Program: Financial Aid
Division: Enrollment Services
Date: 10/10/2019
Writer(s): Andi Schreibman/Daysi Valle
SLO/SAO Point-Person: Daysi A. Valle

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: https://bit.ly/2LqPxOW

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:
1) Please respond to each question as completely as possible.
2) If the requested information does not apply to your program, write "Not Applicable."
3) Optional: Meet with your dean to review this document before October 21.
4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:
Program Review Home Page: https://bit.ly/2Y0j7fW
Fall 2018 Program Review Updates : https://bit.ly/2GIWzsM
Frequently Asked Questions: https://bit.ly/2DHLnfj

Section One: Program Snapshot

A. **Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.**

   Examples of program descriptions can be found here: https://bit.ly/2VwjNvZ

Data confirms that financial aid numbers have continued to decrease concerning financial aid applicants and recipients for Las Positas College. This tendency has been significant for all California community colleges; therefore, it is not unique to our college. Demand for financial aid services is cyclical and is directly correlated to the economy, in addition to other factors such as employment. When we had the great recession, our numbers grew astronomically and nearly doubled in just two years. With so many people out of work and with few job prospects, many people, including older adults, went to or returned to college to better their opportunities, retrain, and/or improve job skills. Now that the economy is good, many of those former students are back to work. Other regulation like the Loss of California College Promise Grant (Formerly known as Board of Governors Fee Waiver) regulations implemented Fall of 2016 also contribute to negatively impact the number of BOGW recipients as students not meeting standards of progress now lose their BOGW.

Both the economy and regulation changes have been the factors that reduce our reported number of financial aid recipients and the dollar value of fees waived on our student population.

B. IR Data Review: Describe any significant trends in your program's data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: https://bit.ly/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpl

No 2018 Data							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- **Data generated by your program**
- **CEMC Data**
- **Labor Market Data**

Students served did decline from 2017 until this program review in 2018 the number of students: For 2016-2017 total Pell grant recipients 1634 total amount $5,304,659.00 For 2017-2018 total Pell grant recipients 1571 total amount $5,576,406.00 For 2018-2019 total Pell grant recipients 1558 total amount $5,547,350.00 The financial aid department has added an outreach specialist to help the department increase the number of applicants and recipients. Two additional new staff positions were hired to support the office in its efforts to conduct business and provide additional support for our students.							
Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

D. Accomplishments: What plans from the 2018 Program Review or any previous Program Reviews/Updates have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts on students.

In 2018 CashCourse was implemented on campus, which is a free financial literacy program sponsored by the California Community Colleges Chancellor's Office. We took advantage of this program, and now we are offering financial literacy workshops to all Las Positas College students. Many students benefited from this program.

Three new positions were added to the Financial Aid Office and hired effective Summer 2019. We have hired a new Financial Aid Advisor I to help with front desk coverage and with other duties that support the office. This has allowed the office to increase our available service hours to students and provides the Financial Aid Staff additional time to focus on file review, processing, and program initiatives.

We have hired a new Financial Aid Advisor II position, whose program focus will be the loan program and to assist with the Cal- Grant program.

We hired a Financial Aid Advisor III position, an accounting/reconciliation position, to backfill the position that remained unfilled after the former Financial Aid Advisor III was reclassified to a Financial Aid Systems Coordinator. This was filled by our former Financial Aid Advisor II.

Academic Works implementation, training, and testing were successfully implemented and went live in February 2018. With our new scholarship software, our program has become very technical. Our Financial Aid Advisor III (formerly our FA Advisor II), retains responsibility for the scholarship program. The scholarship program requires a significant amount of the FA Advisor III's workload. The tasks involved are time-consuming for a preparatory period in the fall term and require a significant time commitment in the spring term during the time when the LPC scholarship Program is offered, the review process takes place, and the awarding process; that staff person is also responsible for the Annual Scholarship Ceremony.

Las Positas College Financial aid hired a Financial Aid Outreach position. The main focus of this position will be outreach and marketing to the community and in-reach to promote financial aid to our own students. The end goal for this new hire is to increase the number of applicants for financial aid and to assist eligible students with follow-up to complete their file so we can increase our Pell grant recipients

Year-Round Pell was implemented for the 2018 summer.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW			
Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
Course Offerings		Financial/Budgetary		LPC Collaborations	X	SLO/SAO Process
Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
External Factors		Learning Support	X	Professional Development	X	Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved, and why?

Our website was redesigned, and Financial Aid TV informational videos were embedded throughout the website. However, we have determined that further significant changes must still be made in the overall design to simplify and so that viewers can more easily find the information. Further enhancements need to be done to improve the site. However, the Financial Aid TV short topical videos do provide more

effective information to our students since they have been embedded into various sections throughout the site.
Continuing professional development and training of all staff is key to serving students and maintaining compliance with federal and state regulations, in an environment where regulations, policies, and procedures are in a constant state of change.
In addition, our new employees need significant training on LPC Financial Aid policies, procedures, and unique programs, in addition to becoming informed of the latest Federal and State regulatory updates.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	X	Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	x	Professional Development	x	Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Professional Development for all staff and new hires is imperative to comply with all state and federal regulations. Also, Campus Logic new software for verification purposes will be implemented, and will require a significant amount of staff time in 2019-20 for software setup, testing, and training prior to going live, requiring staff to be pulled away from their regular duties to learn the new system of processing for 2020-2021.

Regarding facilities, we have expressed serious safety concerns with respect to our work area in a recent survey. Surrounded by a wall of glass at the front counter and at both side door entrances, active shooter training has made it clear that we are very unsafe in the event of an attack. Additionally, our automatic motion-sensor lights and our hallway lights within our area do not turn off, and we were clearly told to turn off lights at our active shooter training. These issues must be mitigated.

Lack of office space to accommodate our full program: no more space is vacant in our department, and two of the senior positions were required to move out of the office into the hallway, disconnecting the whole group. This has not been a positive change for our office, as those two staff are isolated and not an everyday part of the office. This should be addressed for the future with the new bond measure. If the college is expected to continue to grow in the future, securing additional workspace is imperative. We needed to repurpose one of our four front window areas to accommodate our student assistants, as there was no other space available.

Lack of space will also be an issue now that all of our office space is full, with respect to accommodating our internal Auditor visit, which requires several days at least once/year, sometimes twice. There are also occasional outside audits that occur, by the California Student Aid Commission (Cal Grant audit) and possibly by the federal government. We must be able to provide auditors a private room with desktop banner access, and internet access for their laptops to be able to work. We have always utilized our extra office for this purpose, but this space is no longer available and we need a solution for 2020.

Training room for webinars and meetings: We have a small storage room with a table that we use for Staff meetings, but it is too small for our current staff size. We also have need to view many training webinars, and conference calls on a large screen, and have to rely on limited availability of other conference rooms for our training needs; room availability is often limited. Please plan for additional smart conference rooms when reviewing facilities, or incorporate one into the financial aid office.

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	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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	External Factors		Learning Support	X	Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Implementation of the following:

Campus Logic:
A new verification software was purchased by the district to facilitate with a single sign-on portal for students to complete their verification worksheets and upload financial aid required documents. The colleges can customize and co-brand the system, and allow students to have one location to conduct business, through upload of files to the Campus Logic system. The new software provides two-factor authentication for security, email, and text are the options to alert students on the need to follow up with financial aid.
In addition, the system also provides desktop and mobile app versions for students and allows colleges to compare data from the FAFSA to verified data from taxes, other documentation, clearing those that match and pushing discrepancies to financial aid staff. Campus Logic also provides metrics to show workflow, data, and progress toward the SCFF outcomes for the three Supplemental performance metrics.

Chatbot:
This is a new integration system that will assist the financial aid office with the daily influx of questions related to financial aid with automated personalized responses, in English and Spanish. Chatbot Financial Aid is helping to answer basic common questions regarding the aid process, eligibility, information about required documents, and many other common financial aid –related questions.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
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	External Factors		Learning Support	X	Professional Development	X	Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

1. Significant improvements in community outreach and in-reach efforts by utilizing our new Financial Aid Outreach position with the goal of increased financial aid awareness and number of applicants.
2. The implementation of Campus Logic will simplify and speed up the verification process for students and staff.
3. During 2019-2020 we incorporated simplification of the non-verified financial aid file completion process; students no longer need to complete any extraneous documentation for our office. However, we must incorporate new automated processes using technology to be able to review non-verified files for items within banner that we must currently manually review.
4. Campus Logic: A new verification software was purchased by the district to facilitate with a single sign-on portal for students to complete their verification worksheets and upload financial documents. The colleges can customize and co-brand the system, and allow verification items for students to have one place to conduct business. The new software provides two-factor authentication for security, email, and text are the options to alert students on the need to follow up with financial aid.
5. Chatbot is a new integration system that will assist the financial aid office with the daily influx of support queries related to financial aid with automated personalized responses. Chatbot Financial Aid will assist to answer basics questions about students with the aid eligibility, information about required documents, calculating expected family contribution, and verification process. We will continually be building the database of questions and answers with time.

Mark an X before to each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach	X	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development	X	Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:
http://www.laspositascollege.edu/research/outcomes.php

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?
____yes _____no

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

N/A

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only):
SLO or SAO: **SAO**
Describe the quantitative or qualitative results: Students served did decline from 2017 until this program review in 2018 the number of students: For 2016-2017 total Pell grant recipients 1634 total amount $5,304,659.00 For 2017-2018 total Pell grant recipients 1571 total amount $5,576,406.00 For 2018-2019 total Pell grant recipients 1558 total amount $5,547,350.00
Discuss any actions taken so far (and results, if known): Over 2016, 2017, 2018 and 2019, Financial aid has been increasing our in-reach efforts to send more personal emails and a personal phone call to our Pell recipients. Our office has been following up more close to our students, offering them one-to-one assistance. The financial aid department has added an outreach person to help the department to increase the applicant and recipient numbers; additionally, two more new staff positions were hired to address this issue to be able to provide more processing and personal contact with students.

Discuss your action plan for the future:
6. Outreach and in-reach from our new outreach staff to the community.
7. The implementation of Campus Logic will easy the verification process for students and staff.
8. **Simplify the non-verified file completion process; the students are no longer need to complete any documentation is our office. They have been reviewed manually by a financial aid staff behind the scenes. New automated technology must be added so that data within banner is reviewed automatically.**
9. **Campus Logic:** A new verification software was purchased by the district to facilitate with a single sign-on portal for students to complete their verification worksheets and upload financial documents. The colleges can customize and co-brand the system, and allow verification items for students to have one place to conduct business. The new software provides two-factor authentication for security, email, and text are the options to alert students on the need to follow up with financial aid. Chatbot this is a new integration system that will assist the financial aid office with the daily influx of support queries related to financial aid with automated personalized responses.
10. Chatbot Financial Aid has been implemented to assist in answering common questions from students regarding all aspects of financial aid.

C. **Program SLOs (Degree/Certificate granting programs only**): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: N/A
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: https://bit.ly/2LgqoKv. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

N/A

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects
- Ensuring eligible students receive financial aid, if desired   - Removing barriers that hinder students from moving toward their goals   - Offering additional information and support about educational pathways   - Offering academic support that increases English/math completion in the first year   - Enhancing career readiness through coursework   - Increasing completion of degrees and certificates   - Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.
- **What was the action**?
- **What was the result, if known?**
- **If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus**. N/A
- **If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)**
- **If you did not take any actions in support of the goals above, you may write "N/A."**

The Financial aid department has added an outreach person to help the department to increase the applicant and recipient numbers; additionally, two more new staff positions were hired to address this issue with more processing and personal contact with students.

The Outreach Specialist and the two financial aid staff are in their first year, so it is too early to tell if the efforts and positions are successful.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Increase professional development for new hires, and create ways to serve students and get them to apply and receive financial aid.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)
Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: https://bit.ly/2XZVGDb

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

N/A

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

N/A

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

More opportunities for appropriate responses for programs that are service-oriented only, and that don't have an educational component per se.

Section Three: Curriculum Review

(Programs with Courses Only)

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

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1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

N/A

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

Section Four: CTE Updates
(CTE Programs Only)

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact Vicki Shipman or the current CTE Project Manager for access to data).

N/A

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

N/A

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

 (Contact Vicki Shipman or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

N/A

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

N/A

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

N/A

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?** If not, what program improvements may be made to increase this metric?

N/A