ANTELOPE VALLEY COLLEGE

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: Student Services/Associated Students Organization-ICC

Peer Reviewed By: Linda Parker & Alex Parisky

Part 1. Program Overview	**Program Overview: Briefly describe how the program contributes to the district mission.** ☒ **Exemplary**: A clear connection is described regarding how the program connects to and supports the district mission. ☐ **Adequate**: The work of the program described, but it is not obvious how it contributes to the district mission. ☐ **Improvement Needed**: No response or response does not connect the program to the district mission. *Comments:* The Program Overview clearly articulates how ASO and ICC support the district mission through leadership development, cultural programming, student advocacy, and community engagement. The connection to student success, diversity, and opportunity is explicitly described. The inclusion of strategic priorities for 2025–26 further strengthens alignment with institutional goals. This section demonstrates a clear and thoughtful connection to the district mission. ☐ *REVISION REQUIRED*
Part 2A. Analyze the program review data	**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.** **Guiding Questions:** • 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?

☐ **Exemplary:** Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question.

☒ **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.

☐ **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.

Comments: This section includes meaningful quantitative data (event participation, financial support, survey results) that provides insight into program reach and engagement. However, additional analysis would strengthen the report. Specifically, more explicit discussion of demographic comparisons to AVC's service area and identification of race/ethnicity equity gaps would enhance the equity analysis component. While awareness and engagement gaps are identified, further interpretation of how these relate to specific student populations would strengthen alignment with the guiding questions.

☐ *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
	   o What does your program/area do well, including capabilities and greatest accomplishments?
	   o 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
	   o What does your program/area need to do better to support/improve student success?
	   o What actions can be taken to help close equity gaps?
	• **Aspirations**: Guiding Questions:
	   o What does your program/area want to be known for?
	   o What is a desired future?

☐ **Exemplary:** Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.

☒ **Adequate:** Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.

☐ **Improvement Needed**: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations.

	Comments: The section clearly outlines program strengths, including leadership participation, event impact, and financial support provided to students. Challenges are appropriately identified and rated for institutional risk, which strengthens the analysis. Opportunities are logically connected to survey findings. The section would be further enhanced by more explicitly connecting equity gaps to targeted strategies and measurable impact outcomes. Overall, the analysis is thoughtful but could benefit from deeper interpretation of how specific student populations are affected. ☐ *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:* Past Outcomes Improvement Plans are clearly listed, and progress toward those outcomes is described. The connection between financial support programs and leadership initiatives to student success is evident. Including more specific outcome metrics or evidence demonstrating impact would further strengthen the section. Overall, this section adequately documents progress. ☐ *REVISION REQUIRED*
2D. Progress towards past program review goals	**Review and comment on progress towards past program review goals.** (List your past program review goals and progress towards those goals.) ☐ **Exemplary**: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals. ☒ **Adequate**: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear. ☐ **Improvement Needed:** No response or response provided does not make evident what the past goals are nor if progress has been made.

Comments: Past goals are clearly listed, and progress toward each goal is described. The narrative acknowledges both achievements and areas where resource limitations affected implementation, which reflects transparency. Additional measurable indicators of impact (beyond activity counts) would strengthen the analysis of progress.

☐ *REVISION REQUIRED*

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: Program goals are student-centered and aligned to institutional learning outcomes and ESP goals. Steps to achieve each goal are identified. However, measures of success should be clarified and strengthened to ensure they reflect outcome-based indicators rather than solely activity completion or survey improvement. Additionally, one goal (#4) appears incomplete in the document and may require revision for clarity. Strengthening measurable outcome language would enhance this section.

☐ *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: Resource requests are clearly connected to program goals, particularly in expanding student engagement and program capacity. The justification for a Program Coordinator is supported by the challenges identified in Part 2. The linkage between goals and requested resources is appropriate. ☐ *REVISION REQUIRED*
5. Program Review Data	**Insert your Program Review Data here, as well as any other supporting data.** Required: • 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:* Comprehensive survey data and supporting charts are included and clearly aligned with the analysis in Part 2. The survey data is understandable, relevant, and supports the narrative presented in the report. ☐ *REVISION REQUIRED*

Additional Comments:

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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: Student Services/Marauder Promise Program

Peer Reviewed By: Linda Parker & Alex Parisky

Part 1. Program Overview	**Program Overview: Briefly describe how the program contributes to the district mission.** ☒ **Exemplary**: A clear connection is described regarding how the program connects to and supports the district mission. ☐ **Adequate**: The work of the program described, but it is not obvious how it contributes to the district mission. ☐ **Improvement Needed**: No response or response does not connect the program to the district mission. *Comments:* The Program Overview clearly connects the Marauder Promise Program to the district mission through equitable access, student success, persistence, and transfer readiness. The narrative demonstrates strong alignment with institutional values and articulates the program's holistic support model effectively. ☐ *REVISION REQUIRED*
Part 2A. Analyze the program review data	**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.** **Guiding Questions:** • 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? ☐ **Exemplary:** Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question.

☒ **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.

☐ **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.

Comments: This section provides substantial operational data regarding student outreach, mentoring contacts, and workshop participation. However, deeper analysis of demographic comparisons and identification of race/ethnicity equity gaps would strengthen alignment with the guiding questions. While persistence and completion improvements are referenced, including specific success and retention rate data would enhance the analysis.

☒ *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
	    o What does your program/area do well, including capabilities and greatest accomplishments?
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	    o What does your program/area need to do better to support/improve student success?
	    o What actions can be taken to help close equity gaps?
	• **Aspirations**: Guiding Questions:
	    o What does your program/area want to be known for?
	    o What is a desired future?

☐ **Exemplary:** Thoughtful analysis of program review data and any internal/external environmental scan information is included, with a thorough answer to each guiding question regarding Strengths, Opportunities & Aspirations.

☒ **Adequate:** Narrative information is provided regarding program review data and any internal/external environmental scan information, but is lacking analysis of data and/or does not fully address each guiding question regarding Strengths, Opportunities & Aspirations. The section could be strengthened with more data and analysis.

☐ **Improvement Needed**: No response or response provided does not analyze program review data and any internal/external environmental scan information and/or does not address each guiding question regarding Strengths, Opportunities & Aspirations.

Comments: The section provides thoughtful analysis of strengths, including mentoring impact and infrastructure improvements. Challenges are clearly articulated and appropriately rated for institutional risk, demonstrating strong strategic awareness. Aspirations are well aligned with institutional goals and equity commitments. Need more info on Equity gaps.

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:* Outcomes Improvement Plans are clearly listed and accompanied by detailed progress updates, including implementation of SharePoint tracking, EdSights (Poppy), and expanded mentoring infrastructure. The integration of evaluation tools and collaboration systems demonstrates measurable progress and data-informed improvement. ☐ *REVISION REQUIRED*
2D. Progress towards past program review goals	**Review and comment on progress towards past program review goals.** (List your past program review goals and progress towards those goals.) ☒ **Exemplary**: Past program review goals are clearly listed, along with brief commentary about progress and the current status of those goals. ☐ **Adequate**: Information is provided about past program review goals, but goals have not been clearly listed and/or progress is unclear. ☐ **Improvement Needed:** No response or response provided does not make evident what the past goals are nor if progress has been made. *Comments:* Past goals are clearly listed and candidly addressed. While some initiatives were delayed due to staffing limitations, the program demonstrates thoughtful integration of these goals into revised expectations. Including more specific outcome metrics would further strengthen the analysis of progress. ☐ *REVISION REQUIRED*
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: Program goals are student-centered and aligned with institutional priorities. Steps to achieve each goal are clearly outlined. Measures of success would be strengthened by including specific quantitative targets where possible. Overall, the goals reflect thoughtful planning but could benefit from more precise outcome benchmarks.

☐ *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:* Resource requests are clearly tied to identified challenges and program goals, particularly in expanding case management and supporting high-risk students. The justification is data-informed and aligned with institutional success priorities. ☐ *REVISION REQUIRED*
5. Program Review Data	**Insert your Program Review Data here, as well as any other supporting data.** Required: • 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: Comprehensive demographic data, engagement metrics, and workshop evaluation results are included. The data is relevant, clearly presented, and supports the narrative analysis. This section meets exemplary standards. ☐ *REVISION REQUIRED*

Additional Comments: