



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: Social & Behavioral Sciences / Business & Computer Studies: ACCOUNTING

Peer Reviewed By: Reina Burgos & Annamarie Perez

<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></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>

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

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Additional Comments:



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Department/Area/Division Name: Administration of Justice

Peer Reviewed By: Reina Burgos & Annamarie Perez

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Department/Area/Division Name: Social & Behavioral Sciences / Business & Computer Studies: BUSINESS

Peer Reviewed By: Reina Burgos & Annamarie Perez

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

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

Additional Comments:



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: SBS/Business Information Professional

Peer Reviewed By: Reina Burgos & Annamarie Perez

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

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p>(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p>Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input 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"/> REVISION REQUIRED</p>
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<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>

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

Additional Comments:



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: Social and Behavioral Science/Child and Family Education

Peer Reviewed By: Reina Burgos & Annamarie Perez

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

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

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

Additional Comments:



Program Review 2025 Peer Review Feedback (Instructional)

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Department/Area/Division Name: Child Development Center

Peer Reviewed By: Annamarie Perez and Reina Burgos

<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 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: The overview clearly explains the CDC's role in workforce development, lab school training, and providing childcare that supports student-parent success. The connection to the college mission is present, but it would be stronger with a more explicit link between CDC services and measurable institutional outcomes such as retention, access, and workforce preparation.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<h3 style="color: #0070C0; margin: 0;">Part 2A.</h3> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations: <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input 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. </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: The section includes useful data on student support hours, child enrollment demographics, and developmental learning outcomes showing growth across several domains. However, the analysis is mostly descriptive. The section would benefit from clearer interpretation of the data, direct comparison to AVC service-area demographics, and identification of specific equity gaps among racial/ethnic groups.</i></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 checked="" 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: The program effectively highlights strengths such as restoring services after the facility closure, mentoring college students, and securing literacy programming through Raising a Reader. Key challenges, including Universal Preschool expansion and staffing limitations, are appropriately identified. The analysis would be stronger with clearer links between challenges and equity impacts, as well as completion of the likelihood ratings for institutional risk.</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: The report identifies progress in continuing the Raising a Reader initiative and maintaining the literacy lending program for families. Additional outcome measures or participation data would strengthen the evaluation of how the program improved student or child learning outcomes.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: This section clearly demonstrates progress toward prior goals, including filling staff vacancies, expanding outreach participation, completing staff training, and securing funding for playground improvements. The updates are specific and show measurable institutional progress.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Resource requests are clearly connected to the program goals and include reasonable funding estimates for staffing, equipment, and professional development. Additional justification linking requests directly to program outcomes or equity needs would strengthen the section.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

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.
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Comments:

REVISION REQUIRED

Additional Comments: The CDC program review provides a clear description of services, program accomplishments, and operational challenges. The document demonstrates strong commitment to student parents, workforce development, and early childhood learning outcomes.



Program Review 2025 Peer Review Feedback (Instructional)

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Department/Area/Division Name: Behavioral and Social Science Division / Computer Applications

Peer Reviewed By: Reina Burgos & Annamarie Perez

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

	<p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">(Required for CTE only) External Data: Advisory Committee Recommendations & Labor Market Data</p> <p><input checked="" type="checkbox"/> Exemplary: Both recommendations from the Advisory Committee and current relevant Labor Market Data are provided.</p> <p><input type="checkbox"/> Adequate: Information is provided about an Advisory Committee, but recommendations are not evident and/or Labor Market Data is included, but does not seem current or relevant.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not include recommendations from the Advisory Committee and current relevant Labor Market Data.</p> <p><input type="checkbox"/> N/A: Not applicable for non-CTE areas</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e1eef6; border: 1px solid black; padding: 2px;">Review and comment on progress toward past Course Improvement Plans. (List your past CIPs and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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<p>5. Program Review Data</p>	<p style="text-align: center;">Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

Additional Comments:



Program Review 2025 Peer Review Feedback (Instructional)

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Department/Area/Division Name: Economics
Peer Reviewed By: Reina Burgos & Annamarie Perez

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



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Department/Area/Division Name: Economics
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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: Social Behavior Sciences/ Education

Peer Reviewed By: Reina Burgos & Annamarie Perez

<h3 style="color: #0070C0; margin: 0;">Part 1.</h3> <p style="margin: 0;">Program Overview</p>	<div style="border: 1px solid black; background-color: #D9E1F2; 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: #D9E1F2; padding: 5px; margin-bottom: 10px;"> Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations: <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. <input type="checkbox"/> Improvement Needed: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations. </p>

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

	<p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>4. Resource Requests that Support Program Needs</p>	<p style="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></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></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: Ethnic Studies
Peer Reviewed By: Annamarie Perez and Reina Burgos

<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. <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: Clearly explains how the program supports civic engagement, cultural awareness, and the college mission through Ethnic Studies education</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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. <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: Provides clear analysis of enrollment, fill rates, retention, success rates, and identified equity gaps for specific student groups.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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"/> REVISION REQUIRED</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: Section explains that there are no prior CIPs due to the program being new.</i></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Clearly describes progress toward expanding course offerings, supporting student success, and implementing community-based learning</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

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

Additional Comments: The report is well organized and demonstrates strong program growth, high retention rates, and thoughtful planning to expand course offerings and support student success as the program continues to develop.



Program Review 2025 Peer Review Feedback (Instructional)

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Department/Area/Division Name: History
Peer Reviewed By: Annamarie Perez and Reina Burgos

<p style="font-size: 1.2em; 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: Clearly explains how the History program supports the district mission through critical thinking, diversity awareness, and preparation for transfer or employment.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.2em; 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; 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. </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: Includes discussion of enrollment growth, success, and retention trends, but equity gaps and strategies for addressing them could be analyzed more clearly.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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"/> REVISION REQUIRED</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 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: Clearly documents SLO performance, instructional strategies, and continued use of OER and Canvas to support student learning.</i></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Provides clear updates on progress toward past goals, including prison program expansion, student support strategies, and discipline promotion.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Goals align with program needs, though some measures of success could be more specific and measurable.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Request for an additional full-time faculty member aligns with enrollment growth and program expansion needs.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Data tables are included and support the analysis of enrollment, equity, and student outcomes.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

Additional Comments: The report is thorough and clearly documents program growth, strong retention trends, and ongoing efforts to support student success while identifying opportunities for expanded offerings and additional faculty support.



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Department/Area/Division Name: Management
Peer Reviewed By: Annamarie Perez and Reina Burgos

<p style="font-size: 1.2em; 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: Clearly explains how the program prepares students for workforce entry, transfer, and professional development while aligning with the district mission.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.2em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 10px; margin-bottom: 10px;"> <p>Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:</p> <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input checked="" type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. </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: Includes discussion of success, retention, enrollment, and equity trends, but equity gaps and strategies for addressing them could be analyzed more clearly.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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 checked="" 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: Advisory input is included, but labor market data should be summarized and connected more directly to program goals.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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: Clearly identifies past CIPs and explains progress, including completion of the management certificate.</i></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Provides clear updates on enrollment, success, retention, and equity progress</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Goal aligns with program needs, but measures of success could be more specific and measurable.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Resource request aligns with the goal of improving success and retention, though additional detail connecting the request to student outcomes would strengthen the section.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input 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: Data is included and supports the analysis of enrollment, success, retention, and equity trends discussed in the report.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

Additional Comments: The report is clear and well organized, highlighting program growth, improvements in student success and retention, and the development of the new management certificate while identifying opportunities for continued equity and program development.



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: Social & Behavioral Sciences / Business & Computer Studies: Marketing
Peer Reviewed By: Annamarie Perez and Reina Burgos

<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. <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: The overview clearly explains how the Marketing program supports the district mission through workforce preparation, accessible education, student success, and community impact. It makes a strong connection between the discipline and AVC's mission by emphasizing career readiness, critical thinking, communication, and service to a diverse student population.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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. <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: Includes success, retention, enrollment, and equity discussion, but needs stronger analysis of equity gaps by ethnicity and gender over time.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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 checked="" 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: Advisory recommendations are relevant, but labor market data is not summarized or analyzed.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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: Clearly lists past CIPs and explains progress made on each.</i></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Clearly identifies prior goals and gives honest updates on progress and next steps.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Goals align with program needs, but some measures of success are too vague and should be more specific and student-focused.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Requests generally align with goals, but some entries appear incomplete and need clearer detail.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Data is included and supports the analysis presented in the report</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

Additional Comments: The report is clear, well organized, and aligned with the goals of the program review process. It demonstrates strong enrollment and retention trends, reflects on program progress, and identifies reasonable goals to support student success and program growth.



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: Philosophy
Peer Reviewed By: Annamarie Perez and Reina Burgos

<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. <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: Clear articulation of program purpose, ILO alignment, modalities, and career-readiness value; it reads mission-driven and student-centered with strong language around critical thinking, communication, and ethical reasoning.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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. <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: Thoughtful interpretation (online retention concern, Hispanic/Latine enrollment trend, bilingual course cost/benefit) and a well-developed opportunities/challenges list,</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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"/> REVISION REQUIRED</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 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: Strong narrative of instructional progress (SLO achievement, improved quiz feedback, need for faculty alignment).</i></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input checked="" type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Past goals and progress are clearly documented and aligned to learning outcomes; the section provides direct evidence of achievement through SLO assessment results and ties outcomes to communication, reasoning, and civic/ethical learning.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input checked="" type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Goals are highly developed, student-focused, aligned to ILOs/ESP goals, and include detailed strategies plus multiple concrete measures (PLO/SLO performance, longitudinal success, alumni surveys, progression, disaggregated data).</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: Part 4 is complete and well-aligned to the program's stated goals. The requests are clearly justified, connected to student needs and equity/success outcomes, and presented with sufficient detail (purpose, scope, and impact) to support decision-making.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Part 5 includes thorough, relevant data (including required tabs) that is clearly organized and easy to interpret. The data directly supports the analysis in Part 2A and strengthens the credibility of the program's conclusions, planning goals, and resource requests.</i></p>

	<input type="checkbox"/> <i>REVISION REQUIRED</i>
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Additional Comments: In sum, this is a strong, evidence-based program review with clear alignment between the data, the analysis, the goals, and the resource requests.



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: Political Science
Peer Reviewed By: Annamarie A. Perez and Reina Burgos

<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 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: Clear description of course offerings and transfer preparation (plus Law Scholars connection), but the district mission link is mostly implied—add 1–2 explicit lines tying this work to AVC mission language and student success outcomes.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<h3 style="color: #0070C0; margin: 0;">Part 2A.</h3> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #E6F2FF; padding: 5px; margin-bottom: 10px;"> Part 2A: Analyze the program review data, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations: <ul style="list-style-type: none"> • Strengths and Accomplishments: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area do well, including capabilities and greatest accomplishments? ○ What are the practices that were implemented to increase success and retention rates or program awards? • Opportunities and Challenges: Guiding Questions <ul style="list-style-type: none"> ○ What does your program/area need to do better to support/improve student success? ○ What actions can be taken to help close equity gaps? • Aspirations: Guiding Questions: <ul style="list-style-type: none"> ○ What does your program/area want to be known for? ○ What is a desired future? </div> <p> <input checked="" type="checkbox"/> Exemplary: Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations. <input type="checkbox"/> Adequate: Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis. </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: Strong and specific use of trends (enrollment, sections, retention/success, gender/ethnicity equity patterns) with clear challenges/opportunities and realistic aspirations tied to program growth, prison education, and transfer pathways</i></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 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 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></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: #e1eef6; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Past goals and progress are clearly listed with concrete outcomes (speakers hosted, scheduling POLS 200/203, ADT-LPPS created), though a couple items remain "in progress" without timelines or measurable benchmarks.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Student-centered goals with steps and basic measures; some measures are a bit thin</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Requests are aligned and realistic (speakers budget, tutoring support), but could be stronger if tied to specific outcome targets (e.g., success gains in POLS 101, attendance/engagement metrics).</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Part 5 includes the required success/retention and program awards data in a way that supports the narrative and makes trends and equity gaps easy to verify.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

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Additional Comments: Political Science presents a thoughtful, data-informed review that shows steady post-pandemic momentum, clear equity awareness, and a realistic plan to grow impact through targeted scheduling, tutoring support, prison education, and community-facing events.



Program Review 2025 Peer Review Feedback (Non-Instructional)

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

Department/Area/Division Name: Prison Education/Social & Behavioral Sciences (No Submission)
Peer Reviewed By:

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

REVISION REQUIRED

Part 2B.

Analyze the program review data

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

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

- Exemplary:** Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.
- Adequate:** Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.
- Improvement Needed:** No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations.

Comments:

REVISION REQUIRED

2C.

Progress towards Outcomes Improvement Plans

Review and comment on progress toward past Outcomes Improvement Plans.

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

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

Comments:

REVISION REQUIRED

<p>2D. Progress towards past program review goals</p>	<p>Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input 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>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input 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>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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>Comments:</p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • 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 type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
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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: Psychology
Peer Reviewed By: Annamarie Perez and Reina Burgos

<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: Clearly ties Psychology to AVC's mission and identifies who it serves (transfer, job enhancement, enrichment) with concrete program pathways (AA-T + AODS certificate) and equity/access supports (online growth, OER adoption).</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; 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. </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: Strong use of multi-year trends (success/retention, sections, enrollment, awards) plus equity breakdowns and modality comparisons; the section also connects findings to actionable responses (POCR/ADA, tutoring, inclusion supports, program growth plans).</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>Part 2B. Required for CTE</p>	<p style="background-color: #e0e0e0; 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"/> REVISION REQUIRED</p>
<p>2C. Progress towards Course Improvement Plans</p>	<p style="background-color: #e0e0e0; 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: Provides CIP focus areas and summarizes progress (APA, critical thinking SLO improvements) and notes Wellness Coaching status, but would be stronger with clearer "CIP-by-CIP" tracking and specific evidence/benchmarks.</i></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: #e0e0e0; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Goals and progress are clearly listed, including honest status on equity gaps and Wellness Coaching, but several progress statements are broad ("much progress") and would benefit from 1–2 measurable outcomes per goal.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Goals are student-focused and aligned to ILO/ESP priorities with steps and measure</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input 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: Requests align to goals (FT/adjunct faculty, AI tools), but the section is incomplete (placeholders remain) and the technology request lacks a defined cost/implementation details.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Part 5 is detailed and relevant, with the required data clearly presented in a way that supports and verifies the trends discussed in Part 2A. The organization of the tables/graphs makes it easy to confirm enrollment and equity patterns and strengthens the credibility of the program's conclusions, goals, and resource requests.</i></p>

	<input type="checkbox"/> <i>REVISION REQUIRED</i>
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Additional Comments: *In sum, this is a strong, well-written program review that clearly shows Psychology's value to AVC's mission. The narrative is supported by relevant data trends, the equity gaps are identified honestly, and the goals/resource requests are realistic and student-centered—especially as we continue expanding online access*



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: Social & Behavioral Sciences / Business & Computer Studies: Real Estate

Peer Reviewed By: Annamarie Perez and Reina Burgos

<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: Directly and explicitly aligns program offerings (certificates + AA) to AVC mission and district priorities (student success, workforce prep, equity/access, community benefit) with clear, coherent framing.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p style="font-size: 1.5em; color: #0070C0; margin: 0;">Part 2A.</p> <p style="margin: 0;">Analyze the program review data</p>	<div style="border: 1px solid black; background-color: #D9E1F2; padding: 5px; 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. </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: Uses specific data claims and equity movement (retention comparisons to AVC, gains for Black/African American, Two+ races, Hispanic/Latine; online vs in-person success gap) and connects trends to actionable improvements (POCR, online readiness resources, partnerships, scheduling capacity)</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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 checked="" 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: Recommendations are concrete and relevant (soft skills, partnerships, internships, marketing/digital media stackables), but the labor market data is only linked and not summarized/embedded, so the external data piece isn't fully demonstrated.</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</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></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; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments: Clearly lists past goals and progress, including honest limits</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>

<p>3. Program Review Goals</p>	<p>Based on Part 2 above, please list program/area goals for 2024-2025.</p> <p><input type="checkbox"/> Exemplary: Each goal is connected to an ILO/PLO/SLO/OO and ESP Goal. The goals are student-centered and are connected to the analysis in Part 2 above. Steps to be taken to achieve the goals are delineated, as well as the measure of success for each.</p> <p><input checked="" type="checkbox"/> Adequate: Goals are formed, and each is connected to an ILO/PLO/SLO/OO and ESP Goal, but not all goals are clearly connected to analysis in Part 2 and/or are not student-centered. Steps to be taken to achieve the goal and the measure of success are provided for each, but may be unclear or hard to understand.</p> <p><input type="checkbox"/> Improvement Needed: No response or goals listed are not connected to an ILO/PLO/SLO/OO and ESP Goal. Goals listed are actually resource requests, rather student-centered goals. Steps to be taken to achieve the goal and the measure of success are unclear or not provided.</p> <p><i>Comments: Student-focused goals with logical steps and appropriate measures,</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>4. Resource Requests that Support Program Needs</p>	<p>Resource Requests that Support Program Needs (based on above analysis)</p> <p><input checked="" type="checkbox"/> Exemplary: Each resource request entered is clearly connected to and supports a goal from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Adequate: Resource requests have been entered, but not all are clearly connected to goals from Part 3. Each resource request is entered on the Program Review document.</p> <p><input type="checkbox"/> Improvement Needed: No response or resource requests do not relate to goals from Part 3.</p> <p><input type="checkbox"/> N/A: No response because additional resources are not needed at this time and/or funding for resources exists from another source.</p> <p><i>Comments: Requests are clearly aligned to specific Part 3 goals, include costs/recurrence, and address the stated constraints (sections/modality access, tutoring, marketing, internship/outreach capacity).</i></p> <p style="text-align: right;"><input type="checkbox"/> REVISION REQUIRED</p>
<p>5. Program Review Data</p>	<p>Insert your Program Review Data here, as well as any other supporting data.</p> <p>Required:</p> <ul style="list-style-type: none"> • Success & Retention tab • Program Awards tab <p>Optional:</p> <ul style="list-style-type: none"> • Other supporting data/information <p><input checked="" type="checkbox"/> Exemplary: Program Review Data and other supporting data (if applicable) is inserted, and is understandable and relevant to the report.</p> <p><input type="checkbox"/> Adequate: Program Review Data and other supporting data (if applicable) is inserted, but is difficult to understand and/or may not be clearly relevant to the report.</p> <p><input type="checkbox"/> Improvement Needed: No data is provided, or data provided is unreadable or does not support the report.</p> <p><i>Comments: Part 5 is thorough and well-organized, with the required Enrollment and Equity data clearly presented in a way that makes trends easy to verify. The visuals/tables directly support the Part 2A narrative and strengthen the credibility of the program's conclusions, equity observations, and proposed actions.</i></p>

	<input type="checkbox"/> <i>REVISION REQUIRED</i>
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Additional Comments: *Overall, this is a strong, well-organized program review that clearly aligns Real Estate with AVC's mission, uses data and equity trends effectively, and proposes realistic goals and resource requests that directly support student access, success, and workforce preparation.*



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: Sociology
Peer Reviewed By: Annamarie Perez and Reina Burgos

<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. <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>Comments: Strong alignment to the district mission through equity leadership (Pride Center, Ally training, Lavender graduation), faculty development, and cross-department certificate work.</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. <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> You clearly report success, retention, and awards trends, but the analysis stays mostly descriptive</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 checked="" type="checkbox"/> Exemplary: Course Improvement Plans are clearly listed, along with brief commentary about progress and the current status of those plans.</p> <p><input type="checkbox"/> Adequate: Information is provided about Course Improvement Plans for the area, but Plans have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident that Course Improvement Plans have been developed nor if progress has been made.</p> <p><i>Comments:</i></p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>
<p>2D. Progress towards past program review goals</p>	<p style="background-color: #e6f2ff; border: 1px solid black; padding: 2px;">Review and comment on progress towards past program review goals. (List your past program review goals and progress towards those goals.)</p> <p><input type="checkbox"/> Exemplary: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals.</p> <p><input checked="" type="checkbox"/> Adequate: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear.</p> <p><input type="checkbox"/> Improvement Needed: No response or response provided does not make evident what the past goals are nor if progress has been made.</p> <p><i>Comments:</i> You list past goals and provide updates with concrete outcomes (honors expansion, affinity-group mentorship, awards recovery).</p> <p style="text-align: right;"><input type="checkbox"/> <i>REVISION REQUIRED</i></p>

3.
Program Review Goals

Based on Part 2 above, please list program/area goals for 2024-2025.

- 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.
- 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.
- 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.

Comments: Goals are student-centered with steps and measures, and they align to ILOs/ESP goals. To reach exemplary, tighten alignment by making each goal's "measure of success" more specific and time-bound

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: Strong alignment between requests and goals (faculty hire, embedded tutors, SPSS licensing, PD) with costs and recurrence included

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: Part 5 is detailed and highly relevant—your data tables/graphs clearly align with the narrative, make trends easy to verify at a glance, and provide a strong evidence base for equity analysis, goal-setting, and resource requests.*

	<input type="checkbox"/> <i>REVISION REQUIRED</i>
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Additional Comments: *This is a strong, mission-aligned program review that clearly highlights Sociology’s impact on student success, equity/belonging, and faculty leadership. The data is detailed and relevant, and the goals/resource requests connect logically to improving access, support (tutors/SPSS), and outcomes—making the plan easy to follow and credible.*