

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name:

Division Name:

Please list all team members who participated in this Program Review:

Name	Department	Position
Kevin Harral	Financial Aid	Financial Aid Director

Number of Full Time Faculty: **Number of Part Time Faculty:**

Please list all existing Classified positions: *Example: Administrative Assistant I*

(1) Financial Aid Program Coordinator II, (1) FA Outreach Coordinator, (4) FA Assistants, (2) FA Outreach Assistants

List all departments covered by this review and indicate the appropriate program type.

<input type="text" value="N/A"/>	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1.1: SERVICE AREA DATA**1.1A. Service Area Data:**

	2012-2013	2013-2014	2014-2015
Number of Students Served	10883	11615	11766
Full-Time Load (FTEF)	N/A	N/A	N/A
Part-Time Load (FTEF)	N/A	N/A	N/A

1.1B. Student Service Trend:

Students Served (Over Past 3 Years): ☒ Increase ☐ Steady/No Change ☐ Decrease

1.1C. Student Demographics: Please describe service trends for the following student groups, comparing the current program-level data with previous data (past 3 years).

	Increase	Steady/No Change	Decrease
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Male	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Female	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
>25 Years Old	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.1D. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. If your service trend for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is declining, what is your program doing to address this?

Our service trends for several of the populations is decreasing along with our overall population. I suspect the proportions are still relatively steady. Now that we are fully staffed our outreach to underrepresented populations will resume. Two groups not represented above are our foster youth and veterans groups where we have made a concerted effort to increase our touch points, availability, and services to them.

1.1E. Service Area: How has assessment and reflection of service-area Student Learning Outcomes (SA-SLOs) led to program changes and/or improvements?

Historically it has led to adjustments to our scholarship system, our communications through MyPortal/email, and to our material/content for outreach activities.

1.1E. SA-SLOs: If your program's SA-SLOs are not being met, please discuss your program objectives aimed at addressing this.

N/A

SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT

If your program has an instructional component, please complete Section 1.2.

If your program does not have an instructional component, please skip to Section 2.

1.2A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2012-2013	2013-2014	2014-2015

1.2B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2012-2013	2013-2014	2014-2015

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

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1.2C. Department Level Data:

	2012-2013	2013-2014	2014-2015
Enrollment			
Productivity			
Course Success			
Full-Time Load (FTEF)			
Part-Time Load (FTEF)			

1.2D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): ☐ Increase ☐ Steady/No Change ☐ Decrease

1.2E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latino/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decline to State	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: ☐ Above Level ☐ At Level ☐ Below Level
 Female: ☐ Above Level ☐ At Level ☐ Below Level
 <25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level
 >25 Years Old: ☐ Above Level ☐ At Level ☐ Below Level

1.2G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

1.1H Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

1.1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: ☐ Increase ☐ Steady/No Change ☐ Decrease

Program Productivity (Compared to College Goal): ☐ Above Goal ☐ At Goal ☐ Below Goal

Please discuss what factors may be affecting your program's productivity.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

1.1J. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

Targeted Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

Online Student Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

In-Person/Hybrid Course Completion: ☐ Above Standard ☐ At Standard ☐ Below Standard

1.1K. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Targeted Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Online Student Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

In-Person/Hybrid Course Completion: ☐ Above Goal ☐ At Goal ☐ Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

1.1L. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? ☐ Yes ☐ No

If yes, in what venues do these discussions take place? (Check all that apply)

☐ Department Meetings ☐ Opening Day ☐ Online Discussions ☐ Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

1.1M. Course-Level: How has assessment and reflection of CL-SLOs led to course-level changes?

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. Past Program Objectives/Outcomes: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

1. Increase the number of students completing the FAFSA and successfully completed and awarded files.	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
2. Outreach by staff to ensure all segments, particularly under-represented populations have access to financial aid resources.	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
3. Implement BDM for scanning and archival capabilities. This will also open the doorway for digital file review.	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
4. Complete the implementation of our the Academic Works scholarship system.	Year: <input checked="" type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
	Year: <input type="checkbox"/> Completed <input type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

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Please provide rationale behind any objectives that are no longer a priority for the program.

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2B. New Program Objectives: Please list all new program objectives discussed in Section 1; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Reduce Wait Time for Counselors</i>	<i>Winter 2016 Term</i>	<i>Student Surveys</i>
1. Increase FAFSA completion rates	Ongoing	FAFSA Headcount
2. Increased assistance to prior loan borrowers at risk of defaulting	Ongoing	Reduction in Cohort Default Rate
3. Further Banner automation	Win and Spr 2016 for 16-17 AY	Proportion of Auto Vs Manual steps
4. Implement advanced Academic Works abilities for scholarship enhancement.	Spring and Sum 2016 for 16-17 AY Cycle	Greater ease of use for students and staff
5. Implement advanced BDM abilities for scanning incoming documents. This will also open up digital file review.	Win and Spr 2016 for 16-17 AY	Reduced reliance on paper and higher use of digital docs

2C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

☒ Create a culture of equity that promotes student success, particularly for underserved students.

- ☒ Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- ☒ Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

2D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 2B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
2 Desktop scanners	6-700	#3 & 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Support for Borrower Connect services	3,000	#2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

2F. Review: Review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

N/A - never had a request funded through this process.

SECTION 3: PROGRAM SUMMARY

3A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
Need higher level decision making by staff - review classification levels and/or institute a higher level position	Staff reclass was denied and overall morale decreased. Suspect a new reclass coming soon. Pending details. We hired a Prog. Coord. II to step in as the functional Assist. Director.
Increased Spanish speaking clientele	Hired a native bi-lingual Spanish speaker student employee to assist with the front desk and selected outreach activities.

3B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

I would like to highlight the increased impact of our foster youth and veterans liaisons to those populations, the positive impact our student employment work has on students and all departments that employ students, and the hundreds of student scholarship applications we handle every year. It is hard to directly measure this departments direct impact in those areas. As the economy slowly improves we generally have to work harded to make students understand that there are still millions of dollars to be awarded to them and that they should still apply. That is partially how we maintain our

numbers. We have also implemented the CCCApply BOG Module allowing students to apply for the BOG Fee Waiver through the same online platform they apply to the school with. This also allows for more immediate awarding of BOGs with fewer manual steps from staff.

SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY

4A. Attach 2014-2015 Service-Area Outcomes: Four Column Report for SA-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

4B. Attach 2014-2015 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 5: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

5A. Strengths and successes of the program as evidenced by the data and analysis:

FA Office finally is fully staffed. The new staff members are trained and work in full capacity. It is very noticeable that the moral is getting better and a good and strong team is forming. Also, Kevin is making sure that most of the operations are planned to be automated, which releases staff from manual work.

5B. Areas of concern, if any:

My concern is about decrease in student demographics. Our goal is to make sure that all financially disadvantage students apply for FA funds and receive the funds. Another concern is the time frame of the case reviews. We need to come up with the better review process and shorten the wait time

5C. Recommendations for improvement:

I would recommend the following s:
Do a mini research for the students who have applied for FAFSA, enrolled at FH but for some reasons did not follow through and did not get any FA funds or just were satisfied for BOG Fee Waiver. Target this population and see how many of these students actually qualify for more grants than they received. Based on the outcome we might want to come up with the better practices for FA students and case process.
There is a need for more automated case review process, which will improve the time frame. We need to transition to the electronic case review process.
Also I would like to see more FA staff involved in the program review process. We have our new FA Program Coordinator II and FA Outreach Coordinator and they could be involved in the next year PR

5D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule
☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Assessment Report - Four Column

Foothill College SA - Financial Aid

Mission Statement: To ensure full access to college for those, who due to financial disadvantages, might be denied the opportunity for post-secondary education. The Foothill College Financial Aid Office (FAO) maintains a financial aid delivery system to provide timely disbursement of federal, state, and private funds to those eligible students to assist them in remaining in college. The FAO believes that each person has self-worth, is entitled to college access, and the right to develop his or her potential through quality education and learning opportunities. We hope access to these financial aid programs help to achieve this goal. While the FAO tries to actively seek out eligible students, it is our hope that students in financial need also seek out and take advantage of the services that the FAO offers.

Primary Core Mission: Basic Skills

Secondary Core Mission: Transfer

Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Financial Aid - 1 - Obtain Funding - Students will have the ability to apply their knowledge to obtain funding for their education through the FAFSA application and follow Dept of Education rules to maintain their eligibility.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: We developed a survey in conjunction with Institutional Research that was to be administered via an e-mail link that took the participant to a web survey tool. The participants were selected based on who had applied for financial aid using a FAFSA.</p> <p>Assessment Method Type: Survey</p> <p>Target: Increase the student understanding of financial aid, how to obtain funding, and be self-sufficient in the application process.</p>	<p>02/04/2016 - Due to staffing changes in the Foothill Financial Aid Office - 50% employee vacancy rate (4 out of 8) at one point, including my Coordinator who works with this SA-SLO, this was not assessed.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>02/04/2016 - Ensure survey is modified and ready for use in 15-16.</p>
<p>SA - Financial Aid - 2 - MyPortal - Students will have the ability to navigate the new financial aid system for 11-12 in MyPortal.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Inactive</p>	<p>Assessment Method: We developed a survey in-house that was administered to students coming through the FAO. The participants were selected based on who had the financial aid tab in their MyPortal, which is initiated by a FAFSA application being received.</p> <p>Assessment Method Type: Survey</p> <p>Target: Increase student awareness of how to navigate the MyPortal system. We are</p>		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	working towards 85% understanding of initiating the MyPortal account and increasing the rate of understanding & navigating to fin aid data in MyPortal.		
SA - Financial Aid - 3 - Eligibility - Students seeking additional funding to help pay college costs will find the scholarship offerings, identify scholarships which match their academic qualifications and successfully complete a scholarship application for consideration. Year(s) to be Assessed: End of Quarter SA-SLO Status: Active	Assessment Method: We developed a survey in conjunction with Institutional Research that was to be administered via an e-mail link that took the participant to a web survey tool. The participants were selected based on who had applied for a scholarship in that academic year. Assessment Method Type: Survey Target: Increase student knowledge of scholarship eligibility.	02/04/2016 - Due to staffing changes in the Foothill Financial Aid Office - 50% employee vacancy rate (4 out of 8) at one point, the last minute successful implementation of of new scholarship system, and some miscommunication between IR and our office,this SA-SLO was not assessed. Result: Target Not Met Year This Assessment Occurred: 2014-2015	02/04/2016 - Meeting with IR to find out what happened to this survey and making sure it is ready to go for use in spring quarter of 15-16. <hr/>
SA - Financial Aid - Financial Aid Class Presentations - By attending a Financial Aid Class Presentation, a student will be able to accurately complete the financial aid application and follow through with their financial aid responsibilities (completing internal paperwork, etc). Start Date: 09/26/2011 End Date: 12/16/2011 SA-SLO Status: Inactive	Assessment Method: Run report to determine how many students who attended a presentation completed a FAFSA then determine how many of those students completed a financial aid file and were awarded. Assessment Method Type: Data		