
Student Services Program Review Annual Update – Form



2020 –21 Annual Update

Date:	3-30-2021
Program and Department:	Financial Aid, Veterans and Scholarships
Additional programs included in this review:	
Date of last comprehensive review*:	Fall 2020
Submitted By:	Mary Dominguez & Financial Aid Team
Attachments:	<input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations <input type="checkbox"/> 6-year assessment plan <input type="checkbox"/> Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the [college mission](#).

The mission of the Financial Aid office is to support student success by educating students on availability of financial aid resources and providing accessibility to those resources through guidance and support to promote self-sufficiency.

The Financial Aid, Scholarship and Veterans office shares the values stated in the Colleges Strategic Plan, such as Student Success, Mutual Respect, Lifelong Learning, Diversity, Innovation and Excellence. The office supports these values by practicing the factors for student success – Directed, Focused, Valued, Nurtured, Connected and Engaged.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

During the 2020-2021 academic year in spite of the COVID-19 pandemic, the Financial Aid Team was successful in implementing a number of process improvements to better serve students who receive financial aid.

(Goal SL:S2-to support student access, achievement, and success)

- We have instituting equity into our financial aid processing in which students with a zero EFC are processed first among the other financial aid files that have been received on that same day. However, we are currently processing all students on a weekly basis and prioritizing zero EFC students is not necessary currently.
- We changed our policies and eliminated financial aid forms that were no longer required such as the Prior College form and the Explanation of No or Low-Income form.
- Decreased required course completion rate from 70% to 67% to align with our maximum attempted units limit for our Satisfactory Academic Progress (SAP) policy which aligns with DOE regulations.
- We offered “Finish Financial Aid Fridays” workshops held in our front lobbies at both our SM and LVC campuses and unfortunately had to stop due to COVID-19. The goal of our efforts was to assist students in completing their financial aid file.
- We collaborated with our Athletics Department to review student athlete financial aid files. This included working one-on-one with athletes to assist them in completing their file. When COVID-19 started, we collaborated directly with coaches to ensure student athletes completed their financial aid files.
- In cooperation with IT, we implemented a mobile-friendly, Banner 9 self-service portal.
- We automated the awarding of the Federal and State CARES and COVID funding to our currently enrolled credit and noncredit students. This automation ensured that students did not have to complete a separate application which offered a seamless process for students.
- We implemented a new Federal Work Study (FWS) hiring process for the 2020-2021 year to ensure that students and hiring departments have a consistent and fair process in accessing the student positions on campus.
- We conducted telephone outreach to students to encourage them to complete their financial aid files.
- We are now using the Ocelot chatbot which provides 24/7 automated responses in both English and Spanish to students using the financial aid webpage.
- We created and are using fillable forms that allow students to complete and sign forms electronically.
- We implemented Dynamic Forms to provide signature authentication and additional form submission options.

- We created a new Campus Logic custom loan form for students to sign and submit loan forms electronically.
- We removed the requirement for a student to formally request a GPA reinstatement after they achieve the required 2.0 GPA. It is now done automatically.
- We embedded FATV links throughout our website to provide easier access for students.
- We added a scanner to the lobby computer area which allows students to upload their financial aid requirements to their portal.
- We created instructional videos to guide students to access their financial aid requirements in the student portal.
- We added tracking items to notify students when they were approaching the maximum attempted units limit and to notify students when they were canceled.
- We changed our freeze policy to include term 2 and term 4 classes that a student adds after the freeze date which allowed for additional grant aid to students.
- We collaborated with the Admissions & Records team and IT team to review and implement a more efficient and accurate drop roster process in which we will no longer have to constantly check for back dated drops. This will go into effect starting with summer 2021.

III. Program Challenges

Please summarize your program challenges for the year.

With the COVID-19 crisis which occurred in March of 2020, all Financial Aid services moved to online services. While the pandemic was challenging enough, the financial aid team continued to offer a high level of services to students in a predominately remote setting. (In mid-August we did reopen to the public with a couple of staff members working in the office and all others worked remotely from home.)

- We conducted outreach to students with high EFC's to encourage qualified students to submit an income appeal that could have been a result of loss of income due to COVID-19.
- We utilized additional modes of communication through online platforms such as Zoom and Cranium Café that allow students to communicate remotely through video calls and chat.
- We installed front facing computers at counter workstations to allow staff to work one-on-one with students safely.
- We hosted scholarship workshops online via Zoom.
- We installed a document drop box located in our lobbies at our SM and LVC campuses so students can submit their documents when the office is closed.
- All students who withdraw are emailed to determine if their withdrawal was related to COVID-19. If it was, they are entitled to their full Pell based upon the units they were enrolled in.
- We also encountered a number of financial aid fraud cases.
- The College received over \$11,781,636 COVID relief funds (CARES, CARES HIS, HEERFII COVID-19 STATE and COVID-19 FEDERAL) from both federal and state funding, that the financial aid team was charged with disbursing to eligible students. This is above our normal annual disbursement process.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

- All financial aid applications and required supporting forms are available online as well as access to staff using both Zoom and Cranium Café.
- A full-time Financial Aid Technician is available at the Lompoc Valley Center to assist students during our regular scheduled hours. We can offer the same and consistent financial aid services at both SM and LVC.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

If students need to meet with their Financial Aid Analyst, they used to have to come to the Santa Maria campus to do so. Since the pandemic (March 2020), students now have accessibility to their Analyst by zoom appointment, video chat through Cranium Café or by phone.

V. Learning Outcomes

A. Program Outcomes

Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2016.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

SLO1 - As a result of students completing the VA form, VA students will know of the availability of various sources of financial aid/scholarship.

SLO2 – As a result of students getting front desk assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.

SLO3 - As a result of students completing their financial aid task requirements, students selected will become familiar with the file verification completion process.

B. Student/Service Learning Outcomes

Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2020.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

Revised SLO's, 2016-2022 SLO Cycle:

SLO1 - As a result of students completing the VA form, VA students will know of the availability of various sources of financial aid/scholarship.

SLO2 – As a result of students getting front desk or online assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.

SLO3 - As a result of students completing their financial aid task requirements, students selected will become familiar with the file verification completion process.

Old SLO's, 2009-2015 SLO Cycle:

SLO1. Students will be able to complete the financial aid application independently.

SLO2. Students will be able to comprehend and comply with the financial aid processes following the submission of the FAFSA application.

SLO3. SAP workshop attendees will be able to understand the basic components of the FA SAP policy.

SLO4. Students who meet with peers will be able to demonstrate the ability to check their FA status online.


SLO5. Students will be able to identify various sources of aid (grants, loans, scholarships, Veterans etc...).

SLO6. Students will be aware of financial aid application and/or processing deadlines.

SLO7. Students will understand the basic components of financial literacy.

C. Mapping

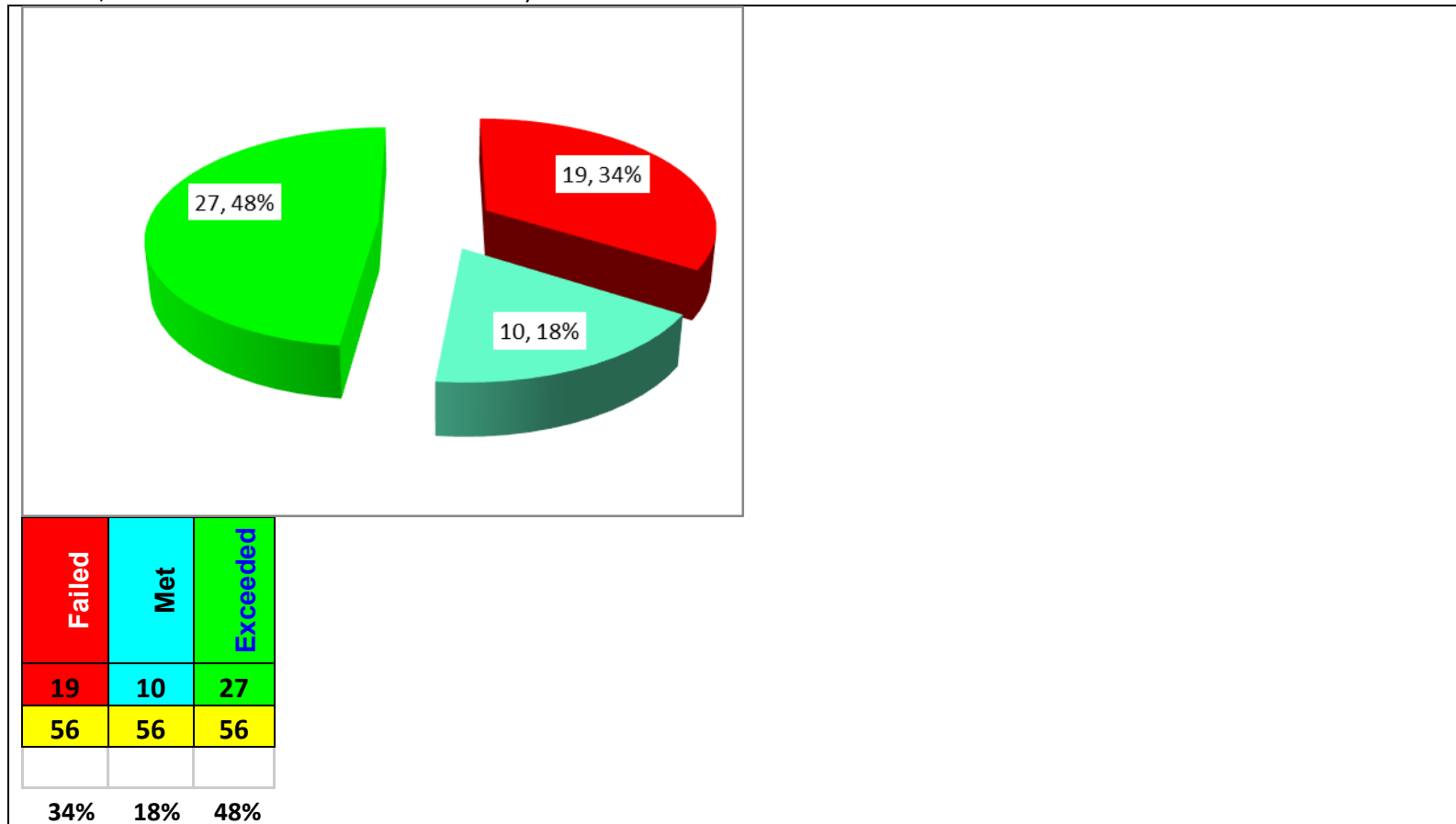
Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made. N/A if no changes are needed.

 ALLAN HANCOCK COLLEGE		Course SLO (CSLO) to Program SLO (PSLO) to Institutional (ILO) Mapping Form – Revised Sept 2020															
Department: Financial Aid and Veterans		Program: FA/Vets/Scholarships			Completed by: FA Staff			Date: 9/15/2020									
Please List Program SLOs (PSLOs) Here:		Institutional Learning Outcomes (ISLOs) Here:															
1. Students will be aware of the financial aid resources available to them and the related processes for application. 2. Students will be able to independently complete the required applications and forms for financial aid.		ILO 1: Communication - Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts. ILO 2: Critical Thinking & Problem Solving - Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion. ILO 3: Global Awareness & Cultural Competence - Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework. (Revised) ILO 4A: Information Literacy –Define what information is needed to solve a real-life issue and locate, access, evaluate and manage the information. (Revised) ILO 4B: Technology Literacy –Proficiency in a technology (specify: _____) and the ability to choose the appropriate tools. ILO 5: Quantitative Literacy - Use mathematical concepts and models to analyze and solve real life issues or problems. ILO 6: Scientific Literacy – Use scientific knowledge and methodologies to assess potential solutions to real-life challenges. ILO 7: Personal Responsibility & Development - Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.															
Course & Title:		Required for Major: Yes/No					Units:			Close PSLO Loop by: _____ Estimated Semester							
List Course SLOs (and assessment method) below: <i>Then map each CSLO to one PSLO and one ISLO. Map your course SLO only if faculty are directly measuring those competencies in this course and the connection between the outcomes are both clear and meaningful.</i>		PSLO 1	PSLO 2	PSLO 3	PSLO 4					ILO 1	ILO 2	ILO 3	ILO 4A	ILO 4B	ILO 5	ILO 6	ILO 7
Place check mark in boxes in which CSLOs are measured or assessed within the PSLO																	
SLO1 - As a result of students completing the VA form, VA students will know of the availability of various sources of financial aid/scholarship.		✓											✓				
SLO2 – As a result of students getting front desk or online assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.			✓														✓
SLO3 - As a result of students completing their financial aid task requirements, students selected will become familiar with the file verification completion process.			✓														✓

VI. Assessment Data

A. Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).



Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

DRAFT- REFLECTION/ASSESSMENT MID-YEAR REPORT 3 . 10 . 2021:

SLO2 – As a result of students getting front desk or online assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.

Question 1- Describe any changes since your last assessment.

Due to the COVID-19 pandemic which began in the March 2020 and lasted for the remainder of the 2020-2021 academic year, we were forced to change our process and delivery methods of financial aid services. We moved our process to assist students complete their FAFSA or Dream Act applications online (via Zoom or Cranium Cafe) in which we collected data during the fall 2020 semester. As a result, we received 56 responses. We also noted that 34% of the students failed this SLO while 66% passed it.

Question 2- What conclusions can you draw from your results?

We would like to note that this was not the best year in which to measure student learning outcomes due to the COVID-19 pandemic restrictions. We had to continue to offer an online mode of instruction and delivery of student services along with limited face-to-face services starting in August 2020. COVID-19 disrupted many ingrained processes of doing business, but it forced us to be creating and develop student service improvement opportunities.

Question 3- After discussion with your department, what changes/improvements were recommended?

Rewrite SLO2

From: “As a result of students getting front desk assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.

To: “As a result of students getting front desk or online assistance with their FAFSA/Dream Act, students will independently complete the FAFSA or the Dream Act application.”

Question 4: What additional resources are needed?

Our office instituted a Cranium Café portal as well as a Zoom room where we were able to assist students with financial aid questions, financial aid file completion, and FAFSA/Dream Act completion on a drop-in basis from 10:00 a.m. to 3:00 pm daily. This required staffing dedicated to cover 30 virtual drop-in hours. Four members of our financial aid staff rotated their coverage hours to be accessible online on a drop-in basis for all students with financial aid questions or needs which vary from answering simple questions, to walking them through each step of completing a FAFSA/Dream Act, or answering their financial aid eligibility questions.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

This plan was shared with the Financial Aid Team and will be shared with other appropriate groups.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

We used our previous assessment data and made changes to our FAFSA/CDAA webpage this year to include FA TV videos on how to complete both applications. We provide other resources to this webpage as well.

Six-Year Plan (brief update of your current 6-year plan progress):



**ASSESSMENT
SCHEDULE
2016-2022**
6 Year

Program: Financial Aid, VA and Scholarships

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Use one row for each SLO

Suggested revised SLO	To be assessed in semester:	Suggested Assessment method(s) & collection process	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
1. As a result of students completing the VA form and reviewing the FA brochure, VA students will know of the availability of various sources of financial aid/scholarship.	Fall 2017 Spring 2018 Fall 2019 Spring 2020	<u>Tool:</u> Revised VA packet & FA brochure along with targeted questions. <u>Collection process:</u> Tabulate and add student responses manually, compile and provide results.	Financial aid office staff	Staff time to review tracking data	R. Parisi	End of Spring 2020
2. "As a result of students getting front desk or online assistance with their FAFSA/Dream Act students will independently complete the FAFSA or the Dream Act application"	Fall 2016 Spring 2017 Fall 2020 Spring 2021	<u>Tool:</u> completion of an online pre-survey and post-survey to collect data, online survey to be listed as a hyperlink to front-desk computers available for student use. <u>Collection process:</u> Google online form to collect survey responses to be retrieved and tabulated at the end of each academic term.	Financial aid office staff	Front Desk Computer shortcut for students to go online and complete pre and post online survey	R. Parisi	End of Spring 2021



ASSESSMENT
SCHEDULE-
2016-2022
6 Year

Program: Financial Aid, VA and Scholarships

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Use one row for each SLO

REVISED SLO	To be assessed in semester:	Suggested Assessment method(s) & collection process	Team to review assessment results	Resources needed to conduct assessment	Individual responsible for assessment report	Date we expect to complete review
3. As a result of students completing their financial aid task requirements, students selected will become familiar with the file verification completion process.	Fall 2018 Spring 2019 Fall 2021 Spring 2022	<p><u>Tool:</u> Creation of online survey</p> <p><u>Notification Process:</u> Send a survey request to all who have been selected for verification and have completed their forms online.</p> <p><u>Collection process:</u> Collect Google data from students that tabulate the results using the below matrix.</p> <ul style="list-style-type: none"> • 0-6= did not meet SLO • 7=met minimum • 10 exceeded 	Financial aid office staff	Staff time to review survey responses and tabulate results	R. Parisi	End of Spring 2022

VII. Internal/External Conditions

Quantitative and Qualitative Data

SLO #2 was difficult to be measured because of COVID-19 limited the number of students on campus and the face-to-face interactions. We gathered most of this data from online interactions.

So, we revised our SLO #2 wording to be able to accommodate for online training and online data collection since we are now assisting students completing their FAFSA or Dream Act via Zoom and/or Cranium Cafe. Student's data was collected, using these steps:

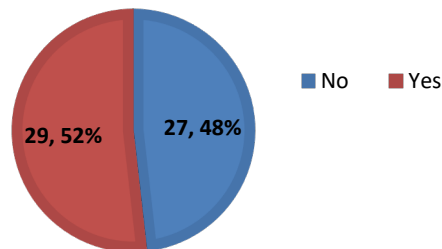
- 1) Identified students that we assisted them complete a FAFSA or Dream Act App and send them the SLO #2 survey
- 2) Collected their submitted responses and tabulated them.
- 3) Entered their name in a drawing for a backpack prize as an incentive to get their responses.
- 4) Selected a winner and send him/her a notice of their award (backpack)

We were able to collect 56 responses that gave us an insight of their learning. We now know that our students achieved these outcomes because we clearly defined the learning outcomes that would help students achieve the needed skill sets, capabilities and conceptual understandings that we intended. We discovered:

SLO #2 QUESTION #1 (before and after)

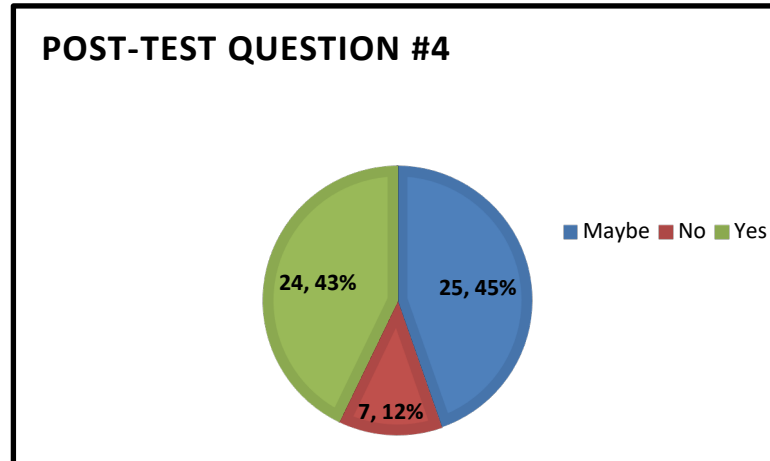
Before our Cranium Café or Zoom online meeting, were you able to complete your FAFSA/Dream Act application on your own?

PRE-TEST QUESTION #1



Post-Test Question #4

After our Cranium Café or Zoom online meeting, are you be able to independently complete your FAFSA/Dream Act application in the future?

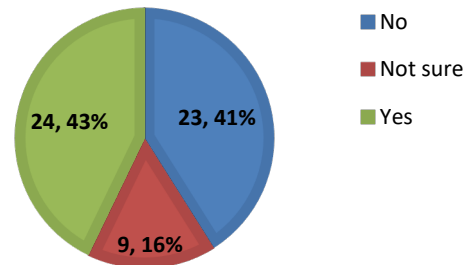


Question #4: We see that we were able to assist students in feeling more comfortable in completing the FAFSA on their own as our “NO” responses rate went down from 48% to 12%.

SLO #2 QUESTION #2 (before and after)

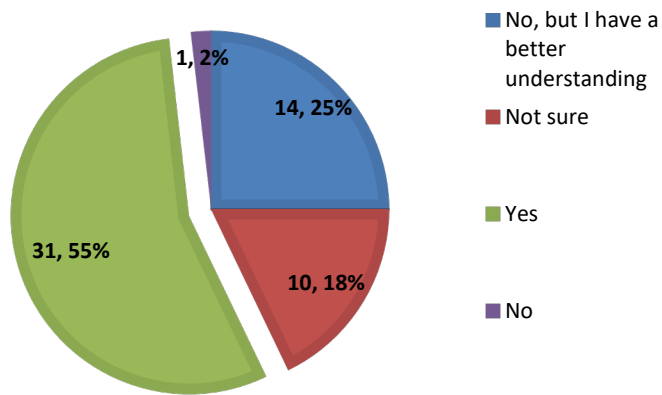
Before our Cranium Café or Zoom online meeting, were you able to navigate the FAFSA/Dream Act website comfortably on your own?

PRE-TEST QUESTION #2



After our Cranium Café or Zoom online meeting, will you be able to navigate the FAFSA/Dream Act website next year/time?

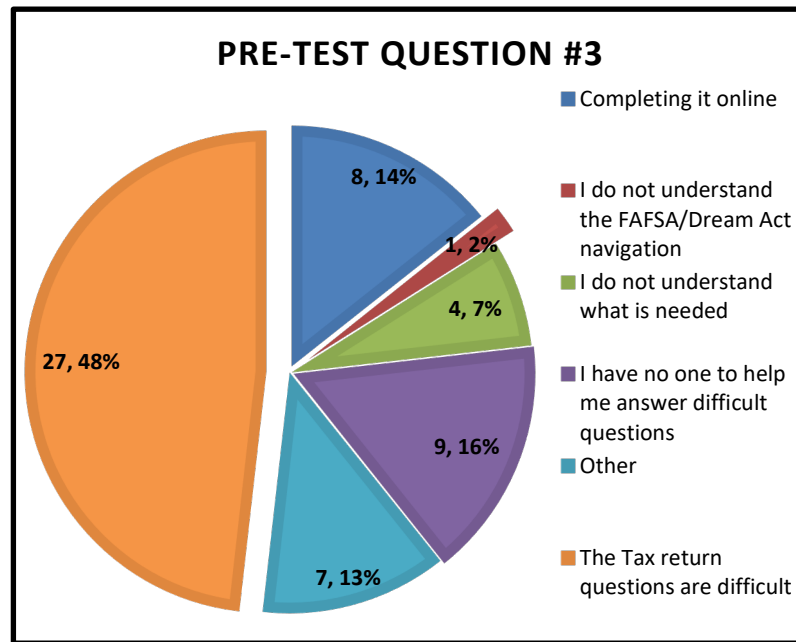
POST-TEST QUESTION #5



Question #5: We see that our efforts to improve our FAFSA/Dream Act webpage has made a difference in our “NO” response rate going down from 41% to 27%.

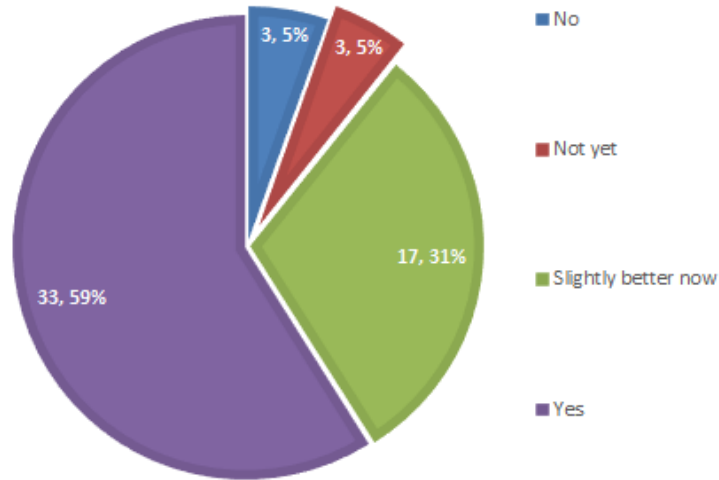
SLO #2 QUESTION #3 (before and after)

Before our Cranium Café or Zoom online meeting, what did you find most difficult about the FAFSA/Dream Act Application?



After our Cranium Café or Zoom online meeting, do you find the FAFSA/Dream Act Application process somewhat easier now?

POST-TEST QUESTION #6



Question #6: We see that our efforts to work with students in reviewing the FAFSA/Dream Act application process has increased to 59%.

The final responses revealed:

- Question #4 indicated that students were feeling more comfortable in completing the FAFSA on their own after they received staff support. Our “NO” responses went down from 48% to 12%.
- Question #5 indicated that the improvements we made to our FAFSA/Dream Act application webpages were easier to navigate and understand. Our “NO” responses went down from 41% to 27%.
- Question #6 The level of comfort with the FAFSA completion process went up from 48% to 59%. 11% of students reported that felt the FAFSA/Dream Application process is easier after the online or face to face assistance they received.

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

As previously mentioned, COVID-19 pandemic changed just about all our financial aid processing, and most importantly our direct face-to-face interaction with students. However, we facilitated change in a calm and efficient manner so that there was very little disruption of services to our students.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale

MODIFIED Recommendations to Plan of Action	Rationale

IX. Request for Resources

Type	Item and Need	Justification	<u>Strategic Goal</u> and <u>Educational Master Plan</u> Alignment	Est. Cost	Requested Previously
Facility Needs					<input type="checkbox"/> Yes No <input type="checkbox"/>
Technology Needs	<p><u>5 Lap Top Computers</u></p> <p><u>Campus Logic – Annual Maintenance Agreement</u></p> <p><u>Oncelot - FA TV videos and online Chatbot</u></p>	<p><u>In cases where we need to work remotely such as college events, we can continue to assist students using laptops assigned to our department.</u></p> <p><u>Currently, we use this system to process financial aid ISIR records received for processing. This is being funded from CCCCO Technology funds which will exhaust sometime in the future.</u></p> <p><u>These FA TV videos is a valauble resource that is used by the FA Department as well as CalSoap Department in</u></p>	<u>SLS2</u>	<u>\$2,500.00</u>	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>

		<u>which assist students with a variety of financial aid</u> <u>This is being funded from CCCC Technology funds which will exhaust sometime in the future.</u>			
Staffing Needs	<u>A 2nd Financial Aid Systems Technician</u>	<u>The knowledge and technical abilities of this position is critical to the operation of the department. The job has grown increasingly demanding and technical in the past few years and should have another person to help pick up the slack.</u>	<u>SLS2</u>		<input type="checkbox"/> Yes No <input type="checkbox"/>
Equipment (non-technology)					<input type="checkbox"/> Yes No <input type="checkbox"/>
Other Resources	<u>Travel Funds</u>	<u>We are a department of 11 staff members with very little travel funding available for professional development; we have to often rely on "soft" funds to support our training opportunities.</u>	<u>IR3; I2</u>	<u>\$7,500.00</u>	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>