

Student Services Comprehensive Program Review Peer Review Assessment & Feedback Form

Program Name: <u>Office of Equity & Cultural Center</u>	Student Services Planning Council Peer Reviewers: Kathy Kohut Wissem Bennani Max Hartman
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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 checked="" type="checkbox"/> Summary of strengths <input checked="" type="checkbox"/> Summary of challenges <input checked="" type="checkbox"/> Summary of action plans <input checked="" 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. Mission: How does your program align with the College and District mission?	Provides: <input checked="" type="checkbox"/> Summary of strengths <input checked="" type="checkbox"/> Summary of challenges <input checked="" type="checkbox"/> Summary of action plans <input checked="" 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"/>
2. Program Description Who does your program serve? How many students are served by your program? 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.)?	Provides: <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Impact on students <input checked="" 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"/>

<p>How has student access, retention, and completion changed over the course of this program review cycle?</p> <p>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?</p> <p>What are your on and off-campus community partnerships and how are they operationalized to support students?</p> <p>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?</p>				
Looking Back				
<p>3. Describe major accomplishments since the last program review cycle.</p> <p>How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?</p> <p>Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?</p>	<p>Provides:</p> <ul style="list-style-type: none"> X Summary of strengths X Summary of challenges X Summary of action plans X Thorough summary 	<p>Information needed:</p> <ul style="list-style-type: none"> <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				
<p>4. 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.</p> <p>What impact have these resources had on your program/department/office and measures of student success or client satisfaction?</p> <p>What have you been unable to accomplish due to resource requests that were not approved?</p> <p>How have these resources (or lack of resources) specifically disproportionately impacted students/clients?</p>	<p>Provides:</p> <ul style="list-style-type: none"> x Thorough description of new resources' impact on program x Thorough description of impact on students x Efforts to make changes x Efforts to make changes 	<p>Information needed:</p> <ul style="list-style-type: none"> Further description of new resources' impact on program Further description of impact on students Efforts to make changes 	<input type="checkbox"/> Not Applicable	<input type="checkbox"/>

Administrative Program Review		Performance Level		
	Commendations	Recommendations	Comments	ACCJC Exemplary Check
SAOs and SLOs				
<p>6. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs)</p> <p>Describe how your program assessed your SAOs and/or SLOs.</p> <p>Summarize the findings of your program's SAOs/SLOs.</p> <p>What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans.</p> <p>How did your program's SAO/SLO assessment address antiracism?</p> <p>How did your program's SAO/SLO assessment address equity?</p>	<p>Provides:</p> <p>X Evidence</p> <p>X Analysis</p> <p>X Impact on students</p> <p>X Efforts to make changes</p>	<p>Information needed:</p> <p>Evidence</p> <p>Analysis</p> <p>Impact on students</p> <p>Efforts to make changes</p>	<p><input type="checkbox"/> No recommendation or change needed</p>	<p><input type="checkbox"/></p>
Looking Ahead				
<p>7. SAOs and SLOs for the Next Review Cycle: 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. Describe how you will address equity in the next program review cycle.</p>	<p>Provided:</p> <p>X Evidence</p> <p>X Analysis</p> <p>X Impact on students</p> <p>X Efforts to make changes</p>	<p>Information needed:</p> <p>Evidence</p> <p>Analysis</p> <p>Impact on students</p> <p>Efforts to make changes</p>	<p><input type="checkbox"/> No recommendation or change needed</p>	<p><input type="checkbox"/></p>
<p>8. Program Improvement Initiatives/Resource Requests:</p> <p>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.</p> <p>How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?</p> <p>What additional antiracism training do you/your program need in the upcoming year?</p>	<p>Provided:</p> <p>Comprehensive answers</p>	<p>Information needed:</p>	<p><input type="checkbox"/> No recommendation or change needed</p>	<p><input type="checkbox"/></p>

What research or training will you need to accomplish these plans?			
What supplies, equipment, or facilities improvements do you need?			

Overall Commendations:

- The answers were very comprehensive and very well throughout
- Many of the questions were supported by relevant data, both qualitative and quantitative
- Honest and Transparent way to highlight the challenges and areas of improvements
- Great to hear the connections with Sequoia Union High School, SFSU, SJSU, and Stanford! Has the Cultural Center and/or Office of Equity coordinated with our dual enrollment and Colts U Transfer programs in that work? I’m sure those offices would benefit from such a partnership!

Overall Recommendations:

- Data table, charts
- Describe the different acronyms
- Should request more non-personnel resources to meet the improvement plan
- Include more indicators to reflect the vision aligned reporting and to capture the diversity of the participant
- Will it be more beneficial for the programs to separate the culture center and the office of equity?
- For the Office of Equity SAO’s is there an opportunity to expand beyond measuring providing trainings to measuring the impact the trainings have on our college equity outcomes and measures?

Overall Program Effectiveness:

The program demonstrates a strong commitment to equity and inclusivity, as evidenced by its connections with various institutions and its focus on addressing equity gaps. The program's comprehensive approach and use of both qualitative and quantitative data are commendable. Additionally, the program's transparency in highlighting challenges and areas for improvement is a positive aspect. However, the program could benefit from additional resources to support its initiatives, such as funding for training and staffing.

While the program has made significant strides, there are areas where improvement is needed. The program could enhance its data collection and analysis to better assess its impact on student outcomes. By addressing these areas, the program can further strengthen its effectiveness and better serve students.