

## 2021-22 Program Review

Program Name: Financial Aid and Scholarship

Program Contact: Claudia Menjivar

Academic Year: 2018-2020

Status:

Updated on:

### **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](#)
- 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 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, LGBT students, African Americans, and Pacific Islanders. Thus, the Financial Aid and Scholarship Office staff provides multilingual services to our students to meet our goal to support 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 financial aid 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, Spark point, 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 such as Hillsdale

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High School, San Mateo High School, and Aragon High School to provide a wide range of resources to students which helps them in their transition to CSM. This collaboration 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 2018-2020 academic years, the following Federal and States mandates were implemented ranging from but not limited to: SB 85-2021, The Coronavirus Act, Relief, and Economic Security Act, CARES Act, Higher Education Emergency Relief Fund III, and more. While the numerous changes impacted staff workload, several of the outcomes were a benefit to students, especially for undocumented and foster youth.

- SB 85-2021 Immediate Action Budget Package-\$121.1 million in one-time local assistance funds. (Senate Bill 85 includes three components: I Emergency financial assistance to low-income students, II CalFresh outreach and III. Student retention and enrollment outreach.
- The Coronavirus Act, Relief, and Economic Security Act or, CARES Act, was passed by Congress on March 27<sup>th</sup>, 2020. This bill allotted \$2.2 trillion to provide fast and direct economic aid to the American people negatively impacted by the COVID-19 pandemic.
- On December 27, 2020, the President signed the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA). This new law gives the U.S Department of Education approximately \$22.7 billion to distribute to institutions of higher education to prevent, prepare for, and respond to coronavirus through the HEERF.
- The Higher Education Emergency Relief Fund III (HEERFIII) is authorized by the American Rescue Plan (ARP), Public Law 117-2m signed into law on March 11, 2021, providing \$39.6 billion in support to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic. College of San Mateo received the following allocations.
  - HEERF I/CARES--\$2,042,860
  - HEERF II-\$4,571,602
  - HEERF III--\$8,156,194
  - The CARES ACT makes significant changes to the requirements and flexibilities surrounding R2T4, SAP, Professional Judgement, and Federal Work-Study
- On March 27, 2020, the Coronavirus Aid Relief, and Economic Security Act (CARES) was passed which provided emergency flexibilities and regulatory relief for institutions of higher education and their students.
- In response to the COVID-19 national emergency, zero interest will accrue on student loans held by federal government agencies for at least 60 days beginning on March 13, 2020.
- The CARES Act extended the interest reprieve and implemented an automatic forbearance until September 30, 2021, for any borrower with a student loan held by the Department of Education.
- Section 479A of the HEA gives the institution's financial aid administrators (FAA) the authority to use professional judgement to adjust on a case-by-case basis to the cost of attendance or to the value of the items used in calculating the EFC to reflect a student's special circumstances.
- The CARES Act provides additional flexibility for institutions to provide emergency grants from their remaining Supplemental Educational Opportunity Grant (SEOG) allocations, which includes grants to students who would have otherwise received FWS wages had they started their job prior to the national emergency.

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

- a) Describe the results of your previous Program Review's action plan and for identified equity gaps.
  - a. Previous Goals
  - b. Results Achieved
  - c. Changes Implemented
  - d. Plans still in progress
  - e. Any notable or surprising results and outcomes
- b) Explain any curriculum or programmatic changes since last program review?
  - a. To specific courses, or to any discipline as a whole
  - b. Includes degree, certificate, or course sequences, program delivery or structure, etc

In the last Program Review, our goals were to increase the number of completed financial aid applications and promote awareness of financial aid and scholarships. To begin, here is our data: During the last three years, we have seen a steady increase in the number of students receiving some type of financial aid. For example, during the 2018-2019 academic year, a total of 4,888 students received some type of financial aid. In the 2019-2020 academic year, a total of 4,911 students received some type of financial aid. Lastly, in the 2020-2021 academic year, 4,769 students have received some type of financial aid. However, in the last 18 months, our number of eligible financial aid students slightly decreased. That was not surprising considering the COVID-19 pandemic hit. Students faced challenges including:

- Students did not have computers at home to do homework
- Student lack of internet services
- Students took on a parental role in their families, such as taking care of siblings, due to school closure
- Student accessed campus in the pandemic to get internet access/hotspot
- Completed homework in their cars because their homes were distracting
- Faced social injustices and political movements
- Faced unemployment

In addition to our previous goals, the following were achieved from the past 18 months due to COVID-19:

- Modes of communication improved: texting, phone calls, emails, virtual meetings, etc. Follow-up with students increased financial aid application completion
- Increase of attendance in virtual financial aid workshops
- Fast turnaround of financial aid disbursement

Lastly, the following changes were implemented as a result of our 100% online modality transition due to the COVID-19 pandemic:

- Financial aid and Scholarship workshops were offered via Zoom
- One on one meeting with students via zoom
- Drop-in hours services via zoom
- We purchased Ocelot-texting tool services to enhance communication with students
- We purchased cell phones for staff members to enhance communication/texting with students

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- Enhanced Financial Aid TV (FATV) services tools to add additional information via videos of federal and state changes
- Created scholarship videos via FATV on how to create a user ID, how to complete a scholarship application, and how to create a personal statement
- Enhanced to collaborate with all learning communities, EOPS, Multicultural and Dream Center, and other programs that support marginalized students

Throughout this Fall 2021 semester, we have seen an increase in the number of students applying and receiving some type of financial aid. So far, 3,120 students have received some type of financial aid. We project that these numbers will increase in the Spring 2022 and Summer 2022 terms. Thus, we are continuing to achieve our goal of increasing the number of financial aid applications.

In order to continue to increase the number of financial aid applicants, we plan to continue offering texting, phone calls, emails and virtual meeting as well as provide flexible drop-in services to our students. This improves staff-to-student communication, follow-ups, and a faster turnaround of awarding.

Financial Aid & Scholarship is equity-based, addressing our marginalized student populations. Throughout the pandemic, we had the opportunity to award and distribute CARES, HEERF II and HEERFIII to a wide range of student populations, including: FAFSA applicants, CADDA applicants, CCPG applicants, Pell grant eligible, homeless, foster youth, undocumented students, and more.

### **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.

<b>College Stats 2020-21</b>	<b>Ethnicity</b>	<b>First Gen</b>	<b>Age</b>	<b>Gender</b>	<b>Total</b>
<b>Headcount (unduplicated)</b>	Latinx 32% White 26% Asian 19% Filipino 7% Multi Races 7% African American 3% Pacific Islander 2% Unknown 4% Native American 0%	48% of our students are the first in their family to go to college.	66% Under 24 yrs. 20% Ages 25-34 15% over 35 yrs.	50% Female 47% Male 2% Unknown	10,910 students
<b>Enrollments (duplicated)</b>	Latinx 32% White 25% Asian 19% Filipino 7% Multi Races 8% African American 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.	73% Under 24 yrs. 16% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Unknown	32,761 enrollments

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<p><b>Financial Aid 2020 Headcount</b></p>	<p>Latinx 44.6% White 16.2% Asian 11.7% Filipino 9.2% Multi Races 6.7 African American 4.4% Pacific Islander 3.6% Unknown 3.3% Native American 0.2%</p>	<p>64.7 % of financial aid applicants were first in their family to go to college</p>		<p>42.7 % Male 55.4 % Female 2.0% Unknown</p>	
<p><b>Scholarship 2020 Headcount</b></p>	<p>Latinx 40.3% White 15.1% Asian 15.1%</p>	<p>68% YES 32% NO</p>		<p>64% FEMALE 35% MALE 1% DECLINE TO STATE</p>	

**(a) Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-gen, age, gender and total enrollment), or student population served.

- **Findings: What has changed from the previous program review?**

According to PRIE data, during the fall 2020 semester, we served an unduplicated count of 3660 who received some type of financial aid, of the 3660 we served, 1632, or 32% of these students identified as Latinx. In addition, 160 or 4.4% identified as Black, 132 or 3.6% identified as Pacific Islander, 337 or 9.2% identified as Filipino. As well as, 2026 or 55.4% identified as Female and 1562 or 42.7% identified as Male. Lastly, 2368 or 64.7% identified as first-generation. This data clearly demonstrates that Financial aid and Scholarship continue to provide support amongst a diverse population of students across campus. However, it is important to emphasize that hiring staff members that pertain to our student population is beneficial not only for the program, but for students.

- **Analysis: What factors do you feel contribute to these gaps?**

- Although we see an increase of financial aid applicants in the Latinx student population, there is a decrease of financial aid applicants in the African Americans and Male student population. The male population take on additional responsibilities: family support, full-time work hours, etc. COVID-19 impacted and shifted the roles of men in households. Without dedicated staff such as a Program Services Coordinator, a lack of individualized support is present in these marginalized communities.
- In addition to this, in March 2020, the COVID-19 pandemic hit our campus. The shelter in place mandate was passed within the March 2020 to Summer 2021-time frame. Students and our staff transitioned to 100% remote learning. Lack of technology, WIFI access, food, shelter, and

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employment were present in these student communities – resulting in less access to not only education, but also resources and services provided by financial aid.

- **Scholarship:**

Based on our data, we have determined that the largest ethnic population of students applying and receiving scholarships are our Latinx, White and Asian student population. In addition, almost 70% of students applying for scholarships are first generation students. The data we compiled also shows female students as the majority of our student population applying and receiving scholarships. These statistics align with the college's ethnicity and gender stats, however, our data shows an overwhelming amount of first-generation students in comparison to the colleges figures.

- **Resources: If you were granted a resource request, please note what that was and the impact it had.**

Financial aid was granted Chromebooks for financial aid workshops. This further supported students to complete their financial aid or scholarship applications. However, during the pandemic these Chromebooks were also used for the SMCCCD Technology Request loan program, to help alleviate technology barriers.

Although financial aid was not granted a resource request for staffing, our program would submit for one for a Program Service Coordinator. This person can dedicate the necessary time to our African Americans and Male student population and other underrepresented students such as homeless, undocumented, veterans, and foster youth students in filling out their financial aid application. The Program Services Coordinator can help with the completion of financial aid applications in working very closely with our feeder high schools through outreach efforts.

- **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**

In order to address the gaps listed above, Financial Aid works very closely with our Learning Communities and collaborates with their programming events and schedules Financial Aid and Scholarship workshops. Also, Financial Aid works closely with programs such as EOPS, DRC, Multicultural and Dream Center, Promise Scholars Program, Sparkpoint, and athletic programs to increase the number of applicants for financial aid and scholarship opportunities. Financial Aid also educates campus faculty and staff about federal and state updates by attending division meetings. Overall, with these efforts, Financial Aid continues to help address our marginalized students of color, students who are experiencing extenuating circumstances, such as homeless, veterans, foster youth, undocumented, and more. This will then close the gap to increase financial aid awareness, access, and equity.

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

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Findings	Analysis	Resources	Plans to Address Opportunity Gaps
<p><b>1.</b> Decrease in number of financial aid applicants</p>	<p>The complexity of FAFSA or DACCA application can be overwhelming</p> <ul style="list-style-type: none"> <li>- COVID pandemic</li> <li>-Students are not able to obtain copies of tax information</li> <li>-incomplete verification worksheets formation</li> </ul>	<p>Hire a bilingual PSC staff member</p> <p>Additional staffing</p> <p>Additional technology</p>	<p>Increased outreach and in-reach to Latinx students.</p> <p>Enhanced collaboration with SMCCCD and EOPS</p>
<p><b>2.</b> 42.7% of the male student population completed financial aid application</p>	<p>The male population takes on additional responsibilities: family support, full-time work hours, etc. COVID-19 impacted and shifted the roles of men in households.</p>	<p>Increase in-reach efforts to support male student population to submit financial aid applications –</p> <ul style="list-style-type: none"> <li>Brothers</li> <li>Empowering Brothers (student organization on campus that serves men of color)</li> </ul>	<p>Request Over Time for in-reach/out-reach efforts</p>
<p><b>3.</b> Increased number of completed scholarship applications.</p>	<p>During the pandemic, we do not have the ability to offer in-person assistance. We believe adding Zoom Scholarship Application Workshops and offering Zoom one on one assistance increased our scholarship completeness rate. Students were able to join our workshops at their convenience and work in their own spaces. FA TV videos were available for students to watch and learn at their own pace.</p>	<p>Need to hire Program Services Coordinator for scholarships to provide additional outreach to promote the scholarship program and provide in-person and Zoom workshops.</p>	<p>Increase outreach efforts to promote the scholarship program and increase in-person and Zoom scholarship application workshops.</p> <p>Offer pre-post tests for each FA TV Scholarship video.</p> <p>Host workshops in spaces where students are located. Bring the outreach to the students instead of the students coming to you.</p>

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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

**Note: If these interventions constituted your discipline-level assessment, please see “(c)” below.**

The following modes of services were implemented since our last program review:

- 100% remote learning during shelter in place (March 2020 – July 2021)
- Hybrid services during the Fall 21 semester
- Virtual workshops and meetings held via zoom have been tremendous assets as it allowed the staff to meet with students one on one wherever they are. This consists of:
  - Drop-in workshops for financial aid application assistance
  - Scholarship workshops hosted for campus programs
  - Individual student and parent meetings regarding financial aid
- We purchased Ocelot-texting tool services to enhance communication with students
- We purchased cell phones for staff members to enhance communication/texting with students and or staff
- Enhanced Financial Aid TV (FATV) services tools to add additional information via videos of federal and state changes,
- Created scholarship videos via FATV on how to create a user idea, how to complete a scholarship application.
- Students submitted and uploaded documents via Dropbox

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p>1. Financial aid services went fully remote.</p> <p>Virtual Application Workshops, extended office hours by providing one on one Zoom assistance, texting &amp; emailing students to remind them to complete &amp; submit an application by the deadline date.</p> <p>Advertised in Bulldog Bulletin to promote workshops and deadline dates.</p>	<p>Students having a lack of wifi/internet access in their homes. Spotty wifi at home due to many people at once using the internet.</p> <p>Students not having the computer resources they need i.e. lack of laptops.</p>	<p>Financial aid loaned Chromebooks to students who did not have access to technology.</p> <p>College of San Mateo/Financial Aid offered free hot spot to students.</p> <p>We would like to continue to offer virtual financial aid and scholarship application workshops in addition to offering in-person workshops. This will ensure we are reaching students in both modalities of in-person learning and virtual learning</p>

<p>2. FATV: SMCCCD Scholarship Application</p>	<p>Students learn in different ways. Offering financial aid and scholarship FA TV videos provided students with another outlet to learn how to complete and submit their scholarship application</p>	<p>We would like to offer these financial aid and scholarship videos in other languages such as, Spanish and Chinese.</p>

**(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:

- **SLO/SAO**
  - **What did the assessment focus on?**
  - **Was it was a discipline-specific or interdisciplinary (for instruction only)?**
  - **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 learned from it?**
  - **What changed?**

Since the last program review, we modified our SLO’s assessment tools. We utilized FATV’s built in assessment tools. The GETSAP assessment tools encompass students that watch a variety of videos related to understanding the Key Components of Satisfactory Academic Progress, how it 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 the data to ensure students are learning the SAP policies and procedures to maintain financial aid eligibility. We worked very closely with our vendor to make sure they improved the GETSAP videos to make them more appealing and interesting for students to watch. This includes consistency of the video’s content, as well as instructions and time of the video more appealing, especially to our ESL students.

SLOs/SAOs	Assessment Results	Program Improvements Implemented
<p>1. Students who received financial aid will demonstrate knowledge and understanding of the Satisfactory Academic Progress “SAP” policy to keep them eligible for financial aid</p>	<p>After running reports from the FATV assessment tool, 327 students took “The Essential to Understanding Satisfactory Academic Progress (SA).pre and post tests for the Fall 2019</p>	<p>We will continue to utilize FATV’s built in assessment tool. The assessment tool encompasses students that watch a variety of videos related to understanding the key components of Satisfactory Academic Progress. Students will continue taking a pre and post test.</p>

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	<p>and Spring 2020. The data shows that on average, students received 95% after taking both tests.</p> <p>This data shows that students are learning the SAP policies and procedures to maintain eligibility.</p>	
<p>2. Students will learn how to submit a completed scholarship application</p>	<p>During the 19/20 academic year we administered pre and post tests. This provided us data to determine how many students learned how to complete and submit a scholarship application. <u>208</u> students attended in-person workshops</p> <p><u>176</u> students that attended the in-person workshops completed a scholarship application</p> <p><u>84%</u> of students who attended an in-person scholarship workshop submitted a complete application.</p> <p>During the 20/21 academic year data was retrieved from AcademicWorks and results were the following: <u>272</u> students attended virtual scholarship workshops.</p> <p><u>241</u> students that attended the virtual scholarship workshops completed a scholarship application.</p> <p><u>89%</u> of students who attended a virtual scholarship workshop submitted a complete application.</p>	<p>During the 20/21 academic year, since we were working remotely we had to develop an alternative way to get the data needed for pre and post workshop application. We ran AcademicWorks reports. In addition, we ran zoom attendance reports are compared the data from our zoom reports to our AcademicWorks reports.</p>

**(d) 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

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courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, etc.).

The 20/21 academic year, ended up being a challenging year due to COVID-10, however, overall, the financial aid office overcame a great of deal of obstacles. We learned how to adjust to remote learning by offering virtual services. Zoom has been a tremendous asset as it allows the staff to meet with students one on one wherever they are. We have scheduled weekly drop in zoom meetings and workshops. Also, we have seen an increase in student traffic with our drop-in hours and workshops. We plan to continue to provide online Zoom appointments and open office hours for students after we return to campus. We have found our Zoom environment has been served more students than our in-person extended services.

In addition, the financial aid office received over \$12M in CARES and HEERF II and HEERF III funds, in which provided economical support to students who were impacted by COVID-19, natural disasters including fires, and also social and political injustices. Even though, these Federal and States mandates were implemented while the numerous changes impacted staff workload, several of the outcomes were a benefit to students, especially for undocumented and foster youth.

Thus, despite previous request for a full-time financial aid service coordinator, the position has not been granted. Currently, a financial aid technician manages/her/his workload, which includes packaging awards, in and out-reach events, answering phone call, zoom meetings, front counter coverage and dedicate the necessary time to awarding financial aid to more students with a more expedient turnaround time. In conclusion, this person can dedicate the necessary time to our Black and Male student population, and also underrepresented students such as homeless, undocumented, veterans, and foster youth, students in filling out their financial aid application. The Program Services Coordinator can also increase the number of financial aid and Scholarship applicants in working very closely with our feeder high schools through outreach efforts.

## **4. Planning**

### **a) 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 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.

**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**

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- **What support do you anticipate needing in order to achieve your goals and plans, including:**
  - **Professional development activities**
  - **Institutional support**
  - **Collaborations**
  - **Training**
  - **Resources**

<b>Goal</b>	<b>Actions</b>	<b>Measurable Outcomes</b>	<b>Timeline</b>	<b>Responsible Party</b>	<b>Support Needed</b>
1. Funds for outreach and in reach	Create a budget plan that addresses need	This will increase # of applicants and support needed to build stronger relationships with high school community partners	Fall 22	Claudia Menjivar	Administrative support/Dean
2. Improve the financial aid awarding and communication process by utilizing software programs such as Banner and ARGOS	Collaborating with CRM team Collaborating with IT/other FA Directors	Increase the number of financial aid awards and increase turnaround time  Mass communication sent to students regarding the financial aid application process	Fall 22/Spring 23 During the CRM implementation	Financial aid Leads Financial Aid Directors	IT Deans
3. Provide undocumented students the opportunity to be eligible for financial aid award	Work with the Foundation to allocate resources for Undocumented students	Establish reoccurring semester meetings with the Multicultural and Dream Center and the Foundation  Request for donors to financially support the undocumented student population	Fall 22	Karen Chadwick Claudia Menjivar Foundation Staff MCCDC Staff	Administrative support/Dean

## **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:
  - a. [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
  - b. [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?
- e) Only for 2021-22 Program Review, please review the TOP codes, SOC codes, SAM codes, and CIP codes for your courses to ensure that they are aligned, and provide any updates below.