due to the absence of faculty and suspended course offerings during the review period, no measurable progress has occurred. The lack of advancement is appropriately contextualized within current program inactivity, and the status of the goal is clearly documented.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each. <input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand. <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> The goals are student-centered and appropriately focus on increasing enrollment, restoring course offerings, and supporting graduation and transfer. The alignment with institutional priorities related to course scheduling and program expansion is evident.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

4.

Resource Requests that Support Program Needs

Resource Requests that Support Program Needs (based on above analysis)

- 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.
- 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.
- Improvement Needed:** No response or resource requests do not relate to goals from Part 3.
- N/A:** No response because additional resources are not needed at this time and/or funding for resources exists from another source.

Comments: The resource requests are clearly and directly aligned with the stated goal of restoring course offerings and supporting program reactivation. The request for full-time and adjunct faculty addresses the core operational barrier identified in Part 2 and provides a logical pathway toward increasing enrollment, sustaining course frequency, and supporting student completion and transfer. The connection between program goals and requested resources is explicit and well justified.

REVISION REQUIRED

5.

Program Review Data

Insert your Program Review Data here, as well as any other supporting data.

Required:

- Success & Retention tab
- Program Awards tab

Optional:

- Other supporting data/information

- Exemplary:** Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.
- 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.
- Improvement Needed:** No data is provided, or data provided is unreadable or does not support the report.

Comments:

The required Enrollment and Equity data are included in the subsequent pages and correspond to the limited course offerings discussed in Part 2A and 2C. While current data are minimal due to program inactivity and lack of faculty, the data are present and structurally satisfy rubric requirements. The limited scope of analysis reflects program status rather than omission of required documentation

REVISION REQUIRED

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Additional Comments:



Program Review 2025 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: Spanish/LACA

Peer Reviewed By: Linda Parker & Alex Parisky

<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 1.</p> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; margin-bottom: 10px;"> <p>Program Overview: Briefly describe how the program contributes to the district mission.</p> </div> <p> <input type="checkbox"/> Exemplary: A clear connection is described regarding how the program connects to and supports the district mission. <input checked="" type="checkbox"/> Adequate: The work of the program described, but it is not obvious how it contributes to the district mission. <input type="checkbox"/> Improvement Needed: No response or response does not connect the program to the district mission. </p> <p><i>Comments:</i></p> <div style="text-align: right; margin-top: 20px;"> <input type="checkbox"/> <i>REVISION REQUIRED</i> </div>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

	<p><i>Comments:</i> The section provides strong analysis of overall success, retention, enrollment growth, and modality comparisons, including disaggregated data by ethnicity and gender. Gains among Latine students and improvements in in-person success rates are clearly documented. The narrative also identifies equity concerns, particularly declining African American success rates and modality gaps, and proposes structural and curricular responses.</p> <p>However, the analysis would benefit from clearer longitudinal framing and more precise identification of equity gaps relative to the highest-performing groups. While challenges and proposed actions are thoughtful, the linkage between specific data points and measurable corrective strategies could be more explicitly articulated.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input checked="" type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p>

	<p><i>Comments:</i> Past Course Improvement Plans are listed; however, progress is either not documented or marked as “None.” The section does not provide evaluative reflection, explanation of barriers, or discussion of interim strategies implemented in lieu of the stated goals.</p> <p>To meet rubric expectations, the program should briefly analyze why progress was not achieved, clarify whether the goals remain active, and identify next steps or revised approaches. The current response lacks sufficient evaluative detail</p> <p style="text-align: right;"><input checked="" type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e1f5fe; 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 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> Past goals are clearly stated and progress is addressed with reference to modality success rates and curricular alignment efforts. The narrative reflects awareness of improvements in in-person success rates and ongoing efforts to align online and face-to-face coursework. While measurable benchmarks tied directly to the original goals could be more clearly articulated, the section provides sufficient documentation of progress and reflective evaluation.</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>3. Program Review Goals</p>	<p style="background-color: #e1f5fe; 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> The goals are clearly student-centered and strongly aligned with ILOs, PLOs, and institutional priorities related to equity, success, and curricular consistency. The focus on hiring faculty with specialized cultural expertise, improving</p>

	<p>SLO alignment, increasing face-to-face offerings, and expanding ZTC pathways demonstrates responsiveness to data trends identified in Part 2A</p> <p>However, the goals would benefit from clearer, measurable benchmarks (e.g., defined success rate targets, reduction of equity gaps by specific percentages, or enrollment increases tied to modality adjustments).</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments:</i> The resource requests are clearly aligned with the stated goals, particularly the hiring of two full-time faculty members with specialized cultural expertise, online SLO training, and development of a ZTC pathway. The connection between these requests and identified equity gaps, curricular consistency needs, and program growth is logical and supported by earlier analysis.</p> <p>While the alignment is strong, greater specificity regarding projected impact (e.g., anticipated reduction in equity gaps or increases in AA-T completion) would further strengthen the justification. The section sufficiently connects requested resources to program objectives</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>5. Program Review Data</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p>

- 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.
- Improvement Needed:** No data is provided, or data provided is unreadable or does not support the report.

Comments: The required Enrollment and Equity data are included in the subsequent pages and align with the analysis presented in Part 2A. The narrative discussion of overall success, modality comparisons, demographic performance trends, and award counts corresponds to the inserted data. The quantitative evidence supports the program's evaluation of strengths, challenges, and future planning priorities, demonstrating appropriate integration of data into program assessment.

REVISION REQUIRED

Additional Comments: