

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Financial Aid	Student Services	Andi Schreibman

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - Program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

The mission of the Financial Aid Office is to provide financial resources to all eligible students who would otherwise be unable to fulfill their educational goals because of financial barriers.
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The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

The Financial Aid Office ensures that Las Positas College continues to be an institution that is inclusive, student-centered, and supportive of the educational goals of all students who choose to pursue those goals here.

II. PROGRAM ANALYSIS**A. Courses (For Instructional Programs Only)**

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/A	
N/A	

2. Will new curriculum (e.g., course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If yes, please describe briefly what new curriculum is planned.

N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If yes, please describe briefly what new initiatives are planned.

No new initiatives. Financial Aid will maintain its focus on compliance with state and

federal regulations and processing student files in as timely a manner as possible
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C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

SAOs for Financial Aid were reviewed in July of 2013. SAOs will be assessed now in accordance with the Program Review process that was adopted in AY 2013-2014.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	Financial Aide had 3 SAOs as first entered in eLumen.

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Dialogue related to the assessment for the SAOs for Financial Aid has been ongoing between the director, all staff members and the Dean of Enrollment and the Vice President of Student services. Dialogue related to meeting program goals also happened with state and federal officials and amongst Financial Aid professionals from other campuses. Evidence of this dialogue can be found in Financial Aid program meeting notes, division notes and minutes, emails between all parties, and through memos and letters. Also, dialogue resulted from anecdotal interactions with students as well through point of service evaluations, and email and in person customer service.

- b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

Financial aid successfully completed 2 of their three stated SAOs that developed out of the last program review cycle. This success was assessed through point of service surveys, and also through a re-evaluation of how students receive Financial Aid services on campus. For instance, SAO #1 states, "Students will use online services to successfully navigate through the financial aid process." Right now, through goal setting and achievements of those goals, most students do use online resources. Paper communication and notifications have been replaced with email notifications. This includes financial aid award notifications which are now sent by email; students are instructed to access their own award and financial aid information online through Class Web. . SAO #2 states that students will demonstrate the ability to successfully apply for financial aid online. That goal has been accomplished in much the same way as SAO #1, and the Financial Aid office continues to support the education of students in how to apply online. SAO #3 states that through workshops offered by Financial Aid, disqualified students will gain an understanding of what "Satisfactory Academic Progress" means in terms of their Financial Aid status. Goal #3 has been assessed as of the writing of this program review through point of service evaluations of the workshop. 93.11% of respondents indicated they found the workshop information 'mostly' or 'definitely' helpful, and 89.65% of respondents indicated the workshop 'mostly' or 'definitely' helped provide them with strategies to regain financial aid.

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

While assessment results support resource requests in that they allow the Financial Aid department to better identify the resources that students need to apply successfully for financial aid, most of the resource requests for Financial Aid are driven by significantly increased numbers of students served and qualifying for aid, and accompanying mandates that are issued from outside the college (state and federal governments) which result in workload burdens in order to maintain compliance.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Financial Aid will be writing 2 to 3 new SAOs for the program during this program review process. Assessments will continue related to program review goals. A reassessment of student understanding of the Satisfactory Academic Progress mandate will be taken in the Fall 2014 in order to provide comparison with Fall 2013 assessment and dialogue on the topic. Satisfactory Academic Progress is now important to students for many reasons such as priority registration, and it is imperative that students understand what is required of them so that they can continue to fund and to successfully reach their educational goals.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

No student services data pack has been provided for the Financial Aid program. A Fall 2012 student satisfaction survey reveals that 38% of students responded to the questions about the Financial Aid program. 79% were satisfied with the service they receive from the office. 64% of respondents listed finances as a life challenge that effects their education. Student data about the Financial Aid program is frequently collected and reported to the Federal and State governments. Student data is also collected locally on campus as mandated by those entities. Student data from the SARS student data tracking system is also collected at the point of service to reflect the number of students served, and is used to improve office procedures in order to meet student need for services. Dialogue about all of this student data permeates all of the dialogue that the program has internally as well as college-wide. It can be found in the form of reports, emails, notes, and meeting minutes.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Student data reveals that increasing numbers of students are in need of obtaining financial resources in order to successfully pursue their educational goals. Results will be used to continue to keep the Financial Aid program running smoothly despite human resources deficiencies, and to support correcting those deficiencies. It will be also be used to improve the quality of the services currently provided by Financial Aid, such as Satisfactory Academic Achievement workshops. Student data will also inform the way that plans are made in the future to enhance the mandated reporting that the Financial Aid office does.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

While student data permeates the work activity of the program, and is used to support resource requests with respect to the increasingly higher percentage and number of students served by financial aid compared to the number of students enrolled, resource requests for Financial Aid are just as strongly driven by state and federal financial aid mandates which are issued from outside the college.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

N/A

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

N/A

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

N/A

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	N/A	N/A

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time	No. of hrs/wk	No. of mo/yr
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		assigned to the program		
full-time classified staff*	4	100%	40/wk	12 mo/yr
regular hourly classified staff**				
student assistants	2	100%	20/wk	12 mo/yr

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

Data results indicate that increasing numbers of students need and are qualified for financial aid, and most need to better understand how to maintain satisfactory academic progress in order to retain financial Aid eligibility. Increased numbers also results in increased file processing workload to meet compliance mandates. In 2008-09, 3051 students at Las Positas were receiving some type of Financial Aid. In 2011-2012 that number rose to 4078. These students are being served by a very limited number of professional staff and student assistants. College budget constraints have limited the ability of the program staffing to grow commensurate with the huge growth in the students served and benefiting from the financial aid program over the last 10 years.

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

Financial Aid employees are required to constantly upgrade knowledge and skills to ensure they remain current with program knowledge, ever-changing regulations and compliance issues, and their implementation. Also, changes to the process for SEPs, Satisfactory Academic progress and perhaps other elements of the SSA law could impact the program, and require staff training in the upcoming year. Also, frequent upgrades to the BANNER financial aid system are ongoing as the software meets changing regulations and improvements, requiring frequent testing and retraining for staff members with respect to processing of files utilizing banner screens; reports that are generated and used by Financial Aid and have to be reported accurately with a great understanding of the underlying student system software. Right now, much of the training that occurs in

Financial Aid is reactive, as staffing has been deficient. There has been no time for consistent and pre-emptive upgrade training for the staff in Financial Aid.

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

More appropriate and useful signage, including a glass bulletin board for posting pertinent and timely information, and announcements is needed for the office in order to provide effective customer service to the large percentage of students who are receiving financial aid or looking for financial resources such as scholarships. New tools may be required to implement outreach efforts to encourage more students to apply for financial aid to help them achieve their educational goals.

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

Click here to enter text.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

As the program grows and continues to grow in the current economic climate, more financial resources will be necessary to provide the service to students that can help them achieve their educational goals, and to meet the many reporting and compliance issues behind the scenes. In 2007-2008, 2119 students received some type of Financial Aid. That number nearly doubled to 4078 in 2011-12, with no additional staffing.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

Federal and state regulations have become increasingly more burdensome as new mandates are adopted requiring accountability, such as Gainful Employment reporting for all certificate programs (both state and federal level), Disclosure requirements for many areas of the campus (most which are not related to financial aid but must be disclosed publicly for the school to remain compliant), default rates, as well as compliance requirements regarding processing of student files such as reviewing for lifetime eligibility used, reviewing for consistency between records in financial aid and Admissions regarding high school diploma, etc. In addition, Satisfactory Progress regulations became stricter two years ago requiring us to change our evaluation process and resulting in additional numbers of disqualified students.

III. SUMMARY

A. Summarize objectives accomplished since the Program Review Update (2012)

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

Since the last program review, Financial Aid has met all of its objectives, although some of those objectives are ongoing, and will continue to be approved and assessed for student satisfaction. Objectives since the last program review update are that students now successfully navigate the financial aid process online, they demonstrate well their ability to successfully apply online for financial aid, and they have through point of service surveys helped us to improve upon and continue to improve upon our SAP workshops. These workshops help students to understand the connection between their Satisfactory Academic Achievement and keeping the financial aid that supports them in the pursuit of their educational goals. Also, the program has successfully moved into new offices in the

SSA building with limited interruptions to service for the students, and has participated in internal audits as well.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

N/A

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

Objectives for Academic Year 2014-15 surround the idea that we need to continue to expand and improve student understanding of the impact that their academic progress has on their ability to receive financial Aid. One objective will be to develop and routinely use a point of service assessment tool so that we can track student understanding both before and after completing a workshop. Also, Financial Aid plans to assess a new SAO related to developing online evaluation of its communications and workshops (see the table below.)

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

Everything that Financial Aid does directly effects the achievement of educational goals by students. Without being able to outreach to and communicate with students who need monetary support for achievement of their education goals, those students are not able to pursue them. Without additional staffing to provide minimally adequate staffing levels which will allow Financial Aid to serve the increasing numbers of students while still meeting required reporting, retraining and compliance needs, and students will be negatively impacted.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Financial Aid	Student Services	.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	<p><i>Continue to assess, revise and improve more sessions of the SAP workshops.</i></p> <p><i>Develop workshops specifically for specific populations of students so they can understand the SAP requirements for FA.</i></p> <p><i>Develop an online survey</i></p>	<p><i>Students will demonstrate an understanding of Satisfactory Academic Progress as it relates to their continuing eligibility for Financial Aid.</i></p>		<p><i>Student surveys, workshop evaluation tools</i></p>	<p><i>Human Technological</i></p>	<p><i>Human Technological</i></p>	<p><i>Committees that deal with allocation of human resources</i></p>

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		<i>tool to use in assessing the workshops, to facilitate data collection.</i>						
2	1	<p>Work on signage and website design around connecting students to the Financial Aid office and Financial Aid information.</p> <p>Work on the website to make it more user friendly, and promote communication via email.</p> <p>Develop more accurate accounting through STAR tracking to be able to determine numbers of students served and</p>	<p>Students will locate and be able to use easily financial aid information in pursuit of their educational goals.</p>		<p>Student point of service surveys</p>	<p>Human, Technological</p>	<p>Human Technological</p>	<p>Resource allocation committees , hiring prioritization committees , facilities committees</p>

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		create goals around ease of access to services and other types of information.						
3								
4								
5								

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.