## **Student Services Comprehensive Program Review Questions**

Updated by SSPC in March, 2023

**Definitions\***

**Antiracism** is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life. Antiracism tends to be an individualized approach, and set up in opposition to individual racist behaviors and impacts. <https://www.racialequitytools.org/glossary>

**Equity** is defined as the condition under which individuals are provided the resources they need to have access to the same opportunities as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people. https://www.racialequitytools.org/glossary

**Disproportionately impacted** **students** are defined as a subset of students based on student characteristics, such as age, race and gender, are unjustifiably experiencing lower outcomes compared to the total student population (CCCCO, 2017).

**Marginalized students** are defined as students who are excluded, ignored, or relegated to the outer edge of a group, society and/or community because of their identities.<https://www.pacificu.edu/life-pacific/support-safety/office-equity-diversity-inclusion/edi-resources/glossary-terms>

**Underserved students** are defined as the students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students. [8-dei-glossary-of-terms.pdf (cccco.edu)](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9&msclkid=4b37c3a4c27711ec90b525bf46008229)

*\*These definitions are available in the righthand screen in Nuventive.*

## **Program Context**

### **Mission (100 word limit)**

1- How does your program align with the college and district mission?

<https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf>

https://canadacollege.edu/about/mission.php

### **Program Description (500 word limit)**

2- Who does your program serve?

1. How many students are served by your program?
2. 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; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)?

3- How has student access, retention, and completion changed over the course of this program review cycle?

4- What delivery method(s) does your program utilize to best serve students? (ie. in person, in the community, online, hybrid, hyflex, scheduled appointments, drop ins etc.). How does your program determine which delivery methods are most beneficial for students?

5- What are your on and off-campus community partnerships and how are they operationalized to support students?

6- How does your program support Cañada College as an Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution?

## **Looking Back**

### **Major Accomplishments and Challenges (500 word limit)**

7- Describe major accomplishments since the last program review cycle.

1. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

8- Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

### **Impact of Resource Allocations Process (250 word limit)**

9- 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 were not approved.

1. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?
2. What have you been unable to accomplish due to resource requests that were not approved?
3. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

### **SAOs and SLOs (100 word limit)**

 10- State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

11- Describe how your program assessed your SAOs and/or SLOs.

12- Summarize the findings of your program's SAO/SLO Assessments.

1. 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.
2. How did your program’s SAO/SLO assessment address antiracism?
3. How did your program’s SAO/SLO assessment address equity?

## **Looking Ahead**

### **SAOs and SLOs for the Next Review Cycle (100 word limit)**

13- State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discuss how you will address antiracism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

### **Program Improvement Initiatives/Resource Requests (250 word limit)**

14- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success

15- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

1. What additional antiracism training do you/your program need in the upcoming year?
2. What research or training will you need to accomplish these plans?
3. What supplies, equipment, or facilities improvements do you need?