PROGRAM REVIEW Fall 2017

Program: Financial Aid Office
Division: Enrollment Services
Date: October 16, 2017
Writer(s): Andi Schreibman
SLO/SAO Point-Person: Andi Schreibman

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here: https://goo.gl/23jrxt

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 13.*

4) *Send an electronic copy of this form to Karin Spirn and your Dean by October 16*

Links:

Program Review Home Page: https://goo.gl/XATgjJ

Fall 2016 Program Review Updates : https://goo.gl/YV8QOt

Frequently Asked Questions: https://goo.gl/iIhRtt

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (https://goo.gl/WuR9cQ)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

Data confirms that financial aid numbers have continued to decrease with respect to financial aid applicants and recipients. This is a significant statewide trend, 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. When we had the great recession, our numbers grew astronomically and nearly doubled in just a two year period. 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.

We do attribute some of the reduction at least partially to understaffing and staffing changes, which limit our ability to provide inreach, outreach and follow-up. The Loss of Bog regulations implemented Fall of 2016 also continue to negatively impact the number of BOGW recipients as students not meeting standards of progress now lose their BOGW. This serves to reduce our reported number of financial aid recipients and the dollar value of fees waived.

B. Changes to Program and Needs: Describe any significant changes to your program or your program's needs since the previous Program Review Update (Fall 2016).

Based on results from a voluntary NASFAA peer review for compliance of disclosure requirements, there are a number of significant improvements identified that must be addressed throughout the college to assure the college's compliance with federal regulations. Academic Works scholarship software program was purchased by the LPC Foundation and will require significant training time to learn the new system and set it up properly. Termination of on-call hourly positions throughout the district will result in the loss of our front-desk hourly staff, who covered 50 hours/week for the past two years. Full-time staff will have to share and cover front desk duty beginning January 2018, resulting in less time per staff person to be available on a daily basis to process files, answer and return phone calls and email. The need for a full-time staffperson responsible for		Mark an X next to each area that is addressed in your response.
		Definitions of terms: https://goo.gl/23jrxt
		Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
	x	External Factors
	x	Facilities,** Supplies and Equipment (Including Software)
		Financial/Budgetary
	x	Human Resources
		Learning Support
		LPC Planning Priorities

the front counter is evident, as the loss of our hourly positions further reduces the time full-time staff will have to process. We are the only area of student services with a front counter and no full-time assigned front counter staff person. This is due to the fact that our former office configurations never had a front counter until moving into Building 1600, so the need for front counter staffing was a non-issue until the move. A brand new Community College Completion Grant was provided to colleges in the late summer with the expectation to implement provisions during Fall and requires significant manual workload each term to determine initial and continuing eligibilty. A brand new Dreamer Emergency Grant program was also provided to CA community colleges in September to be implemented in fall. While funds are very limited and are one-time funds (about $10,500), procedures are to be determined, along with allocation rules; this again has created additional manual workload.	https://goo.gl/LU99m1
	Pedagogy
	Professional Development
x	Services to Students
	SLO/SAO Process
x	Technology Use
*Curriculum will also be addressed in Part 2 (Curriculum Review).	
**Facilities will also be addressed in Question H.	

C. **Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?**

We successfully tested and implemented the move to the Banner Baseline product effective January 2017. **We were able to secure funding for Financial Aid TV and the GetSAP satisfactory academic progress program through 3SP and Equity funding for the 2017-18 school year.** **We successfully implemented the GetSAP program to replace in-person SAP Workshops in June 2017.** **Secured permanent funding for online scholarship program through the LPC Foundation, and purchase Academic Works, a dynamic scholarship software program.**	Mark an X next to each area that is addressed in your response.
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D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

Implementation of GetSAP program has allowed students to access this pertinent information on demand by viewing videos online. The program is required for all students intending to appeal their poor progress/disqualification status. This has made the information much more accessible as previously the required in-person workshops were very limited in when they were offered.	Mark an X next to each area that is addressed in your response.	
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E. Obstacles: What obstacles has your program faced in achieving plans and goals?

Staff turnover has continued to be disruptive and an issue throughout 2016-17 and also in 2017-18. We had a retirement in December, 2016. The position replacement did not begin until April, 2017, and the new hire transferred to Chabot's Financial Aid Office which had a vacancy in August, 2017. The position remains vacant and will be filled in early December. In the past year since the retirement, this position will have been filled for only 4	Mark an X next to each area that is addressed in your response.	
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		Community Partnerships/Outreach
		Curriculum*

months, putting strain on the remaining staff.

HR has been a major factor in placing obstacles in the way of progress for us, with the elimination of all on-call hourly positions. We have had 2 very well-trained front desk staff filling these positions and have the funds to support them, but will not be able to retain the employees or positions. We do not have enough funding to cover a full-time position, so our level of service will necessarily be reduced.

Inability to provide adequate inreach, outreach and follow-up due to staffing issues is contributing to decreasing numbers of students applying for and receiving aid.

Unexpected last-minute state initiatives for the past few years have had a serious impact on workload. This includes the implementation of the Full Time Student Success Grant, in 2015-16, which became known after the beginning of Fall term 2015 and required us to scramble to come up with policies and procedures for immediate implementation.

Currently in 2017-18 we have two new state initiatives we are faced with implementing, which we were unaware of previously. This has impacted our workload unexpectedly as they were unplanned for and are manual in nature.
1. Information for the new Community College Completion Grant for Cal Grant recipients (who are enrolled in 15 units/term and are certified as following a Student Education Plan) was presented in August, 2017, with implementation details only disseminated in September, to be effective for the current Fall term. This requires coordination and collaboration with Counseling and we are currently working out policy and procedures in order to implement this fall.
2. Additionally, the Chancellor's Office provided for a one-time Dreamer Emergency grant to be provided to AB540 Dream Applicants who are attending LPC. Funds are limited and it is up to the college to determine policy and procedures for providing the funds. We are currently working on implementing the grant for the fall term. It is not expected that this grant will be available for future terms.

Another obstacle is the federal government has reinstated Year-Round Pell for the 2017-18 school year, to be implemented summer 2018 after many years. This will be significant additional workload as it will require full testing before implementing, and will require updates to our policies, procedures, website, literature, and additional communication with students so they understand the implications.

	Enrollment Management
	External Factors
	Facilities,** Supplies and Equipment (Including Software)
	Financial/Budgetary
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

Implementation of Year Round Pell **In progress: Academic Works implementation (requires significant training, software set-up and testing); go live date February 2018.** **We are currently in the process of having our website redesigned. In addition to our involvement in this process, we want to be diligent about embedding the Financial Aid TV and GetSAP informational videos throughout the financial aid website as appropriate. Previously with the Contribute software, our video icons did not work properly and were poorly visible. We look forward to our new website and for the inclusion of the Financial Aid TV videos to more effectively assist students with short informational clips throughout the site.** **Professional development and training of all staff is key to continuing to serve students and maintain compliance with federal and state regulations in the coming year, in an environment where regulations, policies and procedures are in a constant state of change.**	Mark an X next to each area that is addressed in your response.

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G. 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).

Implement CashCourse on campus, a financial literacy program available for free to all California Community Colleges. We will only be able to implement with additional staff, as current staff are impacted and cannot take on the additional workload of planning and implementation of this very beneficial and much-needed service to our general student population.	Mark an X next to each area that is addressed in your response.

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Hire a new Financial Aid Advisor I to cover the front counter full-time, which would allow us to increase our available service hours to students and would allow the Financial Aid Staff to focus on file review and processing and program initiatives. **Hire a new Financial Aid Advisor II whose program focus would be Scholarships. With new software, the scholarship program has become very technical. Having a staffperson whose focused assignment is the scholarship program is greatly needed. The tasks involved are extremely time consuming for a preparatory period in the fall term and again in the spring term when the LPC Scholarship Program is offered. Scholarships require focused attention for the majority of the workweek over at least 8 week period each spring. Having a staffperson responsible for this will relieve the Financial Aid Officer of this workload.**	<table><tr><td></td><td>Enrollment Management</td></tr><tr><td></td><td>External Factors</td></tr><tr><td></td><td>Facilities,** Supplies and Equipment (Including Software)</td></tr><tr><td>x</td><td>Financial/Budgetary</td></tr><tr><td>x</td><td>Human Resources</td></tr><tr><td></td><td>Learning Support</td></tr><tr><td></td><td>LPC Planning Priorities https://goo.gl/LU99m1</td></tr><tr><td></td><td>Pedagogy</td></tr><tr><td></td><td>Professional Development</td></tr><tr><td>x</td><td>Services to Students</td></tr><tr><td></td><td>SLO/SAO Process</td></tr><tr><td>x</td><td>Technology Use</td></tr><tr><td colspan="2">*Curriculum will also be addressed in Part 2 (Curriculum Review).</td></tr><tr><td colspan="2">**Facilities will also be addressed in Question H.</td></tr></table>

H. Do you have any facilities needs that are currently unmet? If yes, please describe.

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 extremely unsafe in the event of a perpetrator. 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.

Office space to accommodate future program growth: we have one small office that is currently not occupied by a full-time employee, and is used by our student assistants. Should we have one more position approved we will then be out of office space. This should be addressed for the future with the new bond measure. The remaining office is very small compared to the rest and rather claustrophobic for full-time occupancy. If the college is expected to continue to grow in the future, securing additional workspace is imperative.

Currently we have an internal Auditor visit for 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. It is important that auditors be given a private room with banner access on a desktop, and internet access for their laptops to be able to work. We have utilized our extra office for this purpose, but if we hire one additional position we will lose that space for the future. We must be able to address this need by providing a secure room nearby where an auditor can have access to banner and to the internet.

Training room for webinars and meetings: We have a small storage room with a table that we use for Staff meetings, but it is much too small, especially if we include student assistants (and hourly staff as in the past). 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; the existing room availability is often limited. Please plan for additional smart conference rooms when reviewing facilities, as we have

great need for them for meetings and for web-based training.

Need additional storage space, expecially for larger items to be stored.

I. Mission: Explain how your program's plans and accomplishments support the mission of Las Positas College:

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

Financial Aid is a key aspect of access and retention of nearly 50% of our student population.

Ongoing additional funding for financial aid staff is required to meet federally-mandated level of administrative capability needed to run a full service financial aid office to ensure compliance and to serve and support our students in the way a full service financial aid office is intended.

Our purpose is to provide financial support to our students allowing them to access higher education, persist and attain their academic objectives. To this end, we provide a menu of options and opportunities to financially support our students to persist in obtaining their educational goals.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? _____yes _____no

(This data can be found here: https://goo.gl/b59nCy)

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

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. <u>Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze</u>. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Student Services/Financial Aid
Text of the CSLO, SAO, or PSLO: **'By offering Back on Track SAP workshops, students will demonstrate an understanding of the new Financial Aid Satisfactory Academic Progress standards.'**
Describe the quantitative or qualitative results: While surveys indicated students felt the former in-person workshops were very beneficial to their understanding, with the implementation of the GetSAP automated program in June 2017, we can now measure and

quantify the improvement in understanding through the use of pre and post quizzes.
Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future: Statistics have indicated students who complete the GetSAP program have a better understanding of the concepts compared to before participating. We intend to continue to monitor and improve the program over time, as we are able to update the material each year.
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.)

Circle One: CSLO   PSLO   SAO
Course, Program Name, or Student Service Area: **Student Services/Financial Aid**
Text of CSLO/PSLO/SAO: **'Increased number of students will take advantage of scholarship opportunities on campus through improvements in the scholarship application.'** We continue to focus on this SAO. While we saw a significant increase in applicants since utilizing an online scholarship program three years ago, we were disappointed that the numbers in the past two years were reduced so that in 2015-16 and 2016-17 there were fewer applicants than in 2014-15. We identified issues with the logic and limitations of the software program we were using as part of the problem, and have purchased a much more dynamic program, Academic Works, which will be implemented for 2017-18. We expect the improved logic and simplicity of the application will encourage more completed applications. Statistics: 2014: last year of paper application: 109 applicants 2015: one year of STARS software: 211 applicants 2016: first year of AwardSpring software: 154 applicants 2017: second year of AwardSpring software: 155 applicants
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

Section Two: 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:

> **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.

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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.

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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.

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Section Three: 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 not represent unnecessary duplication of other training programs in the college's service area? (Please note: your labor market data should be current within two years. Contact <u>Vicki Shipman</u> or the current CTE Project Manager for access to data).

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

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

 (Contact <u>Vicki Shipman</u> 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?

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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?

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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?

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?