

Student Services Comprehensive Program Review Peer Review Assessment & Feedback Form

Program Name:	Student Services Planning Council Peer Reviewers:
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The purpose of this form is to provide feedback on the quality of the program review to the Program Review author(s)

Student Services Program Review		Performance Level		
	Commendations	Recommendations	Comments	ACCJC Exemplary Check
Overall Summary				
Please summarize your program's strengths, opportunities/challenges, and action plans.	Provides: <input type="checkbox"/> Summary of strengths <input type="checkbox"/> Summary of challenges <input type="checkbox"/> Summary of action plans <input type="checkbox"/> Thorough summary	Information needed: <input type="checkbox"/> Summary of strengths <input type="checkbox"/> Summary of challenges <input type="checkbox"/> Summary of action plans <input type="checkbox"/> Thorough summary		<input type="checkbox"/>
Program Context				
1. <u>Mission</u> How does your program align with the College and District mission? SMCCD Mission Statement Cañada College Mission, Vision, and Values	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
2. <u>Program Description</u> Provide a brief description of your program, what does your program do and who does your program serve?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

Assessing Program Impact on Diverse Student Populations	Commendations	Recommendations	Comments	
3. How many students are served by your program?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender Queer, Intersex, and Asexual; 1 st gen; Foster; Unhoused; Undocumented; Veteran; Low-income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
5. How has student access, retention, and completion changed over the course of this program review cycle?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery method offered (e.g., in-person, online, hybrid, evening, in the community, etc.).	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
7. What data and/or feedback do you use to evaluate the success of these delivery methods?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
9. How does your program support Cañada College as a Hispanic Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific example.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

Looking Back: Accomplishments and Challenges		Commendations	Recommendations	Comments
10. Describe major accomplishments since the last program review cycle?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
Impact of Resource Allocations Process		Commendations	Recommendations	Comments
13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

SAOs and SLOs	Commendations	Recommendations	Comments	
15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
16. Describe how your program assessed your SAOs and/or SLOs.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
Looking Ahead	Commendations	Recommendations	Comments	
19. State your SAOs and SLOs for the next review cycle.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
Program Improvement Initiatives	Commendations	Recommendations	Comments	
20. State your goals for the next 3 years.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

22. What equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>
23. How did you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		<input type="checkbox"/>

Overall Commendations:

Overall Recommendations: