



Department /Area Name: Associated Student Organization (ASO)/Inter-Club Council (ICC)	For Planning Years: 2026-2027
Name of person leading this review: Ramon Castillejo	
Names of all participants in this review: Walter Fuentes	

Fall 2025 Program Review Report | Non-Instructional Areas

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Associated Student Organization (ASO) and Inter-Club Council (ICC) are integral to Antelope Valley College’s mission to provide a quality, comprehensive education to a diverse population of learners. ASO and ICC foster student success by creating opportunities for leadership, advocacy, and engagement that complement academic learning and promote holistic development.

Through governance roles, cultural programming, and community-building events, ASO and ICC ensure that students have a voice in college decision-making and access to resources that enhance their educational experience. These efforts reflect AVC’s commitment to value and opportunity by:

Supporting Student Success: ASO provides emergency grants, scholarships, and leadership training to help students persist and achieve their goals.

Serving a Diverse Population: Cultural events such as Día de los Muertos, Sabor Latine Art Competition, Next Up Game of Life, EOPS Taste of Soul and AAPI Trivia celebrate diversity and inclusion.

Offering Value and Opportunity: Leadership positions, club involvement, and statewide advocacy and leadership conferences give students real-world skills and experiences.

Connecting with the Community: Events like Schools Nite Bites, Trunk or Treat and Palmdale Block Party strengthen ties between AVC and the local community.

For 2025–26, ASO and ICC have identified four strategic goals:

Community: Build stronger connections between students and the local community through collaborative events and outreach.

Awareness: Increase visibility and understanding of ASO’s role, services, and impact.

Student Engagement: Expand participation in ASO governance, ICC clubs, and campus activities.

Opportunity: Provide equitable access to leadership development, financial support, and academic resources.

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).

- Use the following questions to guide your analysis:
- 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?

ASO and ICC serve all AVC students by providing leadership opportunities, financial support, and programs that enhance student life and success. Our work aligns with AVC's mission by promoting student success, diversity, and community engagement.

Who We Serve & What We Provide

Leadership Roles: 20 of 22 ASO positions are filled for 2025–26.

Student Clubs: ICC supports 25 active clubs, with 46 new clubs activated last year.

Financial Support: \$48,000 in emergency grants and \$15,000 in tuition assistance were awarded to students in need.

Events & Activities: Over 40 events hosted, including Welcome Week (500+ students), Club Rush, cultural celebrations, and civic engagement programs.

Survey Insights

Awareness: Only 31.5% of students know what ASO does; 68.5% are unaware or only somewhat aware. This is a slight decline from last year.

Engagement: Just 7.1% of students regularly participate in ASO activities; most rarely or never engage.

Communication: Event communication improved (44.9% say "very well"), but nearly 30% of students are unaware of ASO goals.

Priorities: Students want more academic support (60.2%), event planning (58.6%), representation (57.8%), and leadership opportunities (45.7%).

Satisfaction: 27.8% are very satisfied, 37.7% satisfied, and 33.7% neutral.

Interest in Learning More: 73.7% want to learn more about ASO.

Event & Budget Data

Budget: \$30,439 spent on events and operations; \$99,580 allocated to reserves for student support.

Impact: Cultural programs (Día de los Muertos, Sabor Latine Art Competition), civic engagement (Constitution Day Essay Contest), and community events (Trunk or Treat, Palmdale Block Party) reached hundreds of students.

Equity Considerations

Awareness and engagement gaps remain, especially for students at Palmdale campus and underrepresented groups.

ASO addresses these gaps through outreach and collaborations on inclusive programming.

Key Takeaways

ASO is making progress in communication and satisfaction but needs to improve awareness and engagement.

Student priorities align with ASO's goals for 2025–26: Community, Awareness, Student Engagement, and Opportunity.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.

- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

Leadership Engagement: 20 of 22 ASO positions filled (open positions Senator of Kinesiology & Athletics and Senator of Enrollment & Access); ICC supports 25 active clubs in Fall of 2025.

Event Impact: Over 40 events hosted, including Welcome Week (500+ students), Club Rush (300 + students), cultural programs (Día de los Muertos, Sabor Latine Art Competition), and civic engagement initiatives.

Financial Support: \$48,000 available in emergency grants and \$15,000 available in tuition assistance to provide to students in need.

Communication Gains: Survey shows improvement in event communication (+4.9%) and goal communication (+3.3%) compared to last year.

Mission Alignment: ASO promotes student success, diversity, and community engagement through leadership and programming.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Increase Awareness: 73.7% of students want to learn more about ASO; leverage email, social media, text (Poppy) and in-person outreach.

Boost Engagement: Address low participation (only 7.1% engage regularly) through incentives, interactive events, and Palmdale outreach.

Expand Academic Support: Students ranked academic support as top priority (60.2%); integrate tutoring partnerships or resource fairs.

Leadership Development: 45.7% of students want leadership opportunities; scale Future Leaders Institute and officer training.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Low ASO awareness (31.5% know ASO) - Limits engagement and program impact	4
Low regular engagement (7.1%) - Reduces student voice in governance	3
Lack of Program Coordinator - Restricts capacity to grow ICC and ASO programs	4
Limited Palmdale presence - Creates equity gap for students at that campus	3

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

ASO and ICC aspire to:

Be recognized as the hub for student leadership and advocacy.

Lead in cultural awareness and civic engagement across campus.

Provide accessible opportunities for all students, regardless of background or campus location.

Expand leadership programming and community partnerships to strengthen student success.

Future goals include increasing ASO presence at Palmdale, improving student satisfaction, and expanding leadership programming to reach more students across diverse backgrounds.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.	ASO continued to support students through emergency grants (\$48,000 available) and tuition assistance (\$15,000 available). Additionally, ASO began promoting the volunteer program Marauders with A Cause, to help students document community service hours for scholarships, employment, and transfer applications.
Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.	ASO and ICC will continue to provide leadership development through training, networking, statewide conferences, and the annual Leadership Luncheon. Students may be connected to community agencies and campus departments, fostering lifelong skills and civic awareness.

Summary:
Both of these outcomes remain relevant and have shown measurable progress. ASO's financial support programs and leadership initiatives directly contribute to student success and align with AVC's mission. Continued focus on outreach and engagement will strengthen these outcomes further.

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
#1 Increase Palmdale Center ASO and ICC involvement	ASO Hosted 1 ASO Meeting, 2 ICC Club Rush Events and made a significant contribution toward the Palmdale Block Party in Summer 2025.
#2 Provide more clerical support to ASO and ICC for efficiency with processes	Unfortunately, a Clerical III was not approved for higher. However, we did receive approval for a part-time Clerical Assistant that we share within the department. She has assisted in developing progress and efficiency but there are still limitations and needs.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO**	SLO**	OO (Service area Outcomes)				
#1	ILO 1. Communication			1	Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase ASO Awareness: Ensure students understand ASO's role, services, and benefits.	Launch awareness campaign using Poppy, email, social media, and in-person outreach; host ASO Meet your Officers/A Day-In the Life	Awareness improves by 15% in next survey(Q1)
#2	ILO 3. Community /Global Consciousness			2	Goal #6 Success: Boost success rates by prioritizing the student experience.	Enhance Student Engagement: Increase participation in ASO events and governance.	Introduce engagement incentives (e.g., ASO sticker perks), expand Palmdale programming, and host interactive events	Regular engagement rises from 7% to 15% (Q2)
#3	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Expand Leadership Opportunities: Provide more training and roles for students.	Provide Leadership workshops and increase officer training including club leadership.	Host 2 training workshops, 1 in Spring '26 and 1 in Summer '26.
#4	ILO 2. Creative, Critical, and Analytical Thinking				Goal #2 Equity: Improve the college culture by becoming a more caring, welcoming, accessible, and inclusive campus.	Support Academic Success: Connect students to academic resources and support services.	Partner with various departments and programs for resource fairs; integrate academic support into ASO events	Partner with Learning Center, Counseling and Transfer Center to offer academic

**If applicable for instructional areas

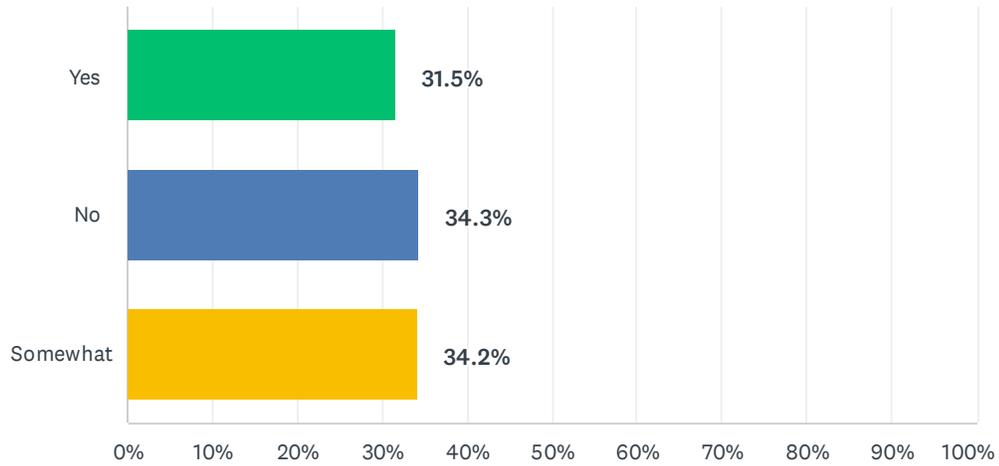
Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Hire a Program Coordinator to assist in growing ICC and ASO programs and activities. Many colleges have a Program	This supports all 4 goals.	Repeat	\$85,000 approximately	Recurring	Ramon Castillejo

	Coordinator, Program Specialist, or Program Assistant in these departments. At AVC, ASO currently operates with a Director, an Accounting Tech, and a part-time clerical assistant. Adding this position will provide dedicated support for event planning, club development, and student engagement initiatives.					
Technology	Internet/Networking and Phones	Goal 1 and 2	New	\$6500	One-time	Ramon Castillejo
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).

Q1 Do you know what the Associated Student Organization (ASO) at AVC is and what they do?

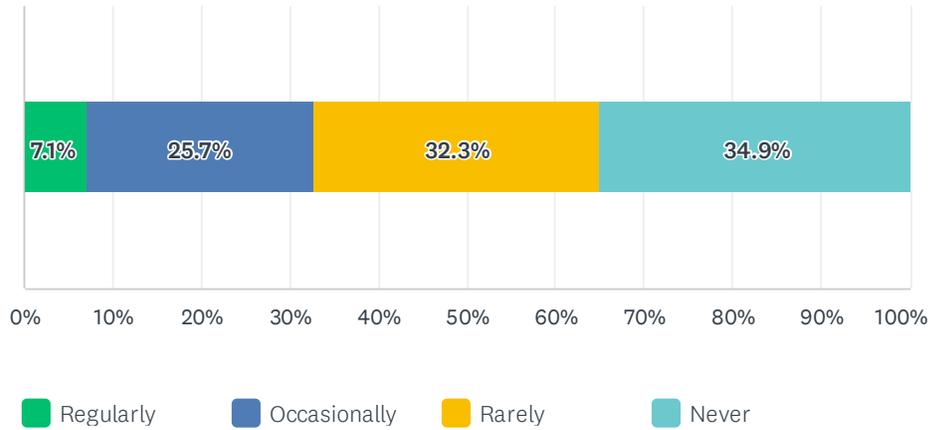
Answered: 600 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	31.5%	189
No	34.3%	206
Somewhat	34.2%	205
TOTAL		600

Q2 How often do you engage with ASO events, meetings, or initiatives?

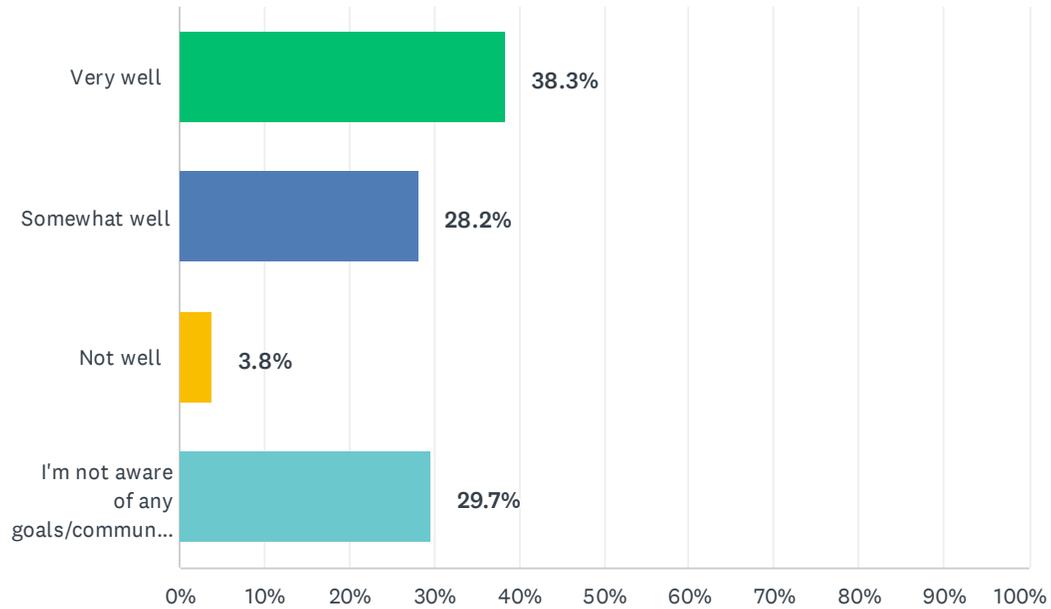
Answered: 269 Skipped: 332



ANSWER CHOICES	RESPONSES	
Regularly	7.1%	19
Occasionally	25.7%	69
Rarely	32.3%	87
Never	34.9%	94
TOTAL		269

Q3 How well do you think ASO communicates its goals to the student body?

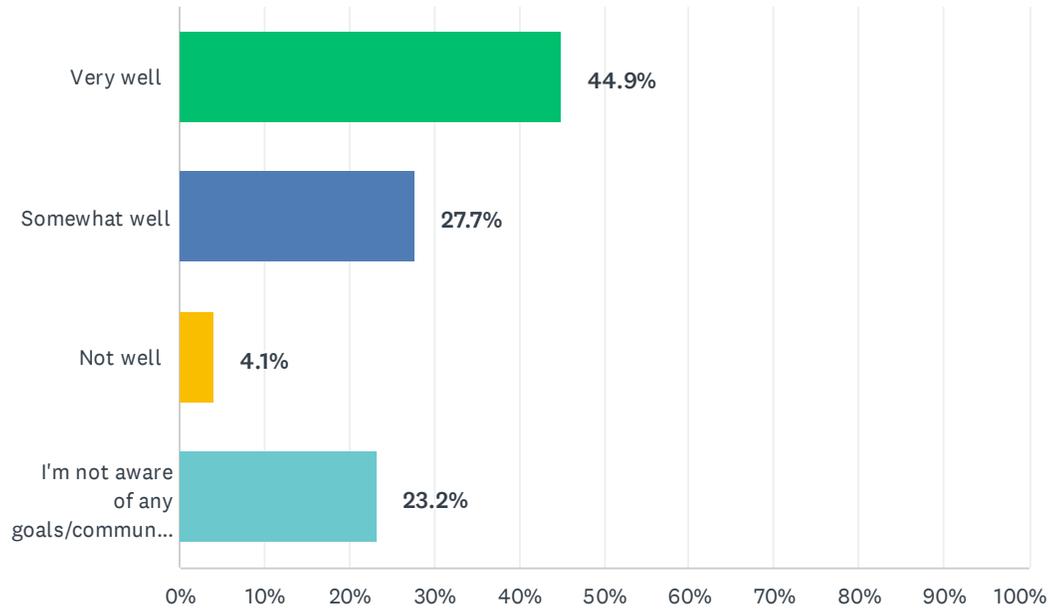
Answered: 266 Skipped: 335



ANSWER CHOICES	RESPONSES	
Very well	38.3%	102
Somewhat well	28.2%	75
Not well	3.8%	10
I'm not aware of any goals/communication	29.7%	79
TOTAL		266

Q4 How effectively does ASO communicate information about events, programs, and opportunities?

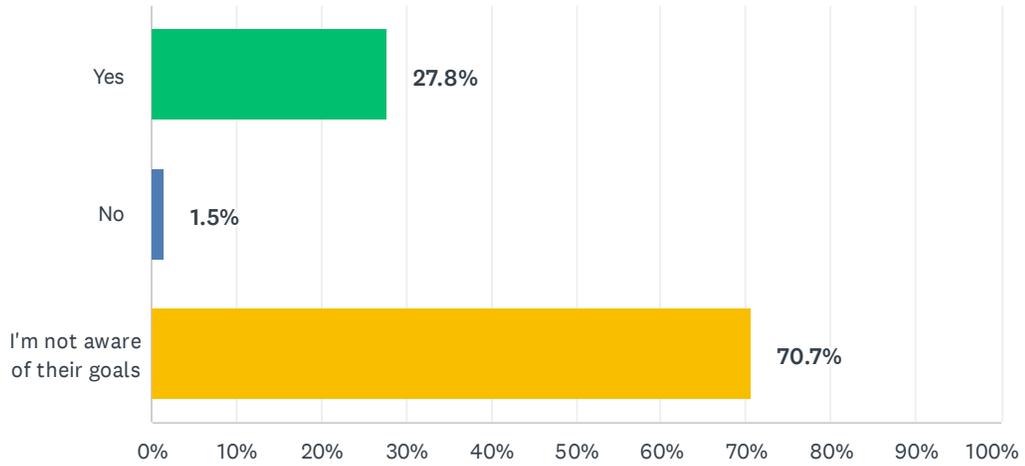
Answered: 267 Skipped: 334



ANSWER CHOICES	RESPONSES	
Very well	44.9%	120
Somewhat well	27.7%	74
Not well	4.1%	11
I'm not aware of any goals/communication	23.2%	62
TOTAL		267

Q5 Did ASO meet its goals for the community last year?

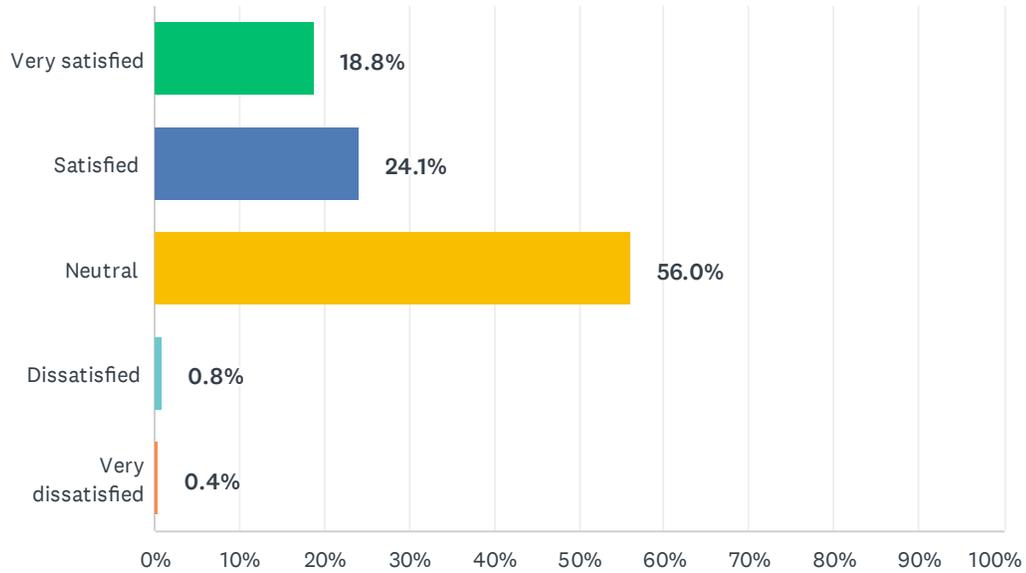
Answered: 266 Skipped: 335



ANSWER CHOICES	RESPONSES	
Yes	27.8%	74
No	1.5%	4
I'm not aware of their goals	70.7%	188
TOTAL		266

Q6 How satisfied were you with ASO's performance last year?

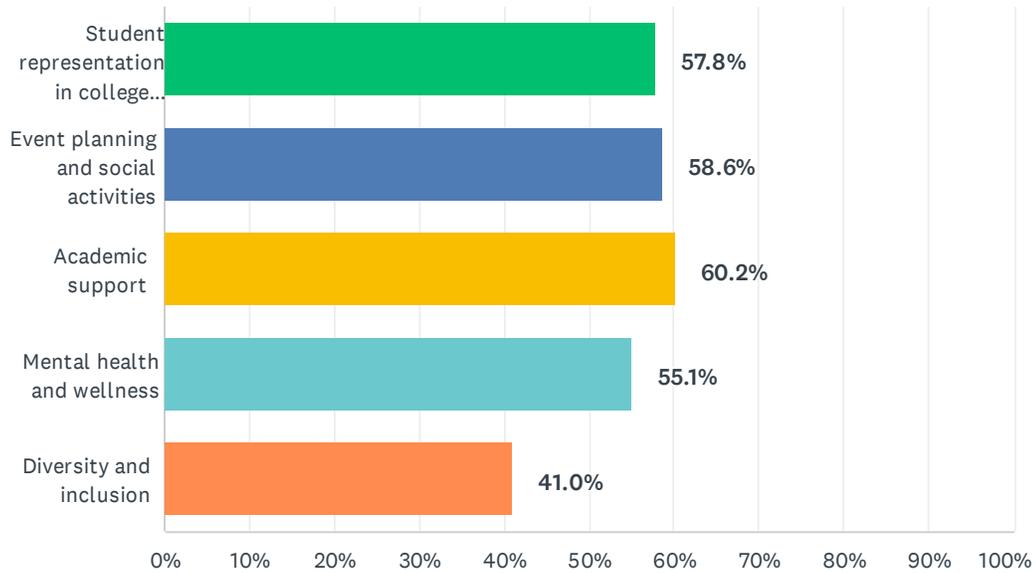
Answered: 266 Skipped: 335



ANSWER CHOICES	RESPONSES	
Very satisfied	18.8%	50
Satisfied	24.1%	64
Neutral	56.0%	149
Dissatisfied	0.8%	2
Very dissatisfied	0.4%	1
TOTAL		266

Q8 Which of the following areas should ASO prioritize? (Select all that apply)

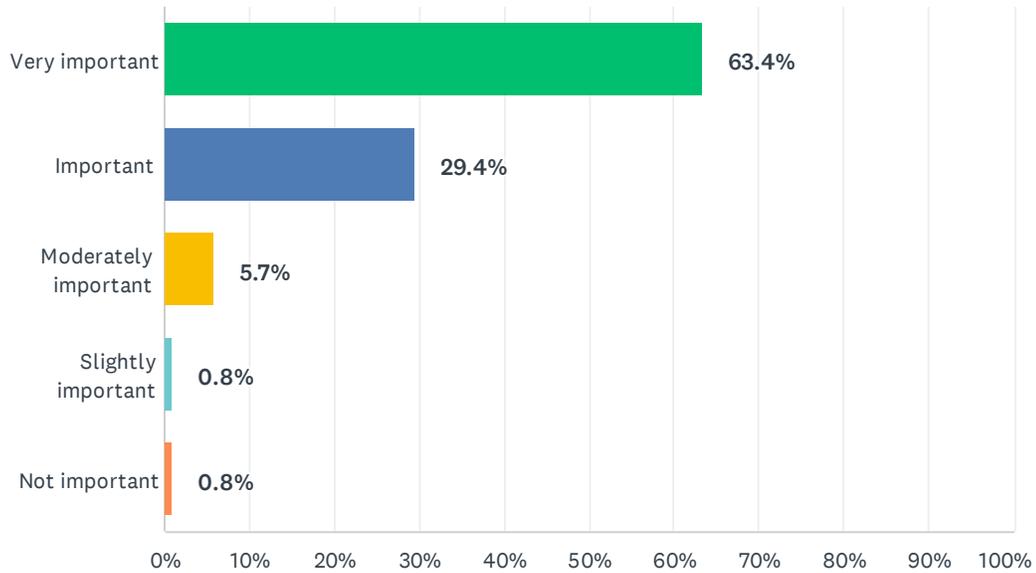
Answered: 256 Skipped: 345



ANSWER CHOICES	RESPONSES	
Student representation in college decision-making and governance	57.8%	148
Event planning and social activities	58.6%	150
Academic support	60.2%	154
Mental health and wellness	55.1%	141
Diversity and inclusion	41.0%	105
Total Respondents: 256		

Q9 How important do you think it is for ASO to ask students for their opinions and feedback during the school year?

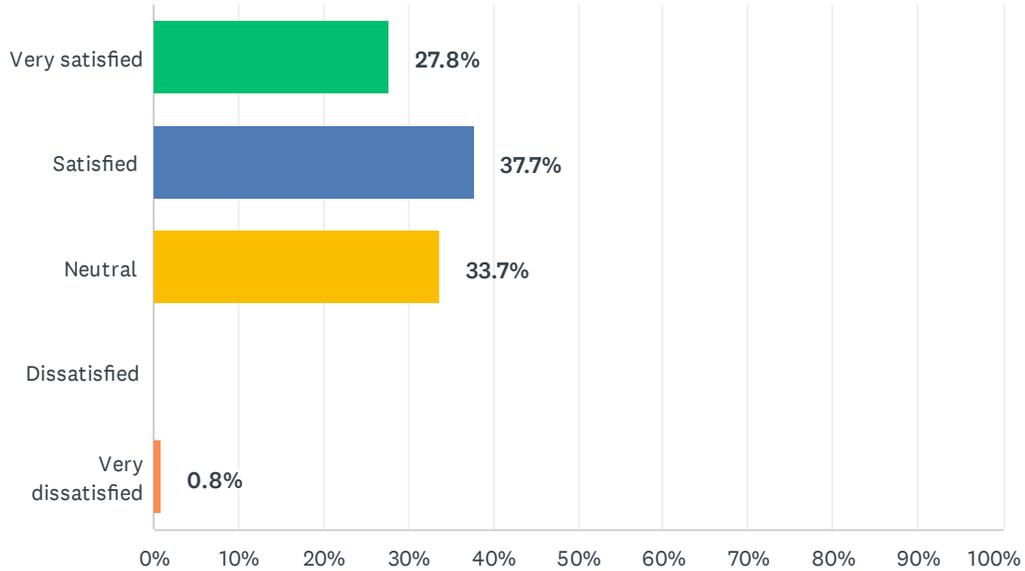
Answered: 262 Skipped: 339



ANSWER CHOICES	RESPONSES	
Very important	63.4%	166
Important	29.4%	77
Moderately important	5.7%	15
Slightly important	0.8%	2
Not important	0.8%	2
TOTAL		262

Q12 How satisfied are you with the overall services and support provided by the Assistant Student Organization (ASO)?

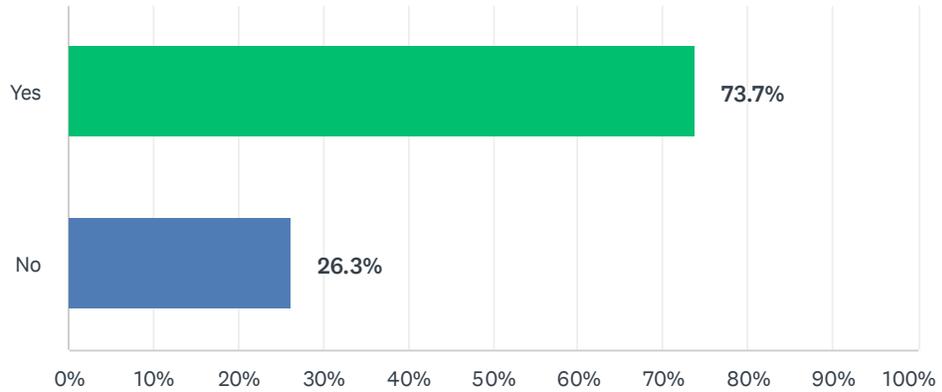
Answered: 252 Skipped: 349



ANSWER CHOICES	RESPONSES	
Very satisfied	27.8%	70
Satisfied	37.7%	95
Neutral	33.7%	85
Dissatisfied	0.0%	0
Very dissatisfied	0.8%	2
TOTAL		252

Q15 Would you like to learn more about ASO and what they do?

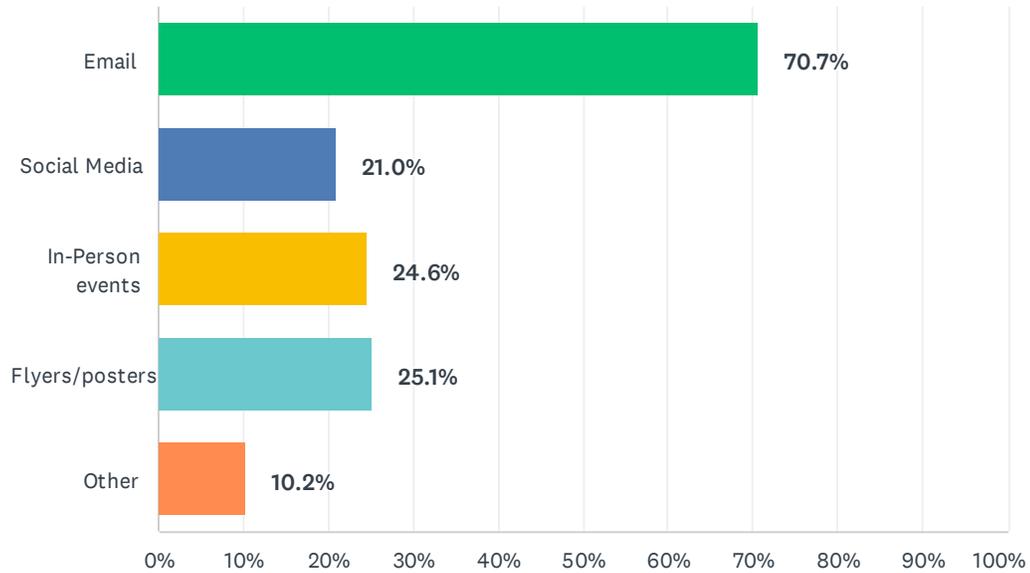
Answered: 175 Skipped: 426



ANSWER CHOICES	RESPONSES	
Yes	73.7%	129
No	26.3%	46
TOTAL		175

Q16 How would you like to learn more about ASO and what they do? (Select all that apply)

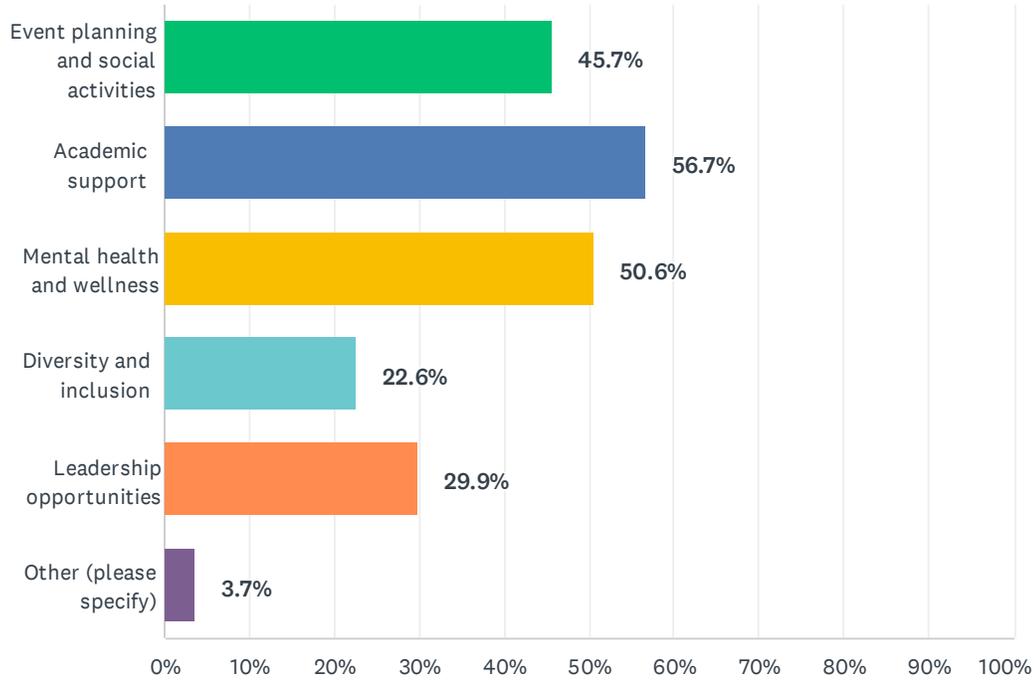
Answered: 167 Skipped: 434



ANSWER CHOICES	RESPONSES	
Email	70.7%	118
Social Media	21.0%	35
In-Person events	24.6%	41
Flyers/posters	25.1%	42
Other	10.2%	17
Total Respondents: 167		

Q17 What type of ASO activities or services would interest you? (Select all that apply)

Answered: 164 Skipped: 437



ANSWER CHOICES	RESPONSES	
Event planning and social activities	45.7%	75
Academic support	56.7%	93
Mental health and wellness	50.6%	83
Diversity and inclusion	22.6%	37
Leadership opportunities	29.9%	49
Other (please specify)	3.7%	6
Total Respondents: 164		



Fall 2025 Program Review Report | Non-Instructional Areas

Department /Area Name: Marauder Promise (formerly First Year/Second Year Experience)

For Planning Years: 2026-2027

Name of person leading this review: Sarah Schneider

Names of all participants in this review:

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The Marauder Promise Program directly contributes to Antelope Valley College's mission by advancing equitable access, student success, and community engagement. Through intentional community engagement and holistic support, the program empowers students to thrive academically, personally, and professionally within a supportive cohort model. By guiding students toward successful degree completion, seamless transfer to four-year institutions, and workforce readiness, the program helps fulfill the college's commitment to transforming lives through education.

Additionally, the program creates equitable pathways to success by providing financial assistance, fostering peer mentorship, and supporting academic and professional skill development. These efforts align with the college's mission to promote inclusion, persistence, and achievement for all students—ensuring they are equipped to contribute meaningfully to their communities and future careers.

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.*

Use the following questions to guide your analysis:

- 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?

Following the transition from the First Year / Second Year Experience model, the Marauder Promise Program has emphasized deeper engagement and individualized student support through one-on-one peer mentoring and targeted workshops. These efforts are designed to help students stay motivated, connected, and focused on achieving their academic and career goals.

The program serves 325 first- and second-year students, representing 2.3% of Antelope Valley College's total student population. Our focus on engagement is reflected in the measurable outreach efforts of our peer mentors, who have conducted 574 phone calls, 663 emails, and 567 in-person, phone, or virtual meetings with their student mentees this year. These consistent touchpoints ensure that students receive personalized guidance, encouragement, and timely referrals to campus resources.

Workshops have also played a central role in student engagement and development. Over 120 students have attended sessions such as Academic Skills 101, Undergraduate Research & Creative Learning (URCL), Transfer 102, Know Your Campus Kahoot, and Resume Writing Essentials, with 230 more enrolled in upcoming workshops through the end of the semester. The success of these workshops is largely due to our strong collaborations with faculty across multiple disciplines and partnerships with the Transfer Center, Job Placement Center, Outreach, Associated Student Organization, and many other departments across campus.

The California Promise Program (AB19/AB2) continues to provide the essential foundation for our program's sustainability and impact. Collaboration across the campus remains robust, enabling students to connect with opportunities that strengthen both their academic and career pathways. Notably, our partnership with the Outreach department and participation in the AVUHSD College and Career Information Night have increased awareness and engagement among prospective students, fostering early connections to the resources available through AVC.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:

- Who do you primarily serve and what services do you provide for each of the groups?
- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

The Marauder Promise Program's greatest strength lies in its intentional engagement model, which blends proactive mentoring, resource connection, and co-curricular learning experiences. Each of our more than 300 participating students is paired with a peer mentor who provides regular check-ins, guidance on navigating college life, and encouragement to utilize key campus resources. These efforts have resulted in over 1,800 combined contacts (calls, emails, and meetings), demonstrating a consistent commitment to student outreach and retention.

The success of our workshops has further enhanced student motivation and skill development, providing practical tools for academic success, transfer readiness, and career preparation. Our collaboration with faculty and student services staff has ensured that programming remains relevant and engaging.

Infrastructure improvements have also strengthened our program's effectiveness. The addition of eight cubicle workstations equipped for virtual, phone, and in-person meetings has enabled peer mentors to serve students more efficiently and effectively. These spaces have supported over 600 documented mentoring meetings to date, contributing to increased persistence and overall student satisfaction.

Through these collective efforts, the Marauder Promise Program continues to advance Antelope Valley College's mission by promoting equitable access, supporting holistic student development, and fostering a culture of engagement that empowers students to thrive academically, personally, and professionally.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

Opportunities

The emergence of the Marauder Promise Program provides significant opportunities to enhance student success through a more coordinated and data-driven support model. Building upon the program's successful transition from the First / Second Year Experience structure, there is an opportunity to implement a comprehensive case management system that will streamline student tracking, improve communication among departments, and ensure timely interventions for students in need of additional support.

Expanding the program's peer mentoring model through targeted training and increased collaboration with instructional faculty and student services staff will further strengthen the individualized support provided to first- and second-year students. Additionally, hosting more interactive campus engagement events and skill-based

workshops—focused on academic success, transfer readiness, and financial literacy—will increase student participation and reinforce the importance of ongoing involvement in college life.

The program also has an opportunity to broaden its outreach to incoming students through closer collaboration with other Student Services departments and the local high schools. These partnerships can increase early awareness of the Marauder Promise Program, support seamless onboarding, and help more students begin their college experience with a strong sense of connection and purpose.

- *Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?*

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
The primary challenges facing the Marauder Promise Program are related to staffing capacity and technological infrastructure. The lack of a college-wide case management system continues to limit the program’s ability to track student interactions efficiently, resulting in fragmented communication between departments and potential delays in providing critical support to students.	5
The limited number of full-time staff presents a barrier to sustaining consistent student engagement. Currently, one full-time Project Supervisor and one full-time Program Specialist oversee more than 300 students, supported by a small team of peer mentors. This staffing structure restricts the program’s ability to scale mentoring efforts, coordinate interventions for high-risk students, and expand workshop offerings.	5

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

The Marauder Promise Program aims to provide a seamless and supportive transition for students as they begin their college journey. Through a comprehensive framework of on- and off-campus resources, the program is dedicated to addressing the diverse academic, personal, and professional needs of first- and second-year students.

A central objective of the program is to identify and serve all first-time college students by connecting them with a peer mentor who offers individualized guidance and consistent encouragement throughout their academic journey. This proactive approach ensures that students remain on track to achieve their educational goals—whether completing a certificate, earning a degree, or transferring to a four-year institution.

The California College Promise Program (AB19/AB2), which provides free tuition for first-time college students, significantly enhances the benefits the Marauder Promise Program is able to offer. By removing a major financial barrier, this state-supported initiative allows students to fully engage in their studies, participate in mentoring and workshop opportunities, and take advantage of the holistic support provided through the program.

The long-term aspiration of the Marauder Promise Program is for every first-time Antelope Valley College student to participate in this comprehensive support model. By linking each student with a Program Specialist and Peer Mentor, the program seeks to promote meaningful engagement, encourage full-time enrollment of 30 units per academic year, and cultivate the academic and personal skills necessary for persistence, completion, and workforce readiness. Ultimately, the Marauder Promise Program reflects Antelope Valley College’s ongoing commitment to equitable access and student success by offering high-impact services that enhance the overall educational experience and empower students to thrive both at AVC and beyond.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review [Operational Outcomes](#) and [Outcomes Improvement Plans](#) training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans

OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.

The Marauder Promise Program has created a case management system through Microsoft SharePoint, which allows the project supervisor, program specialist, and peer mentors to maintain detailed student records and monitor engagement in real time. Students have access to support both virtually and in person through in-person, Zoom, and telephone appointments. While these systems have improved operational efficiency, there remains a need for a more comprehensive mechanism to track all student engagement opportunities across departments.

OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community college experience.

Student evaluations of events and services continue to reflect a high level of satisfaction with both the quality of content and the delivery of programming. Surveys are distributed through QR codes and web links to ensure accessibility and convenience for student participants.

Progress Made

Significant progress has been made toward achieving this objective. The HUB has been equipped to accommodate in-person peer mentoring for first- and second-year students, along with other mentoring initiatives. Eight computer workstations with desks, storage, and headsets have been installed to allow peer mentors to conduct phone, virtual, and in-person meetings with students. The District has partnered with EdSights to implement the Poppy AI engagement platform, which provides improved tracking of student participation and early identification of at-risk students. This advancement represents a significant step toward data-informed interventions that enhance student persistence and completion.

The Marauder Promise team also utilizes SharePoint for document management, enabling efficient collaboration and consistent file sharing among staff. Events continue to focus on academic preparedness, financial wellness, leadership, registration support, and awareness activities tied to key college initiatives.

The integration of these evaluation tools and collaboration systems has strengthened the program’s ability to assess student needs, adapt programming accordingly, and ensure that services remain aligned with institutional goals of equity, access, and student success.

Part 2D. Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal

Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills

Support the “Think 30” and “15 to Finish” campaign to promote timely degree and transfer completion.

Progress Made

The “Think 30” and “15 to Finish” campaign were not prioritized during the 2024–2025 academic year due to limited full-time staffing. However, these initiatives have since been integrated into the program’s expectations for student progress. The Marauder Promise Program now requires students to complete 15 units per semester and 30 units per academic year, including intersession and summer terms. This structured enrollment plan reinforces academic momentum and supports students in achieving a timely degree or transfer completion. These efforts have helped increase persistence, retention, and completion rates across all participating cohorts.

Goal 3: Focus on utilizing proven instructional strategies that will foster Transferable intellectual skills.

Develop and implement a comprehensive financial wellness workshop for students.

The development of a comprehensive financial wellness program was delayed during the 2024–2025 academic year due to staffing limitations. However, the program continues to recognize financial literacy as a critical component of student success. Future plans include the integration of financial wellness workshops focused on budgeting, financial planning, money management, and understanding the various factors influencing financial decision-making.

These workshops will complement the existing suite of academic and career preparation resources, empowering students to make informed financial choices, and reinforcing the program’s commitment to holistic student development and long-term success.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you’ve achieved your goal?)
	ILO	PLO*	SLO*	OO (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge	*	*		Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	To improve first- and second-year student success and retention	<ol style="list-style-type: none"> 1. Implement a comprehensive district-wide case management system to improve student tracking and outreach. 2. Collaborate with ITS to ensure software compatibility with existing systems. 3. Strengthen early alert and follow-up processes for at-risk students identified through the EdSights 	Demonstrated increase in student persistence, retention, and completion rates as reflected in institutional data and case management tracking.

#2	ILO 1. Communication	Goal #3 Resources: Increase student awareness about campus resources.	To improve and increase student awareness about campus resources thereby removing barriers to academic success	(Poppy) platform. 4. Provide ongoing training for peer mentors and staff on data-informed interventions. 1. Hire an additional full-time Program Specialist to support outreach and intervention efforts. 2. Expand resource-related workshops and presentations across student service areas. 3. Enhance coordination with campus partners to strengthen engagement.	Survey data and attendance records demonstrating increased student participation in workshops and higher rates of resource utilization.
#3	ILO 4. Career and Specialized Knowledge	Goal #6 Success: Boost success rates by prioritizing the student experience.	Develop and implement a comprehensive financial wellness program to support long-term student success and to increase understanding of money psychology, management, planning, and budgeting will need to be incorporated into future events and workshops for first-and second-year students.	1. Design and deliver financial literacy workshops on budgeting, financial planning, and money management. 2. Partner with Financial Aid and community organizations to provide expert-led sessions. 3. Incorporate financial education topics into existing workshop series.	Pre- and post-assessment surveys showing increased student confidence and knowledge in financial literacy.

***If applicable for instructional areas*

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	Requesting to hire an additional Program Specialist to serve as the point of contact	To improve first- and second-year student success and retention	Repeat	\$63,597.70	Recurring	Sarah Schneider

for students identified with high-risk needs.

Classified Staff

Requesting to hire a full-time Clerical Assistant III

To plan, schedule, and perform technical clerical duties as necessary to provide assistance to students and the general public to support programming efforts

Repeat

\$61,349.44

Recurring

Sarah Schneider

Choose an item.

Choose an item.

Choose an item.

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above for required data).

Data as of 10/7/2025

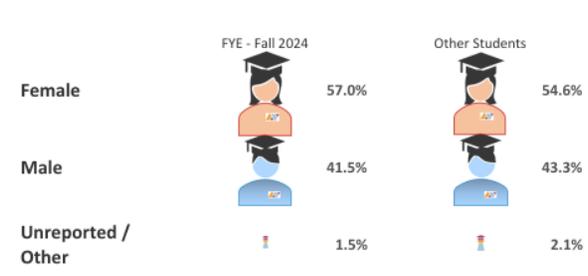
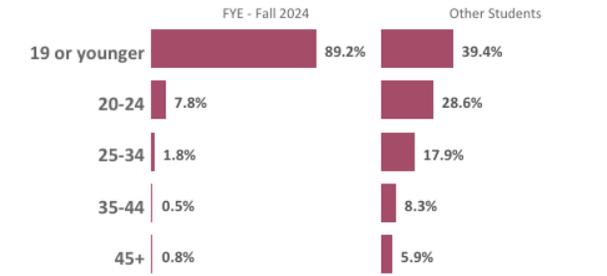
FYE - Fall 2024
398

Other Students
14,339

Cohort Selector
FYE - Fall 2024

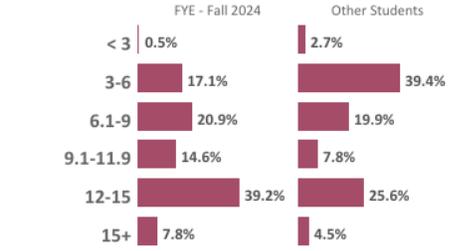
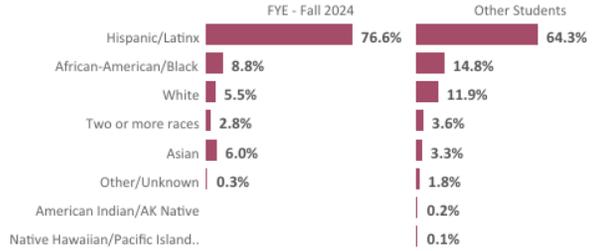
First-time Student Filter
All

Age Groups **Gender/Sex** **Metrics**

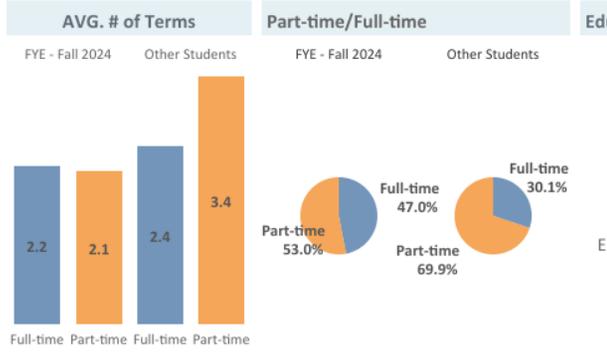


	FYE - Fall 2024	Other Students
Avg. AVC GPA	2.99	2.81
Completion Rate	88.1%	78.7%
Avg. AVC Earned Units	26.6	33.7
Avg. AVC Attempted Hours	30.2	42.9
Avg. Enrolled Units	10.4	8.3
Avg. Number of Terms	2.1	3.1
Headcount	398	14,339

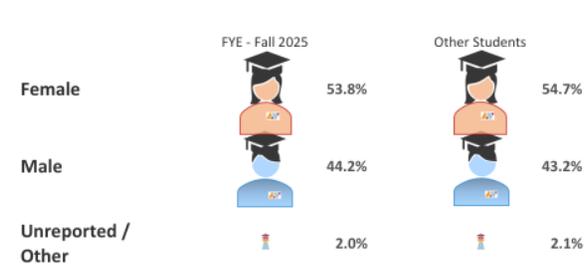
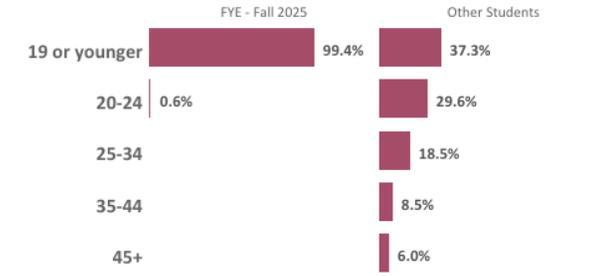
Race/Ethnicity **Enrolled Units** **Top 15 High Schools (if more than 10)** **Top 15 Majors (if more than 10)**



High School	FYE - Fall 2024	Other Students	Major	FYE - Fall 2024	Other Students
1 Antelope Valley Hig..	3%	5%	Registered Nursing	19%	11%
2 Desert Sands Chart..		1%	LAS: Arts and Humanities		6%
3 Eastside High School	14%	7%	Business Administration (AS-T and AA)	7%	5%
4 Foreign country hig..		3%	AA-T Psychology	5%	5%
5 Highland HS	14%	8%	Radiologic Technology	8%	4%
6 Lancaster High Scho..	8%	9%	Biology (AS-T and AA)	6%	4%
7 Littlerock High Scho..		4%	Administration of Justice (AA & AS-T)	4%	3%
8 Out-of-state high school		3%	Child & Fam Ed AA and Cert		3%
9 Palmdale HS	10%	7%	General Business & General Business Cert		3%
10 Quartz Hill High sch..	9%	10%	Mechanical Engineering	4%	3%
11 Rosamond HS		2%	Aircraft Fabrication&Assembly	4%	3%
12 SOAR High School		6%	Undeclared		3%
13 The Palmdale Aerospace Academy	14%	3%	AS-T Computer Science		2%
14 Unknown high scho..	7%	24%	AS-T Early Childhood Education		2%
15 William J. (Pete) Kni..	14%	8%	AA-T Sociology		2%

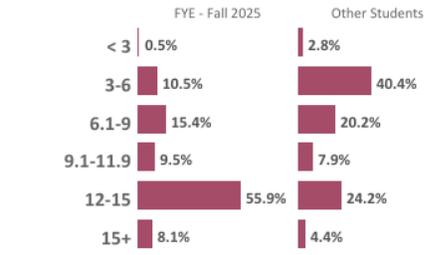
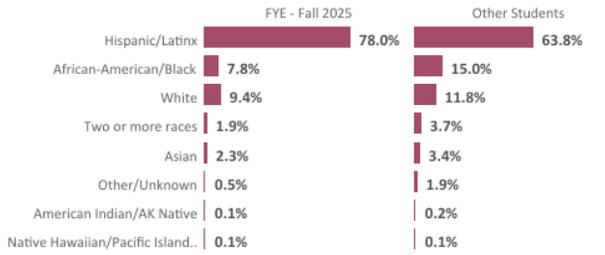


Age Groups **Gender/Sex** **Metrics**



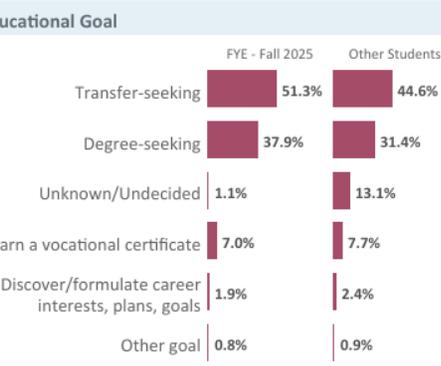
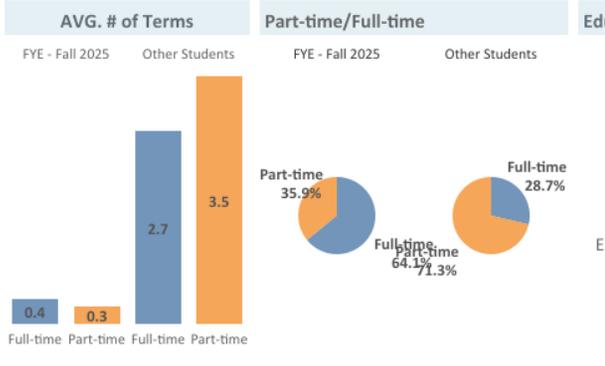
	FYE - Fall 2025	Other Students
Avg. AVC GPA	3.00	2.82
Completion Rate	92.0%	78.9%
Avg. AVC Earned Units	6.3	34.2
Avg. AVC Attempted Hours	6.8	43.4
Avg. Enrolled Units	11.5	8.1
Avg. Number of Terms	0.3	3.2
Headcount	799	13,938

Race/Ethnicity **Enrolled Units** **Top 15 High Schools (if more than 10)** **Top 15 Majors (if more than 10)**



	FYE - Fall 2025	Other Students
1 Antelope Valley Hig..	6%	5%
2 Desert Sands Chart..		1%
3 Eastside High School	19%	7%
4 Foreign country hig..		3%
5 Highland HS	13%	8%
6 Lancaster High Scho..	9%	9%
7 Littlerock High Scho..	2%	4%
8 Out-of-state high school		3%
9 Palmdale HS	9%	7%
10 Quartz Hill High sch..	15%	10%
11 Rosamond HS	3%	2%
12 SOAR High School		7%
13 The Palmdale Aerospace Academy	8%	3%
14 Unknown high scho..	7%	25%
15 William J. (Pete) Kni..	8%	8%

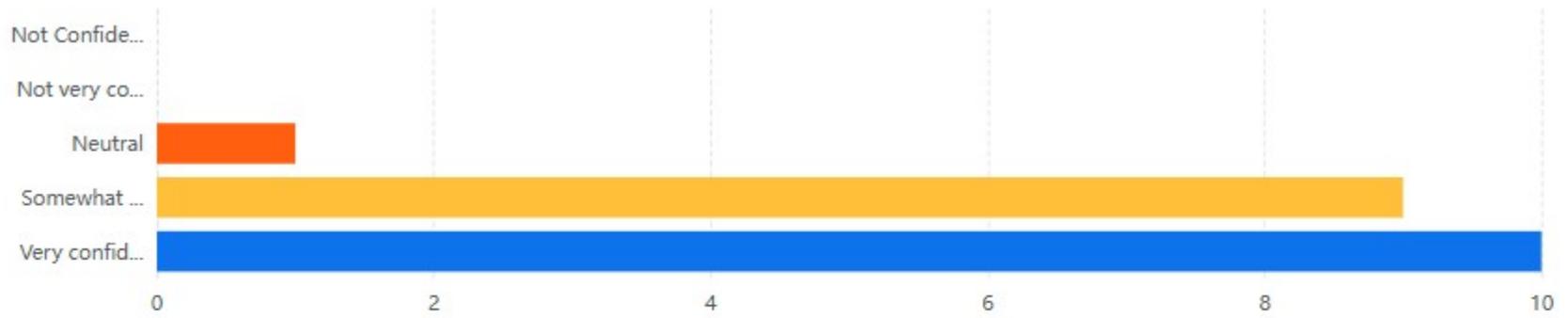
	FYE - Fall 2025	Other Students
Registered Nursing	15%	11%
LAS: Arts and Humanities		6%
Business Administration (AS-T and AA)	6%	5%
AA-T Psychology	7%	5%
Radiologic Technology	6%	4%
Biology (AS-T and AA)	6%	4%
Administration of Justice (AA & AS-T)	3%	3%
Child & Fam Ed AA and Cert		3%
General Business & General Business Cert	2%	3%
Mechanical Engineering	4%	3%
Aircraft Fabrication&Assembly	4%	3%
Undeclared		3%
AS-T Computer Science	2%	2%
AS-T Early Childhood Education		2%
AA-T Sociology		2%



5. How confident do you feel about knowing where to find campus resources after this workshop? (Single choice) *



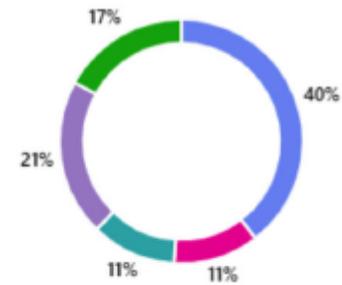
20/20 (100%) answered · 0 skipped



Options	Responses
Very confident	10/20 (50%)
Somewhat confident	9/20 (45%)
Neutral	1/20 (5%)
Not very confident	0/20 (0%)
Not Confident at all	0/20 (0%)

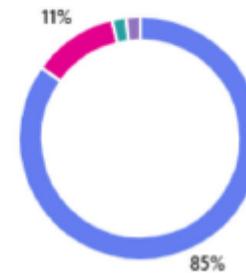
1. How did you first hear about the Marauder Promise program?

● Orientation	21
● Counselor/Advisor	6
● Table during Welcome Week	6
● Friend/Peer	11
● Other: _____	9



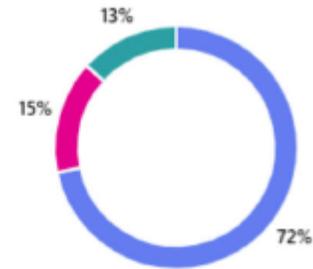
2. How satisfied are you with the services you received from your Peer Mentor?

● Very satisfied	45
● Somewhat satisfied	6
● Neither satisfied nor dissatisfied	1
● Somewhat dissatisfied	1
● Very dissatisfied	0



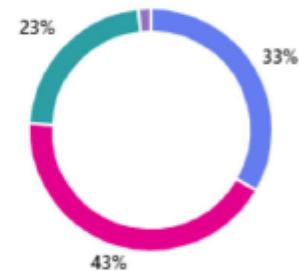
3. How satisfied are you with the services you received from the front desk at the HUB?

● Very satisfied	38
● Somewhat satisfied	8
● Neither satisfied nor dissatisfied	7
● Somewhat dissatisfied	0
● Very dissatisfied	0



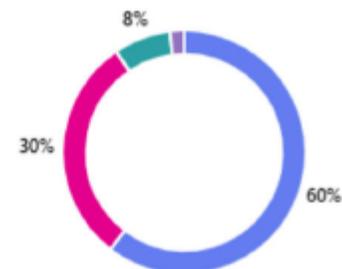
4. Which components of the program have you participated in? (Check all that apply)

● Summer Orientation (in-person or virtual)	40
● Peer Mentor Meetings	51
● Academic Workshops	27
● Other: _____	2



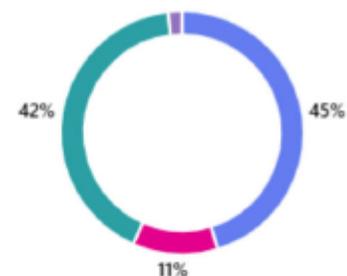
5. How satisfied are you with the progress you're making towards your educational goal?

● Very satisfied	32
● Somewhat satisfied	16
● Neither satisfied nor dissatisfied	4
● Somewhat dissatisfied	1
● Very dissatisfied	0



6. What aspects of the Marauder Promise program do you find most valuable?

● Peer Mentor Meetings	24
● Workshops	6
● Overall student support (e.g. at the HUB, on the phone, via email)	22
● Other: _____	1



7. What challenges have you faced while participating in the program?

53
Responses

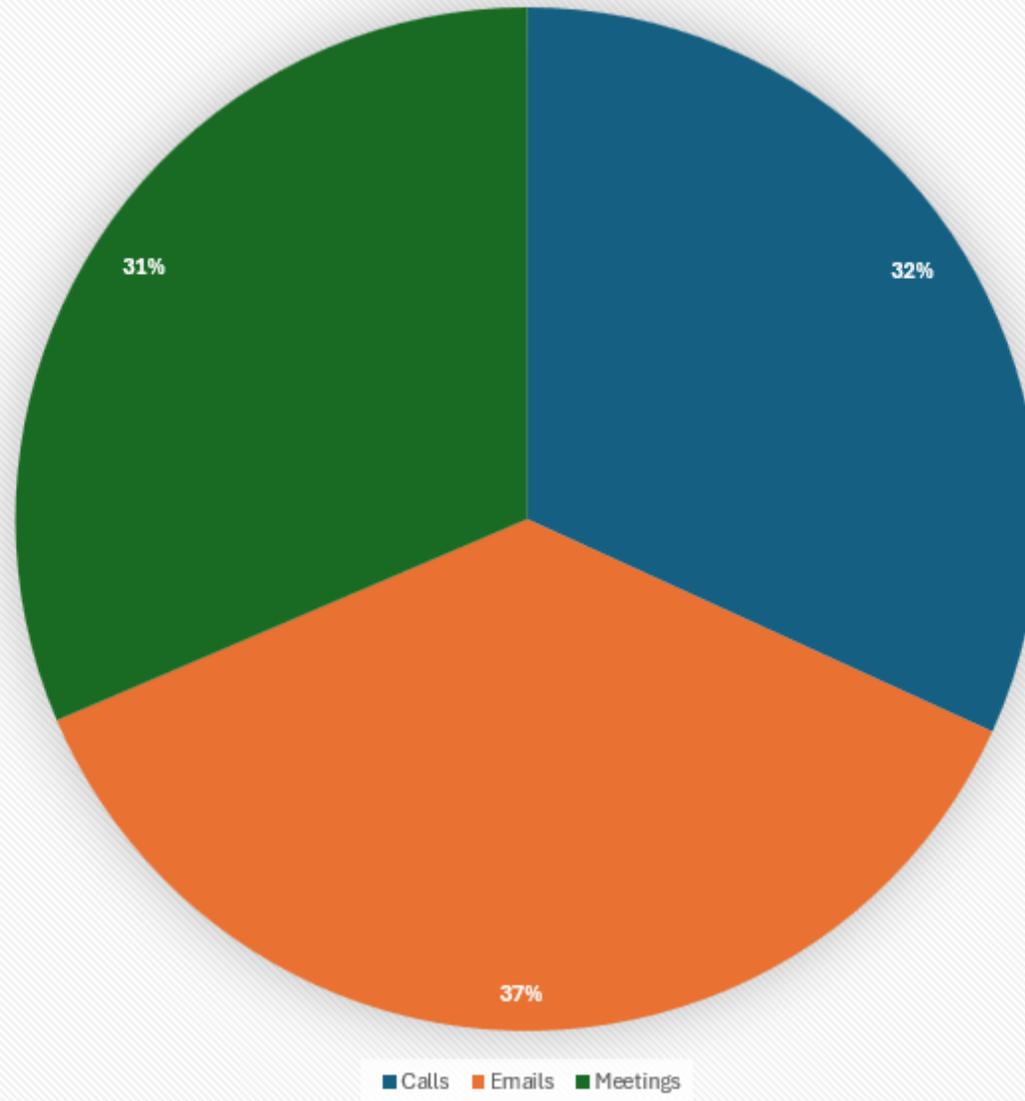
Latest Responses

- "Clarification on the benefits of the program such as paying for my classes and w..."
- "Mainly the speed of some of the information told during the summer. Some of t..."
- "N/A"
- ...

14 respondents (26%) answered schedule for this question.

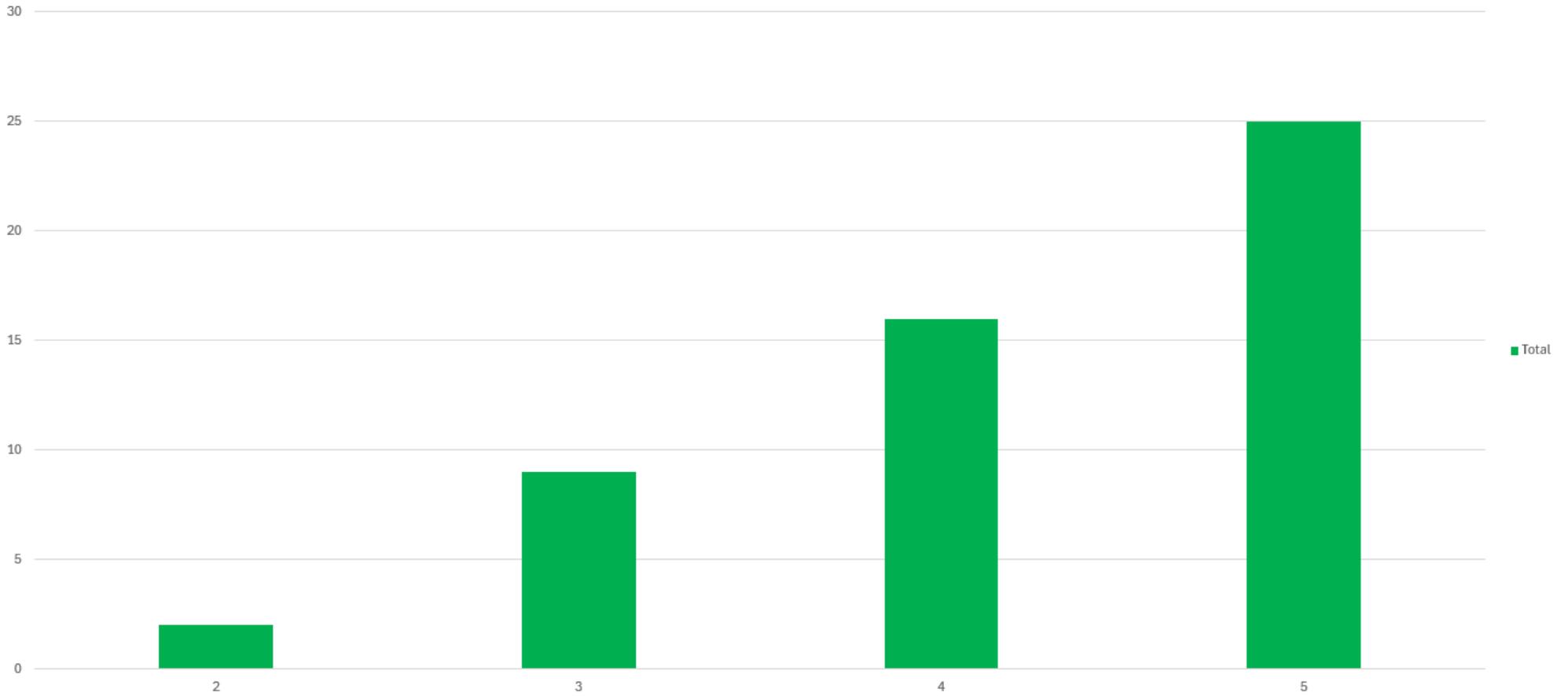


Peer Mentoring



Sum of How confident do I feel about starting the semester strong:

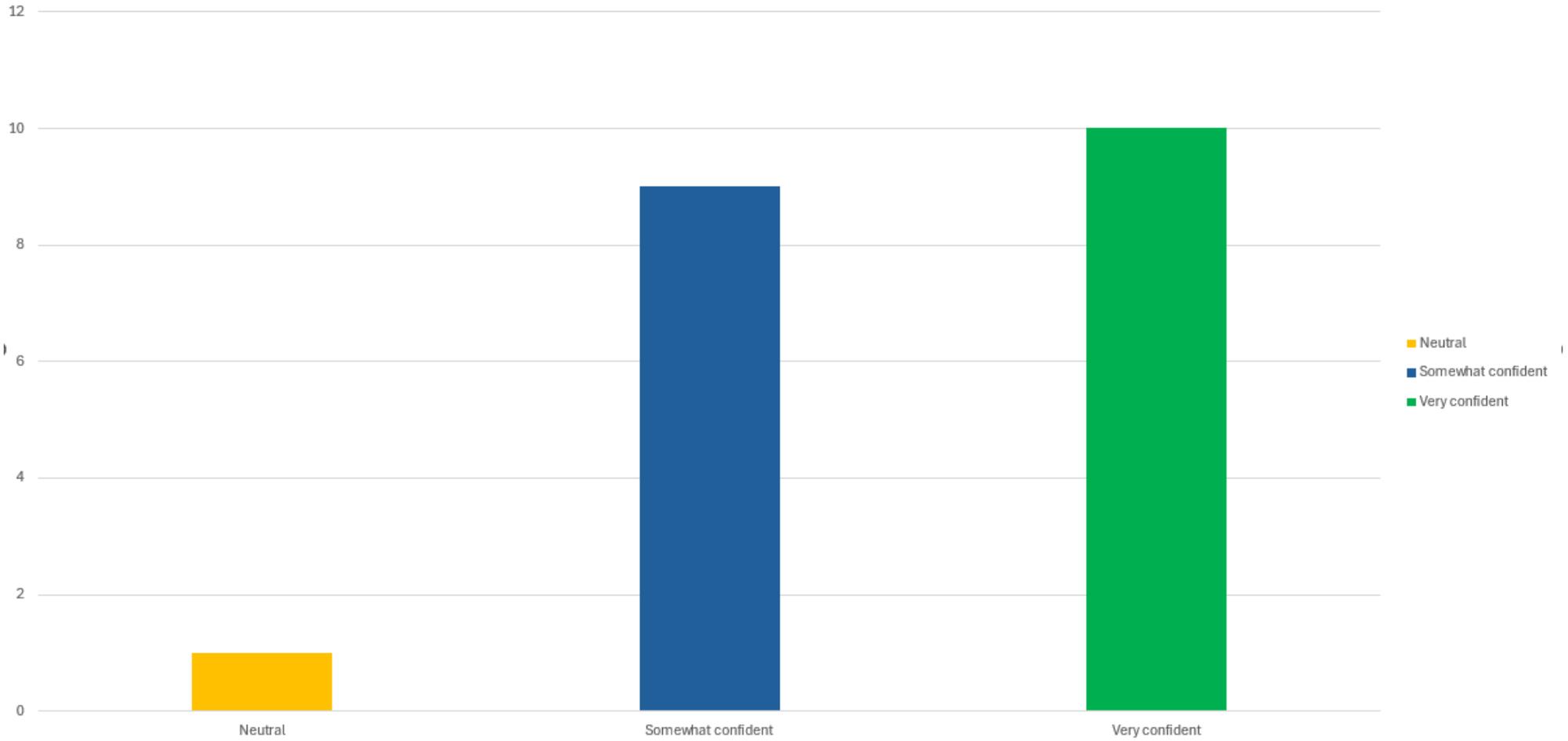
Academic Skills 101 Workshop How confident do I feel about starting the semester strong?



How confident do I feel about starting the semester strong: ▼

Count of How confident do you feel about knowing where to find campus resources after this workshop?

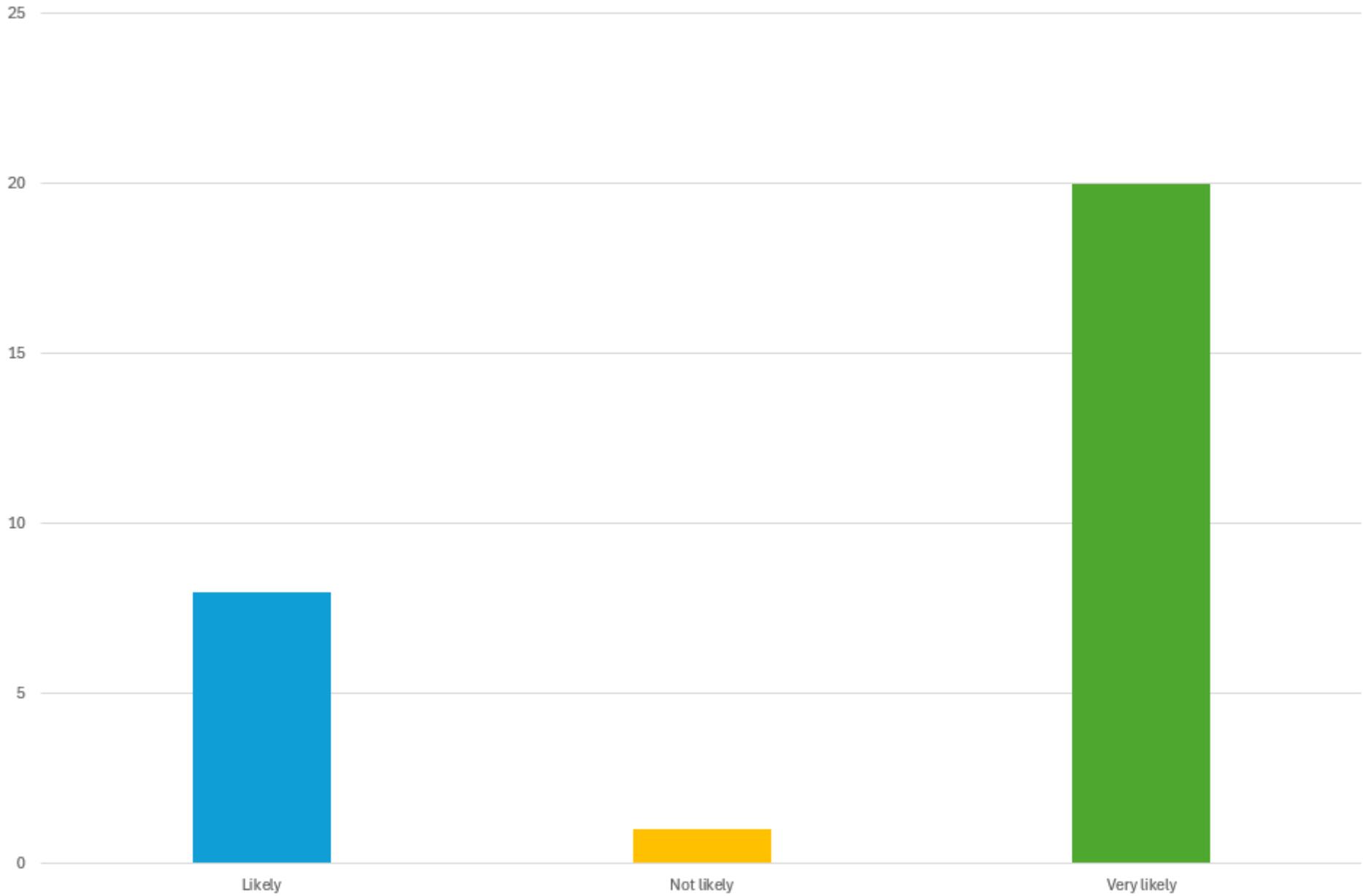
Know Your Campus Workshop



How confident do you feel about knowing where to find campus resources after this workshop? ▾

Count of How likely are you to recommend this workshop to a friend?

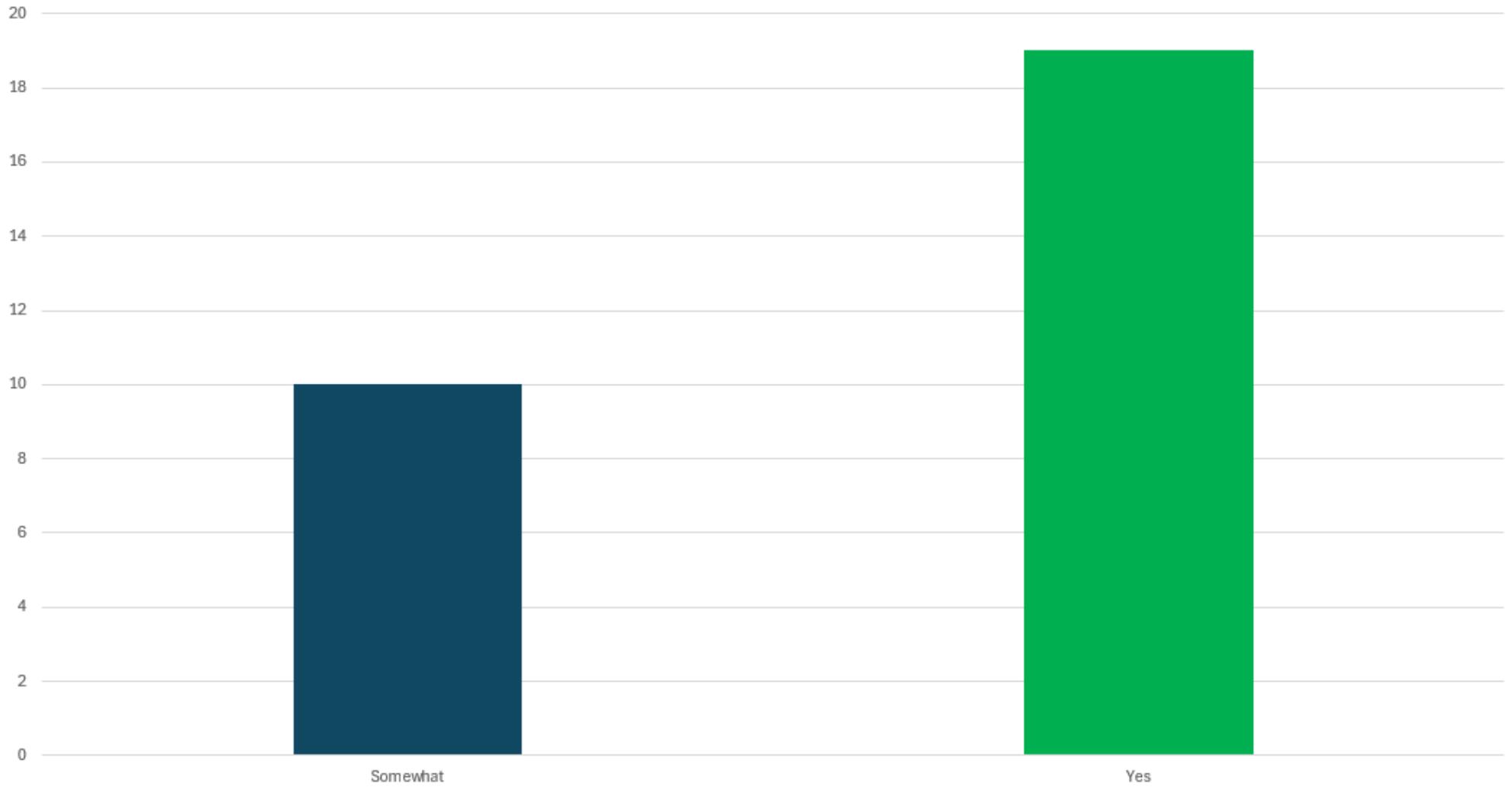
Transfer 102 Workshop



How likely are you to recommend this workshop to a friend? ▾

Count of Do you feel more confident about transferring to a university after this workshop?

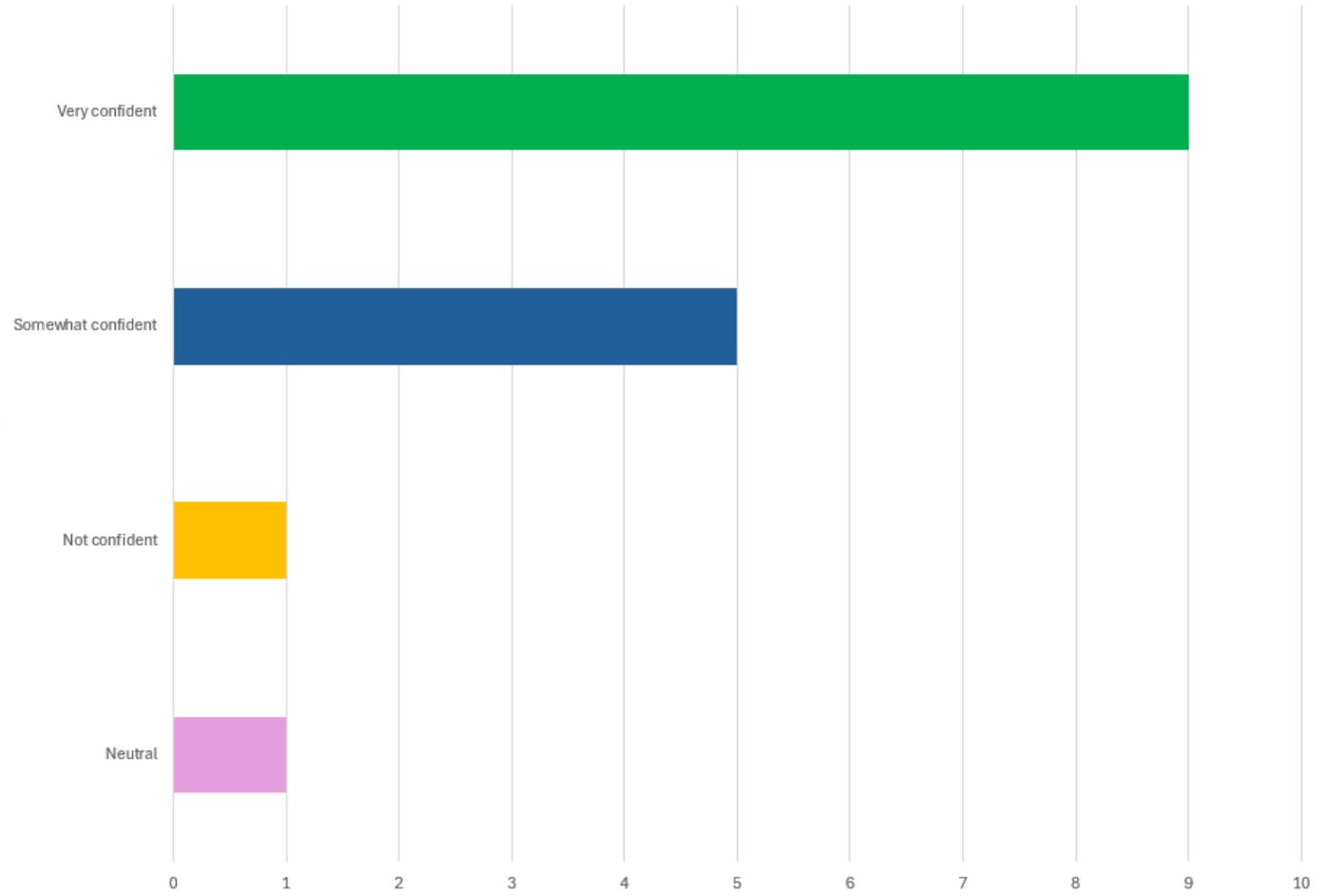
Count of Do you feel more confident about transferring to a university after this workshop?



Do you feel more confident about transferring to a university after this workshop? ▼

Count of How confident do you feel about improving your resume after this workshop?

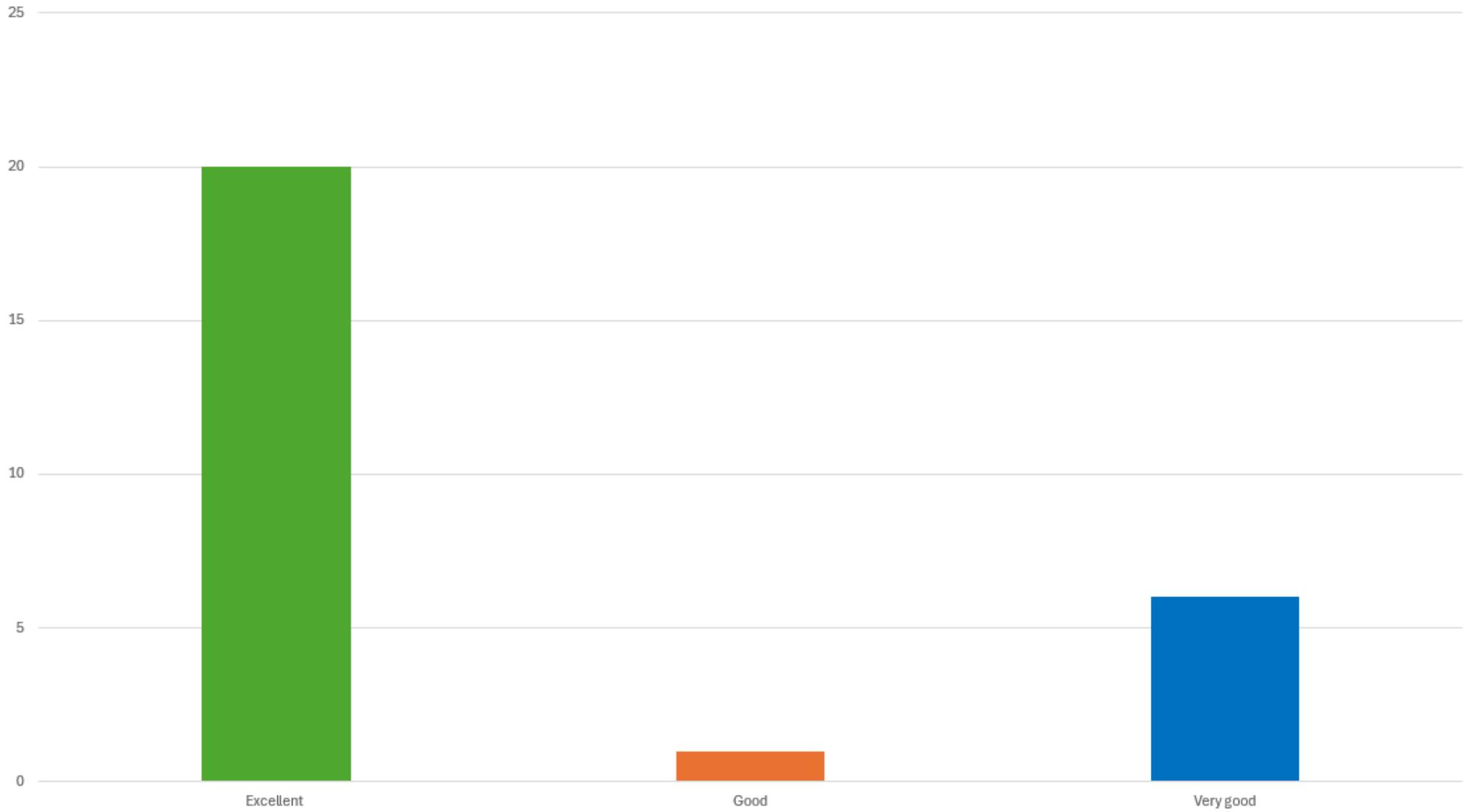
Resume Writing Workshop



How confident do you feel about improving your resume after this workshop? ▾

Count of How would you rate today's URCL workshop?

How would you rate today's Undergraduate Research & Creative Learning (URCL) workshop?



How would you rate today's URCL workshop? ▾