

**Program: Financial Aid**

**Division: Student Services**

**Date: 10/04/2024**

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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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

**Please note:** Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

#### **Helpful Links:**

- ★ [Tools for Writers](#) - with contacts for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Fall 2023 Program Reviews](#)
- ★ [Program Review FAQs](#)

For help with your program review, please contact Karin Spirn at [kspirn@laspositascollege.edu](mailto:kspirn@laspositascollege.edu)

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## **Sections**

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

#### **Instructions**

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

***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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

### A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?
- Did they relate to guided pathways?
- Were they in support of the colleges [equity definition](#)?
- Did they connect to any of the college [planning priorities](#)?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?

The 2023-24 academic year brought several accomplishments to the Financial Aid Office. While 2023-24 did not lead to immediate changes in Student Centered Funding Formula (SCFF) incentivized activities or targeted equity work, partially due to the extended times with new staff and/or vacancies, it did set the stage for SCFF and equity work to be more central in the 2024-25 academic year. Below are some examples of higher-level accomplishments.

1. The Financial Aid Office began rewrite of office Policy and Procedures (P&P) manual (over 300 pages).
  - a. This allowed for staff to operate more leniently with regards to appeals and financial aid file review, while strengthening other office policy and procedure.
2. On boarded 2 new team members
  - a. We were able to fill our Financial Aid Advisor II position that had been vacant since July 2023. This allowed for faster financial aid file review.
  - b. We were able to complete the job search for the Financial Aid Outreach Specialist, which had been vacant since February 2024. We will see the gains in 24-25.
3. Implemented revised LPC Promise 1<sup>st</sup> year and planned out LPC Promise 2<sup>nd</sup> year
  - a. We streamlined and removed arbitrary deadlines for our 1<sup>st</sup> year promise program. We operated the 1<sup>st</sup> year program as a fee waiver, similar to Chabot.
  - b. We also ran budgeting projections to allow the development of our 2<sup>nd</sup> year promise program offering.
4. Helped to implement Basic Needs Student Relief Grant with Basic Needs Center
  - a. Worked with the Basic Needs Center to set-up an emergency aid grant and worked with the Cashier's Office and District Finance to allow for paper check production.
5. Reinitiated website redesign

- a. Started to redesign the Financial Aid Office website, which had several starts and stops before the 23-224 academic year. Some streamlining was done and will continue to completion in 2024-25.
- 6. Began set-up for 2024-25 FAFSA processing
  - a. In anticipation of a rough start to the 24-25 financial aid year, due to a myriad of Dept. of Ed issues, we started as early as the Banner system would allow and engaged with our SIG consultant and Chabot to make the best collaborative decisions.

## **B. Challenges, Pain Points, and Needs**

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

The 2023-24 academic year also provided the Financial Aid Office with some challenges.

1. All of the 24-25 FAFSA set-up!
  - a. Over the 2023-24 academic year, information about the 24-25 academic year was coming out, starting with 24-25 FAFSA delays. As the months went by we learned we had missing information, inaccurate information, and changing or reversals of information from the Dept. of Education.
  - b. With that mixed information, it became hard for the office to set-up and prepare for the year and for Banner to properly provide accurate and bug free solutions.
  - c. The release of the FAFSA data kept getting pushed further and further, so we could not test our set-up or the Banner solutions until the end of the 23-24 year, many months behind schedule.
  - d. The aftermath was accidental errors from the Dept. of Ed, Banner, and locally.
2. Maintaining staffing at critical timing. There were many times throughout the 23-24 academic year where we did not have all our staffing in place.
  - a. To start the 23-24 year we were with a vacancy in the Fin Aid Advisor II position that was filled in November 2023.
  - b. During the year we had 3 different extended medical leaves within the remaining staff where they were out for a month or more.
  - c. From February through the end of 23-24 we had a vacancy in the Fin Aid Outreach Specialist position that was filled in August 2024
3. Extent of changes needed in Policy and Procedures as the last thorough update was in 2016-17

- a. The previous 'current' Policy and Procedures Manual had well over 300 pages and appeared to have the most recent significant updates made in 2016-17.
- b. The size of the document and the sheer number of outdated references and policy created a heavy rewrite to this critical document that both LPC and Chabot share.

**C. Planning: What are your program's most important plans, either new or continuing?**

- 1. Our most important plan for 2024-25 is to successfully complete implementation of all 24-25 programs and processing.
  - a. We are well on the way for this and only have the Cal Grant with any significant problems that we are still working on with ITS and our SIG consultant.
  - b. For established programs, we are working on automations and efficiencies with ITS
  - c. Before the spring 2025 terms begins all programs will be current and operational
- 2. Outreach to campus community to maximize aid application rates (and SCFF)
  - a. Increase Pell and California College Promise Grant (CCPG) recipients for SCFF calculation
    - i. Introduce and advertise the paper and CCCApply CCPG application
      - 1. Work on incomplete follow-up, using texting where appropriate, and more active campus outreach activities
      - 2. Plan to actively use CRM Advise table views/lists and extract demographic data from the Banner system
  - b. Set the foundation for continued understanding of aid process
    - 1. We always have the goal to teach our students how to advocate and apply for aid in future years with more confidence and in a more timely fashion.
    - 2. Set the foundation for points of contact within our office for student groups and the students they specifically serve

**D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?**

Barriers: The primary two known barrier is data access and technological issues

- 1. Data access for making equity focused decisions.
  - a. We need clearer and easier ways to obtain equity-based data to know how to make equity focused work most productive
- 2. Technological issues continue to cause pause.
  - a. We currently are struggling with the changes in the FAFSA and Banner system.
    - i. This is a combination of data field changes and policy
  - b. We already have the first Banner release for the 2025-26 year and are not even solid with the launch of 2024-25.

- i. We will need to delay 25-26 set-up to solidify our 24-25 set-up, which could put us a little behind launching 25-26 if new tech issues arise.

#### Suggestions:

1. Data solutions
  - a. We need either predesigned reports we could run as needed, some ad hoc capabilities for demographic data collection, or more direct access to Institutional Research
2. Technological solutions
  - a. We need to engage with our SIG consultant and establish more working meetings with ITS.
  - b. We need to keep in collaboration with Chabot to allow more minds to work through a solution.

#### E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?  
Yes\_\_\_ No\_X\_
2. Comments (Optional):
3. Please review your program [maps](#). Do you need to make any modifications?  
Yes\_\_\_ No\_X\_
4. If yes, compare each [Program Map](#) to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.
  - a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your [Pathway counseling faculty liaison](#) to initiate changes.
  - b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.Any questions? Contact the [Curriculum Chair](#) or the [Curriculum and SLO Specialist](#).

### Section 2: Data Analysis – Quantitative and Qualitative

**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 and reach out to [the IR team](#).)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here](#) (Posted Fall 24)

- Academic & Career [Pathway Specific data](#) (Posted Fall 24)
- Your program's survey data
- [Transfer data](#)
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page](#)

In the 2023-24 academic year we observed several positive trends in our data:

1. We observed an increase in Pell Grant recipients and dollars paid year-over-year
  - a. 2022-23 expenditures: 1198 students for a total of \$4,355,681
  - b. 2023-24 expenditures: 1288 students (increase of 7.5%) for a total of \$5,488,021 (increase of 26%)
2. We observed an increased in Federal Work-Study funds earned on campus year-over-year
  - a. 2022-23 expenditures: \$76,576
  - b. 2023-24 expenditures: \$134,588 (increase of 76%)
3. We observed an increased interest in Federal Direct Loan applications year-over-year
  - a. 2022-23 expenditures: \$124,960
  - b. 2023-24 expenditures: \$176,770 (increase of 41%)

**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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.](#)

1. Did your program meet its program-set standard for successful course completion?  
 Yes\_\_\_\_ No\_\_\_\_
2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

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**Section 3: SLOs/SAOs: Assessment of Student Learning and Support**

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, [click here.](#)

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- 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*)

## X C3: Non-Instructional Programs (SAOs)

### **C1: Instructional Programs with PSLOs (disaggregated PSLOs)**

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will at least one SLO be assessed in each course by June 2026?

Yes\_\_\_\_ No\_\_\_\_

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

2. Based on your [3-year plan](#), list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.
3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, [run a Faculty Participation report](#) for 23-24).
  - \_\_\_\_\_%
4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen [See the Guide](#) for instructions on how to disaggregate PSLO data.
5. Based on discussions with others in your program, explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. If you experienced any challenges in completing your PSLO assessment process, please list those below along with any items that would help you improve this process in the future.

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



1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Will all courses be assessed by June 2026?

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.](#)*

2. Based on your [3-year plan](#), list the CSLO(s) for the academic year 2023-2024 that your program selected to review.
3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, [run a Faculty Participation report](#) for 23-24).
4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.
5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this).
6. 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.

### **C3: Non-Instructional Programs (SAOs)**

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

Based on the previous 3-year plan we have been attempting and/or implementing multiple outreach-based activities and utilizing our available technologies to lead to increases in FAFSA applicants, Pell Grant and CA College Promise Grant (CCPG) eligible students, and Pell Grant and CCPG funds paid out. One idea that may have been tried, but is not a current activity nor is one we are evaluating, is the Back on Track SAP Workshops.

Moving forward for the next 3 years, with the importance of SCFF funding, and the always-present desire to get as much money to as many eligible students as possible, we will continue to focus on outreach and processing type SAOs.

Will all courses be assessed by June 2026?

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.](#)*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

We chose to review the volume/percentages of change in FAFSA applications, Pell Grant, and CCPG students. In the 2023-24 academic year, we saw increases in FAFSA applications that were enrolled for Fall semester, year-over-year, of 25%. We also saw, in the 2023-24 academic year, increases in Pell grant paid students for Fall semester, year-over-year (25%). Finally, in the 2023-24 academic year, there were increases in CCPG paid students for Fall semester, year-over-year (17.5%).

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

Based on Financial Aid Office internal conversations and those with related departments in Student Services, we have been very pleased with these increases. In 23-24 we had active outreach activities going in conjunction with smoother in-office policy and procedures, and embracing what technologies could help both student and staff to get to positive outcomes faster. So our overall conclusion is that the majority of our SAO's have been successful in giving the desired outcomes. We did have some vacancies in staffing in 2023-24, so are eager to see what can be done in the coming evaluation periods with the full team in place.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

As of this moment we will be dropping the SAP workshop as an SAO, though may review the concept for other ways to make that information useful to our students. We intend to retain the 3 SAO's seeking increases in applications, eligible students, and paid students. We find that in the current college and economic environment seeking those increase are best for student and institution alike.

5. 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.

There were no significant challenges as the data is readily available to our office and it has a numerical value that allows for easy measurement and comparisons. One idea we are taking forward to be used in more frequent unofficial evaluations, is the frequency in which we review the data and make micro (or macro) adjustments. More frequent measurements allow for a better understanding of the flow, as opposed to just the end outcome, and allows for a more dynamic response instead of just 'next year' adjustments.

#### **Section 4: Suggestions for the Program Review Committee (optional)**

What questions or suggestions about this year's Program Review forms or process do you have?