Student Services Comprehensive Program Review
Peer Review Assessment & Feedback Form

Program Name: Student Life	Student Services Planning Council Peer Reviewers: Michiko Kealoha (Office of Equity) Jasmin Padilla Valencia (UCC) LaShonda DeRosans (Black Student Union and Cultural Center Student Ambassador) Maria Colin (Chair of Dia de los Muertos and Cultural Center Student Ambassador)

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 plan**s.**	Provides: ☐ Summary of strengths ☐ Summary of challenges ☐ Summary of action plans ☐ Thorough summary	Information needed: X Summary of strengths X Summary of challenges X Summary of action plans ☐ Thorough summary		☐
Program Context				
1. Mission: How does your program align with the College and District mission?	Provides: ☐ Summary of strengths ☐ Summary of challenges ☐ Summary of action plans ☐ Thorough summary	Information needed: X Summary of strengths X Summary of challenges X Summary of action plans ☐ Thorough summary		☐
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;	Provides: ☐ Evidence ☐ Analysis ☐ Impact on students ☐ Efforts to make changes	Information needed: X Evidence X Analysis X Impact on students ☐ Efforts to make changes		☐

Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? How has student access, retention, and completion changed over the course of this program review cycle? 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? What are your on and off-campus community partnerships and how are they operationalized to support students? 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?				
3. ~~Community and Labor Needs: Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program.~~	Provides: ☐ Community needs ☐ Employment needs ☐ Technology needs ☐ Licensing ☐ Accreditation ☐ Impact on program	Information needed: ☐ Community needs ☐ Employment needs ☐ Technology needs ☐ Licensing ☐ Accreditation ☐ Impact on program	☐ No recommendation or change needed ☐ Not applicable	☐
Looking Back				
4. Describe major accomplishments since the last program review cycle. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students? Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?	Provides: ☐ Evidence ☐ Analysis ☐ Impact on students ☐ Efforts to make changes	Information needed: X Evidence X Analysis X Impact on students ☐ Efforts to make changes		☐
Impact of Resource Allocations				
5. 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: ☐ Thorough description of new resources' impact on program ☐ Thorough description of impact on students ☐ Efforts to make changes	Information needed: ☐ Further description of new resources' impact on program ☐ Further description of impact on students	X Not Applicable	☐

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

Administrative Program Review	Performance Level			
	Commendations	**Recommendations**	**Comments**	**ACCJC Exemplary Check**
SAOs and SLOs				
6. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) Describe how your program assessed your SAOs and/or SLOs. Summarize the findings of your program's SAOs/SLOs. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans. How did your program's SAO/SLO assessment address antiracism? How did your program's SAO/SLO assessment address equity?	Provides: ☐ Evidence ☐ Analysis ☐ Impact on students ☐ Efforts to make changes	Information needed: X Evidence X Analysis X Impact on students ☐ Efforts to make changes	☐ No recommendation or change needed	☐
Looking Ahead				
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.	Provided: ☐ ~~Thorough description of opportunities for improvement~~	Information needed: ☐ ~~Further description of opportunities for improvement~~	☐ No recommendation or change needed	☐
8. Program Improvement Initiatives/Resource Requests: 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.	Provided: ☐ ~~Thorough description of 3-year program goals~~	Information needed: ☐ ~~Further description of 3-year program goals~~	☐ No recommendation or change needed	☐

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional antiracism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?				

Overall Commendations:

- First comprehensive program review complete, with many questions referring to the leadership change that happened in Fall 2023.
- The team was happy to hear the update on the student body cards and being available for multi-modal use.
- The team is grateful that many have been a part of the start of the Meditation Room and that has come to fruition.

Overall Recommendations:

- Strong recommendation to seek partnership with PRIE on assessment methodologies and data collection.
  - Questions the team had are: what is the number of unique non-repeated students attending Student Senate events?
  - What are the identity demographics (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.) of those who have attended ASCC events?
  - The team was excited to hear about Critical Homies, this is not something the Undocumented Community Center, Black Student Union, NUCLEI, Cultural Center, or Office of Equity has had the opportunity to learn about--how is it being advertised on campus and what is the learning outcomes and assessment from this training? Similarly, the team is interested in what Project 280 is, it would be wonderful to have more information on both programs.
  - What post-event data collection and assessment is happening after ASCC events?
  - What has the assessment been on the current meditation room usage?
  - What is your assessment method for the relationships built with other programs and community organizations?
- SAOs
  - What will the assessment method be and how can this be measured: "provide stronger onboarding and training for club members and advisors. Securing a successful and supportive experience for all clubs and member is an office priority."

- The team recommends using the campus-recognized acronym AANHPI vs. AAPI.
- Are there any multimodal events available or night events available for a diverse population of our students?
- The team was interested to learn more about theintersecting identities of the Student Senate in comparison to the overall campus population and hear what that comparison looks.

- There is a commitment to DEIA training and workshops, however in the next section it's written there is no plan "necessary" for implementing this commitment.

Overall Program Effectiveness:

€   Highly effective

€   Effective

€   Needs program improvement