

2023-24 Program Review

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Academic Year: 2022-2023
Status:
Updated on:

INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
 - efforts to achieve equity across student populations and modes of delivery;
 - results of assessment activities aimed at improving or researching student learning;
 - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)

- Provide a brief description of the program and how it supports the following:
 - [CSM Mission and Values Statements](#)
 - [CSM Statement of Solidarity](#)
 - [CSM's Strategic Priorities](#)
 - [SMCCCD's Strategic Goals](#)
 - [CSM Forward 2028 - Education Master Plan](#)
- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served

The Financial Aid and Scholarship Office processes federal and state aid applications and provides financial assistance to financially eligible students in the form of grants, loans, work-study, and scholarships. Students are encouraged to fill out the Free Application for Federal Student Aid (FAFSA), California Dream Act, or scholarship applications online. In addition, the Financial Aid and Scholarship office staff counsel and advise students on financial aid scholarship policies and procedures through in-reach and out-reach efforts. Thus, the staff conduct classroom presentations and students receive one-on-one assistance in filling out their financial aid and scholarship application. The Financial Aid Office is comprised of individuals

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who are willing and committed to ensuring student success. Our office administers a variety of federal and state financial aid programs to assist students with their educational costs at CSM. In addition to Financial Aid, scholarships are offered to CSM's students, transfer students, and incoming high school seniors through the CSM Scholarship Program; funded primarily by the SMCCCD Foundation located at the District Office. The Scholarship Program also secures outside scholarship resources from the community, hospitals, clubs, foundations, universities, and national corporations.

In support of the College's Mission and Diversity Statements, the Financial Aid and Scholarship Office serve a diverse segment of the CSM student population. Students who qualify for financial aid and scholarships are typically from lower socio-economic backgrounds. CSM students represent a wide variety of ethnic, racial, socioeconomic groups, and many are nonnative English speakers as well as foster youth, AB540, Veterans, LGBTG+ students, African Americans, and Pacific Islanders. Thus, the Financial Aid and Scholarship Office staff provides multilingual services to our students to meet our goal in supporting students to successfully achieve their educational goals at the College of San Mateo. Our goal is to promote awareness of financial aid and scholarships with the outcome for students being financially literate. This goal aligns with the college and district strategic plan (Strategic Goal #1 "Develop and Strengthen educational offerings, interventions, and support programs that increase student access & success").

The Financial Aid and Scholarship Office staff work in collaboration with other departments such as EOPS, Multicultural and Dream Center, SparkPoint, Counseling, Admission and Records, Project Change, Promise Scholars Program, Disability Resource Center, Veterans Resource and Opportunity Center, Testing, Child Development Center, Cosmetology, Learning Communities, Athletics, and campus clubs. We also work in collaboration with our feeder high schools of the San Mateo High School District (Hillsdale High School, San Mateo High School, Aragon High School, etc.) to provide a wide range of resources to students which helps them in their transition to CSM. This collaboration also supports the district's strategic plan. (Strategic #2: "Establish and expand relationships with school districts, 4-year college partners, and community-based organizations to increase higher education attainment in San Mateo County").

During the 2022-2023 academic year, the following Federal and States mandates were implemented ranging from but not limited to: SB 2810, Emergency Financial Assistance Grant (SFRF), American Rescue Plan, and more. While the numerous changes impacted staff workload, several of the outcomes were a benefit to students, especially for undocumented and foster youth.

- **American Rescue Plan Act:** This program provides Emergency Financial Aid Grants to students.
- **Emergency Financial Assistance Grant (SFRF):** This program provides emergency financial aid to low-income students, enrolled at the California Community Colleges, who have been disproportionately impacted by the COVID-19 public health emergency. This emergency financial aid is expected to enable students facing financial hardships as result of the pandemic, to remain enrolled in the current term or re-enroll in the subsequent term.

- **COVID Recovery Block Grant:** This program provides basic needs and mental health services to students impacted by COVID-19, professional development opportunities for faculty and student services professionals, cleaning supplies and personal protective equipment.
- **Emergency Financial Aid Grants (Supplemental):** This grant awards students who are enrolled in at least 6 units, demonstrate emergency financial need, qualify for the California College Promise Grant (CCPG) and maintain a grade point average of at least 2.0.
- **Learning-Aligned Employment Program-(LAEP):** This program offers eligible students an opportunity to earn additional state aid to help cover their educational costs while gaining career-related employment.
- **Student Success Completion Grant-Students:** This grant provides students with receiving California state financial aid to receive up to \$4000 in grants to help offset the total costs of community college and to encourage full time attendance and successful on-time completion. In addition, current and Former Foster Youth Students are now eligible for an additional \$5,250 per semester.
- **SB2810:** Senate Bill encourages low-income students to apply for CalFresh benefits and receive free food resources.

2. Results of Previous Program Review (200-500 words)

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
 - Results Achieved
 - Changes Implemented
 - Plans still in progress
 - Any notable or surprising results and outcomes

In the last Program Review, our goals were to increase the number of students who received some type of financial aid by promoting awareness of financial aid and scholarships. During the last two years, we have seen a slightly decrease in the number of students who receive some type of financial aid. In the 2021-2022 academic year, a total of 5,482 students received some type of financial aid award. In 2022-2023, a total of 5,009 students received some type of financial aid. However, in the last 10 months, our number of eligible financial aid students slightly decreased. This did not come as a surprise considering students facing many challenges including but not limited to: transition of on-campus instruction after the COVID-19 pandemic, social injustices and political unrests, and extenuating circumstances such as unemployment or loss or reduction of benefits.

Results achieved:

- Increased awareness of financial aid and scholarship to our CSM and Community through committed staff working assigned hours with EOPS, Athletics, and the CSM Multicultural Center

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- Hired a full-time Program Service Coordinator dedicated to in-reach and outreach financial aid efforts
- Expanded outreach efforts and collaboration with our feeder high schools
- Implementation of Dropbox services to facilitate the safe upload of student documents to complete financial aid files

Changes Implemented:

- Modes of communication improved: texting, phone calls, emails, virtual meetings, etc.
- Collaboration with Skyline College and Cañada College to host a financial aid workshop series to assist student with completing their financial aid application and their scholarship applications by the March 2nd deadline
- Increase daily drop-in hours services via Zoom
- Streamline financial aid forms by reducing the number of repetitive questions on worksheets, such as the independent and dependent verification forms
- Improved collaboration with all learning communities, EOPS, Multicultural and Dream Center, and other programs that support marginalized students on campus

Plans still in process:

Even though we accomplished our goals listed above, we are committed to enhancing collaboration with our learning communities and feeder high schools to increase the number of students applying and receiving financial aid and scholarship.

Any notable or surprising results and outcomes:

There were some notable and surprising results and outcomes during Zoom hours. We noticed that students did not fully engage in these sessions, and that attendance was very low during our financial aid and scholarship workshops. Students prefer communication via text in order for them to receive support. They respond quicker and engage with our staff through this modality. We started to engage students via Instagram and work very closely with marketing to help us promote financial aid applications and services.

- b) Explain any curriculum or programmatic changes since last program review to specific courses, or to any discipline as a whole. Includes degree, certificate, or course sequences, program delivery or structure, etc.
 - Financial Aid Directors districtwide work in collaboration with Financial Aid Technical Support Specialists and District ITS on a weekly basis to update Banner Software for financial aid policy and student facing services
 - Financial Aid Directors continue to meet regularly to update annual changes to procedures, budgets, cost of attendance, student loan regulations, and more.
 - Financial Aid Directors are part of several committees across the district to promote and raise awareness about the program.
- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

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- SLO/SAO
 - What did the assessment focus on?
 - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
 - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment results
 - What was the activity or intervention?
 - What were the outcomes?
- Program improvements implemented
 - What did you learn from it?
- What changed?

Since last Program Review, we modified our SLO's assessment tools by using FATV as a resource. The GETSAP assessment tool guides students to watch a variety of videos related to key components of Satisfactory Academic Progress "SAP", and how this is related to student's financial aid and the appeal process. Students take a pre and post test in which we are able to analyze their results to ensure students are learning the SAP policies and procedure in an effort to maintain and renew financial aid eligibility.

We work very closely with our vendor, OCELOT, to make sure GETSAP videos are up to date and appealing to student's interests. This includes the consistency and relevance of the video's content, as well as instructions and duration videos, taking special consideration to our ESL student populations.

SLOs/SAOs:

Students who received financial aid will demonstrate knowledge and understanding of the Satisfactory Academic Progress "SAP" policy to maintain eligibility in financial aid.

Assessment Results:

After running SAP reports from FATV assessment tool, 733 students took "The Key Components for SAP Financial Aid Appeal Process" of which 660 of them completed the test. Of the 660 students, 420 passed and 240 failed. This data shows 63% of students are learning about our SAP policies and procedures to maintain eligibility.

Program Improvements Implemented:

We will continue to utilize FATV's built-in assessment tool, so that students can be evaluated on the learning policies and the responsibilities for maintaining good academic progress.

Prioritization:

This SLO was prioritized because students on disqualification status did not meet SAP (GPA below 2.0 and completion rate of 67%) making them ineligible for a financial disbursement. For students to regain eligibility, they must go through the appeal process in which consist of

completing these pre and post tests, submit an updated comprehensive Student Educational Plan (SEP), and a written appeal statement as to why they failed to meet Satisfactory Academic Progress and their plans to resolve this moving forward. The Financial Aid Appeals Committee meet to review these appeals.

What did we learn:

Students are heavily engaged throughout this process. Through this process, we see a majority of our students complete this process and perform well in future semesters. We will continue to assess our students and track their progress as this has shown a positive outcome thus far.

3. Current Program Review (200-400 words)

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32 % White 26 % Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45 % of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments
Financial Aid Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 45.9 % White 18.8 % Asian 9.8% Filipino 8.6% Multiracial 6.6% Black 4.1% Pacific Islander 3.5% Unknown 2.6% Native American 0.1%	63.4 % of our students are the first in their family to go to college.	73.5 % 24 yrs. and under 16.5% Ages 25-34 10% over 35 yrs.	53.4% Female 44.5% Male 2.1% Non-disclosed or non-binary	3,758 Students

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- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
 - Analysis: What factors do you feel contribute to these gaps?
 - Resources: If you were granted a resource request, please note what that was and the impact it had.
 - Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p>1. According to PRIE data during the 2022-2023 academic year, Financial Aid served 3,758 students, of the 3,758 students served, 63.4% indicated they are a first-generation student.</p>	<p>This clearly indicates that FA is targeting first-generation students to complete their applications and receive some type of award.</p>	<p>We were granted a PSC position, which would dedicate the necessary time to help our outreach efforts for first-generation students. This data indicates that the PSC has directly addressed our first-generation students and created opportunity to receive aid.</p>	<p>Our staff hosts bilingual FA presentations, in-reach and outreach events. As well as our outreach services to our feeder high schools. Lastly, throughout this past year, our staff hosted a number of outreach presentations to communities in Half Moon Bay.</p>
<p>2. 45.9% of Financial Aid students served identify as Latinx.</p>	<p>Although we see an increase of Financial Aid applicants in the Latinx student population, there is a decrease in Black, Native American, and Asian students.</p>	<p>The PSC position helped target the Latinx population by offering workshop series which includes bilingual services in Spanish. This brought awareness to our Latinx student population, for students and parents, which encourage them to complete their financial aid application and receive some type of award.</p>	<p>Moving forward, our goal is to work very closely with Umoja, Katipunan, and Mana programs. After reviewing our demographic data, there is a need to hire an additional Program Services Coordinator to work closely with our Learning Communities and additional student support programs on campus. Ultimately, the goal of an additional PSC is to dedicate time to reach out our underrepresented students such as our Black, Native American, and Asian students.</p>
<p>3. The data also shows that there is a small number of the adult student population: 16.5% of financial aid recipients are</p>	<p>Although the data shows a majority of students under 24 years, there is a decrease in our</p>	<p>Despite being granted a PSC for the department, we do not have the capacity to help target our adult students.</p>	<p>To help target our adult students, we plan to have a dedicated PSC to host evening outreach events, such as attending classroom visits, and work closely with Strong Workforce’s evening and</p>

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adult students who are 25 years and older	adult student population.		weekend courses to host financial aid completion workshops. Lastly, our partnership also includes our Adult School students.
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b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
 - interventions implemented
 - any successes in closing gaps
 - ongoing challenges

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. In the 21-22 Aid Year, 44.5% of Pell Eligible students were in either in EOPS or Promise. A year later we saw an increase of 49.3% of Pell eligible students showing the impact of being connected to academic and financial support programs on campus.</p>	<p>49.3% of EOPS and Promise students are Pell Eligible students. 50.7% of the remaining students will need dedicated staffing, such as a PSC or a Retention Specialist, to help increase the number of submitted and completed financial aid applications. In comparison, students in both EOPS and Promise have personnel and staffing to support them with financial aid completion as well as academic and personal guidance.</p>	<p>Financial Aid Department will seek support to meet the needs in staffing for these remaining students, such as a PSC or Retention Specialist to further support them in financial aid completion.</p>
<p>2. In 21-22, 55.4% of financial aid recipients identify as female, 42.7% of financial aid recipients identify as male, and 2.0% of financial aid recipients non-disclose or are non-binary. In the 22-23 academic year, 53.4% of students identify as female, 44.5% identify as male, and 2.1% non-disclose or are non-binary.</p>	<p>The percentage of male students who receive financial aid is much less than the percentage of students enrolled at the college.</p>	<p>Our department will target the male student population on campus to support in the completion of financial aid applications. Intentional outreach will be established in collaboration with Brothers Empowering Brothers, and men’s athletic teams: football, basketball, baseball, swimming and track and field. With an additional PSC, our</p>

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		office would be able to dedicate staff to attend study halls, “Power Hours” on a weekly basis, in addition to hosting workshops assisting with FAFSA, CADAA and scholarship applications.
<p>3. When comparing both 21-22 and 22-23 program data, we see an increase of incomplete financial aid applications:</p> <ul style="list-style-type: none"> • 2021-22: 2948 • 2022-23: 3191 	<p>Data shows students are applying for financial aid, but do not submitting all required documents to complete their financial aid files.</p>	<p>In the interim, our office tasked our Financial Aid Assistant to focus on following up with students who are missing documents in order to have their awards disbursed. The goal of this position is to address this particular gap, by texting and calling students so that they can submit their required documents and complete their file.</p>

(c) Challenges and Opportunities: Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

Our request is to have additional personnel to support with assisting students in understanding the financial aid process and opportunities, review financial aid applications, package and disburse financial aid awards, perform in-reach and outreach events on an on campus to increase financial aid number as well as college wide enrollment, assist with answering phone calls and electronic communications, host in-person and Zoom meetings, and support with front counter coverage during the day and evenings. If these positions are granted, these individuals can dedicate necessary time to address our most marginalized student populations, incorporate themselves to our college community and committees, and help with addressing and reducing the gaps outlines in the Student Population and Modes of Delivery Equity sections above.

4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO

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- What will your assessment focus on?
- Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
- Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
 - What is the planned activity or intervention?
 - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
 - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p>1. Students will demonstrate their ability to successfully complete a financial aid application (FAFSA or CADAA) through an online application and submit all required documentation via their WebSMART student portal.</p>	<p>Staff with have dedicated time to assist students in completing FAFSA and CADAA applications during planned workshops. Presentations will be offered to students and departments on campus on the difference between FAFSA and CADAA applications, as well as how to submit required documents online.</p>	<p>In collaboration with PRIE, requests will be made to collect data on number of submitted applications and number of awards disbursed during the coming years from 2023-24 to 2024-25.</p>
<p>2. Students will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan.</p>	<p>Enhance supplemental questions on the loan application to assess student's knowledge of borrower responsibilities and financial literacy.</p>	<p>Work with Borrower Connect to assess repayment or default rates of student borrowers.</p>
<p>3. Students will be able to identify the different types of financial aid available to them, including scholarships, grants, loans and work-study programs.</p>	<p>Presentations will be offered to students, and students will need to complete a pre and post survey to analyze their knowledge applying for financial aid and submitting the documents required.</p>	<p>In collaboration with OCELOT, to request pre and post survey (mobile friendly).</p>

b) Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able

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to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
 - Professional development activities
 - Institutional support
 - Collaborations
 - Training
 - Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Improve the financial aid awarding and communication process by utilizing software programs such as Banner, ARGOS and Salesforce (CRM).	Collaborating with SSL team, IT and other FA Directors	Increase the number of student engagement in financial aid presentations and workshops, increase the number of financial aid awards disbursed and quicker turnaround time from online submission to disbursement.	The process will begin Spring 24	Financial Aid Directors and Leads	IT Deans SSL team
2. Funds for Outreach and In-reach	Create a budget plan that addresses need	Aid in the increase of enrollment at CSM, number of financial aid applications, stronger relationships with high school and community partners	This process will begin Spring 24	Claudia Menjivar PSC	Administrative Support/Dean

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3. Request a second PSC and a fourth financial aid technician	Submit a resource request the next application round	Increase the number of services provided by financial aid	Fall 2025	Claudia Menjivar	Administrative Support/Dean
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5. CE Only

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
 - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
 - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?