

PROGRAM REVIEW Fall 2022

Program: Financial Aid

Division: Enrollment Services

Date: 9/29/2022

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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.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1- In 2021-2022 access to the free CashCourse program was discontinued by the California Community Colleges Chancellor's Office so LPC was unable to continue offering this free online program to its students. However, staff continued the practice of providing topical Financial Literacy workshops to all Las Positas College students through the Smart Shop series, which includes guest speakers from the community. The series was continued through zoom while working remotely so that students still had access to the information. Many students, especially low income, benefited from this program, learning about personal finances and money from the experts.
2- LPC Financial Aid website, the social media Instagram, Facebook page, and Snapchat are still in place to inform our LPC population about all the programs that financial aid offers to our social media active students. However, due to our Financial Aid Outreach position being vacated during 2021 there was a vacancy for a significant amount of time and the replacement still has a learning curve so that these modes have been underutilized and need to be built up.
3- Cranium Cafe continued to be a meeting and collaboration platform for student support. Las Positas College Financial Aid has been using the platform fulltime for virtual one to one advising since working remotely began. Once inside the cafe, both students and advisors can utilize: Document upload/share, Screen share, Document edit pad, Speech to Text, Closed Captioning, Virtual Lobby. This was successfully employed while the campus remained closed and remains an option for online students.
4- The Software Campus Logic was fully implemented, and made the transition to working off campus very smooth with respect to collection of student documentation. We implemented the Campus Communicator award letter to replace the standard banner award letter which was previously emailed. This letter goes beyond the traditional emailed award letter to effectively reach students in innovative ways that enhance engagement and comprehension. Campus Logic also provides metrics to show workflow, data, and progress toward the Student Centered Funding Formula outcomes for the three Supplemental performance metrics.
5- Implementation of OCELOT texting software to proactively reach prospective and current students (rather than relying on email which is clearly not effective) will serve to reach more

students with targeted messages and ultimately greatly improve our communication and hopefully result in a much higher response rate.

Tab to add more lines as needed

B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1- Professional Development and annual training for all staff is imperative to comply with all state and federal regulations. During 2021-2022 staff participated in several online trainings and online conferences while working from home. While convenient, the issue with attending conferences online is that online services must still be offered, but some staff must miss certain sessions in order to cover our Front Window (cranium Café) since we were required to remain open. Overall they were able to get most of the training needed.
2- Lack of office space to accommodate our full program: there was no remaining vacant space in our department, and two positions were required to move out of the office into the outside hallway in recent years, disconnecting the team. This has not been a positive change for our office, as those two staff are isolated and no longer 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 recommend to repurpose one of our four front window areas to accommodate our student assistants, as there was no other spaces available for them except the front window.
3- Lack of space is also an issue now that all of our offices are full, and we have a concern regarding accommodating our internal Auditor whose visits normally require at least several days sometimes twice each year. There are also occasional outside audits that occur by the California Student Aid Commission (Cal Grant audit) and possibly by the Department of Education. We must be able to provide auditors a private area with desktop banner/BDMS access and wireless access for their personal laptops. Pre-pandemic we had always utilized our extra office for this purpose, but this space is no longer available, and we need a solution. Recently one of our front windows was reconstructed and sealed off to the hallway and is no longer accessible to students; this could be made into a walled-in workspace for an auditor or a

temporary staffperson or student to work with some limited privacy and we recommend that as a solution.

4- Meeting/Training room upgrade: We currently have a storage room with is now obsolete. It has a small round table that we rely on for Staff meetings and it is our only space for a lunch/break room, but it is too small to accommodate our full staff; we can't even sit the full staff around the table for meetings. At a minimum we want to reconfigure this room to remove the file and storage cabinets and bookshelves as they are no longer needed since all of our records are now maintained exclusively online. In its place we want a new larger table that will fit the full staff of 8 for meetings, a full size refrigerator and cabinets for kitchen appliances and kitchen goods storage for staff convenience.

We also have a need to view training webinars and conference calls on a large screen and have to rely on the limited availability of other conference rooms for our training needs or to view on our own; room availability is often limited. It would be a great plan to be able to add technology to this room in the future so that it could be fully utilized for all of these purposes, often it is very helpful to view trainings together and discuss issues live. Regardless of the ability to upgrade this room, please plan for additional smart conference rooms when reviewing facilities, or incorporate one into the financial aid office.

C. Reflecting on your program's experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

- 1-We want to continue the Campus Logic software which made it possible to intake all documents online, and greatly enhanced communication with students.
2. Continue to utilize some online presence for Financial Aid advising through zoom or Cranium Café to serve those students who remain online
3. Continue to increasingly integrate Ocelot texting into our communications with students, following up emails with texts and identifying specific students to reach with targeted messages which will assist them with valuable information throughout the financial aid lifecycle.
4. Continue to improve our community outreach and in-reach efforts by utilizing our new Financial Aid Outreach staffperson with the goal of increased financial aid awareness and increased number of applicants which will result in increased number of recipients.

5.The federal government made changes to federal regulations to simplify normal verification for our students for 2021-22 and 2022-23, which required we make significant changes to our normal file review process, and most students no longer needed to complete 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.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

N/A

E. Planning: What are the most important plans, either new or continuing, for your Program?

Convert the current storage/break room into a staff break and meeting room sufficient to accommodate the full staff

Plan	New	Continuing	Short term	Long term
Move storage furniture (file cabinets, shelving, storage cabinets) out of storage room and surplus unneeded items	X		x	
Purchase furniture for break room for food/supplies storage and preparation, purchase full size refrigerator, locate or purchase rectangular table to fit 8 comfortably for meetings	X		x	

F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____N/A

Barrier	Suggestions
N/A	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

N/A

B. 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 are 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](#)

- 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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

N/A

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- Gender
- Age
- Ethnicity
- EOPS
- Veteran
- BOG Recipient

- First Generation
- DE

- Online
- Hybrid
- Fact-to-Face

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

N/A

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A

8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

1-Financial Aid will have some improvements in community outreach and in-reach efforts by utilizing our Financial Aid Outreach position with the goal of increased financial aid awareness and the number of applicants.
2- As a result of changes in financial aid guidelines and the efforts to increase the number of grant recipients at Las Positas College, the financial aid office has to increase the outreach efforts to attract more students to our college. To compete with other colleges in our areas, our office has to incorporate new technology and contract with a consultant to increase the number of Pell Grant and Fee Waiver recipients.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

N/A

* If you used other sources of data, briefly explain below.

N/A

4. List changes that you plan to improve outcomes in your service area.

- 1- Over the phone/online FAFSA/CADAA support sessions for all students and we work with their schedule
- 2- Providing Financial Aid Information Sessions for Dreamers
- 3- Offered/delivered presentations during business hours 9am-5pm and after business hours 5pm-8pm for high schools, for Adult School, community partners and classes/specific programs on/off campus
- 4- Created a complete social media platform - IG where we post relevant Financial Aid Information.
- 5- LPC added an extension on their account, so they do not get dropped for non-payment while getting their status fixed with A and R.
- 6- Assists students through the whole matriculation process if they are ESL students/AB 540 students/ Mixed Status Families.
- 7- Finally, assists any students that require any help. But those who are more in need, they have been carefully assisted one-to-one.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

N/A

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

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