

Peralta Community College District



Annual Program Update Template

Final Version: May 20, 2016

Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

I. Program Information

Program Name: *Financial Aid*

Date: *9/24/16*

Program Type: **Instructional** **Student Services** **Administrative Unit**

(circle the answer)

College or District Mission Statement: *The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.*

Program Mission: *The purpose of the Financial Aid Office at College of Alameda is to provide equitable assistance to all students who apply for financial aid (grants, loans, scholarships, work-study) that will enable them to obtain a certificate, a degree or to transfer to a four-year college.*

Date of Last Comprehensive Program Review: *Fall 2012*

Date of Comprehensive Program Review Validation:

II. Reporting Progress on Attainment of Program Goals or Administrative Unit Outcomes

Program Goal or Administrative Unit Outcome (AUO)	Which institutional goals will be advanced upon completion?	Progress on goal or AUO attainment	Explanation and Comments (If a goal or AUO is revised, please
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	<i>communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</i>	(date)	<i>to a broader student population.</i>
Professional Development, Institutional and Professional Engagement, and Partnerships <i>Not Applicable</i>	1. PCCD Strategic Goals (list the specific goal here _____). 2. College Goals: (list the specific goal here _____).	Completed: _____ (date) Revised: _____ (date) Ongoing: _____ (date)	
Other Program Improvement Objectives or Administrative Unit Outcomes <i>SAO 2 Lowering student loan default rate to 8.8%</i>	1. PCCD Strategic Goals (list the specific goal here _____). ② College Goals: <i>SAO 2 maps to ILO 5: Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.</i>	Completed: <u>5/2/2016</u> (date) Revised: _____ (date) Ongoing: _____ (date)	<i>Previous goal is to lowering student loan default rate by 13% was reached. Therefore, the new goal is to lowering student loan default rate to 8.8%. For better results, work with our third party vendor ECMC to conduct more outreach to students.</i>
Other Program Improvement Objectives or Administrative Unit Outcomes <i>SAO 3 Provide FA to students in 2-3 weeks</i>	1. PCCD Strategic Goals (list the specific goal here _____). ② College Goals: <i>SAO 3 maps to ILO 4: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</i>	Completed: <u>8/2/2016</u> (date) Revised: _____ (date) Ongoing: _____ (date)	<i>Decreased file process times to 3-4 weeks in July from 5-8 weeks. For better results, increase the files assign to specialists from 5 files a day to 7 files a day.</i>

III. Data Trend Analysis

Please review and reflect upon the data for your program. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. Student Demographics (age, gender, ethnicity, special populations). **Comments about changes:**

Currently we don't have data available. In the future, the FAO will request student demographics data from the district.

B. Enrollment (sections, course enrollment, productivity, # of student contacts, etc). **Comments about changes:**

	Fund Number of Student Served				
	2012-13	2013-14*	2014-15	2015-16	2016-17 <i>(still pending)</i>
1. Americorp	12	9	12	9	
2. Bogg-A	169	117	29	15*	
3. Bogg-B	440	368	187	38*	
4. Bogg-C	6296	6136	6059	2294	
5. Cal-B	277	230	342	366	
6. Cal-C	9	13	20	23	
7. CARE	52	0	36	33	
8. Chaffee	5	5	3	1	
9. CWSP	86	77	73	60	
10. DLSub	74	40	66	59	
11. DLUnsub	63	35	49	46	
12. EOPB	0	0	0	0	
13. EOPG	33	22	47	107	
14. OSHER	5	0	7	8	
15. PELL	1715	1217	1991	1658	
16. PSCH	15	7	30	26	
17. SEOG	526	472	871	469	
19. FTSSG	0	0	0	341	
20. CAFYES	0	0	0	6	

C. Student Success (retention and completion rates, # of student contacts, etc.). **Comments about changes:**

SAO 1 Increasing the number of students served by 15% will allow more students to have access to higher education at COA.

D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). **Comments about changes:**

Not applicable

E. Other program specific data or unplanned events that reflect significant change in the program.

BOG Loss is a new state regulation applies to California Community Colleges. There are 375 students loss their BOG fee waiver during the F'16 semester. The FAO provided outreach to inform student of the BOG loss petition process and also advise them to see the counselors to develop their SEP.

IV. Equity

- Please review the student success data for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

Currently we don't have data available. However, we have the data to show how student who are struggling academically and had to submit the FA appeal.

- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

FA supports the SSSP plan and Equity plan by the providing the following:

- *Multilingual staff & literature to provide service to ESL students.*
- *Collaborate and communicate openly with counseling, EOPS, DSPPS, A&R, veterans, CAFYES and other departments.*
- *Create opportunities to maximize student workers (presentations, creating materials, outreach and inreach, hands-on workshops, workshops, etc.)*
- *Outreach for BOG loss eligibility.*
- *Implemented FATV counseling sessions to assist students in the FA appeal process*
- *Collaborate with the counseling department.*

FA does not currently use SSSP or Equity funds.

V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

Not applicable

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

Not applicable

- Attach a summary depicting the program's progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program's progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

Attached goals and outcomes from taskstream.

FA plans to conduct surveys with students at FA hands-on workshops this academic year.

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

FA conducts meetings twice a month. The agendas and minutes for those meetings can be provided upon request of the FA Supervisor.

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from TaskStream, departmental meeting notes, or the assessment spreadsheet showing these results).

Change service area outcomes to better reflect goals of department. Here are the new goals:

SAO 1 Proactively outreach to students

SAO 2 Lowering student loan default rate to 8.8%

SAO 3 Provide FA to students in 2-3 weeks

VI. Additional Questions

A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

Not applicable

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

Not applicable

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

Not applicable

B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

Not applicable

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

Not applicable

C. For Library Services:

Not applicable

D. For Student Services and/or Administrative Units:

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?

FA has not compiled all the results from the survey conducted with students at the FA hands-on workshops.

- Briefly describe any changes that have impacted the work of your unit.

Hiring a new FA specialist, Harizon was beneficial to the FAO and the students. First, students were able to receive their financial aid disbursements quicker than last year. Second, students are served in a timely manner when they are in line. Third, the Federal Work-Study program is more organize.

VII. New Resource Needs Not Covered by Current Budget

Human Resources: If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

- **Technology and Equipment:** How will the new technology or equipment contribute to student success?

Technology and Equipment Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)


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- **Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

Facilities Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)
<i>More office space for staff</i>	<i>No</i>	<i>Will help lower time to process files. More privacy to conduct one-on-one outreach sessions</i>	<i>No</i>	<i>Lowering process time will allow students to receive funding for books and supplies in a timely manner.</i>	<i>ILO 4: Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.</i>	

- **Professional Development or Other Requests:** How will the professional development activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

Professional Development or Other Request(s)	Already Requested in Recent Program Review?	Program Goal (from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)



Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for “learning excellence” and services to students.

- * Academic Excellence
- * Budgetary Competence
- * Community Engagement

We call these “our ABCs” emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

College of Alameda Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
<p>A: Advance Student Access, Equity, and Success</p>	<p>A.1 Student Access: Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES.</p> <p>A.2 Student Success: Increase students’ participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.</p> <p>A.3 Student Success: Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.</p> <p>A.4 Student Equity Planning: Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.</p>
<p>B: Engage and Leverage Partners</p>	<p>B.1 Partnerships: Develop a District-wide database that represents our current strategic partnerships and relationships.</p> <p>B.2. Partnerships: Expand partnerships with K-12</p>

	institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	<p>C.1 Student Success: Develop a District-wide first year experience/student success program.</p> <p>C.2 Student Success: Develop an innovative student success program at each college.</p>
D: Strengthen Accountability, Innovation and Collaboration	<p>D.1 Service Leadership: Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.</p> <p>D.2 Institutional Leadership and Governance: Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.</p>