

Student Services Comprehensive Program Review Peer Review Assessment & Feedback Form

Program Name: Undocumented Community Center	Student Services Planning Council Peer Reviewers: Adolfo Leiva Michiko Kealoha 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: X Summary of strengths X Summary of challenges X Summary of action plans X 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 (100 word limit)</u> How does your program align with the College and District mission? SMCCD Mission Statement Cañada College Mission, Vision, and Values	Provides: X Summary of strengths <input type="checkbox"/> Summary of challenges <input type="checkbox"/> Summary of action plans X 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. <u>Program Description (Suggested word limit 500)</u> Provide a brief description of your program, what does your program do and who does your program serve?	Provides: X Evidence <input type="checkbox"/> Analysis X 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 checked="" 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		<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"/> Thorough description of new resources' impact on program <input checked="" type="checkbox"/> Thorough description of impact on students <input type="checkbox"/> Efforts to make changes	Information needed: <input type="checkbox"/> Further description of new resources' impact on program <input type="checkbox"/> Further description of impact on students <input type="checkbox"/> Efforts to make changes	<input type="checkbox"/> Not Applicable Appreciate the highlighting of the intersectional identities of our undocumented students.	<input type="checkbox"/>
5. How has student access, retention, and completion changed over the course of this program review cycle?	Provides: <input checked="" 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	Speaks to the strength of support of the UCC that many of our undocumented students meet or exceed the college wide success and retention numbers. Would be interested to see a comparison between undocumented students who are connected to the UCC and those who aren't connected. Additionally, how can we identify the supports provided to mixed status families?	<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 checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Analysis <input checked="" type="checkbox"/> Impact on students	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students		<input type="checkbox"/>

	<input type="checkbox"/> Efforts to make changes	<input type="checkbox"/> Efforts to make changes		
7. What data and/or feedback do you use to evaluate the success of these delivery methods?	Provides: X Evidence <input type="checkbox"/> Analysis <input type="checkbox"/> Impact on students X 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: X Evidence <input type="checkbox"/> Analysis X 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: X Evidence X Analysis X Impact on students X 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: X Evidence X Analysis X Impact on students X 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	Lots of great work! Recommend highlighting this section in the presentation to SSPC.		<input type="checkbox"/>
11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?	Provides: X 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: X Evidence X Analysis X Impact on students X 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 (Suggested 250 word limit)		Commendations	Recommendations	Comments	
13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding)	Provides: X Evidence X Analysis X Impact on students	Information needed: <input type="checkbox"/> Evidence <input type="checkbox"/> Analysis	How can we best support ongoing sustainable funding for the legal clinic?		<input type="checkbox"/>

including both resource requests that were approved and not approved.	X Efforts to make changes	<input type="checkbox"/> Impact on students <input type="checkbox"/> Efforts to make changes		
14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?	Provides: X Evidence X Analysis X Impact on students X 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"/> Not Applicable Would it be possible to have a “pool” of funds that could be used by college/district UCCs, but could be returned to the college/district if not needed?	<input type="checkbox"/>

SAOs and SLOs (Suggested 250 word limit)	Commendations	Recommendations	Comments	
15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	Provides: X 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"/> Not Applicable	<input type="checkbox"/>
16. Describe how your program assessed your SAOs and/or SLOs.	Provides: X Evidence X Analysis X 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"/> Not Applicable	<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: X Evidence X Analysis X Impact on students X 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"/> Not Applicable	<input type="checkbox"/>
18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?	Provides: X Evidence X Analysis X Impact on students X 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"/> Not Applicable	<input type="checkbox"/>
Looking Ahead (100 word limit)	Commendations	Recommendations	Comments	
19. State your SAOs and SLOs for the next review cycle.	Provides: X Evidence X 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"/> Not Applicable	<input type="checkbox"/>
Program Improvement Initiatives (250 word limit)	Commendations	Recommendations	Comments	
20. State your goals for the next 3 years.	Provides: X 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"/> Not Applicable	<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: X Evidence X Analysis X Impact on students X 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"/> Not Applicable	<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 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"/> Not Applicable	<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 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"/> Not Applicable	<input type="checkbox"/>

Overall Commendations:

Great job on this program review! Excellent use of data throughout to show the work the UCC is doing to support students, great data around workshop impact, great work in developing and implementing the Unlocking Futures Fellows program.

Overall Recommendations: