

Student Services Units Program Review Year Five Update - Financial Aid Office Latest Version

This cycle is for Student Services Units to complete the Year Five Update of the Program Review cycle.

Program Overview, Engagement, VfS Goal Setting, and Assessment Update

1. Overview : Version by **Oranje, Tammy** on **02/03/2022 00:09**

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 Office of Financial Aid continues to provide quality financial assistance to the maximum pool of eligible students through state and federal funding coordination. We strive to provide fast and courteous customer service to all financial aid recipients and the LMC community and aid our students in completing 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.

In spring 2020, the department made several changes to support the transition of providing remote services to students. Our traditional in-person financial lab transitioned to a virtual zoom lab to assist students in completing the Free Application for Federal Student Aid (FAFSA) or California Dream Act application (CADA). We transitioned our financial aid paper forms to Dynamic Forms. Dynamic Forms provided our students with a secure platform to complete required financial documents electronically and upload documents via our secure document uploader. This also streamlined our internal processes of managing and processing forms more efficiently. As we transitioned to a hybrid approach in summer 2021, we expanded our financial aid lab to support in-person and virtual zoom labs. Students can receive real-time status updates on student applications at the front desk, via email, phone, virtually, and InSite. Students are assigned to a designated Financial Aid Advisor according to alpha string. They can 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).

In spring 2021, we partnered with Global Core solutions. Global core solutions is an online platform that collects documents and verification information from students and parents. Students and parents can submit documents electronically on their mobile phones and other electronic devices. This process reduces staff time spent collecting, evaluating, and scanning documents from students. Global Core solutions is equipped with smart logic that moves students and parents through the verification process and auto-populates student information to reduce the incorrect or conflicting submission of 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.

- 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 who participates in various planning meetings and outreach activities to support foster youth students 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 the retreat, senior kick-off, 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 the 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.
- Collaboration with Welcome Services and Transfer and Career Services: In Spring, we partner with our Welcome Services department to offer financial aid presentations and workshops to high school seniors. We also partner with Transfer and Career Services to offer financial aid presentations to transferring LMC students.
- 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 informational sessions 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.
- Collaboration with EOPS: We partner with EOPS to host financial aid and scholarship presentations to current EOPS students.

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 an 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.

- Higher Education Emergency Relief Fund: In 2019-2020 and 2020-2021, the CARES Act, which establishes and funds the Higher Education Emergency Relief Fund (HEERF), was implemented. The CARES Act requires institutions to provide direct emergency aid to students. Since the initial passing of the CARES Act in Spring 2020, the institution has received two additional allocations. The financial aid office has been responsible for administering over 11.5 million dollars in emergency aid to students. This includes managing student communications, processing applications, awarding and disbursing emergency grants, and meeting mandatory reporting requirements.
- State Emergency Grant Application (Immediate Action Emergency FA Grant-SB85): In 2020-2021, the Chancellor's Office amended the Budget Act of 2020 by adding one-time local assistance funding to support California community colleges, including emergency financial assistance grants to students. LMC received \$567,759 in state emergency aid for students. The financial aid office has been responsible for managing student communications, processing applications, and awarding and disbursing emergency grants to students.
- Senate Bill 116: In 2020-2021, SB116 -Disaster Relief Emergency Financial Aid was made available to provide disaster relief emergency student financial aid to California community college students. The financial aid office was responsible for managing student communications and administering over \$88k in student emergency grants.
- Flexibilities Related to COVID-19: The CARES Act provided several regulatory flexibilities to institutions due to COVID-19, impacting calculation of Satisfactory Academic Progress (SAP), Return of Title IV Funding, and Verification. These flexibilities resulted in changes to our current processes, system setups, and student-facing communications.
- 4CD Internal Audit Recommendation: Internal Audit Services performed a review of the District's Financial Aid programs and practices resulting in several recommendations to improve our processes. Recommendations included: Built-in controls/rules to identify students with fraudulent trends, safeguarding information, reassessing current financial aid payment processes, cross-training of staff, and updating and reviewing policies. The FAO has implemented some of the recommendations and is in the process of reviewing and implementing the recommended process.

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 is as follows. We currently have two vacant positions due to permanent staff members servicing in OOCA positions.

Pittsburg Campus	
1 Financial Aid Supervisor-Tammy Oranje (Interim)	3 Financial Aid Assistant II – Faidra Lopez, Deborah Baskin, vacant (due to OOCA)
1 Lead, Financial Aid Specialist- Eva Monteverde	2 Financial Aid Assistant I (hourly – part-time) Ivan Urrueta (32 hours a week) Kelsey Dodson (18 hours a week)
1 Financial Aid Specialist- Tamara Carreon	
1 Financial Aid Scholarship Specialist- Beverly Bui (Interim)	
Brentwood Campus	

1 Financial Aid Assistant I – Vacant (due to OOCA)
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We currently have two vacant positions due to staff members serving in an Out of Class Assignment (OOCA). We have two Pittsburg staff members, Deborah Baskin and Eva Monteverde, supporting our drop-in hours at our Brentwood campus due to the incumbent serving in an OOCA at another college. This impacts their ability to support services at the Pittsburg campus and takes time away from their current job responsibilities. The department will need 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 answering student questions, checking student statuses in Colleague, reviewing and preparing student files for processing, filing, processing CA Promise Grant applications, agency verifications, and supporting outreach efforts. Without the level of an FAAI support, FAAI staff would be required to rotate working the front desk and supporting our Outreach efforts, which would take away valuable time they could be spending to process student financial aid documents and disbursements. With the two staff members serving in OOCA positions, job responsibilities have been divided between staff, resulting in a delay in processing student files and staff having to take on additional job responsibilities. There is a need to have a designated Financial Aid Assistant I to serve as an Outreach coordinator within our community to assist us with supporting the FAFSA requirement for high school seniors in 2022 and increase our FAFSA and Pell grant numbers.

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/financialaid. When students check in at the front desk for Financial Aid Lab, we inform students of the importance of completing an LSO assessment questionnaire. For the scholarship survey, the Scholarship Coordinator explains to students the reason for the survey. We inform students that their feedback helps the department assess the quality of our services and plans for future improvement.

2. Engagement : Version by Oranje, Tammy on 02/03/2022 00:09

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, Data Coaches, ISLO Core Group, 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, Undocumented Week Of Action, 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 who participates in various planning meetings and outreach activities to support foster youth students 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 the retreat, senior kick-off, 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 the 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.
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- Collaboration with EOPS: We partner with EOPS to host financial aid and scholarship presentations to current LMC 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 or when meetings are held on Fridays (hourly staff do not work on Fridays). In order to allow all permanent classified staff to attend these meetings we had to require part-time hourly 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 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

N/A

3. Vision for Success Goals Update : Version by Oranje, Tammy on 02/03/2022 00:09

a. 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> (<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.

b. Please align your goals from Program Review Year Three with the accreditation and Vision for Success indicators below.

**Please copy the table below into your response and complete accordingly*

INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
<i>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.</i>							
<i>VFS2: 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.</i>							
<i>VFS3: 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.</i>							
<i>VFS4: 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.</i>							
<i>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</i>							
INDICATOR	PROGRAM REVIEW YEAR THREE GOALS	ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	MEASURE	STATUS (Please enter Abandoned, In Progress, Completed or New Goal to indicate the status for each goal)	ACTION STEPS	TIMELINE	RESPONSIBLE PARTIES
Accreditation: Course Success							
<i>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.</i>	Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA).	Equity and Inclusion Student Engagement and Success	Will utilize SARS to track students who used the in-person FA lab with the intent of completing a financial aid application. We will export data from SARS to track students on an excel worksheet. We will identify student records in Colleague to determine if the student successfully submitted a FAFSA. For students who did not successfully submit a FAFSA, FA staff will follow up with the student via phone/email to determine how we can assist the student with completing the process (1) return to FA lab (2) make an appointment with an FA Coordinator. We will work to identify stopping points on the worksheet.	In Progress	1. Create excel worksheet 2. Create calling and email script 3. Determine the time line for following up with student	Spring 2022	Office of Financial Aid
VFS2: 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.	Implement loan default prevention strategies to decrease the institution's cohort default rate.	Student Engagement and Success	Note: Previous outreach efforts were paused due to the suspension of loan payments by the Department of Education due to COVID-19 in spring 2020. The suspension ends January 31, 2022, and all students will reenter into repayment in February 2022. As borrowers reenter into payment, our primary focus is to inform and advise borrowers of repayment options and resources. We will collect data through Borrower Connect to identify: 1. the past due dates of student borrowers and if the student is : 1. In grace 2. 1-30 days delinquent 3. 31-60 days delinquent Borrower Connect will initially work with all students, but as we further into spring will only work with students past 60 days delinquent. 1. We will track the data to identify where students were when communications were made and if outreach efforts changed a student's status.	In Progress	1. Post information on social media accounts 2. Update webpage with Student Connection information and information about resources and repayment options 3. Calling and email campaign to students in grace – 60 days delinquent.	Spring 2022	

<p>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.</p>	<p>As a result of participating in the Scholarships - Free Money for College presentation, students will demonstrate how to submit a complete LMC Foundation General Application through Academic Works (Blackbaud).</p>	<p>Student Engagement and Success</p>	<p>The previous survey indicated students had difficulty obtaining references from an LMC staff member; the 2022 scholarship no longer requires a student to submit a reference from an LMC staff member. The requirement for 2022 is two references from a reputable source. Scholarship coordinator will assess if changing the reference requirement impacted a student's success rate in obtaining two references and successfully submitting their application. Review sign-in sheets and compare data from 2021 scholarship to 2022 cycle.</p>	<p>In Progress</p>	<p>1. Update reference requirement 2. Provide a a handout with tips on how to ask for a letter of recommendation. 2. Assess the success rate after 2022 scholarship cycle ends.</p>	<p>Spring 2022</p>	<p>Tammy Oranje</p>
<p>VSF4: 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.</p>							
<p>VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups as identified by the college.</p>	<p>As a result of receiving Colleague system training, staff will be able to apply new Colleague financial aid processing procedures</p>	<p>Empowering Student Services Professionals Commitment to Innovation and Creativity</p>	<ul style="list-style-type: none"> 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) <p>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</p>	<p>In progress</p>	<p>1. Schedule in-house trainings on Colleague financial aid screens. 2. Look in to the feasibility of hiring a trainer/consultant from Ellucian to provide in-house training on Colleague.</p>	<p>Spring 2022</p>	<p>Financial Aid Director</p>

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
Recommended Actions	Increase the number of successful applications submissions for current students submitting an LMC Foundation Scholarship Application. Timeline: Fall 2020 - Spring 2022 Responsible Parties: Tammy Oranje Anticipated Outcome: Increase student success rate	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
Recommended Actions	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. Timeline: Start: Fall 2019 End: Spring 2022 Responsible Parties: Office of Financial Aid Anticipated Outcome: Increase FAFSA completion rate	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
Recommended Actions	Implement loan default prevention strategies to decrease the institution's cohort default rate. Timeline: Spring 2020 - Fall 2022 Responsible Parties: Deborah Baskin Anticipated Outcome: Decrease institution's cohort default rate	0 linked SLOs 0 resource requests			
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)					
Recommended Actions	Provide staff development training to learn new solutions and strategies offered by Colleague system to streamline the management of student financial aid accounts. Timeline: Spring 2020 - Summer 2022 Responsible Parties: Financial Aid Director Anticipated Outcome: Streamline the management of student financial aid accounts.	0 linked SLOs 0 resource requests			

4. Assessment Update and Effectiveness : Version by **Oranje, Tammy** on **02/03/2022 00:09**

**PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY*

LEARNING SUPPORT OUTCOMES UPDATE	
LEARNING SUPPORT OUTCOME	<i>Example:</i> 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* <i>*Indicate at least one of the following in your response:</i>	
<ul style="list-style-type: none"> • Student • Employee • Service 	
MEASURE	<i>Example:</i> Will gather the following data: # of students completed and submitted FAFSA for each workshop and the # of students successfully received financial aid.
STATUS* <i>*Please indicate a status from the following options:</i>	
<ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	
NEXT STEPS	<i>Example:</i> 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	<i>Example:</i> Jennifer Ma, Financial Aid Office
ALIGNED STUDENT SERVICES GUIDING PRINCIPLES	<i>Example:</i> SS Theme #1: Demonstrate proficiency in the use of college online services.
ALIGNED PROGRAM REVIEW YEAR THREE GOALS	<i>Example:</i> Increase the FAFSA filing and completion rate for currently enrolled students.

**PLEASE COPY AND PASTE THE TABLE BELOW IN YOUR RESPONSE AND COMPLETE ACCORDINGLY*

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).	Implement loan default prevention strategies to decrease the institution's cohort default rate.	As a result of participating in the Scholarships - Free demonstrate how to submit a complete LMC Founda (Blackbaud).
TARGET* <i>*Indicate at least one of the following in your response:</i>	Student	Employee	Student
<ul style="list-style-type: none"> • Student • Employee • Service 			
MEASURE	Will utilize SARS to track students who used the in-person FA lab with the intent of completing a financial aid application. We will export data from SARS to track students on an excel worksheet. We will identify student records in Colleague to determine if the student successfully submitted a FAFSA. For students who did not successfully submit a FAFSA, FA staff will follow up with the student via phone/email to determine how we can assist the student with completing the process (1) return to FA lab (2) make an appointment with an FA Coordinator. We will work to identify stopping points on the worksheet.	<ol style="list-style-type: none"> 1. Collect student data through Student Connections. 2. Identify students who are: <ul style="list-style-type: none"> -In Grace - 0-60 days delinquent 3. Contact students in the above categories and advise of repayment options 4. Did the student take action? 	The previous survey indicated students had difficulty 2022 scholarship no longer requires a student to sub requirement for 2022 is two references from a reputable changing the reference requirement increased the number sign-in sheets and compare data from 2021 scholars

<p>STATUS* *Please indicate a status from the following options:</p> <ul style="list-style-type: none"> • Abandoned • In Progress • Completed • New Outcome 	<p>In Progress</p>	<p>In Progress/Modified</p>	<p>In Progress</p>
<p>INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT</p>	<p>https://email4cd.sharepoint.com/:w:/s/LMC/ssl/EVg9Ti0vvS5EprtN1gYggjABLSXKByc38JDy8tCrUSu0mg?e=rsCdrs (https://email4cd.sharepoint.com/:w:/s/LMC/ssl/EVg9Ti0vvS5EprtN1gYggjABLSXKByc38JDy8tCrUSu0mg?e=rsCdrs)</p>		<p>https://email4cd.sharepoint.com/:w:/s/LMC/ssl/EVg9e=snR2F2 (https://email4cd.sharepoint.com/:w:/s/LMC/ssl/EVg9e=snR2F2)</p>
<p>NEXT STEPS</p>	<p>1. Create excel worksheet 2. Create calling and email script 3. Determine the time line for following up with student</p>	<p>1. Post information on social media accounts 2. Update webpage with Student Connection information and information about resources and repayment options 3. Calling and email campaign to students in grace – 60 days delinquent. 4. Track data</p>	<p>Fall 2021: 1. change reference requirement - two ref the presentation will receive a handout with tips on h will be posted on the scholarship webpage. 3. Comp to 2022 scholarship cycle</p>
<p>RESPONSIBLE PARTIES</p>	<p>Office of Financial Aid Staff</p>	<p>Deborah Baskin</p>	<p>Tammy Oranje</p>
<p>ALIGNED STUDENT SERVICES GUIDING PRINCIPLES</p>	<p>Equity and Inclusion Student Engagement and Success</p>	<p>Student Engagement and Success</p>	<p>Student Engagement and Success</p>
<p>ALIGNED PROGRAM REVIEW YEAR THREE GOALS</p>	<p>Students who attend the Financial Aid Lab will be able to complete and submit a Free Application for Federal Student Aid (FAFSA)</p>	<p>Implement loan default prevention strategies to decrease the institution's cohort default rate.</p>	<p>As a result of participating in the Scholarships - Free demonstrate how to submit a complete LMC Founda (Blackbaud).</p>

Impact of Resource Allocation