

PROGRAM REVIEW STUDENT SUCCESS SERVICES

PROGRAM MISSION STATEMENT

Financial Aid Mission Statement

We provide an equitable, sensitive, and confidential environment to teach students how to maximize their educational financial resources. We make a conscious effort to reach out to our diverse student body to offer:

- high-quality financial aid assistance;
- support in removing financial barriers; and
- accurate and timely delivery of services in a caring manner.

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

Please list the program level student learning outcomes

Financial Aid

1. **Disbursement Process:** Students will understand when, how, and on what basis they will receive their financial aid and, as a result, the number of visits/calls/emails on these issues will decline.
2. **Access to Scholarships:** Students will understand how to maximize their financial resources through scholarships and more of them will access our scholarship system as a result.
3. **Financial Literacy:** Students will expand their understanding of financial literacy and real-world financial skills.
4. **FAFSA/CADAA Access & Completion:** Students will know how to access the FAFSA and understand what steps are needed to complete it and # of FAFSAs completed will increase.
5. **Variety of Financial Options:** Students will understand the wide variety of financial options available to them.

A. OVERALL COMPLETED APPLICATION TRENDS

Completed applications indicate the student has completed a FAFSA application.

{Insert data chart here}

Figure 1.

1. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of completed applications
- the data trend shows a decrease in the number of completed applications
- the data trend shows no change

If the data trend shows an increase, decrease, or no change in the number of students who completed the FAFSA application, explain why (100 words or less).

2. Does the data trend suggest actions are necessary to improve the number of completed FAFSA applications?

- yes
- no

If yes, describe the proposed actions you discussed with the program team for improving the number of financial aid applications (100 words or less).

B. COMPLETED DREAM ACT APPLICATION TRENDS

Completed applications indicate the student has completed a California Dream Act Application.

{Insert data chart here}

Figure 2.

1. In the data table above, what does the data trend indicate?
- the data trend shows an increase in the number of completed applications
 - the data trend shows a decrease in the number of completed applications
 - the data trend shows no change

If the data trend shows an increase, decrease, or no change in the number of students who completed the California Dream Act application, explain why (100 words or less).

2. Does the data trend suggest actions are necessary to improve the number of California Dream Act completed applications?
- yes
 - no

If yes, describe the proposed actions you discussed with the program team for improving the number of California Dream Act applications (100 words or less).

C. FAFSA COMPLETED APPLICATIONS BY ETHNICITY

The chart below shows the completed applications by ethnicity & comparison to those same ethnicities at the college.

{Insert data chart here}

Figure 3.

1. In the data table above, what do the data trends indicate about completed applications by ethnicity?

AFRICAN AMERICAN

the data trend shows an increase in completed applications by **African American** students

the data trend shows a decrease in completed applications by **African American** students

the data trend shows no change in completed applications by **African American** students

ASIAN

the data trend shows an increase in completed applications by **Asian** students

the data trend shows a decrease in completed applications by **Asian** students

the data trend shows no change in completed applications by **Asian** students

FILIPINX

the data trend shows an increase in completed applications by **Filipinx** students

the data trend shows a decrease in completed applications by **Filipinx** students

the data trend shows no change in completed applications by **Filipinx** students

LATINX

the data trend shows an increase in completed applications by **Latinx** students

the data trend shows a decrease in completed applications by **Latinx** students

the data trend shows no change completed applications by **Latinx** students

NATIVE AMERICAN

the data trend shows an increase in completed applications by **Native American** students

the data trend shows a decrease in completed applications by **Native American** students

the data trend shows no change completed applications by **Native American** students

PACIFIC ISLANDER

the data trend shows an increase in completed applications by **Pacific Islander** students

the data trend shows a decrease in completed applications by **Pacific Islander** students

the data trend shows no change completed applications by **Pacific Islander** students

WHITE

the data trend shows an increase in completed applications by **White** students

- the data trend shows a decrease in completed applications by **White** students
- the data trend shows no change completed applications by **White** students

DECLINE TO STATE

- the data trend shows an increase in completed applications by **decline to state** students
- the data trend shows a decrease in completed applications by **decline to state** students
- the data trend shows no change completed applications by **decline to state** students

If the data trend shows an inequity in the number of students completing the FAFSA application, explain why there was a change (Use a separate bullet point for each category).

Please address how certain ethnicities fare compared to those ethnicities at the college (Use a separate bullet point for each category).

2. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students completing the FAFSA application by ethnicity, including low completion within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity (100 words or less).

D. STUDENTS COMPLETING THE FAFSA APPLICATION BY FIRST GEN

Tracking first-gen students is important in that it aligns with the Student Funding Formula. Students who receive a Pell grant have completed the FAFSA and are considered low income.

{Insert data chart here}

Figure 4.

1. In the data table above, what do the data trends indicate about the number of first-gen students completing the FAFSA application?

- the data trend shows an increase in applications by first-gen
- the data trend shows a decrease in applications by first-gen
- the data trend shows no change

If the data trend shows a change in number of first-gen student enrollment, explain why there was a change (100 words or less).

If the data trend shows a decrease in first-gen enrollment, what is the program doing/planning to do to address this? (100 words or less)

E. FOOTHILL COLLEGE PROMISE STUDENT PARTICIPATION TRENDS

Students who are first-time students and complete a FAFSA (regardless of if they qualify for aid or not) are eligible to be a Foothill College Promise student (free tuition/books for 2 years). Financial Aid maintains and tracks enrollment of Foothill College Promise students.

{Insert data chart here}

Figure 5.

1. In the data table above, what does the data trend indicate?

- the data trend shows an increase in Foothill College Promise participants
- the data trend shows a decrease in Foothill College Promise participants
- the data trend shows no change

If the data trend shows an increase or decrease in the number of students participating in the Foothill College Promise, explain why it has increased or decreased (100 words or less).

2. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase the number of students participating in the Foothill College Promise?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing Foothill College Promise participants (100 words or less).

F. OVERALL FINANCIAL AID TRENDS OF STUDENTS COMPLETING THE FAFSA IN YEAR TWO

The chart below shows the overall persistence trends of students who have completed the FAFSA from year to year. Students who receive financial aid in year one continue and complete the FAFSA in year two.

{Insert data chart here}

Figure 6.

1. In the data table above, what does the data trend indicate about the year two persistence trends?

- the data trend shows an increase persistence
- the data trend shows a decrease persistence
- the data trend shows no change

If the data trend shows an increase or decrease in year two persistence, explain why it has increased or decreased (100 words or less).

2. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase persistence?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the persistence (100 words or less).

G. DREAM ACT TRENDS OF STUDENTS COMPLETING THE FAFSA IN YEAR TWO

The chart below shows the overall persistence trends of students who have completed the Dream Act from year to year. Students who receive financial aid in year one continue and complete the FAFSA in year two.

{Insert data chart here}

Figure 7.

1. In the data table above, what does the data trend indicate about the year two persistence trends?
 - the data trend shows an increase in persistence
 - the data trend shows a decrease persistence
 - the data trend shows no change

If the data trend shows an increase or decrease in year two persistence, explain why it has increased or decreased (100 words or less).

2. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase persistence?

yes

no

If yes, describe the proposed actions for stabilizing/increasing the persistence (100 words or less).

H. ETHNICITY TRENDS OF STUDENTS COMPLETING THE FAFSA IN YEAR TWO

The chart below shows persistence year-to-year by ethnicity.

{Insert data chart here}

Figure 8.

1. In the data table above, what do the data trends indicate about persistence by ethnicity?

AFRICAN AMERICAN

the data trend shows an increase in persistence in **African American** students

the data trend shows a decrease in persistence in **African American** students

the data trend shows no change in persistence in **African American** students

ASIAN

the data trend shows an increase in persistence in **Asian** students

the data trend shows a decrease in persistence in **Asian** students

the data trend shows no change in persistence in **Asian** students

FILIPINX

- the data trend shows an increase in persistence in **Filipinx** students
- the data trend shows a decrease in persistence in **Filipinx** students
- the data trend shows no change persistence in **Filipinx** students

LATINX

- the data trend shows an increase in persistence in **Latinx** students
- the data trend shows a decrease in persistence in **Latinx** students
- the data trend shows no change persistence in **Latinx** students

NATIVE AMERICAN

- the data trend shows an increase in persistence in **Native American** students
- the data trend shows a decrease in persistence in **Native American** students
- the data trend shows no change persistence in **Native American** students

PACIFIC ISLANDER

- the data trend shows an increase in persistence in **Pacific Islander** students
- the data trend shows a decrease in persistence in **Pacific Islander** students
- the data trend shows no change in persistence in **Pacific Islander** students

WHITE

- the data trend shows an increase in persistence in **White** students
- the data trend shows a decrease in persistence in **White** students
- the data trend shows no change in persistence in **White** students

DECLINE TO STATE

- the data trend shows an increase in persistence in **decline to state** students
- the data trend shows a decrease in persistence in **decline to state** students
- the data trend shows no change in persistence in **decline to state** students

If the data trend shows an inequity in persistence, explain why there was a change (Use a separate bullet point for each category).

2. Do the data trends suggest programmatic actions are necessary to address disparities in persistence by ethnicity?

- yes

__ no

If yes, describe the proposed actions for addressing disparities in persistence by ethnicity within the program (100 words or less).

SERVICE AREA OUTCOMES ADDENDUM

RE-ACCREDITATION INFORMATION – please answer if applicable

What are the service area outcomes/strategic objectives for the coming year?

1. To evaluate the quality of customer service across the entire student aid life cycle by Fall of 2020.
2. To ensure our website and distributed materials (including ppts, mass email communication messages) are clearly understood by students at all phases of the student aid life cycle by Fall of 2020.
3. Increase by 10% outreach and awareness efforts to support aid recipients and their families in making sound financial decisions by Spring 2020.
4. To effectively and efficiently administer services to an increased number of students who receive financial support by Fall 2020.
5. To evaluate any equity gaps in services & create an outreach plan to reach out to disproportionately affected groups by Summer 2020.

What is your implementation plan for the above-mentioned objectives (100 words or less).

In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate (300 words or fewer):

In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate (300 words or fewer):

What actions has the program taken to address the accreditation, audit, or review citations/findings identified?

What barriers has the program faced in implementing improvement? (300 words or fewer):