

Student Services Comprehensive Program Review Peer Review Assessment & Feedback Form

Program Name: Outreach Program	Student Services Planning Council Peer Reviewers: Mayra Arellano, Ariela Villalpando
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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? SMCCCD 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	How does it relate to our EMP Strategic Enrollment Management plan, & Student Equity & Achievement Plan	<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	Add efforts and how it impacts students (add bullet points)	<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	Have a process-digital sign in form. Has this work? Capturing prospective students without G numbers	<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	Missing the analysis part-Based on the data, what is outreach going to change? Do more of?	<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	Share data on the success of super reg events Good job!	<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	Share more about how you used the feedback to make changes to programming	<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	List all organizations/part ners.	<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	Added the need to design a more intentional and targeted recruitment strategy	<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	Missing more accomplishments like student ambassadors programming, # of events, changing recruitment strategy. Explain the data graphs	<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	Which chart? Page 9? Mention accomplishments as well.	<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	Well done!	<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	What were the previously requested resources? I just see impact.	<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	Explain chart, what are we looking at?	<input type="checkbox"/>

<u>SAOs and SLOs</u>	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 checked="" 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	SAO's stated clearly	<input type="checkbox"/>
16. Describe how your program assessed your SAOs and/or SLOs.	Provides: <input type="checkbox"/> Evidence <input checked="" type="checkbox"/> Analysis <input checked="" 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	Mentions quantitative surveys, qualitative feedback, and event-based evaluations	<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 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	Clearly stated.	<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 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"/>
<u>Looking Ahead</u>	Commendations	Recommendations	Comments	
19. State your SAOs and SLOs for the next review cycle.	Provides: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input checked="" 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	SAO's stated clearly	<input type="checkbox"/>
<u>Program Improvement Initiatives</u>	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 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	Nicely done!	<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 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	Well stated.	<input type="checkbox"/>

<p>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?</p>	<p>Provides:</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 	<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 	<p>I love that you included data and trauma informed training as professional development.</p>	<input type="checkbox"/>
<p>23. How did you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?</p>	<p>Provides:</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 	<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 	<p>Are you requesting a third recruiter? Tie in your non-personnel requests to make a stronger argument as to why you need the funds to support your goals,mission.</p>	<input type="checkbox"/>

Overall Commendations:

- 1) **Strong Community Engagement**-The outreach program demonstrated exceptional ability to build meaningful relationships with community partners, resulting in increased participation and trust.
- 2) **Inclusive and accessible programming**- The program prioritized equity and accessibility, offering resources and support tailored to diverse student populations. Examples include Supper Registration events, online support, and non-profit onsite support.
- 3) **Strong Collaboration Across Departments:** Cross-functional teamwork was evident, with multiple departments working cohesively to achieve shared goals.

Overall Recommendations:

- 1) **Data-Driven Decision Making**- Use enrollment trends, participation metrics, and demographic data to identify gaps and refine outreach strategies.
- 2) **Share Analysis Based on Feedback:** Develop summary reports of survey results and stakeholder feedback to inform decision-making and demonstrate transparency.
- 3) **Evidence Reporting:** Include more evidence and concrete examples in future reports to clearly demonstrate program impact and help stakeholders unfamiliar with the program understand its successes and areas for growth. Also indicate which data charts you are referring to in your report to prevent confusion.