

# Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
<b>A. Program Information</b>				
<b>Program Mission Statement</b>				
Overall, this section:	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard
Reader Feedback	I really like the 3 bulleted points, and they seem to reflect the primary function and activities of the service area. I am not sure about the first sentence, and I wonder if it is an accurate statement to say that the mission is to "teach students how to maximize their financial resources?" Teaching implies curriculum, which would imply an instructional program as opposed to a service area. I recognize that the template itself may be a little misleading in the wording of these questions. I also think it could be helpful to link the mission statement of the Financial Aid program to the College's mission statement, to really drive home the importance of this program	N/A	Mission Statement indicates present, but not future objectives and aspirations. Might align more with College Mission Statement if focus on educating, engaging and empowering, versus (just) teaching. Does not define who students are except that they are "diverse". Would like to commend Financial Aid for percentage increase attained.	

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	<p>to the College achieving its mission. I also think there is an opportunity to really "go big" here in an aspirational manner - wouldn't it be amazing if we reduced all financial barriers to quality higher education??.</p>			
<b>Program Learning Outcomes</b>				
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent
Reader Feedback	<p>If read as desired service area outcomes, numbers 1, 2 &amp; 4 are powerful and seem to be very useful, especially for program improvement. It is also an intriguing idea to consider combining a service area (financial aid) with instructional learning outcomes, e.g. financial literacy. Outcomes 3 &amp; 5 seem to be more focused on financial literacy, and in fact don't have the same measurability as 1, 2 &amp; 4 do. I would love to see us explore this integration of service are and instruction as a College, but I would not want to see us mix up the</p>		<p>The entire Financial Aid process is long and very detailed if not complicated. I don't know if I would measure success with declining number of visits/calls/emails. Most descriptions of outcomes I think could use a little more of personal touch, to me the descriptions are impersonal.</p>	

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	<p>programs, program review of the two, as they require very different types of support, staffing, expertise, evaluation, etc. (But I think this comment has more to do with the template/program review process than it does the program.)</p>			
<b>B. Overall Completed Application Trends</b>				
3. In the data table above, what does the data trend indicate?	The trend has improved over the time span – Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent
<b>Data Trend Narrative Explanation - 4. <i>If the data trend shows an increase, decrease, or no change/flat in the number of students who completed the FAFSA application, explain why.</i></b>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 6. <i>Describe the proposed actions you discussed with the program team for improving the number of financial aid applications.</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard		The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	I want to highlight the exceptional growth seen in completion of the FAFSA	N/A	Somehow the description of trends to me represents the bare minimum. There	N/A no actions are necessary

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	<p>over the last five years (104%)! Outstanding. It sounds to me like the financial aid staff are being somewhat humble by suggesting that this increase may be more a product of the economy, rather than a result of their efforts, but I'm not sure I buy that, haha! I would really like to hear about all of the amazing work I know this office does, and this would be the opportunity to share, and communicate to the rest of the College what this office is accomplishing. There was only passing reference made to this increase possibly being due to outreach efforts - I'd like to know much more about those!! And, I think it's important to continue to identify, analyze and build on strengths even in times of fabulous growth, so I was concerned to see no actions identified for ongoing improvement, or at least sustained growth. I could imagine the increase has</p>		<p>was no attempt to describe the type of outreach efforts that have taken place, and why there is an improvement in overall numbers. What changes took place over time to lead to this improvement? Overall, I commend the Financial Aid department for their improvement, I would just like some benchmarks on how it will continue.</p>	

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	created some stress on staffing?			

### C. FASFA Completed Applications by Ethnicity

7. In the data table above, what do the data trends indicate about completed applications by ethnicity?

African American	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent
Asian	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent
Filipinx	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent
Latinx	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent

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Native American	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Pacific Islander	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
White	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent
Decline to State	The trend has improved over the time span – Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard
<b>Data Trend Narrative Explanation - 8. <i>If the data trend shows an inequity in the number of students completing the FAFSA application, explain why there was a change (Use a separate bullet point for each category).</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

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<b>Action Narrative (if applicable) - 11. If yes, describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity.</b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	he narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The numbers over time are This is a challenging section to review using the template/ criteria provided, as the way the questions are asked/ answered may not best reflect what is happening, and what opportunities there are for program improvement. As mentioned in Section B, the number of students completing the FAFSA has greatly increased across the board, which is exciting! Section C then is looking for an analysis by ethnicity, to see if there are any trends that may warrant further exploration. As the narrative states, despite the significant growth in headcounts for all ethnicities, the percentages are more or less stable across ethnicity. There has		I wish there was one more bullet point in all trends that says something like: "Trend has remained stable or has decreased over the time span no more than 4.9% - Meets the Standard" Frustrating to list all as "Excellent" since no real improvements percentage wise.  Wording caught me here, "...shows and increase in completed applications" could be a number or could be a percentage. If a specific distinction could be made, that would be helpful. If the intent is not to make a distinction, that would be helpful too.  Another side note is in respect to Foothill	The Fin Aid office does not need to provide measurable outcomes as the data trend shows a positive outcome. No actions are necessary.

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	<p>not been an increase in percentages across the board, however, so the review is a little misleading as I think the question was interpreted as number, rather than percentage. In some (but not all) of the populations, the percentage completing the FAFSA is greater than the percentage at the College, suggesting that strategies are working to reach these populations better than others? I would have liked to see a reflection on these strategies (what's working, what may not be), and also some discussion as to why some populations, e.g. Pacific Islanders, may not be reached, and what might be done.</p>		<p>becoming a HSI (Hispanic Serving Institution) School. This is one of the objects listed by President Thuy and would open opportunities for Federal Funding for Foothill College. As I understand there are two main criteria for HSI, 1) A student body with at least 25% Latinx (we now have 28%) and 2) 50% of Latinx individuals have to apply for financial aid (we now have 38%). This goal would benefit Foothill students and the institution as a whole.</p>	

### D. Students Completing The FAFSA Application By First-Gen

12. In the data table above, what does the data trend indicate?	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
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<b>Data Trend Narrative Explanation - 13. <i>If the data trend shows a change in number of first-gen student enrollment, explain why there was a change.</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 14. <i>If the data trend shows a decrease in first-gen enrollment, what is the program doing/planning to do to address this?</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	It sounds like the program is intending to start with some analysis and awareness of the first-gen population, which is always a great place to start! Given that no analysis has yet been done, the program is not able to identify data-informed actions yet, which is why this section does need improvement to meet the standard.		<p>I find the question of "first-gen" to be vague, only because the definition has changed over the years. I would agree with writer who says "...they are not a specific target category based on past in-reach activities." Not have a highly defined target makes it harder to accomplish.</p> <p>I think that defining first-gen enrollment in the very beginning, would be a start. After a little digging, I found out that first-gen means either parent did not go to college. Why not be more direct and ask that?</p>	The action stated is to evaluate how to better serve first gen students if that is in fact the case -which they still need to determine. Some suggested actions could include collaborating with the marketing and outreach office to conduct a FAFSA campaign.

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			<p>Anecdotally, I during a meeting for an affinity group, I asked a faculty member, and a coworker what that meant. Off hand, they could not come up with a definition, and, at that time, I did not know the definition myself. Did it mean, 1st generation born in the US? Does it mean 1st person to go to college in an immediate family, or, did that include relatives too? What if parents went to college but never graduated. Does this include community colleges? What if mom or dad went to college but only for "enrichment" or to take a free ESL course...does that count? What if you found out later that you were mistaken? Is this all just honor system? Best guess? Since this is all going on a financial aid application and you have to sign a federal or state contract, this is no small matter.</p>	

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			Maybe this information could be gleaned from CCCApply where it asks the highest education of parents. Instead of asking a potentially vague question, we could just use what can be available in Banner? Or, does taking a class or two from a college count, which would make the data from CCCApply moot.	

## E. Students Completing The FAFSA Application By Gender

15. In the data table above, what do the data trends indicate about the balance of gender in students completing the FAFSA application?

Female	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Male	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard	e trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard

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Non-binary	The trend has improved over the time span - Excellent		The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Decline to State	The trend has improved over the time span - Excellent		The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
<b>Data Trend Narrative Explanation - 16. If the data trend shows an increase, decrease, or no change/flat in the balance of gender student enrollment, explain why there was a change.</b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 17. If the data trend shows an imbalance in gender, what is the program doing/planning to do to address this?</b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard		The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Since the percentages of male and female students completing the FAFSA more or less reflects the percentages of the total college population, I understand why the program has not included any actions for improvement, although it would be interesting	Most trends show no change and/or is flat, but this option is not given. Action narrative explains the imbalance in applicants, that are outside of the departments control. I don't feel the action narrative meets any criteria, but this should not be a negative against the	Overall, there does not seem to be any energy planned or executed to focus on improving the data. I believe the Financial Aid department plays a role in the success of students and can influence trends in gender numbers. There is no comment to determine if the actual numbers are	there is no major action to be taken therefore they meet the standard.

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	to learn if there are gender-related strategies that may be appropriate to discuss here? Also, I find it significant in the data to notice the increase in the number of students who either decline to state or identify as non-binary, even though the numbers are till too small to generate a significant increase in percentage of total population completing the FAFSA. I would have liked to know how these numbers/percentages compare to overall population as well.	department.	reflected in Foothill's service community.	

### F. Completed Dream Act Application Trends

18. In the data table above, what does the data trend indicate?	The trend has decreased over the time span by 5% to 10% - Needs Some Improvement to Meet the Standard	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard
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### Data Trend Narrative Explanation - 19. *If the data trend shows an increase, decrease, no change and/or is flat in the number of students who completed the California Dream Act application, explain why.*

Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
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<b>Action Narrative (if applicable) - 21. If yes, describe the proposed actions you discussed with the program team for improving the number of California Dream Act applications.</b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	It is good to see the program acknowledge that even though the number has increased from five years ago, it has actually dropped significantly from a couple of years ago, which should warrant analysis and action. From the narrative it isn't clear what caused the increase and then decrease over the years, or what is in the program's control. It would be helpful to understand what actions are involved with "doubling down" on reaching this population, or why the program anticipates that numbers "should" again go up.	This action narrative would help the data trend narrative meet all its criteria.	I think the Dream Act Application Trends were certainly impacted by the policies of the former federal administration of 2016-2020. Also tariffs, sanctions, boarder closings and Covid 19 added to the uncertainty of consistent and sustainable numbers. However, there is no specific action plan to work on improvement except "doubling down". By more high school outreach? By more advertisement? By working with marketing to change or improve Foothill message? Working on more in reach with classes and programs? One avenue that could be mentioned might be to use the Student Ambassador for Financial Aid to focus on contacting potential students.	An improvement in the analysis and actionable steps are described here. However what are specific actions that can be taken? Perhaps collaborate with FEI office to conduct outreach in courses.

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<b>G. CADAA Completed Applications By Ethnicity</b>				
22. In the data table above, what do the data trends indicate about completed applications by ethnicity?				
African American	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	
Asian	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	
Filipinx	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has improved over the time span - Excellent	
Latinx	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Native American	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	
Pacific Islander	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	

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White	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	
Decline to State	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	
<b>Data Trend Narrative Explanation - 23. <i>If the data trend shows an inequity in the number of students completing the FAFSA application, explain why there was a change (Use a separate bullet point for each category).</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 26. <i>If yes, describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity.</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	This was another challenging section to evaluate. It seems that a section is missing from the template that would first analyze the trends in the total number of CADAA applications being completed before going into an analysis by ethnicity. Without that prompt, I was	All trends remained flat/unchanged. Since they did not increase or decrease, I did not select one of these options since they do not accurately reflect the data.	This whole topic is directly influenced mainly by political positioning, trust in government, and these factors did not lend to improvement or growth in student numbers or percentages. Recent changes like tariffs, sanctions, and Covid have	

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	<p>looking for a greater understanding of the fluctuations in numbers of applications being completed - it seemed to have gone up and then down significantly. I would like to understand why that is happening, and what is/is not in local control for this. Regarding the ethnicity question, I agree that the target population is going to be predominantly Latinx, although perhaps not exclusively, as was mentioned by the program, and it would have been helpful to read more about the other possible populations, and what actions the program might wish to take to outreach to them.</p>		<p>led to a direct decrease in people coming to the United States.</p> <p>On top of all this uncertainty, many times it was not advantageous to announce or document any action that might not be legal. This is especially true when filling out official forms and contracts. Taken as a whole, outside forces definitely control whatever inside adjustments are made or considered. It is hard to make concrete future plans in such unstable conditions.</p>	

### H. Students Completing The CADAA Application By First-Gen

<p>27. In the data table above, what do the data trends indicate about the number of first-gen students completing the CADAA application?</p>	<p>The trend has decreased over the time span by 5% to 10% - Needs Some Improvement to Meet the Standard</p>	<p>The trend has decreased over the time span by 5% to 10% - Needs Some Improvement to Meet the Standard</p>	<p>The trend has decreased over the time span by 5% to 10% - Needs Some Improvement to Meet the Standard</p>	<p>The trend has decreased over the time span no more than 4.9% - Meets the Standard</p>
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<b>Data Trend Narrative Explanation - 28. <i>If the data trend shows a increase, decrease, no change and/or is flat in number of first-gen student enrollment, explain why.</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 29. <i>If the data trend shows a decrease in first-gen enrollment, what is the program doing/planning to do to address this?</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	It appears that the program has some good ideas of where/how to start an analysis of the trends that have led to a decrease of first-gen students completing this application, and some "guesses" as to what action might improve this. It is not clear from the narrative, however, if this analysis is going to be completed, by whom, or by when, and then what actions would result.	N/A	The direction of Financial Aid to do more outreach and work with undocumented first-gen students is admirable. Also of note is recognizing that although this population is small, they need extra assistance. I applaud these efforts by the Financial Aid department.	

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<b>I. Students Completing The CADAA Application By Gender</b>				
30. In the data table above, what do the data trends indicate about the balance of gender in students completing the CADAA application?				
Females	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Males	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Non-binary	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Decline to State	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard

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Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
<b>Data Trend Narrative Explanation - 31. <i>If the data trend shows a change in male, female, non-binary, or decline to state enrollment, explain why there was a change.</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
<b>Action Narrative (if applicable) - 32. <i>If the data trend shows an imbalance in gender, what is the program doing/planning to do to address this</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	While there hasn't necessarily been a change over time in the trends, the program accurately points out that there is a significant discrepancy in the percentages of males/females completing the application compared to the overall population of students. I think this is a significant data point to explore further, and would have liked to see that analysis and exploration of possible actions to address this discrepancy provided in this program review.		Here, there is a passive approach. Imbalance in numbers is observed, but, expressing a desire to uncover is not that same as a specific action of how this is to be done. However, I agree that the pool is small and a well thought out approach is warranted.	

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
<b>J. Foothill College Promise Student Participation Trends</b>				
33. In the data table above, what does the data trend indicate?	The trend has improved over the time span - Excellent	The trend has decreased over the time span by 5.0% to 10% - Needs Some Improvement to Meet the Standard	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent
<b>Data Trend Narrative Explanation - 34. <i>If the data trend shows an increase, decrease, or no change and/or is flat in the number of students participating in the Foothill College Promise, explain why.</i></b>				
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
<b>Action Narrative (if applicable) - 36. <i>If yes, describe the proposed actions for stabilizing/increasing Foothill College Promise participants.</i></b>				
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
Reader Feedback	The growth in first year College Promise students from year one to two is exceptional! It's going to be exciting to see if this trend continues. I would have liked to understand more about what resulted in the significant increase in the first year College Promise students, or what it was that ETS had resolved, or what might be needed to	N/A	Kudos for the increase in financial aid applications over the years. I would like to see some plan for continuing to improve or maintain the positive numbers. It is commendable that the Financial Aid Office has worked with our Technology Department to improve the technical process for students.	

# Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
	continue to sustain growth.			
<b>K. Overall Financial Aid Trends Of Students Completing The FAFSA In Year Two</b>				
37. In the data table above, what does the data trend indicate about the year two persistence trends?	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span by 5.0% to 10% - Needs Some Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
<b>Data Trend Narrative Explanation - 38. If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, explain why.</b>				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 40. If yes, describe the proposed actions for stabilizing/increasing the persistence.</b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	I appreciate the program acknowledging that, "Being that it's a stable, but low rate, we need to take action." As this program review is on a 5-year cycle, I would have liked to see confirmation of the team having discussed these trends, and have come up with actionable stems as a "program improvement	N/A	Financial Aid has labeled completion trends as a area of concern. The concern for the low rate exhibited is noted. Acknowledgement of the need to take action is a step forward, it is important now to define plans for action. Meetings with staff to solicit ideas is a good start. Working with marketing to reach and	

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
	plan." The first step of acknowledging the issue and some possible factors contributing to it is fabulous...just wish I had seen a bit more in what the program could/will do.		encourage completing FAFSA forms in consecutive years might be an idea. Perhaps a email to first year students who have completed the form could be helpful.	

### L. Ethnicity Trends Of Students Completing The FAFSA In Year Two

41. In the data table above, what do the data trends indicate about persistence by ethnicity?

African American	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Asian	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by 5.0% to 10% - Needs Some Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Filipinx	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span by 5.0% to 10% - Needs Some Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Latinx	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Native American	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has decreased over the time span no more than 4.9% - Meets the Standard

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
				Standard
Pacific Islander	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
White	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent	The trend has improved over the time span - Excellent
Decline to State	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
<b>Data Trend Narrative Explanation - 42. <i>If the data trend shows an inequity in persistence, explain why there was a change (Use a separate bullet point for each category).</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meet the Standard	The narrative includes all 3 of the criteria - Meet the Standard	The narrative includes all 3 of the criteria - Meet the Standard
<b>Action Narrative (if applicable) - 44. <i>If yes, describe the proposed actions for addressing disparities in persistence by ethnicity within the program.</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard
Reader Feedback	While the program narrative reflects an understanding of the data and an awareness of the trends, there was no explanation given for these trends, nor any intended	N/A	It is notable that there will be increased efforts to increase communication and connect with students of different ethnic background, this should	

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
	actions the program will be taking to address them, except for a desire/intention to "evaluate the data at a deeper level to understand the drop." In my understanding of the purpose of program review, this would be the opportunity to have engaged in that evaluation/analysis.		help improve numbers in the future.	

### M. Dream Act Trends Of Students Completing The Application In Year Two

45. In the data table above, what does the data trend indicate about the year two persistence trends?	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by 5.0% to 10% - Needs Some Improvement to Meet the Standard
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### Data Trend Narrative Explanation - 46. *If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, explain why.*

Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
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### Action Narrative (if applicable)- 48. *If yes, describe the proposed actions for stabilizing/increasing the persistence.*

Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard
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## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
Reader Feedback	<p>I have the same comment as in Section L regarding the data table and template.</p> <p>The persistence rate for the Dream Act applicants in year 2 is even lower than for the FAFSA, and does seem alarmingly low. I hope that the program conducts additional analysis and identifies possible actions that are within local control to help improve these rates.</p>	N/A	<p>Beginning with conversation and executing an action plan will help improve the current numbers. Also, having a better political climate to do this would be ideal but not within control of department.</p>	

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### N. Ethnicity Trends Of Students Completing The CADAA In Year Two

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49. In the data table above, what do the data trends indicate about persistence by ethnicity?

African American	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard
Asian	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard
Filipinx	The trend has decreased over the time span no more than 4.9% - Meets the Standard		The trend has decreased over the time span no more than 4.9% - Meets the Standard

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
Latinx	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
Native American	The trend has decreased over the time span no more than 4.9% - Meets the Standard			The trend has decreased over the time span no more than 4.9% - Meets the Standard
Pacific Islander	The trend has decreased over the time span no more than 4.9% - Meets the Standard			The trend has decreased over the time span no more than 4.9% - Meets the Standard
White	The trend has decreased over the time span no more than 4.9% - Meets the Standard			The trend has decreased over the time span no more than 4.9% - Meets the Standard
Decline to State	The trend has decreased over the time span no more than 4.9% - Meets the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span by greater than 10% - Needs Major Improvement to Meet the Standard	The trend has decreased over the time span no more than 4.9% - Meets the Standard
<b>Data Trend Narrative Explanation - <i>If the data trend shows an inequity in persistence, explain why there was a change (Use a separate bullet point for each category).</i></b>				
Overall, in this section:	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
<b>Action Narrative (if applicable) - 53. <i>If yes, describe the proposed actions for addressing disparities in persistence by ethnicity within the program.</i></b>				
Overall, in this section:	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

# Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
Reader Feedback	<p>Is the data in this table accurate? The author does not address the confusing data related to Asian, White and Decline to State categories (why so high in certain years and nonexistent in others?).</p> <p>Same comments as above related to a lack of explanations and for the trends, and lack of proposed actions to address the trends.</p>	N/A	<p>Just want to say I found the data confusing as presented. Overall I agree that the focusing on improving the numbers for the Latinx population is a good start and could lead to an increase in other populations too.</p>	

# Financial Aid Program Review

## Service Area Outcomes Addendum

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
Narrative Explanation - 1. What are the service area outcomes/strategic objectives for the coming year?	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent
Narrative Explanation - 2. What is your implementation plan for the above-mentioned objectives?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate	N/A	N/A	N/A	N/A
4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate	The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations - Meets the Standard	The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations - Meets the Standard	The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations - Meets the Standard	The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations - Meets the Standard

## Financial Aid Program Review

Rubric Evaluation	Kathryn Maurer (Faculty At-Large)	Chris Chavez (Faculty or Staff From the Division)	Alfred Guzman (Classified Staff At-Large)	Laurie Scolari (AVP)
Narrative Explanation - 5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified.	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard