LMC Program Review Year 3 Update 2019-2020
Student Services Units

FINANCIAL AID & SCHOLARSHIPS

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

a. Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.

The mission of the Office of Financial Aid is to provide quality financial assistance to the maximum pool of eligible students through the coordination of state and federal funding. We strive to provide fast and courteous customer service to all financial aid recipients and the LMC community, and to aid our students' completion of their educational goals. The department is responsible for disseminating financial aid information to students and the community, processing financial aid applications and forms, determining student eligibility and awarding various state and federal grants and loans.

The financial aid office offers weekly financial aid lab hours to assist students in completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act application (CADA). Students are able to receive real-time status updates on student applications at the front desk, via email, and InSite. Students are assigned to a designated Financial Aid Advisor according to alpha string and are able to schedule appointments with the advisor to discuss their financial aid file (e.g. review award package, discuss award eligibility-related matters, receive advising on how to complete required documents).

b. Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.

- Collaboration with Adult Education Transition Specialist/Workforce Department and Adult Education Sector: Each semester we partner with the Adult Education Transition Specialist at LMC and the Adult Education Sector to offer a series of Financial Aid Workshops both on-campus to current students who may not have a High School Diploma or GED, and off-campus at the Adult Education school sites throughout East Contra Costa County to students who are currently pursuing their GED. A financial aid

staff conducts a presentation to inform students of the various state and federal grant opportunities once they obtain their GED and provide one-on-one assistance with completing the FAFSA or CADA.

- Foster Youth Students and BRAVO program: we have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of various activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison works with each individual student to advise them of items to complete in order to receive financial aid successfully. We have participated in a variety of activities to support foster youth students, such as BRAVO's foster youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event.

- Targeted outreach to Dreamer Students: In collaboration with the Adult Education Transition Specialist and the Admissions & Records Office, we offered a series of workshops to inform Dreamer students of the state financial aid opportunities and information on how to establish AB540 residency status, which is one of the eligibility criteria to receive state aid.

- Districtwide Financial Aid/Admissions & Records Department meetings: The district Financial Aid Steering Committee meets with the Admissions and Records Team once a semester to discuss regulations, policies and procedures that may have implications on both areas. The team's focus is to discuss current challenges and develop solutions to streamline processes to support student success. One example of an outcome of the joint meeting is the creation of a joint Priority Registration/CA Promise Grant (CPG) Appeal Form. Students can submit one appeal form to request for priority registration and CPG reinstatement instead of having to complete two separate appeal forms.

- Financial Aid training provided to various Student Services Departments: We have provided financial aid training to various Student Services departments to inform staff and faculty of new federal and state regulatory requirements that impacts student eligibility, application process, and college/district policies and procedures. Training was provided to the following departments: Counseling, Disabled Student Programs and Services, Student Success and Retention Team.

c. Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.

The financial aid office implemented several new grant programs due to state and federal mandates without additional funding for administrative support. This created administrative burden for the financial aid department, as the staff had to absorb the additional responsibilities. Without additional administrative allowance from the state, we were unable to hire additional staff to administer the new programs.

- Assembly Bill 19 (AB19) Passage and creation of the district's FT3 Program: As a result of AB19, the district created the free-tuition program for first-time, full-time students. The financial aid office has been heavily involved in the implementation project and responsible for managing student communication and processing awards at the end of the term.
- Student Success Completion Grant: Cal Grant B or C recipients that are enrolled full-time status are eligible to receive a supplemental grant varying between $1298-$4,000 annually.
- Dreamers Emergency Grant: In 2017-2018, the state of California offered emergency grant funding to AB540 eligible students. The grant was only available for 2017-2018.
- Year-Round Pell: In 2018-2019, new federal regulations allowed a student to receive a maximum of 150% Pell Grant annually compared to the previous 100%. Prior to this regulatory change, a student who was enrolled full time for both primary terms, fall and spring, was eligible to receive 100% of their scheduled Pell award (50% for each term). The student would not have any remaining eligibility should he/she enroll in the summer term. Under the Year-Round Pell federal regulation, the same student would be eligible to receive an additional 50% Pell in the summer term.
- Secondary Review Process: As a result of a Cal Grant Program Audit conducted by the California Student Aid Commission, we implemented a secondary review process as part of our corrective action plan. A random sampling of verification files (Cal Grant recipients only) were selected to go through the secondary review process. The selected files were reviewed by a

second staff member for accuracy and completion. Any errors identified were brought to the attention of the initial staff member who completed the first review, so that the errors could be corrected.

- Increasing Cohort Default Rate (CDR): The chancellor's office projected that the college's 2018 CDR will be over 30%, which is the federal's threshold to be eligible to participate in the federal Pell Grant and Direct Loan program. The financial aid department partnered with a third-party loan default prevention and management company, Student Connections, to help implement prevention strategies. Additionally, we drafted a loan default prevention plan that will be implemented starting Spring 2020.

d. Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.

The financial aid department's current staffing structure (Full-Time positions only) is as follow:

Pittsburg Campus	
1 Financial Aid Supervisor-Jennifer Ma	2 Financial Aid Assistant II – Faidra Lopez and Deborah Baskin
1 Lead, Financial Aid Specialist- Eva Monteverde	1 Financial Aid Assistant I – Beverly Bui
1 Financial Aid Specialist- Tamara Carreon	1 Financial Aid Assistant II - Vacant
1 Financial Aid Scholarship Specialist- Tammy Oranje	
Brentwood Campus	
1 Financial Aid Assistant I - Vacant	

We currently only have one Financial Aid Assistant (FAA) I, Beverly Bui. Beverly will be eligible to flex-up to a Financial Aid Assistant II by May 2020, per Local 1 union contract. By May 2020, the department will have a total of three FAA II positions and zero FAA I positions. FAA II positions are focused on higher level processing responsibilities and specialize in a specific federal and/or state grant program(s). The department will have a need for a FAA I to perform a variety of routine activities involving the dissemination of financial aid information to students and families at the front counter and over the phone; and perform less complex technical and clerical tasks in the maintenance and documentation of financial aid information. Primary duties include answer student questions, check student statuses in Colleague, and the intake of financial aid documents at the front counter; review and prepare student files for processing, filing, process CA Promise Grant applications and agency verifications. Without the level of a FAAI support, FAAII staff would be required to rotate working the front desk, which would take away valuable time they could be spending to process student financial aid documents and disbursements.

e. How does your department ensure that students are aware of learning support outcomes?

Our learning support outcomes (LSO) are advertised on our financial aid website at www.losmedanos.edu/financial aid. We inform students when they check in at the front desk for Financial Aid Lab the importance of completing an LSO assessment questionnaire. In the loan counseling and scholarship application workshops, financial aid staff explain to students the reason why they are asked to complete a pre and post survey. We inform students that their feedback helps the department in assessing the quality of our services and plans for future improvement.

2. Engagement

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

- Committee Involvement: various financial aid staff members participate in on-campus committees such as, Strategic Enrollment Management, Planning Committee, Asian Pacific Islander Planning Committee, Foster youth Student Success Team, High School Senior Saturday Planning Committee, Annual Dreamer's Conference Planning Committee, Guided Pathway Meetings, Shared Governance Council, Classified Senate Council, Scholarship Review Committee, Umoja Advisory Board.

- Financial Aid participation in on-campus events hosted by various Student Services & Instructional departments: A financial aid staff attend events hosted by various departments to provide students information on how to apply for financial aid. Some of the events include EOP&S semester events, Transfer Day, Mustang Day, *Energize Your Destiny* event sponsored by Shell, High School Senior Saturdays, financial aid/financial literacy presentations in various classroom and orientation settings, such as Counseling Success and ACS courses, Athlete Orientation, Summer bridge program.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

- Partnership with Contra Costa County's Independent Living Skills Program (ILSP): Independent Living Skills program provides services to foster care youth between the ages of 16 through 21. ILSP's focus is to identify all eligible youth and provide emancipation services and resources to all youth with the goal of preparing them for responsible adulthood and independence.

We have a dedicated financial aid staff member that participates in various planning meetings and outreach activities to support foster youth students who are currently in 11th and 12th grade of high school. One of the goals of the partnership is to create a pathway for high school students to transition smoothly into LMC. We have participated in retreat, senior kick-off, and social events, recognition dinners, Foster Youth Executive Advisory Council Meetings, education summits and symposiums. Additionally, we have offered financial aid workshops at the high schools and continuations schools throughout East Contra Costa County, such as Delta Vista/Byron Boys Ranch, Antioch School District, Mt. McKinley Court School.

- California Cash for College Workshops: In collaboration with East Bay Consortium of Educational Institutions/California Student Aid Commission and the local high schools throughout East Contra Costa County, we participate in Cash for College workshops for high school Junior and Senior students. To support these events, we send financial aid staff to conduct PowerPoint presentations and provide hands-on assistance in the computer labs to help students and families complete the FAFSA or CA Dream Act applications.

- Collaboration with Adult Education Transition Specialist/Workforce Department and Adult Education Sector: Each semester we partner with the Adult Education Transition Specialist at LMC and the Adult Education Sector to offer a series of Financial Aid Workshops both on-campus to current students who may not have a High School Diploma or GED, and off-campus at the Adult Education school sites throughout East Contra Costa County to students who are currently pursuing their GED. A financial aid staff conducts a presentation to inform students of the various state and federal grant opportunities once they obtain their GED and provide one-on-one assistance with completing the FAFSA or CADA.

- Scholarship Program collaborations: The Financial Aid Scholarship Specialist collaborates with the CORE services and Transfer & Career services to offer personal statement writing workshops to students during open scholarship cycles. She also conducts scholarship presentations to learning communities and various classroom settings. She collaborates with faculty and classified staff in offering students' mock interviews for specifically the Kennedy King Scholarship and completing Scholarship Committee review work. Other collaborations include working with the Jack Kent Cooke and Kennedy King Scholarship boards in offering informational sessions for students.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.

The part-time, classified professionals are included in our bi-weekly departmental meetings and trainings. They are given the opportunity to engage in departmental discussions regarding operational matters, policies and procedures and best practices. However, we have been unable to include them in student services division meetings due to the need for our office to be open during these times. In order to allow all permanent classified staff to attend these meetings we had to require part-time hourlies to remain in the office to provide services to students

d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

- N/A

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: **https://www.losmedanos.edu/equity/plan.aspx**

The financial aid department have a financial aid foster youth liaison who participates in the college's Foster Youth Success Team Meetings to assist in the planning of activities for foster youth students in the BRAVO program. The Bravo program refer students to the liaison to receive assistance in completing the financial aid application. The liaison has participated in a variety of activities to support the success of foster youth students, such as BRAVO's foster youth student orientation, EOP&S Study Hall, and Foster Youth Finals Social event. Additionally, the liaison collaborates with the county's Independent Living Skills Program to create a pathway for high school seniors to transition to community college seamlessly. We partnered with Disabled Student Programs & Services (DSPS) to receive staff training on their program and services. Specifically, we learned how to use the Zoom software so that we can better assist students in our financial aid lab who are visually impaired. As a result of the training, the staff have a better understanding of the program's eligibility requirements and when to refer students to their program for services. We offer a variety of services to increase the success of low-income students, such as weekly financial aid lab hours to help students complete the FAFSA or CA Dream Act Application successfully, weekly scholarship drop-in hours, and individual appointments with a designated financial aid advisor based on student's last name. Our department's alpha string structure allow students to work with the same financial aid advisor who is familiar with their circumstances from the start of the application process to completion.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success	N/A			❑ Abandoned ❑ In Progress ❑ Completed ❑ New Goal			
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. VFS2: Increase by 35 percent the number of CCC students' system-wide	Goal 1: Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.	Equity and Inclusion Student Engagement and Success	a. Financial Aid Lab Intake and Exit. Questionnaire. Surveys will be evaluated/monitored based on: *Number of students who visited the lab and: 1. Successfully completed FAFSA and/or Dream Act 2. What did the student accomplish 3. Reasons for not completing FAFSA/Dream Act 4. Did student find the lab helpful b. System Data (e.g. SQL Reports)	❑ Abandoned ❑ **In Progress** ❑ Completed ❑ New Goal	a. Offer weekly financial aid lab hours to help students complete the FAFSA. b. Offer a series of financial aid workshops targeted at our foster youth students to help students complete a FAFSA.	a. Start: Fall 2019 End: Summer 2020 b. Start Fall 2019 End: Spring 2022 (monitor progress/outcome over 3 year period for foster youth)	Beverly Bui, Penelope Murphy, Faidra Lopez, Eva Monteverde

transferring annually to a UC or CSU.							
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Provide financial literacy activities (e.g. classroom presentations) for currently enrolled students to support student retention and success.	Equity and Inclusion Student Engagement and Success	Student Satisfaction survey to gage the student's awareness of financial awareness before and after presentation.	❑ **Abandoned** ❑ In Progress ❑ Completed ❑ New Goal	Offer financial wellness workshops to learning communities' on-campus.	Start: Spring 2019 Ended: Spring 2019	Deborah Baskin
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific	Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.	Student Engagement and Success	Student post/pre survey quiz on student's knowledge of taking out a federal student loan. Evaluating a student's post/pre post knowledge of being a responsible borrower. We would aim for students to be (more knowledgeable in becoming a responsible loan borrower):	❑ Abandoned ❑ In Progress ❑ Completed ❑ **New Goal**	a. Use Student Connections-Borrowers Connect software to conduct email and phone campaigns to outreach to student loan borrowers. b. Offer financial wellness workshops to learning communities' on-campus.	Spring 2020 – Spring 2021	Jennifer Ma Deborah Baskin

skill sets that prepare them for an in-demand job. VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.			61% Above Proficiency 33% Proficient 10% Below Proficiency Monitoring and reviewing data provided by Student Connections - Borrower Connect.				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Goal 3: Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.	Empowering Student Services Professionals Commitment to Innovation and Creativity	• Employee feedback: evaluating employee knowledge of the Colleague system prior to in-house training and after (e.g. did staff find training relevant, did training streamline current processes) • Meeting Agendas: Identify areas of the Colleague system staff want/need additional training and how we can streamline existing processes. Review the progress and workflow of newly implemented	❑ Abandoned ❑ <mark>In Progress</mark> ❑ Completed ❑ New Goal	a. Schedule in-house trainings on Colleague financial aid screens. b. Look in to the feasibility of hiring a trainer/consultant from Ellucian to provide in-house training on Colleague.	Start: Spring 2020 End: Fall 2021	Jennifer Ma

			processes compared previous methods.				

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

- **New Online SAP session Implemented:** Based on the results of our Satisfactory Academic Progress (SAP) SLO assessment and analysis, we transitioned to using Comevo, an online orientation software in Fall 2016 to administer the online SAP counseling session and pre- and post- quiz. We used COMEVO to create an Online SAP counseling session that consist of 10 sections, which outlined the SAP Policy, the definition of warning, suspension, and probation status, and how it impacts students' financial aid eligibility. Students were required to take a pre-and post- quiz so that we can assess their knowledge level before and after completing the online counseling session. The software tracked the quiz results and generated reports, which eliminated the need for a staff member to score the quizzes manually. We did encounter some challenges as the software was not user-friendly, and it was challenging navigating the system to make programming changes. We also received multiple complaints from students that the system would not enable them to complete the quiz because they had previously completed one. Although we had set up the system parameters to allow students to take the quiz multiple times, students were still having difficulty accessing the quiz online. Additionally, we had problems accessing the reports due to system errors, which prevented financial aid staff from being able to determine which students completed the quiz online in a timely manner.

  In summer of 2019 we used financial aid technology funds to purchase a new online counseling tool, GETSAP, a web platform that offers online counseling sessions on the SAP Policy, appeal process, and a wide variety of financial aid and literacy topics. Effective with the fall 2019 term, we abandoned the COMEVO system and launched GETSAP. A benefit of GETSAP is that all the content for the online counseling sessions is provided by the company, in addition to tracking data analytics. COMEVO required staff time to develop the content for the online counseling and quiz component.

- **Changes to the Loan Application process:** Based on the results of our Direct Loan SLO assessment and analysis, we have started restructuring the loan counseling group workshops into one-on-one meetings with the loan coordinator in the fall 2019 semester, due to a low number of students attending the workshops. Students are more likely to ask questions and feel more comfortable in a tete-a-tete rather than small group setting. This also allows for individualized attention to the loan amounts requested, enhances the loan coordinator's ability to help the student examine the effect of borrowing on their future finances, and aids in building a relationship with the student so they will continue to communicate with the office in the future in regards to loan issues. Other improvements include adding additional slides to the loan workshop PowerPoint to discuss our new partnership with Borrower Connect, a company that will help students if they fall behind in their loan payments. Financial literacy content will also be added to the PowerPoint for use in the

Spring 2020 semester. Additionally, we transitioned to an online loan request form and eliminated the paper applications, allowing students to submit a loan request seamlessly.

- Implementation of new financial aid processing procedures: In 2018 - 2019, a Colleague consultant was hired to provide financial aid staff across the district training on how to use various Colleague system processes and functionalities to streamline the processing of financial aid records. Three day-training sessions were scheduled with the consultant several times a semester. Staff had the opportunity to report out on processing challenges and technical errors they encountered with the Colleague system. After each visit, the consultant produced a report that outlined his recommendations of possible solutions and workarounds. As a result of receiving the training, staff were able to implement the following processing procedures:
  - New Transmittal Rules:
  - Automated Probation Continuance (new SAP code assignments)
  - Year-Round Pell Awarding:
  - Transfer Monitoring List/Multiple Pell Reporting Reports:
  - Transition from paper to online Loan Application

LEARNING SUPPORT OUTCOMES UPDATE					
LEARNING SUPPORT OUTCOME	Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).	Students who attend a Loan Workshop will be able to demonstrate an understanding of the four elements of responsible borrowing: 1. Keep track of how much you're borrowing. 2. Research starting salaries in your field. 3. Understand the terms of your loan and make payments on time. 4. Keep in touch with your loan servicer.	Students who attend the Scholarship workshop will be able to demonstrate an understanding of the scholarship application process and eligibility requirements.	As a result of receiving Colleague system training, staff will be able to apply a new Colleague financial aid processing procedure.	*Example:* Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA) and receive financial aid successfully (if determined eligible).

TARGET	☐ Student ☐ Employee ☐ Service	☐ Student ☐ Employee ☐ Service	☐ Student ☐ Employee ☐ Service	☐ Student ☐ Employee ☐ Service	☐ Student ☐ Employee ☐ Service
MEASURE	Pre- and Post-Questionnaire: The pre questionnaire will determine the purpose of the student's visit. The post, will determine the outcome of the visit e.g.; did the visit to the FA Lab assist the student in completing their attended goal and if not why not (i.e. missing tax information, parent information, etc). The desired outcome, based on the purpose of the students visit: Above Proficiency: 25%	Pre- and Post-Questionnaire Provide students with a pre and post questionnaire to determine their understanding of taking out federal student loans. Review surveys to determine the students understanding of the four components of being a responsible borrower. Based on the number of students who attend the workshop: 61% Above Proficiency 33% Proficient 6% Below Proficiency	Compare the sign-in sheets from workshops to determine if: 1. Did the student start an online scholarship application? 2. Did the student successfully complete and submit the online scholarship application? 3. For students that did not successfully complete and submit the online application, what were the contributing factors e.g.. missing reference, application submitted late,	Staff Survey After determining the training wants/needs of staff and implementing training, does staff find the new processes/strategies more streamlined and/or time efficient, based on previous methods.	*Example:* Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.

	Proficient: 50% Below Proficiency: 25%		application incomplete		
STATUS	☐ Abandoned ☐ **In Progress** ☐ Completed ☐ New Outcome	☐ Abandoned ☐ In Progress ☐ **Completed** ☐ New Outcome	☐ Abandoned ☐ **In Progress** ☐ Completed ☐ New Outcome	☐ Abandoned ☐ In Progress ☐ Completed ☐ **New Outcome**	☐ Abandoned ☐ **In Progress** ☐ Completed ☐ New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	N/A	N/A	N/A	N/A	*N/A*
NEXT STEPS	Continue providing students with the pre/post surveys, begin to examine the data. Determine methods that can be put in place to ensure students are aware of the information needed to complete their FAFSA during their visit.	Current data illustrates a need to offer individual loan counseling appointments instead of in a group setting. Effective Spring 2020, the loan advisor will offer individual loan counseling appointments to first-time loan borrowers.	After 2020/21 scholarship cycle closes, begin reviewing sign-in sheets and student's online scholarship application.	Conduct staff survey to determine the areas of Colleague staff would like training and identify processes that they would like to see streamlined.	*Example: Current data illustrates a need to modify the Financial Aid workshop. This work is currently in process and we will continue to evaluate its effectiveness.*
RESPONSIBLE PARTIES	Beverly Bui, Penelope Murphy, Faidra Lopez, Eva Monteverde	Deborah Baskin	Tammy Oranje	Jennifer Ma	*Example: Jennifer Ma, Financial Aid Office*
ALIGNED STUDENT SERVICES THEME	Equity and Inclusion	Student Engagement and Success	Student Engagement and Success	Empowering Student Services Professionals	*Example: SS Theme #1: Demonstrate*

	Student Engagement and Success			Commitment to Innovation and Creativity	*proficiency in the use of college online services.*
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Goal 1: Increase the Free Application for Federal Student Aid (FAFSA) filing and application completion rate for currently enrolled students, with a targeted focus on foster youth students.	Goal 2: Implement loan default prevention strategies to decrease the institution's cohort default rate.	N/A	Goal 3: Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts.	***Example:*** *Increase the FAFSA filing and completion rate for currently enrolled students.*

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Operating Resource Request			
Professional Development Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
☐ Classified	☐ On-going/Permanent	☐ Equipment	☐ IT Hardware/Software
Department/Unit Name		Resource Type	
☐ Manager	☐ One-time	☐ Conference/Meeting	☐ Materials/Supplies
☐ Student		☐ Online Learning	☐ IT Hardware/Software
General Description		☐ Other	Est. Expense
General Description			Est. Expense
Justification:			
Justification:			