

PROGRAM REVIEW UPDATE 2015-2016

Program: Financial Aid

Division: Enrollment Services

Date: 10/01/2015

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

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Time Frame: This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."
 - 3) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.
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Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

*Implemented STARS Online Scholarship Program

*Changes due to state mandated loss of BOG eligibility requires advance student warning to inform them of the changes. In addition, banner re-programming and a BOG-W student appeal process must be implemented to be effective after Spring 2016 grade processing timeline has been completed.

Federal mandates related to new SULA regulations (Subsidized Usage Limit Applies rules) requires accurate and timely reporting of all students' majors and degrees and enrollment to the National Student Clearinghouse. The federal government uses this information to track students'

subsidized loan eligibility nationwide. Complying with this mandate required a thorough review of all current majors and degrees (with appropriate corresponding CIP codes) offered by LPC. All student records were reviewed to ensure students were enrolled in official current majors with corresponding appropriate degrees which are actively offered. Both Financial Aid and Admissions & Records were significantly impacted by the workload required in order to bring us into compliance.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

Implemented the STARS Online Scholarship Program – Secured 3 years of funding from the LPC Foundation. The Financial Aid Director worked directly with the software vendor to successfully implement for Spring 2015. A total of 249 scholarship applications were filed compared to 110 in the 2013-14 academic year.

SULA mandate was successfully addressed – Implemented through strong collaboration with ITS, Financial Aid, and A&R.

Communication to students via email through Banner has been improved due to better understanding of system capabilities as a result of working with a banner consultant.

Financial Aid continued to offer in-person SAP workshops. Disqualified students who attended these workshops demonstrated a better understanding of the Satisfactory Academic Progress requirements and appeals process.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

With the implementation of the scholarship program, funding was not approved for the scholarship software until late 2014, when we had scheduled our scholarship program to go live in early 2015. This provided little to no time for testing and training with the new scholarship program. This resulted in issues for both students completing the application, and some issues with reviewing the scholarship applications for committee members.

The financial aid office did not provide an online Satisfactory Academic Progress workshop because funds were not provided to support this during 2014-2015. As a result, we offered a limited number of in-person SAP workshops to disqualified students; not all students could participate due to when these workshops were offered.

Even though the Program is utilizing electronic communication more effectively and makes it clear that this is our primary mode of communication, we find that there are a number of students who still do not access their email and therefore do not receive important college information and notifications. Implementation of text messaging may be one solution.

While we added a fourth Financial Aid Specialist to the staff in January 2014, the office remains very understaffed in comparison with schools of similar sizes. Lack of adequate staffing has prevented the ability to provide full comprehensive services such as default management, loan counseling, implementation of financial literacy program (CashCourse), outreach and inreach, implementation of additional enhancement functionality within banner, etc.

D. What are your most important plans (either new or continuing) for next year?

The financial aid office will continue to improve the online scholarship process by upgrading to a more current platform. This will allow for more adequate time to test the software and provide additional training for both students and scholarship committee members.

The financial aid office has purchased and will implement a new program - GetSAP – a Satisfactory Academic Progress orientation program which will be available to all students on demand. We

hope that this will help students proactively better understand SAP requirements which would result in more students maintaining eligibility for financial aid through knowledge. We hope to see a reduction in the number of students who are placed on Warning or Disqualification due to not meeting the minimum SAP standards.

We hope to implement CashCourse with the partnership of EOPS.

To successfully implement new 3SP regulations regarding loss of BOGW fee waiver for students who do not meet the college's Satisfactory Progress standards during two consecutive primary terms and to provide clear communication with students about the change in policy.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

We have improved our electronic communication with students, implemented an online scholarship application, and we expect to implement GetSAP for Spring 2016. These efforts align with the planning priorities that address ACCJC standards and meaningful assessment of SAOs.

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ___yes ___no

(This data can be found here: <http://goo.gl/y9ZBmt>)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

Although the Program is still significantly understaffed we have made it our highest priority, along with maintaining compliance, to ensure we get funds to our eligible students in the quickest possible time. We remain faster than many schools with much larger staff as our staff is in alignment in understanding the urgency of getting the funds to the students as quickly as possible. We are certain this assists retention and students' chances of academic success.

We have seen a greater increase in the amount of Federal Pell Grants disbursed to students as a result of our efforts to increase online services and communication to students, and allow for students to successfully navigate through the financial aid process. The total amount of Pell Grant disbursement to students was \$6,089,179 for the 2014-2015 year compared to \$5,924,940 for the

2013-2014 year (2.7% increase) and \$5,439,846 for the 2012-2013 year. This reflects a 2.7% one-year increase in Pell Grant funds disbursed to students and 10.7% increase over two years.

The STARS online scholarship showed a significant increase in the number of applications. Benchmark data shows that 249 total applications were received, and of those applicants, 151 students were awarded Las Positas Scholarships for the 2014-2015 year.

For the 2014-2015 year, 33 Satisfactory Workshops were held throughout the year with an attendance of 216 students. While this number is only a portion of the disqualified students, the students who attended were impacted by gaining a clear understanding of the path needed to regain and maintain eligibility for financial aid. 81 of the attendees regained their eligibility after attending a workshop by either filing a petition or by becoming reinstated by meeting the Satisfactory Academic Progress Standards on their own.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

- A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.**

Benchmark data for the number of applications received by students showed an increase in the number of students that applied for scholarship opportunities on campus through our improvements in the scholarship application process as well as through the implementation of the STARS online scholarship software.

- B. Discuss assessment results that indicate a need for improvement.**

Financial Aid Satisfactory Academic Progress reports indicate that, for example, for Fall 2014, of the 1483 students who received a pell grant, 646 of them (43.6%) did not meet satisfactory academic progress requirements. Of these, 418 (28%) were disqualified following the fall term. We hope to reduce the amount of students that fall into Warning or Disqualification status through early intervention by implementing and offering the online Satisfactory Academic Progress GetSap program. This will be accessible to all students instead of being offered on a limited basis to disqualified students after the fact, and we hope that it significantly improves students' attention to and understanding of this important policy that affects their eligibility.

- C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.**

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

The financial aid office recently secured funding to purchase Financial Aid TV's 'GetSap' Satisfactory Academic Progress online counseling software. This will be a significant change from in-person SAP workshops.

- D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.**

N/A

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

With the implementation of the STARS Online Scholarship Software, we have seen a significant increase in the number of students who applied for scholarships.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results? YES NO

If yes, please explain.

We were in need of funds for GetSap and were able to secure funding through 3SP to support the project. We continue to see a need for additional staffing so that financial aid can provide additional services and support that we are currently unable to adequately provide.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year).*)

Examples might include (Your responses may vary.):

- changing number of units/lab hours
- changing pedagogy/curriculum
- changing assessments
- changing service hours
- changing modes of service delivery

Assessment results show a need to review how we communicate and to determine if there are more effective ways. We have experienced success with the implementation of the online scholarship application and hope the program continues to result in increased numbers of qualified scholarship applicants. We hope to achieve greater success through providing the online 'GetSAP' SAP orientation and making it available on demand for all students, which will be a significant improvement over in-person workshops with limited availability and times.

2. Have your assessment results shown a need for new/revised SLO/SAOs? YES NO

If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	N/A
Estimated number of SAOs that will be written or revised:	N/A

- a. What courses or SAOs will your program assess during this academic year (2015-16)?

Financial Aid hopes to be able to implement the online SAP during Spring 2016. The program plans assess the online SAP effectiveness during 2016-17.

- b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	N/A
Spring 2016	N/A