

Financial Aid Program Review 2020

A. Program Information

1. Program Mission Statement

Please enter your mission statement here.

We provide an equitable, sensitive, and confidential environment to teach students how to maximize their educational financial resources. We make a conscious effort to reach out to our diverse student body to offer:

- high-quality financial aid assistance;
- support in removing financial barriers; and
- accurate and timely delivery of services in a caring manner.

2. Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

1. **Disbursement Process:** Students will understand when, how, and on what basis they will receive their financial aid and, as a result, the number of visits/calls/emails on these issues will decline.
2. **Access to Scholarships:** Students will understand how to maximize their financial resources through scholarships and more of them will access our scholarship system as a result.
3. **Financial Literacy:** Students will expand their understanding of financial literacy and real-world financial skills.
4. **FAFSA/CADAA Access & Completion:** Students will know how to access the FAFSA and understand what steps are needed to complete it and # of FAFSAs completed will increase.
5. **Variety of Financial Options:** Students will understand the wide variety of financial options available to them.

B. Overall Completed Application Trends

Completed applications indicate the student has completed a FAFSA application.

Completing FAFSA Financial Aid Application						
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.						
Source: FHDA Banner (Rorstat Req Comp Date Not Null, Rrareq Treq Code = FAFSA or CAAP, & Robusdf Value 1 = FH)						
	2015-16	2016-17	2017-18	2018-19	2019-20	5yr change
	HC	HC	HC	HC	HC	% change
FAFSA	1,693	2,394	2,645	2,831	3,455	104%

3. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of completed applications
- the data trend shows a decrease in the number of completed applications
- the data trend shows no change and/or is flat in the number of completed applications

4. If the data trend shows an increase, decrease, or no change/flat in the number of students who completed the FAFSA application, explain why.

We would like to think it is partially due to outreach activities from the Financial Aid Office, but we are very aware that financial conditions around the country, state, and local areas have an impact as well.

5. Does the data trend suggest actions are necessary to improve the number of completed FAFSA applications?

- Yes
- No

6. If yes, describe the proposed actions you discussed with the program team for improving the number of financial aid applications.

At this time no actions are necessary, but we hope to build on our momentum to still increase further.

C. FAFSA Completed Applications by Ethnicity

The chart shows the completed applications by ethnicity.

Completed FAFSA Financial Aid Applications by Ethnicity										
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.										
Source: FHDA Banner:Rrreq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group										
FAFSA	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Black/African American	175	10%	220	9%	202	8%	289	10%	364	11%
Asian	328	19%	483	20%	586	22%	656	23%	724	21%
Filipinx	114	7%	182	8%	198	7%	192	7%	226	7%
Latinx	607	36%	885	37%	1,021	39%	991	35%	1,296	38%
Native American	16	1%	17	1%	19	1%	20	1%	20	1%
Pacific Islander	22	4%	49	2%	39	1%	38	1%	42	1%
White	411	24%	539	23%	562	21%	597	21%	713	21%
Decline to State	20	1%	19	1%	18	1%	48	2%	70	2%
Total	1,693	103%	2,394	100%	2,645	100%	2,831	100%	3,455	100%

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

African American

- the data trend shows an increase in completed applications by African American students
- the data trend shows a decrease in completed applications by African American students
- the data trend shows no change and/or is flat in completed applications by African American students

Asian

- the data trend shows an increase in completed applications Asian students
- the data trend shows a decrease in completed applications by Asian students
- the data trend shows no change and/or is flat in completed applications by Asian students

Filipinx

- the data trend shows an increase in completed applications by Filipinx students
- the data trend shows a decrease in completed applications by Filipinx students
- the data trend shows no change and/or is flat in completed applications by Filipinx students

Latinx

- the data trend shows an increase in completed applications by Latinx students
- the data trend shows a decrease in completed applications by Latinx students
- the data trend shows no change and/or is flat in completed applications by Latinx students

Native American

- the data trend shows an increase in completed applications by Native American students
- the data trend shows a decrease in completed applications by Native American students
- the data trend shows no change in completed applications by Native American students

Pacific Islander

- the data trend shows an increase in completed applications by Pacific Islander students
- the data trend shows a decrease in completed applications by Pacific Islander students
- the data trend shows no change and/or is flat in completed applications by Pacific Islander students

White

- the data trend shows an increase in completed applications by White students
- the data trend shows a decrease in completed applications by White students
- the data trend shows no change and/or is flat in completed applications by White students

Decline to State

- the data trend shows an increase in completed applications by Decline to state students
- the data trend shows a decrease in completed applications by Decline to state students
- the data trend shows no change and/or is flat in completed applications by Decline to state students

8. 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).

Across the 5 years, headcounts have increased in all categories and percentages have largely increased or stayed stable, in several cases doubling the headcount.

9. Please address how certain ethnicities fare compared to those ethnicities at the college (Use a separate bullet point for each category).

Black/African American - Fin aid population percentage is greater than the campus population and has held steady at the higher rate.
 Asian - Fin aid population percentage is less than the campus population, but has largely been holding steady.
 Filipinx - Fin aid population percentage is slightly greater/almost the same as the campus population and percentage is holding.
 Latinx - Fin aid population percentage is greater than the campus population and has held steady at the higher rate.
 Native American - Fin aid population percentage is the same as the campus population.
 Pacific - Fin aid population percentage is the same as the campus population and has dropped in percentage, but increased in headcount.
 White - Fin aid population percentage is less than the campus population and has largely been holding steady.
 Decline to state - Fin aid population percentage is less than the campus population.

10. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students completing the FAFSA application by ethnicity, including low completion within a particular group?

- Yes
- No

11. If yes, describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity.

N/A

D. Students Completing The FAFSA Application By First-Gen

Tracking first-gen students is important in that it aligns with the Student Funding Formula. Students who receive a Pell grant have completed the FAFSA and are considered low income.

Completed FAFSA Financial Aid Applications by First Generational College Student Status										
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.										
Source: FHDA Banner:Rrrareq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group										
FAFSA	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Y First Gen	709	42%	970	41%	1,048	40%	1,092	39%	1,394	40%
Not First Gen	957	57%	1,318	55%	1,485	56%	1,595	56%	1,890	55%
Unk if First Gen	27	2%	106	4%	112	4%	144	5%	171	5%
Total	1,693	100%	2,394	100%	2,645	100%	2,831	100%	3,455	100%

12. In the data table above, what do the data trends indicate about the number of First- Gen students completing the FAFSA application?

- the data trend shows an increase in applications by first-gen students
- the data trend shows a decrease in applications by first-gen students
- the data trend shows no change and/or is flat in applications by first-gen students

13. If the data trend shows a change in number of first-gen student enrollment, explain why there was a change.

The overall headcount has increased with everything else, but the percentage of First-gen applying for aid has dropped by a couple points. It could simply be due to larger increases in those who are not First-gen shifting the relative percentage. Otherwise unknown, as they are not a specific target category based on past in-reach activities.

14. If the data trend shows a decrease in first-gen enrollment, what is the program doing/planning to do to address this?

We will evaluate what percent of campus students are First-gen to get a max value, then evaluate ways to directly communicate with this population about the benefits that may not be known to them.

E. Students Completing The FAFSA Application By Gender

Tracking gender of students is important. Students who receive a Pell grant have completed the FAFSA and are considered low income.

Completed FAFSA Financial Aid Applications by Gender											
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.											
Source: FHDA Banner:Rrreq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group											
FAFSA	2015-16		2016-17		2017-18		2018-19		2019-20		
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent	
Female	992	59%	1,450	61%	1,581	60%	1,657	59%	1,983	57%	
Male	691	41%	933	39%	1,053	40%	1,152	41%	1,434	42%	
Non-Binary		0%		0%		0%		0%	4	0%	
Not Reported	10	1%	11	0%	11	0%	22	1%	34	1%	
Total	1,693	100%	2,394	100%	2,645	100%	2,831	100%	3,455	100%	

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

Females

- the data trend shows an increase in applications by Female students
- the data trend shows a decrease in applications by Female students
- the data trend shows no change and/or is flat in applications by Female students

Male

- the data trend shows an increase in applications by Male students
- the data trend shows a decrease in applications by Male students
- the data trend shows no change and/or is flat in applications by Male students

Non-Binary

- the data trend shows an increase in applications by Non-binary students
- the data trend shows a decrease in applications by Non-binary students
- the data trend shows no change and/or is flat in applications by Non-binary students

Decline to State

- the data trend shows an increase in applications by Decline to State students
- the data trend shows a decrease in applications by Decline to State students
- the data trend shows no change and/or is flat in applications by Decline to State students

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.

There is small downward shift in percentage for female students, but still a significant increase in headcount.

17. If the data trend shows an imbalance in gender, what is the program doing/planning to do to address this?

While there is an imbalance in female/male applicants, it follows the split of the campus population as a whole, +/- a couple percentage points.

F. Completed Dream Act Application Trends

Completed applications indicate the student has completed a California Dream Act Application.

Completing CA Dream Act Financial Aid Application						
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the						
Source: FHDA BANNER (Rorstat Req Comp Date Not Null, Rrreq Treq Code = FAFSA or CAAP, & Robusdf Value 1 = FH)						
CA Dream Act	2015-16	2016-17	2017-18	2018-19	2019-20	5yr change
	HC	HC	HC	HC	HC	% change
CA Dream Act	33	64	71	53	51	55%

18. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of completed applications
- the data trend shows a decrease in the number of completed applications
- the data trend shows no change and/or is flat in the number of completed applications

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.

While the data shows an increase since 5 years ago, it is actually on a decrease since peaking in the 2017-18 year. Over the last 4 years, politically, there has been fear instilled in much of the CADAA filing community. This includes trying to end the Federal DACA program and increased ICE efforts. There were major decreases system-wide and many efforts, both local and statewide, to reassure the undocumented AB540 community it was safe to file a CADAA. I look forward to 20-21 data to see if we are rebounding some with our renewed efforts.

20. Does the data trend suggest actions are necessary to improve the number of California Dream Act completed applications?

- Yes
- No

21. If yes, describe the proposed actions you discussed with the program team for improving the number of California Dream Act applications.

There are several federal and state political factors to this trend that correlate very strongly. However, it is in my office's best interest to double down on our efforts to reach the AB540/Undocumented population to get the rates back up in applications. While this may not be reflected in the 2020-21 year, I would expect all conditions to improve, along with our outreach efforts, in the 2021-22 academic year.

G. CADAA Completed Applications By Ethnicity

The chart below shows the completed applications by ethnicity.

Completed CADAA Financial Aid Applications by Ethnicity										
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.										
Source: FHDA Banner:Rrrareq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group										
CA Drean Act	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Black/African American	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	1	3%	1	2%	3	4%	6	11%	1	2%
Filipinx	0	0%	1	2%	1	1%	1	2%	1	2%
Latinx	32	97%	60	94%	64	90%	45	85%	49	96%
Native American	0	0%	0	0%	0	0%	0	0%	0	0%
Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	1	2%	1	1%	0	0%	0	0%
Decline to State	0	0%	1	2%	2	3%	1	2%	0	0%
Total	33	100%	64	100%	71	100%	53	100%	51	100%

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

African American

- the data trend shows an increase in completed applications by African American students
- the data trend shows a decrease in completed applications by African American students
- the data trend shows no change and/or is flat in completed applications by African American students

Asian

- the data trend shows an increase in completed applications by Asian students
- the data trend shows a decrease in completed applications by Asian students
- the data trend shows no change and/or is flat in completed applications by Asian students

Filipinx

- the data trend shows an increase in completed applications by Filipinx students
- the data trend shows a decrease in completed applications by Filipinx students
- the data trend shows no change and/or is flat in completed applications by Filipinx students

Latinx

- the data trend shows an increase in completed applications by Latinx students
- the data trend shows a decrease in completed applications by Latinx students
- the data trend shows no change and/or is flat in completed applications by Latinx students

Native American

- the data trend shows an increase in completed applications by Native American students

- the data trend shows a decrease in completed applications by Native American students
- the data trend shows no change and/or is flat in completed applications by Native American students

Pacific Islander

- the data trend shows an increase in completed applications by Pacific Islander students
- the data trend shows a decrease in completed applications by Pacific Islander students
- the data trend shows no change and/or is flat in completed applications by Pacific Islander students

White

- the data trend shows an increase in completed applications by White students
- the data trend shows a decrease in completed applications by White students
- the data trend shows no change and/or is flat in completed applications by White students

Decline to State

- the data trend shows an increase in completed applications by Decline to State students
- the data trend shows a decrease in completed applications by Decline to State students
- the data trend shows no change and/or is flat in completed applications by Decline to State students

23. 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).

There is definitely an inequality based on the headcount and who is served, but based on the purpose of the CA Dream Act Application, this was not remotely surprising. No explanation is needed to say why the observed disparity.

24. Please address how certain ethnicities fare compared to those ethnicities at the college (Use a separate bullet point for each category).

This application is for students who qualify for AB540 status and are not citizens or eligible non-citizens. While that student profile could come from anywhere in the world, the likelihood that the student would be Latinx at Foothill College is overwhelming.

25. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students completing the FAFSA application by ethnicity, including low completion within a particular group?

- Yes
- No

26. If yes, describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity.

However, it would still be in the student's and my office's best interest to evaluate the ethnicity of the AB540 students at Foothill College who could qualify for this application to see if our observed results parallel and represent the campus population as a whole.

H. Students Completing The CADAA Application By First-Gen

Tracking first-gen students is important in that it aligns with the Student Funding Formula. Students who receive a Cal Grant have completed the CADAA and are considered low income.

Completed CA Dream Act Financial Aid Applications by First Generational College Student Status										
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.										
Source: FHDA Banner:Rrreq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group										
CA Dream Act	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Y First Gen	27	82%	51	80%	48	68%	35	66%	38	75%
Not First Gen	6	18%	11	17%	18	25%	11	21%	8	16%
Unk if First Gen	0	0%	2	3%	5	7%	7	13%	5	10%
Total	33	100%	64	100%	71	100%	53	100%	51	100%

27. In the data table above, what do the data trends indicate about the number of first-gen students completing the CADAA application?

- the data trend shows an increase in applications by first-gen students
- the data trend shows a decrease in applications by first-gen students
- the data trend shows no change and/or is flat in applications by first-gen students

28. If the data trend shows a increase, decrease, no change and/or is flat in number of first-gen student enrollment, explain why.

Applications overall have decreased since a peak in 2017-18. There are a few factors to that, but an overall decrease also leads to First-gen students reducing as well.

29. If the data trend shows a decrease in first-gen enrollment, what is the program doing/planning to do to address this?

The Financial Aid Office can do outreach to schools/servicers that may work with undocumented first-gen students more, but at the end of the day, this office's 'available pool' is the natural compilation of the college. This is a small population, generally speaking, but needing extra assistance. The Financial Aid Office needs to get a larger picture of the campus on whole and who would be completing a CADAA. My guess is the initial analysis of First-gen on our campus will allow for an entry point to this population and we would adjust our messaging to empower and inform CADAA eligible students.

I. Students Completing The CADAA Application By Gender

Tracking gender of students is important. Students who receive a Cal Grant have completed the CADAA and are considered low income.

Completed CA Dream Act Financial Aid Applications by Gender										
Note: Students completed application and enrolled in at least 1 credit course in at least 1 term of the academic year.										
Source: FHDA Banner:Rrrareq, Rorstat, & Robusdf joined with ODS:Ethnicity Detail:Segmentation Group										
CA Dream Act	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Female	26	79%	54	84%	54	76%	43	81%	40	78%
Male	7	21%	10	16%	17	24%	10	19%	11	22%
Non-Binary		0%		0%		0%		0%		0%
Not Reported		0%		0%		0%		0%		0%
Total	33	100%	64	100%	71	100%	53	100%	51	100%

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 data trend shows an increase in applications by Female students
- the data trend shows a decrease in applications by Female students
- the data trend shows no change and/or is flat in applications by Female students

Male

- the data trend shows an increase in applications by Male students
- the data trend shows a decrease in applications by Male students
- the data trend shows no change and/or is flat in applications by Male students

Non-binary

- the data trend shows an increase in applications by Non-binary students
- the data trend shows a decrease in applications by Non-binary students
- the data trend shows no change and/or is flat in applications by Non-binary students

Decline to State

- the data trend shows an increase in applications by Decline to State students
- the data trend shows a decrease in applications by Decline to State students
- the data trend shows no change and/or is flat in applications by Decline to State students

31. If the data trend shows a change in male, female, non-binary, or decline to state enrollment, explain why there was a change.

There is a pretty consistent year-over-year headcount and percentage.

32. If the data trend shows an imbalance in gender, what is the program doing/planning to do to address this

There is an interesting imbalance in the female/male population. While the overall population of Foothill College skews towards a greater female population our observed application skews far more towards a female applicant pool. While the headcount is low, this is an area to uncover a bit more before knowing how to address that imbalance.

J. Foothill College Promise Student Participation Trends

Students who are first-time students and complete a FAFSA (regardless of if they qualify for aid or not) are eligible to be a Foothill College Promise student (free tuition/books for 2 years). Financial Aid maintains and tracks enrollment of Foothill College Promise students.

Foothill College Promise Participant			
Note: Foothill College Promise Program began 2018-19.			
Source: FHDA Financial Aid data joined with ODS:Registration Analysis			
	2018-19	2019-20	2yr change
	HC	HC	% change
College Promise Yr1	806	1,110	38%
College Promise Yr2	-	304	-

33. In the data table above, what does the data trend indicate?

- the data trend shows an increase in Foothill College Promise participants
- the data trend shows a decrease in Foothill College Promise participants
- the data trend shows no change and/or is flat in Foothill College Promise participants

34. 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.

We certainly are increasing in participation and I hope that further grows in 2020-21. One immediate cause is the automation through ETS that was able to find students that either had not been self-identifying or were slipping through the cracks. A second reason could easily be that we have the most comprehensive financial support in a college promise program in our region. A final reason is that we've been able to partner with De Anza to make sure our co-enrolled students were getting benefits at both campuses, not just their home college.

35. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase the number of students participating in the Foothill College Promise?

- Yes
- No

36. If yes, describe the proposed actions for stabilizing/increasing Foothill College Promise participants.

We have worked with ETS to automate more aspects of the program and that should allow for continued growth and more effort to be put towards outreach. Those outreach efforts should allow more students to access the program. Our current iteration of the Foothill Promise is as an access program, so headcounts and benefit usage is fairly easy to measure. Unfortunately, the design of our Promise Program is also subject to state budgetary constraints. Due to these budgetary issues, Foothill will be altering the benefits in 21-22, so 20-21 may end up a peak year for this program, barring any further proposed changes.

K. Overall Financial Aid Trends Of Students Completing The FAFSA In Year Two

The chart below shows the overall persistence trends of students who have completed the FAFSA from year to year. Students who receive financial aid in year one continue and complete the FAFSA in year two.

Completing FAFSA Financial Aid Application in Year 2					
Note: Students completed application in consecutive years and enrolled in at least 1 credit course in at least 1 term of the academic year.					
Source: FHDA Banner (Rorstat Req Comp Date Not Null, Rrreq Req Code = FAFSA or CAAP, & Robusdf Value 1 = FH)					
	2015-16	2016-17	2017-18	2018-19	2019-20
	HC	HC	HC	HC	HC
FAFSA Year 1 Headcount	1,693	2,394	2,645	2,831	3,455
FAFSA Year 2 Rate	-	38%	36%	33%	35%

37. In the data table above, what does the data trend indicate about the year two persistence trends?

- the data trend shows an increase in year two persistence
- the data trend shows a decrease in year two persistence
- the data trend shows no change and/or is flat in year two persistence

38. If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, explain why.

The headcount has increased in addition to all categories, but the percentage has barely fluctuated from year to year. This is possibly a case of students not knowing they need to reapply each year. This is a job for the Financial Aid Office Outreach Team. It is possible that a simple reminder message to our students at the right time could trigger an increase. That would be phase one. A second, parallel, way would be static messaging on various locations/social media sites for students to see. While we've held steady, a 1/3 reapplication rate is not good.

39. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase persistence?

- Yes
- No

40. If yes, describe the proposed actions for stabilizing/increasing the persistence.

Well, we have a stable persistence rate in this category. If it was a high stable rate we could keep doing what we were doing. Being that it's a stable, but low rate, we need to take action. While the team has not had specific conversations on reapplication rates, we have discussed financial aid outreach as our larger mission. We should be teaching our students the importance of subsequent year applications, like mentioned above, using multiple communication pathways to reach students where they are prepared to take in that message.

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

Completed FAFSA Financial Aid Applications Yr2 Rate by Ethnicity				
Note: Students completed application in consecutive years and enrolled in at least 1 credit course in at least 1 term of the academic year.				
Source: FHDA Banner:Rrrareq, Rorstat, & Robusdf joined with ODS:Registration				
Analysis & Ethnicity Detail:Segmentation Group				
	2016-17	2017-18	2018-19	2019-20
FAFSA Year 2 Rate	Rate	Rate	Rate	Rate
Black/African American	30%	32%	40%	36%
Asian	44%	37%	31%	33%
Filipinx	35%	32%	35%	29%
Latinx	39%	36%	32%	36%
Native American	25%	35%	32%	35%
Pacific Islander	41%	29%	26%	29%
White	36%	38%	33%	38%
Decline to State	35%	26%	28%	19%
Overall	38%	36%	33%	35%

The chart below shows persistence year-to-year by ethnicity.

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

African American

- the data trend shows an increase in persistence in African American students
- the data trend shows a decrease in persistence in African American students
- the data trend shows no change and/or is flat in persistence in African American students

Asian

- the data trend shows an increase in persistence in Asian students
- the data trend shows a decrease in persistence in Asian students
- the data trend shows no change and/or is flat in persistence in Asian students

Filipinx

- the data trend shows an increase in persistence in Filipinx students
- the data trend shows a decrease in persistence in Filipinx students
- the data trend shows no change and/or is flat in persistence in Filipinx students

Latinx

- the data trend shows an increase in persistence in Latinx students
- the data trend shows a decrease in persistence in Latinx students
- the data trend shows no change and/or is flat in persistence in Latinx students

Native American

- the data trend shows an increase in persistence in Native American students
- the data trend shows a decrease in persistence in Native American students
- the data trend shows no change and/or is flat in persistence in Native American students

Pacific Islander

- the data trend shows an increase in persistence in Pacific Islander students
- the data trend shows a decrease in persistence in Pacific Islander students
- the data trend shows no change and/or is flat in persistence in Pacific Islander students

White

- the data trend shows an increase in persistence in White students
- the data trend shows a decrease in persistence in White students
- the data trend shows no change and/or is flat in persistence in White students

Decline to State

- the data trend shows an increase in persistence in Decline to State students
- the data trend shows a decrease in persistence in Decline to State students
- the data trend shows no change and/or is flat in persistence in Decline to State students

42. If the data trend shows an inequity in persistence, explain why there was a change (Use a separate bullet point for each category).

Black/African American - Fin aid population percentage has dropped noticeably from the previous year, but is higher than 3-years back. Other than the various ways the campus struggles with engaging with our Black/African American populations, we are also failing to connect and comparing to last year are losing our connect with these populations. We need to evaluate the data at a deeper level to understand the drop.

Asian - Fin aid population percentage has increased a couple points from the previous year, but is lower than 3-years back. Unlike our Black/African American students, here we have ticked upwards compared to the 18-19 year and may be seeing the desired upswing, though it's too early to tell for certain. We need to evaluate the 20-21 data and what existing efforts are being taken.

Filipinx - Fin aid population percentage has dropped noticeably from the previous year, with an equal decrease from 3-years back. This population is below our average rate, and is even lower than the Black African American population category. We need to evaluate the data at a deeper level to understand the dropping trend and why we are failing to connect with these populations.

Latinx - Fin aid population percentage has increased a couple points from the previous year, but is lower than 3-years back. Like our Asian students, we have ticked upwards compared to the 18-19 year and may be seeing the desired upswing, though it's too early to tell for certain. We need to evaluate the 20-21 data and what existing efforts are being taken that are working.

Native American - Fin aid population percentage has increased noticeably from the previous year, with an even greater increase from 3-years back. While we want to celebrate our wins with increased persistence, the headcount is low. We will need to actively build upon the recent increase to ensure it isn't just a positive blip.

Pacific - Fin aid population percentage has increased a couple points from the previous year, but is lower than 3-years back. Like our Asian and Latinx students, we have ticked upwards compared to the 18-19 year and may be seeing the desired upswing, though it's too early to tell for certain. We need to evaluate the 20-21 data and what existing efforts are being taken that are working.

White - Fin aid population percentage has increased from the previous year, with a sustained recent increase. With the Native American population category, this was the only other to meet or exceed the rates over the last 3 years. It will be interesting to see the 20-21 data and we will need to evaluate and build upon the recent increases.

Decline to state - Fin aid population percentage has been consistently decreasing and is considerably lower than 3-years back. It took the greatest drop over this 3-year span. This is an interesting category because other than targeted messaging to those who listed themselves as decline to state, there is no campus affinity group or club that 'speaks' to these students. We need to evaluate the reason for the drop to see if its a legitimate that needs addressing or more students are identifying their ethnicity.

43. Do the data trends suggest programmatic actions are necessary to address disparities in persistence by ethnicity?

- Yes
- No

44. If yes, describe the proposed actions for addressing disparities in persistence by ethnicity within the program.

The Decline to state category was by far the furthest below the average persistence rate. Filipinx and Pacific Islander were tied for being the second furthest below the average rate. While we would want to address this disparity, the overall rate is low enough that we need a mass campaign being very intentional about this need for our students. In that campaign, we could redirect messaging to additional pathways so that these student populations also hear the same information from other trusted sources.

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

The chart below shows the overall persistence trends of students who have completed the Dream Act from year to year. Students who receive financial aid in year one continue and complete the FAFSA in year two.

Completing CA Dream Act Financial Aid Application in Year 2					
Note: Students completed application in consecutive years and enrolled in at least 1 credit course in at least 1 term of the academic year.					
Source: FHDA Banner (Rorstat Req Comp Date Not Null, Rrreq Treq Code = FAFSA or CAAP, & Robusdf Value 1 = FH)					
	2015-16	2016-17	2017-18	2018-19	2019-20
	HC	HC	HC	HC	HC
CA Dream Act Year 1 Headcount	33	64	71	53	51
CA Dream Act Year 2 Rate	-	48%	34%	21%	21%

45. In the data table above, what does the data trend indicate about the year two persistence trends?

- the data trend shows an increase in year two persistence
- the data trend shows a decrease in year two persistence
- the data trend shows no change and/or is flat in year two persistence

46. If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, explain why.

Once again, the political impact to this population in the last couple years has most definitely impacted application rates. The rate essentially dropped with every year of the prior administration being in office. However, the completion of subsequent application for students who are actively at Foothill College and hopefully trusting our staff, should be higher.

47. Looking at the data trend, has the staff discussed proposed actions to stabilize/increase persistence?

- Yes
- No

48. If yes, describe the proposed actions for stabilizing/increasing the persistence.

While no specific conversations have been had about the CADAA reapplication rate, I believe the efforts to increase subsequent applications for all students will also lift this population. With a new political administration in charge of the country we will remind students that it is safe to reapply for CADAA and that the federal administration is not longer threatening to take state databases for use by ICE. We will send specialized communications through trusted campus and community sources of information to bring CADAA students back into the process.

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

Completed CADAA Financial Aid Applications Yr2 Rate by Ethnicity				
Note: Students completed application in consecutive years and enrolled in at least 1 credit course in at least 1 term of the academic year. (- for n/a)				
Source: FHDA Banner:Rrreq, Rorstat, & Robusdf joined with ODS:Registration				
Analysis & Ethnicity Detail:Segmentation Group				
	2016-17	2017-18	2018-19	2019-20
CA Dream Act	Rate	Rate	Rate	Rate
Black/African American	-	-	-	-
Asian	-	0%	67%	0%
Filipinx	-	0%	0%	0%
Latinx	50%	33%	19%	24%
Native American	-	-	-	-
Pacific Islander	-	-	-	-
White	-	100%	0%	-
Decline to State	-	100%	50%	0%
Overall	48%	34%	21%	21%

The chart below shows persistence year-to-year by ethnicity.

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

African American

- the data trend shows an increase in persistence in African American students
- the data trend shows a decrease in persistence in African American students
- the data trend shows no change and/or is flat in persistence in African American students

Asian

- the data trend shows an increase in persistence in Asian students
- the data trend shows a decrease in persistence in Asian students
- the data trend shows no change and/or is flat in persistence in Asian students

Filipinx

- the data trend shows an increase in persistence in Filipinx students
- the data trend shows a decrease in persistence in Filipinx students
- the data trend shows no change and/or is flat in persistence in Filipinx students

Latinx

- the data trend shows an increase in persistence in Latinx students
- the data trend shows a decrease in persistence in Latinx students
- the data trend shows no change and/or is flat in persistence in Latinx students

Native American

- the data trend shows an increase in persistence in Native American students
- the data trend shows a decrease in persistence in Native American students
- the data trend shows no change and/or is flat in persistence in Native American students

Pacific Islander

- the data trend shows an increase in persistence in Pacific Islander students
- the data trend shows a decrease in persistence in Pacific Islander students
- the data trend shows no change and/or is flat in persistence in Pacific Islander students

White

- the data trend shows an increase in persistence in White students
- the data trend shows a decrease in persistence in White students
- the data trend shows no change and/or is flat in persistence in White students

Decline to State

- the data trend shows an increase in persistence in Decline to State students
- the data trend shows a decrease in persistence in Decline to State students
- the data trend shows no change and/or is flat in persistence in Decline to State students

50. If the data trend shows an inequity in persistence, explain why there was a change (Use a separate bullet point for each category).

Overall, we are really dealing with a population at the campus that we do not have control over. To file a CADAA you have to be a special subset category of undocumented student who qualifies for AB540 status - an Admissions and Records determination. Making the knowledge known and working through collective lists or partnerships with other campus/communities is our best initial path. Also the efforts to increase all subsequent year applications will circulate that message far and wide so will also inform our CADAA filers.

52. Do the data trends suggest programmatic actions are necessary to address disparities in persistence by ethnicity?

- Yes
- No

53. If yes, describe the proposed actions for addressing disparities in persistence by ethnicity within the program.

N/A

Service Area Outcomes Addendum

1. What are the service area outcomes/strategic objectives for the coming year?

- To evaluate the quality of customer service across the entire student aid life cycle.
- To ensure our website and distributed materials (including ppts, mass email communication messages) are clearly understood by students at all phases of the student aid life cycle.
- Increase by 10% outreach and awareness efforts to support aid recipients and their families in making sound financial decisions.
- To effectively and efficiently administer services to an increased number of students who receive financial support.
- To evaluate any equity gaps in services & create an outreach plan to reach out to disproportionately affected groups.

2. What is your implementation plan for the above-mentioned objectives?

- Customer service: Administer a basic survey checking on key indicators of office satisfaction.
- Outreach Materials: work more closely with Marketing and students in creation and evaluation of materials. Use quiz/survey function to test understanding of the materials.
- Measurement of outreach activities and headcount served.
- Analytics from CampusLogic system on headcount served, average time of file review, etc..
- Analytics from CampusLogic system cross checked with IR data on demographics, plus targeted population outreach.

3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If yes, please elaborate.

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.

Yes - In the 2018-19 annual audit we were cited as being deficient with our Entrance and Exit Counseling for the Direct loan program.

5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified?

We instituted a monthly exit process for notification of students.

6. What barriers has the program faced in implementing improvement?

Staffing workload/bandwidth has been the primary challenge. Low staffing levels have impacted the compliance issue mentioned prior, have impacted the speed we review files and get students paid, and our level of outreach.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.