PROGRAM REVIEW AND PLANNING

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
Division: Student Services

I. DESCRIPTION OF PROGRAM *(Data resources: "Number of Sections" data from Core Program and Student Success Indicators; CSM Course Catalog; department records)*

> The Financial Aid Office (FAO) processes federal and state aid applications and provides financial assistant to students in the form of grants and loans. In addition, the Financial Aid Office promotes available aid through literature, the Financial Aid website, on- and off-campus in-reach and outreach activities, workshops in both the English and Spanish languages and schedule individual appointments with students and their families. Moreover, we provide weekly disbursement of grants and then report these disbursements to the Department of Education through Common Origination Disbursement (COD) and report the Cal Grant Program disbursements to the State of California.
> The Financial Aid Office offers the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work-Study (FWS), Federal Family Educational Loan Program (FFELP), and subsidized and unsubsidized student loans. State Programs include the Board of Governors Fee Waiver (BOGW), the California State Grants including the Calgrant program. The College also provides funding in the form of scholarships and district employment.

II. STUDENT LEARNING OUTCOMES *(Data resources: SLO records maintained by the department; CSM SLO Coordinator; SLO Website)*

a. Briefly describe the department's assessment of Student Learning Outcomes. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?

> **SLO #1**
> SLO findings presented areas of significant accomplishment in Financial aid as well providing for areas of improvement. While very positive, we in Financial Aid believe we can always do better. Thus, we will consider how to enhance and implement procedures to provide students with better service and information about financial aid. We believe these efforts will allow students to better understand the need to comply with federal, state and college regulations.
> Here are some of the findings:
> - Total Financial Aid awards increased 6% from 2005-2006 to 2007-2008
> - In 2007-2008 3,761 students learned about the Financial Aid Outreach Center. In comparison to 2,623 in 2006-2007. A 43% increase

- From a 2006-2007 Cash for College Event
    - 64% of participants completed the Free Financial Aid application
    - 98% of participants indicated that it was worth their time to attend workshop
    - Of the 36% of participants that did not complete application the top reasons were:
        - Didn't bring enough information to the workshop
        - Needed to discuss personal circumstances
        - Wanted to submit it on the internet
- Ensure the Financial Aid staff is consistent in presenting policy and procedural information to students.
- Broaden utilization of web-based services such as Financial Aid Award Status on WebSMART, Loan Entrance/Exit Interviews and Work Study Timesheet on WebSMART.
- Translate Financial Aid forms into Spanish and other languages
- Develop user-friendly financial aid information handouts and forms that outline federal, state and local eligibility guidelines.
- Centralize financial aid counseling services and provide "Appeal Process Workshops" and "Probation Success Workshops".

b. Briefly evaluate the department's assessment of Student Learning Outcomes. If applicable, based on past SLO assessments, 1) what changes will the department consider or implement in future assessment cycles; and 2) what, if any, resources will the department or program require implementing these changes? (Please itemize these resources in section VII of this document.)

c. Below please update the program's SLO Alignment Grid. The column headings identify the 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. The definitions of the GE-SLOs can be found on the CSM SLOAC website: http://www.smccd.net/accounts/csmsloac/sl_sloac.htm (click on the "Institutional" link under the "Student Learning Outcomes" heading.) 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
N/A					

III. **DATA EVALUATION** *(Data resources: Core Program and Student Success Indicators from the Office of Planning, Research, and Institutional Effectiveness)*

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, hours by arrangement, lab components) require significant adjustments to the Enrollment and WSCH projections?

Program	Number of Students (3 year Averages)	Amount Awarded (3 year Averages)
Pell Grant	797	$1,890,514
ACG *	22	$14,125
BOGG (A,B,C &S)	4267	$1,153,352
Calgrants B&C	154	$193,762
Chafee Grants	6	$21,557
SEOG	591	$221,109
Emergency Loans	199	$24,492
Stafford Loans/Unsub	52	$137,568
Plus Loans	4	$32,440
FWS & CalWorks	69	$162,822
EOPS/CARE grants	126	$57,992
Scholarship *	104	$104,323
Totals	**6391**	**$4,014,056**

Figures are 2007-2008 only and are not 3 year average

During the past three academic years, the FAO provided financial aid assistance to an average of 6,391 students per year. These figures represent an increase of a total of 363 students compared to the 2005-2006 academic year, which is the first year in the three year 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 FTE affect program action steps and outcomes? What programmatic changes do trends in this area suggest?

N/A

c. Referring to the Productivity 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. (Productivity is WSCH divided by FTE. The College's general target productivity will be recommended by the Budget Planning Committee.)

N/A

IV. **STUDENT SUCCESS EVALUATION AND ANALYSIS** *(Data resources: Educational Master Plan; "Success Rates," "Dimension" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; other department records)*

a. Considering the overall "Success" and "Retention" data from the Dimension section of Core Program and Student Success Indicators, briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates. 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 (the survey in 2005-2006 did not provide sufficient responses for accurate assessment) indicate that students are very satisfied with Financial Aid services. The following reflects the two year average result of the surveys.

In the Financial Aid Office, 82% of the respondents reported that they considered the "overall quality of our services to be excellent" Here are the results; Excellent (44%), Very Good (23%) and Good (15%).

In addition, 80% indicated overall satisfaction with FAO staff. Here are the results; Excellent (41%), Very Good (23%) Good (9%) and Fair (7%).

The survey also shows that 81% of the respondents indicated that the FA staff has the ability to answer all of their questions and concerns. Here are the results: Excellent (38%), Very Good (26%), Good (16%) and Fair (1%).

Further, 88% of the respondents noted that the FAO office hours are Excellent. Here are the results: Excellent (25%), Very Good (40%), Good (18%) and Fair (5%).

In addition, 81% of the respondents indicated that our explanation of the application process is exceptional. Here are the results: Excellent (33 %), Very Good (32 %), Good (15 %) and Fair (1%). Also, the explanation of the disbursement amounts and procedures are; Excellent (32 %), Very Good (31 %), Good (16 %) and Fair (4%).
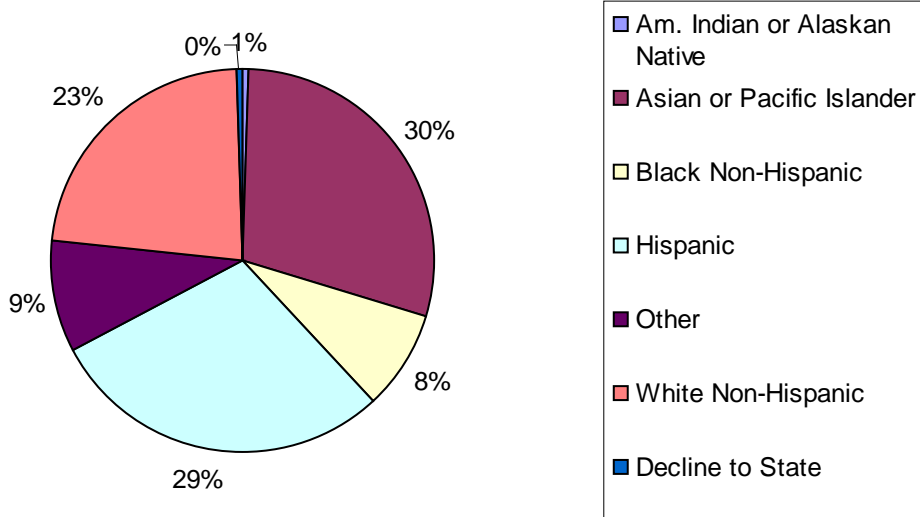
Furthermore, 78% of the respondents found that without financial aid assistance, they would not have been able to attend CSM.

This survey clearly indicates that our students are very satisfied with the Financial Aid Department here at CSM and the services we provide.
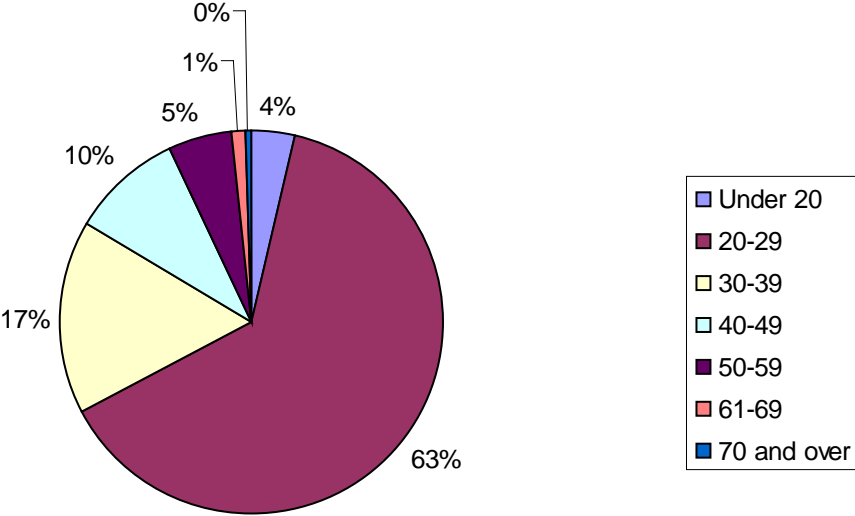
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b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.
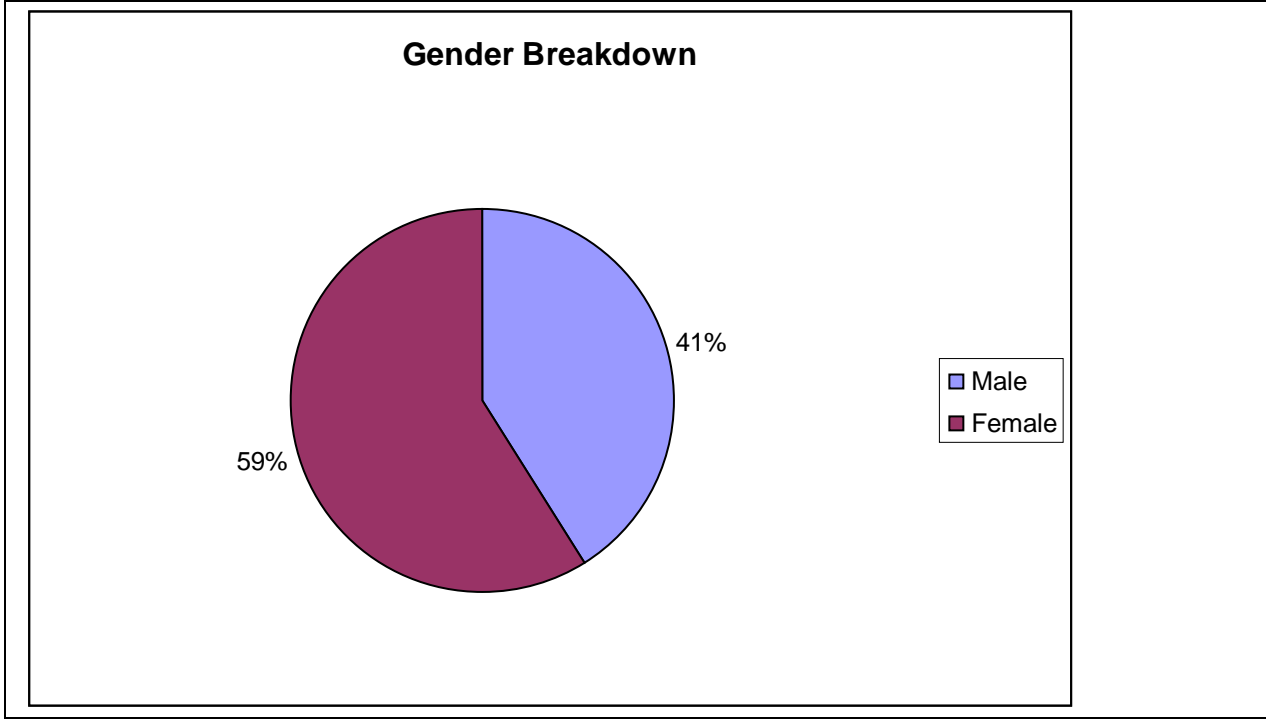

The following graphs represent the number of all types of awards paid to CSM students broken down by ethnic, gender and age groups.

Ethnic Diversity

Legend:
- Am. Indian or Alaskan Native
- Asian or Pacific Islander
- Black Non-Hispanic
- Hispanic
- Other
- White Non-Hispanic
- Decline to State

- 0%
- 1%
- 30%
- 8%
- 29%
- 9%
- 23%

Age Breakdown

Legend:
- Under 20
- 20-29
- 30-39
- 40-49
- 50-59
- 61-69
- 70 and over

- 0%
- 1%
- 4%
- 5%
- 10%
- 17%
- 63%

Gender Breakdown

41%
59%

☐ Male
☐ Female

V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT SUCCESS *(Data Resources: Educational Master Plan; "Dimension: Retention and Success" data from Core Program and Student Success Indicators; previous Program Review and Planning reports; department records)*

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). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; review program links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	**EXTERNAL FACTORS**
Strengths	We provide services to under represented students and financially needy families But we are not as efficient as we would like to be due to lack of an OAII staff position.	Implementation of the Higher Education Opportunity Act (HEOA). For example, increase in Pell Grant amounts, loans and scholarships opportunities
Weaknesses	As economy continues to decline it is projected that our student population will increase	As the student population increases, we won't be able satisfy all of our students' 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	Enhancing marketing strategies to keep the Outreach Center accessible for students to help educate families on how to finance and meet their educational goal

Threats	College budget reduction	State budget

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 (you might also reflect on data from Core Program and Student Success Indicators). If new positions have been requested but not granted, discuss how this has impacted overall programmatic health (you might also reflect on data from Core Program and Student Success Indicators).

By being fully staffed, we would be able to continue to enhance our outreach events, class presentations, be able to have a FA representative in Half Moon Bay, and we would be able to better target specific populations of students. Without the OAII position it becomes very challenging to serve students and the community to our fullest potential.

VI. **Action Steps and Outcomes** *(Data resources: Educational Master Plan, GE- or Certificate SLOs; course SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports; Division work plan)*

a. Identify the program's action steps. Action steps should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to the Educational Master Plan, the Division work plan, and GE- or certificate SLOs.

1.1.1
Update our Financial Aid website to deliver financial aid information in an interactive audio/video format
1.1.2
Update Financial Aid website by incorporating My Space and online chat services to better communicate with students
2.1.1 Promote awareness and understanding of financial aid availability and process to Foster Youth

b. Briefly explain, specifically, how the program's action steps relate to the Educational Master Plan.

As our community evolves, so does the way in which they receive information. We are always changing and improving our communication with our students in order to reach the largest number of students and community. We do this through our website and email we are looking at other methods of transmitting information. This allows us to meet the needs and expectations of our students and community, as well as increasing our outreach, recruitment, and retention, by providing services students needs to help meet their obligations to the school.

c. Identify and explain the program's outcomes, the measurable "mileposts" which will allow you to determine when the action steps are reached.

Our goal is to complete these action steps by the end of Fall 2009. We will use more electronic forms or communications and less paper forms of communication. We will be able to track our progress running reports from Banner detailing how many people used our online applications and other forms.

VII. **SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS** *(Data resources: Educational Master Plan, GE-SLOs, SLOs; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)*

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, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
N/A	Input text here.	Input text here.

Classified Positions 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.
OAII position	Better serve students by being a more efficient unit but if we are not granted this position, we will continue to see challenges in serving the expected larger number of students	Will be able to provide services to the Foster Youth population and under represented students

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: N/A **Number:** Input text here. **Vendor:** Input text here. **Unit price:** Input text here. **Total Cost:** Input text here. **Status*:** Input text here.	N/A.	N/A

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

VIII. **Course Outlines** *(Data Resources: department records; Committee On Instruction website; Office of the Vice President of Instruction; Division Dean)*

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 Updated	Six-year Update Due
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.

Input text here.

Upon its completion, please email this Program Review and Planning report to the Vice President of Student Services and your Division Dean.

Date of 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:

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Faculty's signatures   *Date*

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Dean's signature   *Date*