2026-27 Comprehensive Program Review

Program: Financial Aid

Division: Student Services

Writer(s): Lavonna Routt

SLO/SAO Point-Person:

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- We observed in increase in CCPG applications/CCCApply year-over-year:
  - 24/25 Las Positas College received 821
  - 25/26 Las Positas College received 1,010
- We observed in increase in FAFSA applications year-over-year:
  - 24/25 Las Positas College received 6,936
  - 25/26 Las Positas College received 7,277
- We observed in increase in Pell Grant recipients and dollars paid year-over-year:
  - 24/25 Pell disbursed $8,271,073
  - 25/26 Pell disbursed $9,341,222
- We observed in increase in Federal Direct Loan recipients and dollars paid year-over-year:
  - 24/25 # of students applied for a loan and $203,100 loans were paid out
  - 25/26 # of students applied for a loan and $251,089 loans were paid out
- Reached full staffing and expanded staff training, cross-training, and access to resources
- Increased financial aid visibility through high school outreach, classroom presentations, workshops, and campus events
- Expanded day and evening student support opportunities
- Strengthened collaboration with PRMG to provide clearer, more targeted student communications.

- Increased collaboration with Counseling, Outreach, A&R, ITS, Business Services, and other campus partners
- Strengthened compliance and operational processes related to SAP, R2T4, NSALDS, FVT/GE, CVC, and federal and state aid programs
- Continued development of Financial Aid policies and procedures to support consistency and compliance
- Increased use of data to identify students who may qualify for financial aid and conduct targeted outreach.
- Received zero errors on internal audit

2. Please describe your most important **challenges** in year 25-26

- Keeping staff current on frequent federal and state regulatory changes
- Managing increased student volume as participation in financial aid programs grows
- Addressing Banner and system limitations that affect processing and reporting
- Reducing delays between grade processing, SAP evaluation, and financial aid disbursement
- Continuing to improve student understanding of financial aid requirements, deadlines, and responsibilities.
- Addressing increased staff workloads associated with financial aid file reviews, scholarships, student loans, Cal Grants, live chat, phones, emails, and front-counter services. Adding a Financial Aid Advisor I to provide dedicated front-counter coverage would help alleviate these demands, allowing Financial Aid Advisors II to focus on their primary responsibilities of reviewing and processing student financial aid files, reducing processing delays, and ensuring students receive their financial aid in a timely manner.
- Increasing student participation in financial aid workshops despite ongoing outreach efforts to encourage students to attend and learn about available financial aid opportunities.
- Encouraging students to complete the FAFSA or CADAA, particularly those who may qualify for financial assistance but have not submitted an application.
- Increasing student completion and submission of CCPG paper applications to ensure eligible students who have not completed a FAFSA or CADAA can still access enrollment fee waivers.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Expand targeted outreach to students who may qualify for federal and state financial aid, with an emphasis on reaching students who may otherwise face barriers to completing the financial aid process.
- Strengthen staff training and cross-training in Banner, compliance, and financial aid programs to improve accuracy, consistency, and timely student support.
- Continue improving student communications in partnership with PRMG by providing clearer, more targeted information about deadlines, requirements, and available financial aid resources.

- Expand collaboration with Counseling, faculty, Outreach, and other student support programs to increase financial aid awareness and connect students with assistance earlier.
- Continue updating and documenting Financial Aid policies and procedures to support consistent service and equitable treatment of students.
- Use year-over-year data to evaluate financial aid access, participation, and student outcomes and identify areas where additional outreach or support may be needed.
- Identify opportunities to improve processing efficiency and reduce delays or barriers that may affect students' ability to receive aid and remain enrolled.
- Continue expanding financial aid workshops, presentations, and student-facing events, including opportunities outside of traditional business hours, to improve access for students with different schedules and needs.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrlQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- Assess students' understanding of Las Positas College Satisfactory Academic Progress (SAP) requirements.
- Determine whether students understand the GPA, PACE, and maximum timeframe requirements needed to maintain financial aid eligibility.
- Assess students' understanding of the SAP appeal process and the steps needed to regain or maintain financial aid eligibility.
- Explore whether additional Financial Aid Literacy education, workshops, and plain-language resources could improve students' understanding of SAP requirements.
- Evaluate whether increased SAP education could reduce avoidable SAP appeals and help students maintain financial aid eligibility and progress toward program completion.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

During the assessment cycle, the Financial Aid Office received:

128 SAP petitions submitted in 2024–2025

164 SAP petitions submitted in 2025–2026

Representing an increase of approximately 28.1%.

Informal feedback from students indicated that some learned about the SAP petition process through information available on the Financial Aid website, outreach to classrooms, and printed handouts. This suggests that existing communication resources are helping students become aware of opportunities to appeal and potentially regain financial aid eligibility.

However, additional assessment is needed to determine whether students fully understand SAP requirements before losing eligibility and whether expanded Financial Aid Literacy education could help students avoid SAP violations.

3. Explain potential plans to improve student outcomes and close equity gaps.

- Develop and expand Financial Aid Literacy information focused on SAP requirements, financial aid eligibility, and student responsibilities.
- Provide SAP information in clear, plain language using both digital and printed resources.
- Expand workshops and presentations that help students understand GPA, PACE, maximum timeframe, and the SAP appeal process.
- Explore opportunities to incorporate Financial Aid Literacy into student orientation, counseling appointments, and other student support activities.
- Collaborate with Counseling and other student support programs to identify and assist students who may be at risk of losing financial aid eligibility.
- Use targeted communications to reach students before they become ineligible for financial aid whenever possible.
- Review SAP appeal and eligibility data to identify patterns and determine whether additional outreach or intervention is needed for disproportionately impacted students.
- Continue offering information through multiple formats and service modalities to make Financial Aid education accessible to students with different schedules and needs.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- Additional methods are needed to consistently collect student feedback after workshops, presentations, and Financial Aid interactions.
- Access to SAP, appeal, GPA, and PACE data would help the department evaluate outcomes and identify potential equity gaps.
- Support from RPIE may be helpful in developing meaningful measures and analyzing Financial Aid student outcomes by student population.
- Continued collaboration with Counseling and other student support areas would help Financial Aid assess whether educational interventions are improving student understanding and persistence.
- Hire a Financial Aid Advisor I, funded through California College Promise (AB19) funds, to provide dedicated front-counter assistance and help students navigate financial aid requirements and application processes. This position would allow Financial Aid Advisors II to focus on their primary

responsibilities of reviewing and processing financial aid files, reducing processing delays and helping students receive their financial aid in a timely manner. Having dedicated front-counter support would also improve access to financial aid services, particularly for students who need additional assistance completing applications and understanding available financial aid opportunities.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Success Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- ***Financial Aid does not have dashboard data.***

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- *N/A*

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- *N/A*

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- *Write responses here*
- *Add or remove bullets as needed*

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- **Expanding Access Through Multiple Service Options (Goals A and E):** Expanded financial aid services and outreach through Zoom, Chat, evening outreach events, and in-person assistance to better accommodate working students, families, and students who may be unable to access services during regular business hours. These efforts support the College's commitment to providing accessible and equitable student services.
- **Strengthening Campus Collaboration and Supporting Student Success (Goals A, B, and E):** Increased collaboration with Counseling, Basic Needs, and other student support programs to provide students with financial aid information, assistance, and connections to available campus resources.

These partnerships help address financial and academic barriers, support students experiencing financial hardships, and provide additional resources to help students remain enrolled and achieve their educational goals.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Write responses here*
- *Add or remove bullets as needed*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- ***NONE***

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu