

The Program Review process should serve as a mechanism for the assessment of performance that recognizes and acknowledges good performance and academic excellence, improves the quality of instruction and services, updates programs and services, and fosters self-renewal and self-study. Further, it should provide for the identification of weak performance and assist programs in achieving needed improvement. Finally, program review should be seen as a component of campus planning that will not only lead to better utilization of existing resources, but also lead to increased quality of instruction and service. A major function of program review should be to monitor and pursue the congruence between the goals and priorities of the college and the actual practices in the program or service.

~Academic Senate for California Community Colleges

DEPARTMENT OR PROGRAM: Financial Aid and Scholarship 2011-2012

DIVISION: Student Services

I. DESCRIPTION OF PROGRAM

The Financial Aid Office (FAO) processes federal and state aid applications and provides financial assistance to financially eligible students in the form of grants and loans. In addition, the Financial Aid Office publicizes its services through promotional literature, its website, on- and off-campus in-reach and outreach activities, workshops conducted in both the English and Spanish languages, as well as schedule individual appointments with students and their families. Further, we provide weekly disbursement of grants and then report these disbursements to the US Department of Education through Common Origination Disbursement (COD) and the Cal Grant Program through Web Grants to the State of California.

We Offer the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), and Direct Loans such as subsidized, unsubsidized and Plus Loans. State Programs include the Board of Governors Fee Waiver (BOGW), the California State Grants including the Cal grant program, Academic Competitive Grant (ACG) and Chafee.

The College also provides funding in the form of scholarship and district employment. Students are made aware of these programs through marketing and outreach literature and activities in both English and Spanish.

In addition to financial aid, we provide scholarships to CSM students, transfer and incoming high school students. The Scholarship Program is primarily funded by the SMCCC Foundation located at the District office. The Scholarship office also facilitates securing outside scholarships from the community, hospitals, clubs, foundations, universities and national corporations. Scholarship information is available on the Scholarship website.

II. STUDENT LEARNING OUTCOMES (SLOs)

- a. Please list the courses, if any, for which SLOs have not been assessed. What assessment is planned for these courses? What assistance or resources would help to complete assessment?
- Financial Aid and Scholarship department completed its SLO'S
- b. Please list any degrees offered. Have SLOs been identified for each degree? Briefly describe the department's plan for assessment.
- **SLO#1** Financial Aid Students who are on a warning or disqualification status according to the Satisfactory Academic Policy are strongly encouraged to attend an SAP workshop. They will learn the minimum academic requirements needed to maintain financial aid eligibility
Measurements: Pre and Post test will be administered to students during the workshop
Evaluation: Financial Aid staff will evaluate the data completed by the end of 3/14/13
- c. Please list any certificates offered. Have SLOs been identified for each certificate? Briefly describe the department's plan for assessment.
- d. Based on assessment results, 1) what changes will the department consider or implement to improve student learning; and 2) what, if any, resources will the department or program require to implement these changes? (Please itemize these resources in section VII of this document.)
- SLO's assessment findings presented areas of significant accomplishment in Financial Aid and Scholarship as well as areas of improvement. While very positive, we in Financial Aid and Scholarship can always do better. Thus, we will consider how to enhance and implement procedures to provide students with better service and knowledge of financial aid and scholarship so students can perform and comply with federal, state and college regulations, policies and expectations.
 - In 2010-2011 (351) students applied for Scholarship online and paper
 - 276 applicants applied for Scholarship utilizing STARS online
 - Of the 276 of applicants 198 CSM students were awarded scholarship totaling \$180,744.67
 - The survey indicates that students were not familiar with the STARS online process
 - The online application was confusing
 - Students had problems downloading forms
 - The Financial Aid and Scholarship will continue to broaden utilization of web-based services such as forms and information to students
 - Incorporate a new Satisfactory Academic Progress workshop for students who are on warning or disqualification status
 - Utilization of scanning and indexing to reduce paper and increase efficiency
- e. Below please update the program's SLO Alignment Grid below. The column headings identify the General Education (GE) SLOs. In the row headings (down the left-most column), input the course numbers (e.g. ENGL 100); add or remove rows as necessary. Then mark the corresponding boxes for each GE-SLO with which each course aligns.

If this Program Review and Planning report refers to a vocational program or a certificate program that aligns with alternative institutional-level SLOs, please replace the GE-SLOs with the appropriate corresponding SLOs.

GE-SLOs→ Program Courses ↓	Effective Communication	Quantitative Skills	Critical Thinking	Social Awareness and Diversity	Ethical Responsibility

III. DATA EVALUATION

- a. Referring to the Enrollment and WSCH data, evaluate the current data and projections. If applicable, what programmatic, course offering or scheduling changes do trends in these areas suggest? Will any major changes being implemented in the program (e.g. changes in prerequisites, to-be-arranged hours (TBA), lab components, etc.) require significant adjustments to the Enrollment and WSCH projections?

Program	Number of Students 3 years average	Amount Awarded 3 years average
Pell Grant	1608	\$5,283,939.00
ACG *	73	\$51,608.00
BOGG (A,B,C &S)	5362	\$2,035,959.67
Cal grants B&C	127	\$155,710.67
Chafee Grants	9	\$41,250.00
SEOG	434	\$197,566.67
Emergency Loans	75	\$15,200.00
Stafford Loans/Unsub	136	\$441,996.33
Plus Loans	25	\$13,237.00
FWS & Cal Works	66	\$208,841.67
Direct Loans (2 years average)	134	\$437,418
Scholarship	221	\$219,814.00
Totals	8270	\$9,102,541.01

During the 3 academic years the FAO and Scholarship Office provided financial aid and scholarship to an average of 8270 students a year. These figures represent an increase of a total of 1879 students compared to 2005 -2008 academic year, which was the first year in these years average. It is important to recognize that these figures represent only those students who were deemed eligible for financial aid and does not include those students who did not complete the application process or whom were determined to be ineligible.

- b. Referring to the Classroom Teaching FTEF data, evaluate the current data and projections. If applicable, how does the full-time and part-time FTEF affect program action steps and outcomes? What programmatic changes do trends in this area suggest?
- c. Referring to the Productivity (LOAD) data, discuss and evaluate the program's productivity relative to its target number. If applicable, what programmatic changes or other measures will the department consider or implement in order to reach its

productivity target? If the productivity target needs to be adjusted, please provide a rationale.

IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

Discuss distance education (online and hybrid modes) success and retention data and, where possible, compare with data for on campus sections.

If applicable, identify unmet student needs related to student success and describe programmatic changes or other measures the department will consider or implement in order to improve student success. *(Note that item IV b, below, specifically addresses equity, diversity, age, and gender.)*

The results of the last two annual surveys indicate that students are very satisfied with our services. The following reflects the three year average result of the surveys. In the Financial Aid Office, 54% of the respondents reported that they considered the "overall quality of our services to be excellent" Here are the results; Excellent (33%), Very Good (12%) and Good (9%).

In addition, 64% indicated overall satisfaction with FAO staff. Here are the results; Excellent (39%), Very Good (19%) Good (5%) and Fair (1%). The survey also shows that 56% of the respondents indicated that the FA staff has the ability to answer all of their questions and concerns. Here are the results: Excellent (29%), Very Good (15%), Good (11%) and Fair (2%). In addition, 59% of the respondents noted that the FAO office hours are Excellent (32%), Very Good (22%), Good (4%) and Fair (1%).

This survey clearly indicates that our students are very satisfied with the Financial Aid Department and the services we provide.

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT analysis). See page 10 for definition of SWOT). Consider both external and internal factors. For example, if applicable, you might consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other college and District programs and services offered; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
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Strengths	We provide services to under-represented students and financially needy families	Federal and State policy changes
Weaknesses	Limited Staffing	As the student population increases, we won't be able to satisfy all of our student's needs
Opportunities	Financial Aid Outreach Center will help serve more students. Assisting them with filling out financial aid forms and helping them meet their educational goal	-Increase in High School students attending CSM -Economy may impact number of students attending CSM -CSU limiting enrollments
Threats	College budget reduction	Federal and State budget reduction

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions, equipment, or other resources have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect on data from Core Program and Student Success Indicators for this section.)
- By being fully staffed, we would be able to continue to enhance events, class presentations, sponsoring of events, be able to have a FA representative in high schools, and we would be able to better target specific population of students. Without the Financial Aid Assistant position it becomes very challenging to serve students and the community to our fullest potential

VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; GE-SLOs; SLOs.*
- Incorporate all financial aid documents and related information on the Financial Aid website 1.1.2 (EMP)
 - Financial Aid Staff Representative will be knowledgeable of new Post 9/11 GI Bill Benefits Program 1.1.6 (EMP)
 - Promote financial aid availability to foster youth 2.1.1 (EMP)
- b. Identify the action steps your program will undertake to meet the goals you have identified.
- Financial Aid will continue to redesign and update the Financial Aid and Scholarship website
 - Financial Aid staff will continue participating in workshops and conferences that contribute to their professional development and enhancing their professional skill set
 - Outreach activities will be targeted to Foster Youth
- c. Briefly explain, specifically, how the program's goals and their actions steps relate to CSM's *Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; College Index, 2008/9-2011/12; Institutional Priorities, 2008-2011; and 5 & 5 College Strategies.*

Financial Aid department fulfilled goals 1 and 2.

- We continue updating and redesigning our financial aid website as way to improve better communication to students. New forms, events and changes in the Federal or State updates get added to the website on a daily basis
 - In order for the staff to be knowledgeable of financial aid policy, they will attend financial aid workshops and conferences as part of professional development
- d. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the goals are reached.
- Our goal is to complete these action steps by the end of Fall 2013
 - Track staff's participation at workshops and conferences
 - Track outreach events to targeted populations

VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

* Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Financial Aid Counselor	If granted, we'll be able to provide one-one Counseling services to underrepresented students. If position is not granted, we will continue to face challenges in serving the growing number of students seeking counseling services	Financial Aid Counselor person will help Financial Aid student with their academic plans, make sure that students are completing their educational goal within the necessary time frame.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving
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		department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

- b. For instructional resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used for instruction (such as computers, furniture for labs and centers) and all materials designed for use by students and instructors as a learning resource (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your division dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

VIII. Course Outlines

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Input text here.	Input text here.	Input text here.

IX. Advisory and Consultation Team (ACT)

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

Primary program contact person:

Phone and email address:


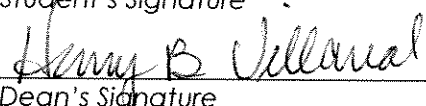
Full-time faculty:

Part-time faculty:

Administrators

Classified staff:

Students:

	3/23/12
Primary Program Contact Person's Signature	Date
_____ Full-time Faculty's Signature	Date
_____ Part-time Faculty's Signature	Date
_____ Classified Staff Person's Signature	Date
_____ Student's Signature	Date
	3/23/12
Dean's Signature	Date