

Program: Financial Aid

Division: Student Services

Writer(s): Lavonna Routt

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- Financial Aid outreach
 - High School counselors and other department staff feel supported by our department
- Financial Aid staff take the time needed to explain process; focus on teaching students and staff to understand financial aid process. Promoting self-advocacy
- Increased number of students receiving Pell from 1287 students to 1714 students. The increase in Pell paid out which contributes directly to SCFF. As well as increases in Free Tuition pay outs for students
- Successfully kept up with Department of Education updates on verification and implemented changes for all 2024–2025 students.
- Increased Pell Grant disbursements compared to the prior year
- Maintained a low student loan default rate while disbursing a higher number of loans than the prior year
- Reached the highest number of Federal Work-Study (FWS) students employed both on and off campus
- Added additional appeal documents to CampusLogic, streamlining processes for both students and the Financial Aid Department
- Successfully closed out all 2024–2025 files and awards prior to the federal deadline
- Provided timely service to students by addressing and resolving their inquiries effectively
- Increased access to emergency aid funding for students experiencing unexpected hardships
- Successfully managed high-volume aid processing during peak periods without delays in disbursements
- With the introduction of the FAFSA Simplification, Pell grant numbers increased state wide by 12.6%

2. Please describe your most important **challenges** in year 24-25.

- Loss of two staff members
 - Staff shortage increased pressure on existing team members during peak periods.

Program Review Update 2025

- New Financial Aid director coming on board and not having access to key FSA websites
- Delayed FAFSA Release:
 - The application for the 2024–2025 FAFSA was delayed from its usual October 1st release to December 2024.
- Students' parents having difficulty complete their contributor consent
 - Parents not receiving contributor email
- Students having difficulty understanding Pell Intensity. The Pell Grant is no longer based on enrollment status (full-time, half-time, etc.). Pell Grant and disbursement amount are calculated using the student's Enrollment Intensity - which is a percentage value based on the number of credits a student is enrolled for during the term.
- Ensuring sufficient FWS allocations to meet student demand with limited funding
- Frequent Department of Education policy updates (especially on verification, FAFSA simplification, and reporting) required staff to adjust processes quickly
- Delay in receiving corrections to 2425 ISIR's
 - Without the proper ISIR loads we are unable to release a student's Pell Grant
- Technology limitations with Banner/CampusLogic during peak periods. Unable to send corrections through CampusLogic like prior years
- Higher demand for emergency aid as students struggled with rising costs of living, tuition and books
- Two step verification
 - Students were not receiving a code. Codes were sent to a students email spam or junk mail folder. Some students had to set up an authenticator app or access the "Help me access my account" option on the FAFSA website.
- Parents without SSN having difficulties obtaining an FSA ID-
 - Contributors without Social Security numbers not being able to complete their sections of the FAFSA.
- Dept of Ed call center either busy, no answer, or students were told to call back later
 - Students and parents were getting up early to call the Dep of Ed as it is located on the East coast.
- 24/25 ISIR's were received late and with errors
 - When ISIRs were received late, file review was pushed back by months
 - ISIR's being received with reject codes that cannot be resolved. Schools were informed by the DOE to document the issue in the student's file and wait for resolution from the Department.
 - ISIR's received with blank SAI and no reject code. blank SAIs appearing on non-rejected ISIRs due to missing data from the Federal Tax Information Module. DOE reprocessed impacted ISIRs. Not all records were able to get reprocessed.
- Students and parents filling out FAFSA applications found information they entered onto the form deleted
 - This would make files incomplete status and students file would not be reviewed due to missing information
- College academic calendar does not allow for enough time to process SAP evaluations. The following items impact the student SAP evaluations timeline. If SAP evaluations are delayed the students' refunds are delayed.
 - Not enough time in between semesters to allow for grades submission and SAP evaluation
 - Lat grades submissions by instructors
- Students dropping due to not receive their financial aid refund in a timely manner.

Program Review Update 2025

- At Las Positas College (LPC), students receive financial aid disbursements one week after the semester begins. Because there is no on-campus bookstore, students must order their textbooks online. When financial aid is delayed, students are placed at a disadvantage, as the process of receiving aid, purchasing books, and waiting for delivery can leave them up to three weeks behind in their coursework. This delay not only impacts students' academic success but may also negatively affect overall enrollment at LPC.
- CVC Processing
 - VC Reports do not have LPC ID numbers only the students' personal emails
 - Limited information about the program changes
 - No direct contact with the CVC program coordinator Lack of coordination and communication between the program coordinator and the Financial Aid Office and Counseling Department
 - Unclear instructions about the counseling approval process

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Student Learning Outcome (SLO):

Students who participate in Financial Aid Literacy programming will be able to identify and explain Las Positas College's Satisfactory Academic Progress (SAP) requirements, including GPA, completion rate (PACE), and maximum time frame. Students will also be able to describe the SAP appeal process and apply this knowledge to maintain financial aid eligibility and persist toward program completion

 - This will be accomplished by developing FA Literacy information/workshops. Possibly integrate SAP literacy into orientation and counseling appointments. Create flyers (digital and print) with visual aids with plain language. The number of SAP appeals filed will be tracked and analyzed after implementing the financial literacy information or possible gather student feedback.
 - Expected outcomes
 - Fewer SAP appeals
 - Increased SAP compliance, as measured by improved GPA and PACE completion rates among financial aid recipients

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Outreach workshops
 - More Financial Aid outreach in Community
 - Conducted evening hours to make it convenient for students / parents that work
 - Collaborate with outreach personnel and high school counselors to increase FAFSA applications.
 - Offer different modalities to reach a larger audience (ZOOM)
- Utilize texting to relay messages to students
- Assist other departments to process their department base grants (EOP&S, CARE, NEXT UP, BASIC NEEDS)
- Reduce the number of incomplete FAFSA/CADAA files
 - Utilize student emails/text to remind students their file is incomplete
- Review loss of CCPG process

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen:

jrosen@laspositascollege.edu

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.