

COMPREHENSIVE PROGRAM REVIEW REPORT

Financial Aid

Program Context (suggested word limit 400)

Mission (100 word limit)

1. How does your program align with the college and district mission?

https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf https://canadacollege.edu/about/mission.php

The Financial Aid Department directly supports the mission of Cañada College to "engage and empower students in transforming their lives and communities through quality education." Financial aid is an essential component of student access and success, as it helps reduce financial barriers that can prevent students from enrolling in college, remaining enrolled, and completing their educational goals. Through the administration of federal, state, institutional, and other financial aid programs, the department provides students with resources and guidance to help them successfully navigate the financial aspects of their education.

The department also strongly aligns with Cañada College's vision of providing "equitable education such that students from diverse backgrounds are able to achieve their educational goals and benefit the world." Financial Aid advances this vision by connecting eligible students, particularly those with financial need, to resources that make higher education more accessible and attainable. By providing equitable access to financial assistance and supporting students throughout the financial aid process, the department contributes to an inclusive educational environment where students from diverse socioeconomic backgrounds have an opportunity to succeed.

In addition to providing financial resources, the Financial Aid Department empowers students by helping them understand their financial aid options, responsibilities, and resources. Through student-centered service, outreach, and education, the department helps students make informed decisions that support their academic progress and long-term educational and career goals.

Overall, the Financial Aid Department is closely aligned with Cañada College's mission and vision. By reducing financial barriers, promoting equity, empowering students, and supporting persistence and completion, Financial Aid plays a critical role in helping Cañada College students transform their lives and achieve their educational goals.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

The Cañada College Financial Aid Department helps make higher education accessible by providing financial assistance and support to eligible current and perspective students. The program administers federal, state, institutional, and other financial aid programs, while guiding students through the application and awarding process and helping them understand their financial aid options and responsibilities.

The department serves Cañada College's diverse student population, including students from low-income and varied socioeconomic backgrounds, first-generation college students, and students from historically underserved communities. As a Hispanic-Serving Institution, Cañada College supports a significant Latino/a/x student population, and Financial Aid plays an important role in ensuring these students and other eligible students have access to resources that reduce financial barriers and support enrollment, persistence, and completion.

Assessing Program Impact on Diverse Student Populations (Suggested word limit 750)

3. How many students are served by your program?

The Financial Aid Office continues to support a significant number of students each year, serving between 2,546 and 2,884 unduplicated applicants over the past five aid years. On average, approximately 2,690 students apply for financial aid annually, demonstrating the ongoing demand for financial assistance and support services. In 2025-2026, the office served 2,585 students, including 2,425 FAFSA applicants and 160 CADAA applicants. These numbers reflect the important role financial aid plays in helping students access, persist in, and achieve their educational goals.

Aid Year	Financial Aid Applicants to Cañada	FAFSA (EDE) Applicants to Cañada	CADAA (CAL) Applicants to Cañada
2021-2022	2,826	2,682	144
2022-2023	2,607	2,464	143
2023-2024	2,884	2,759	125
2024-2025	2,546	2,428	118
2025-2026	2,585	2,425	160

4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

The Financial Aid Office intentionally serves students who face financial, social, and systemic barriers to higher education, including low-income, first-generation, undocumented, homeless, veteran, and student-parent populations. Through outreach, application assistance, individualized counseling, and partnerships with campus programs, the office works to reduce financial barriers and promote equitable access to education.

Data show that the majority of students served by Financial Aid are from disproportionately impacted populations. Over the past five aid years, 72% of aid recipients (4,470 of 6,200) were low-income students and 67% (4,159 of 6,200) were first-generation college students. The office also supported 1,594 Promise students, 76 CalWORKs students, 71 students experiencing homelessness, 28 CARE students, and 31 veterans or veteran dependents. Additionally, the office served between 118 and 160 undocumented students annually through the California Dream Act application process.

Financial aid services also support racially minoritized students, including 3,913 Hispanic, 267 Black/African American, 198 Filipino, 89 Pacific Islander, and 12 American Indian/Alaska Native students during the review period. These data demonstrate the Financial Aid Office's important role in advancing equity and helping students access, persist in, and complete their educational goals.

American Indian/Alaskan Nativ	4	2	3	6	3
Asian	100	109	110	89	87
Black - Non-Hispanic	73	94	108	110	86
Filipino	74	81	75	79	62
Hispanic	1393	1367	1339	1279	1283
Multiraces	77	72	78	100	97
Pacific Islander	34	29	28	29	26
Unknown	133	98	67	51	55
White Non-Hispanic	295	308	340	254	279
Grand Total	**2177**	**2152**	**2144**	**1993**	**1975**

2021-2022	1447	338	491
2022-2023	1434	364	462
2023-2024	1494	412	350
2024-2025	1411	374	319
2025-2026	1333	361	368
Grand Total	**4159**	**1156**	**1176**

Financial Aid Year	No	Yes
2021-2022	2167	23
2022-2023	2142	27
2023-2024	2133	27
2024-2025	1988	24
2025-2026	1970	30
Grand Total	**6171**	**71**

Financial Aid Year	No	Yes
2021-2022	1509	1715
2022-2023	1437	1707
2023-2024	1405	1610
2024-2025	1278	1509
2025-2026	1140	1464
Grand Total	**4045**	**4470**

Financial Aid Year	No	Yes
2021-2022	1851	461
2022-2023	1790	544
2023-2024	1734	648
2024-2025	1568	683
2025-2026	1549	668
Grand Total	**5135**	**1594**

Financial Aid Year	No	Yes
2021-2022	2168	30
2022-2023	2144	31
2023-2024	2133	34
2024-2025	1977	39
2025-2026	1961	35
Grand Total	**6171**	**76**

Financial Aid Year	No	Yes
2021-2022	2168	9
2022-2023	2138	14
2023-2024	2128	16
2024-2025	1984	9
2025-2026	1967	8
Grand Total	**6172**	**28**

5. How has student access, retention, and completion changed (where applicable) for this program during this review cycle?

During the review cycle, overall access to Financial Aid services remained strong and relatively stable. The number of unduplicated financial aid applicants ranged from 2,546 to 2,884 students annually, with 2,585 applicants served in 2025-2026. Financial aid recipients remained consistent as well, with annual recipient counts ranging from 1,975 to 2,177 students.

The Financial Aid Office continued to support a large number of disproportionately impacted students. Over the past five aid years, 72% of aid recipients were low-income students, 67% were first-generation college students, and 63% identified as Hispanic. The office also served Promise students, undocumented students through the California Dream Act application process, CalWORKs participants, students experiencing homelessness, veterans, and CARE students.

While retention and completion outcomes are influenced by multiple factors beyond Financial Aid, the office contributes to student success by providing financial resources that help students remain enrolled and make progress toward their educational goals. The sustained number of aid applicants and recipients demonstrates the ongoing demand for financial aid services and the program's continued role in supporting student access and persistence.

6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in person, online, hybrid, evening, in the community, etc.)

Our Student Services program provides accessible, student-centered financial aid services through multiple delivery methods designed to reduce barriers and meet students where they are. Services are available in person, online, by telephone, email, virtual appointments, workshops, classroom presentations, community outreach events, and during evening hours.

In-person and extended-hour services: Students receive individualized support through appointments with Financial Aid Technicians, front counter assistance, and application workshops covering the FAFSA, California Dream Act Application (CADAA), California College Promise Grant (CCPG), and scholarships. During the 2025-2026 academic year, we offered 30 financial aid and scholarship workshops. To support students balancing work, family, and other responsibilities, the office remains open until 7:00 p.m. on Tuesdays and Wednesdays and offers extended hours daily during the first several weeks of each semester.

Online and virtual services: Students can connect with staff by phone, email, Zoom, and Microsoft Teams and attend virtual workshops. These options provide flexibility for students whose schedules, transportation, employment, or family responsibilities may limit access to in-person services.
Classroom and campus-based engagement: We bring financial aid information directly to students through classroom presentations, campus events, and a large annual financial aid application event. These opportunities allow students to connect with staff, learn about financial aid resources, receive application assistance, and complete the FAFSA or CADAA. They also help strengthen students' sense of connection to the college and create a welcoming environment for seeking support.
Community-based outreach: Our services extend beyond campus through partnerships with local schools and community organizations, including Redwood City High School, Sequoia High School, Carlmont High School, Menlo-Atherton High School, Woodside High School, East Palo Alto Academy Foundation, United Way Bay Area, and the San Mateo County Office of Education. During the 2025-2026 academic year, we participated in 41 outreach events, including 28 in the fall and 13 in the spring. These efforts increase awareness of financial aid opportunities and support students and families before they enroll at Cañada College.
Social media engagement: Instagram is used to share deadlines, workshops, events, and financial aid information, providing students with timely reminders and another way to stay connected to our services. In 2025, the Financial Aid Office partnered with Marketing and the Undocumented Community Center to create an Instagram Reel promoting the "I Heart CA Dream Act Campaign" for undocumented students. The Reel was reshared by the California Student Aid Commission and recognized by several local high school partners, expanding awareness of financial aid opportunities for prospective and current students.
Overall, our approach is designed around access, flexibility, and meeting students where they are. By offering services through multiple modalities, we help students access the information and individualized assistance they need while strengthening connections between students, the college, and the communities we serve.

7. What is the breakdown of students you serve by educational goal disaggregated by race? How does your program support transfer students towards achieving their goal?
The Financial Aid Office serves students across a variety of educational goals, including transfer, degree, certificate, and career education pathways. Based on our financial aid recipient data, the majority of students served are Hispanic/Latinx (63%), followed by White (15%), Black/African American (4%), Multiracial (4%), Asian (5%), Filipino (3%), and Pacific Islander (1%). The office continues to review disaggregated data to better understand how financial aid supports students across educational goals and student populations.
The Financial Aid Office supports transfer students by helping them maintain access to financial resources throughout their educational journey. Staff provide individualized counseling on financial aid eligibility, Satisfactory Academic Progress (SAP), and aid options available after transfer. The office also conducts outreach and workshops that educate students on transferring financial aid to four-year institutions, completing required financial aid applications, understanding deadlines, and identifying scholarship opportunities.

American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	5%	5%	5%	4%	4%	5%
Black - Non-Hispanic	3%	4%	5%	6%	4%	4%
Filipino	3%	4%	3%	4%	3%	3%
Hispanic	64%	64%	62%	64%	65%	63%
Multiraces	4%	3%	4%	5%	5%	4%
Pacific Islander	2%	1%	1%	1%	1%	1%
Unknown	6%	5%	3%	3%	3%	4%
White Non-Hispanic	14%	14%	16%	13%	14%	15%

8. What data and/or feedback do you use to evaluate the success of these delivery methods?

The Financial Aid Office uses a combination of service, application, and student outcome data to evaluate the effectiveness of its delivery methods. Key measures include the number of financial aid applicants, aid recipients, FAFSA and California Dream Act Application (CADAA) completion rates, participation in outreach events and workshops, and utilization of one-on-one counseling services.

The office also reviews student demographic data to ensure services are effectively reaching disproportionately impacted populations. During the review period, Financial Aid served 6,200 aid recipients, including 4,470 low-income students (72%), 4,159 first-generation students (67%), 1,594 Promise students, and 3,913 Hispanic/Latinx students (63%). These data help the office assess whether outreach and support efforts are successfully connecting students with available financial aid resources.

In addition to quantitative data, the office gathers informal feedback from students, campus partners, and workshop participants to identify barriers, improve communication, and enhance service delivery. Trends in application volume and aid participation, along with student feedback, are used to guide process improvements and ensure financial aid services remain accessible, equitable, and responsive to student needs.

9. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Our Student Services program builds partnerships across the college and community to expand access to financial aid resources and support student success. On campus, we partner with the Promise Scholars Program, Undocumented Community Center, and ESL/English Department by providing dedicated Financial Aid liaisons who serve as direct points of contact for students and program staff. We also encourage Promise Scholars, EOPS, and SparkPoint students to participate in our financial aid application assistance workshops, providing targeted support that aligns with the needs and incentives of these programs.

We work closely with the District Foundation Office to promote scholarship opportunities and application deadlines and to support equitable distribution of scholarship awards. This collaboration helps ensure that students are aware of available resources and have opportunities to access financial support for their educational goals.

Off campus, we partner with local high schools and community organizations, including Redwood City High School, Sequoia High School, Carlmont High School, Menlo-Atherton High School, Woodside High School, East Palo Alto Academy Foundation, United Way Bay Area, and the San Mateo County Office of Education. Through these partnerships, we provide financial aid presentations, workshops, and hands-on application assistance. During the 2025–2026 academic year, we participated in 41 outreach events.

Together, these partnerships create multiple pathways for students to access financial aid information and individualized support. By coordinating with campus programs and trusted community organizations, we reduce barriers, strengthen connections, and help students access the financial resources they need to enroll, persist, and achieve their educational goals.

10. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples

As a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI), Cañada College is committed to advancing educational equity for students from historically underrepresented populations. The Financial Aid Office supports these institutional goals by reducing financial barriers and ensuring students have access to the resources needed to enroll, persist, transfer, and complete their educational objectives.

The impact of these efforts is reflected in the student populations served by the Financial Aid Office. During the review period, 63% of all financial aid recipients (3,913 of 6,200 students) identified as Hispanic/Latinx, making Hispanic/Latinx students the largest population served. The office also supported 310 Asian students, 89 Pacific Islander students, 198 Filipino students, and 12 American Indian/Alaska Native students, demonstrating its role in serving populations aligned with the College's HSI and AANAPISI mission.

In addition, the Financial Aid Office serves a high proportion of students who often intersect with these populations. Over the past five aid years, 72% of aid recipients were low-income students and 67% were first-generation college students. The office provides targeted outreach, application assistance workshops, one-on-one counseling, and partnerships with programs such as Promise Scholars, the Undocumented Community Center, EOPS, SparkPoint, and the ESL/English Department to increase access to financial aid resources and support student success.

Through these efforts, the Financial Aid Office helps advance Cañada College's HSI and AANAPISI goals by promoting equitable access to financial aid and supporting the educational success of students from historically underserved communities.

Looking Back: Accomplishments and Challenges (Suggested word limit 400)

11. Describe major accomplishments since the last program review cycle.

Since the last program review cycle, the Financial Aid Office has achieved several significant accomplishments that have expanded access to financial resources and strengthened student support services.

One of the most notable achievements was a record-breaking year for scholarships. During the 2025-2026 scholarship cycle, Cañada students submitted 477 scholarship applications, the highest number in the College's history and a 39% increase from the previous year (344 applications). Cañada students accounted for 24% of all district scholarship applications, reflecting the success of outreach efforts and increased student engagement with scholarship opportunities. The office also hosted its highest-attended Scholarship Awards Ceremony and facilitated the highest number of scholarship applicants and scholarship awards in the College's history.

The Financial Aid Office also achieved record growth in Cal Grant awards. In 2025-2026, 317 students received Cal Grants, compared to 164 students in 2024-2025, representing a 93% increase. Total Cal Grant disbursements increased from $280,985 in 2024-2025 to $451,996 in 2025-2026, the highest amount awarded during the review period. This increase provided critical financial support to students with demonstrated financial need and helped reduce barriers to enrollment and persistence.

In addition, the office expanded access for undocumented students through the California Dream Act Application (CADAA) process. After several years of declining applicant numbers, CADAA applicants increased from 118 students in 2024-2025 to 160 students in 2025-2026, a 36% increase and the highest total in the past five years. This growth reflects the office's continued outreach efforts and commitment to ensuring undocumented students have access to available financial aid resources.

These accomplishments demonstrate the Financial Aid Office's commitment to increasing access, reducing financial barriers, and advancing equitable outcomes for all students.

Who Have At Least One Paid Award	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
CALA3: Cal Grant A - Canada		1	1	2	1
CALB3: Cal. Grant B - Canada	216	207	150	161	315
CALC3: Cal. Grant C - Canada		1		1	1

Program of Study	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
CALA3: Cal Grant A - Canada		$6,000	$6,000	$5,250	$6,000
CALB3: Cal. Grant B - Canada	$283,645	$331,762	$236,616	$274,641	$444,996
CALC3: Cal. Grant C - Canada		$547		$1,094	$1,000

Aid Year	Financial Aid Applicants to Cañada	FAFSA (EDE) Applicants to Cañada	CADAA (CAL) Applicants to Cañada
2021-2022	2,826	2,682	144
2022-2023	2,607	2,464	143
2023-2024	2,884	2,759	125
2024-2025	2,546	2,428	118
2025-2026	2,585	2,425	160

2015 - 2016	1912	1161	914	247	21%	16%
2016 - 2017	1956	1352	1025	327	24%	32%
2017 - 2018	1872	1328	1044	284	21%	-13%
2018 - 2019	1684	1154	863	291	25%	2%
2019 - 2020	1711	1168	884	284	24%	-2%
2020 - 2021	1192	897	700	197	22%	-31%
2021 - 2022	1099	773	604	169	22%	-14%
2022 - 2023	1412	1070	840	230	21%	36%
2023 - 2024	1763	1245	965	280	22%	22%
2024 - 2025	2129	1596	1252	344	22%	23%
2025 - 2026	**2635**	**2026**	**1549**	**477**	**24%**	**39%**

12. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students as identified in the current SEAP plan? Support this with qualitative and quantitative data.

The Financial Aid Office's accomplishments during this review cycle directly contributed to closing opportunity gaps by expanding access to financial resources for students from populations identified in the College's Student Equity and Achievement Plan (SEAP). Financial aid recipients are predominantly students from historically underserved groups, including 72% low-income students (4,470 of 6,200), 67% first-generation students (4,159 of 6,200), and 63% Hispanic/Latinx students (3,913 of 6,200).

Increased scholarship outreach and support resulted in a record 477 scholarship applications in 2025-2026, a 39% increase from the previous year. This growth expanded access to funding opportunities that help reduce students' reliance on out-of-pocket expenses and support their ability to remain enrolled and make progress toward their educational goals.

The Financial Aid Office also achieved record Cal Grant awards, increasing from 164 recipients in 2024-2025 to 317 recipients in 2025-2026, while total disbursements increased from approximately $281,000 to $452,000. Because Cal Grants primarily serve students with financial need, these additional funds helped reduce financial barriers for many low-income students.

In addition, outreach efforts increased California Dream Act Application (CADAA) applicants from 118 to 160 students, a 36% increase and the highest level during the review period. This growth expanded financial aid access for undocumented students and further advanced the College's equity goals.

Collectively, these accomplishments increased access to financial assistance for students who are disproportionately impacted by financial barriers, helping create more equitable opportunities for enrollment, persistence, transfer, and completion.

13. Describe major challenges since the last program review cycle. How have these challenges contributed to the expansion or continuation of equity gaps?

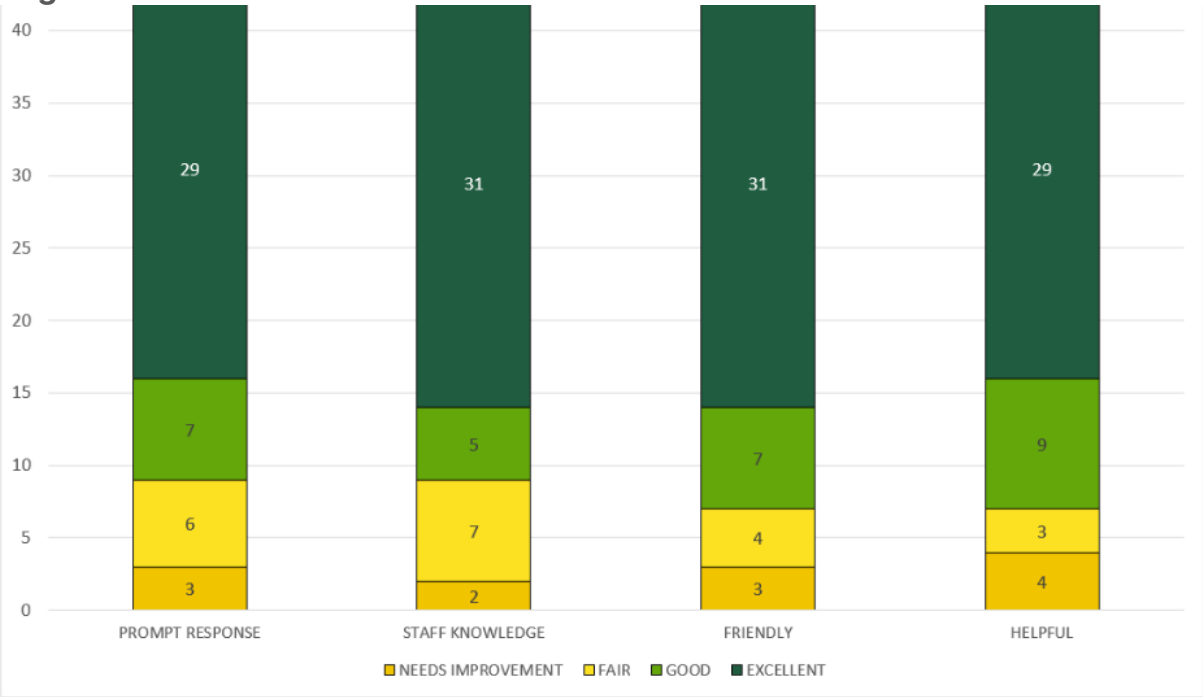
Major challenges since the last program review cycle have included staffing shortages, increased regulatory requirements, and continued growth in financial aid and scholarship application volume. A significant challenge has been the absence of a full-time Office Assistant to provide consistent front counter coverage. As a result, Financial Aid Technicians are often required to balance front desk responsibilities with application processing, verification, and student appointments, reducing overall operational efficiency and limiting the availability of individualized student support.

While student assistants help provide essential front counter coverage, their limited work hours and frequent turnover create ongoing challenges with training, knowledge retention, and consistency of service. Staff must regularly dedicate time to onboarding and retraining student employees, which further reduces capacity for financial aid processing and advising. In addition, because student assistants are often needed to maintain daily office operations, their availability for outreach activities, tabling events, and campus engagement is limited, reducing opportunities to increase awareness of financial aid programs and services among students.

These challenges can contribute to equity gaps because students who rely most heavily on one-on-one assistance are often first-generation, low-income, undocumented, and historically underserved students. When staff capacity is stretched, students may experience delays in receiving guidance, resolving aid issues, or completing required processes, which can impact enrollment, persistence, and completion.

Student survey results demonstrate both the strength of our service and the impact of limited staffing. Students frequently described staff as "helpful, knowledgeable, and supportive," and expressed appreciation for having "someone to physically talk to about any financial aid issues." At the same time, several students identified the need for additional staffing, noting, "I think more staff on duty," and "You could improve by having more staff." Other comments referenced delays in communication, including that "getting a hold of a real person via phone or email took weeks in some cases" and "they haven't replied to my emails." Despite these capacity challenges, 80% of respondents rated prompt responses as Excellent or Good, 80% rated staff knowledge as Excellent or Good, and 84% rated staff friendliness and helpfulness as Excellent or Good. Restoring dedicated front office support would improve efficiency, expand access to individualized assistance, and strengthen our ability to support equitable student outcomes.

Program Review



14. Please list the goals you worked on during the previous program review cycle and describe any progress towards achieving those goals?

During the previous program review cycle, the Financial Aid Office focused on increasing student access to financial aid, expanding outreach and application support, improving scholarship opportunities, and maximizing aid disbursement to students. Significant progress was made toward these goals.

Financial aid access expanded through increased FAFSA and CADAA application support, resulting in growth in application completion and aid utilization. The department also continued targeted outreach to disproportionately impacted student populations to reduce barriers to accessing financial assistance.

A major goal was to increase scholarship awareness and participation. The department achieved record levels of scholarship engagement, including the highest number of scholarship applicants, awards, and attendance at the annual scholarship ceremony. These efforts increased access to additional financial resources and recognized student achievement.

The office also worked to maximize state aid opportunities for eligible students. During this review cycle, Cal Grant disbursements reached record levels, providing critical financial support to students and helping to reduce financial barriers that can impact enrollment, persistence, and completion.

Additionally, the Financial Aid Office expanded support for students completing the California Dream Act Application (CADAA), helping more undocumented students access financial aid resources. Collectively, these efforts contributed to increased student access to financial assistance and advanced the college's equity goals by supporting students with the greatest financial need.

Impact of Resource Allocations Process (Suggested word limit 250)

15. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

Approved resources have strengthened the Financial Aid Office's ability to serve students effectively. Ongoing conference funding supports staff professional development and ensures the team remains current on changing federal and state financial aid regulations, improving compliance and service quality. Additional overtime funding has helped the office manage peak processing periods, support community outreach efforts, and maintain timely student services.

However, the lack of a full-time Office Assistant continues to limit front-counter and phone support, requiring Financial Aid Technicians to shift time away from application processing and other specialized duties. In addition, requests for operational funding to support the Scholarship Ceremony, outreach events, and marketing materials have not been approved, limiting opportunities to expand outreach, increase awareness of financial aid programs, and recognize student achievement.

16. How have these resources (or lack of resources) affected disproportionately impacted students/clients?

Approved resources have benefited disproportionately impacted students by helping ensure staff remain knowledgeable about changing financial aid regulations and can provide accurate, timely support. Professional development and overtime funding have improved the department's ability to process aid, expand after-hours outreach in local high schools and the community, and assist students in navigating complex financial aid requirements.

However, the lack of a full-time Office Assistant and limited operational funding has had a greater impact on students who often rely most heavily on financial aid services, including low-income, first-generation, Hispanic/Latinx, Black, Pacific Islander, and other historically underserved students. Staffing limitations can lead to longer wait times, delayed application processing, and reduced capacity for proactive outreach and individualized support. Additionally, limited funding for outreach, marketing, and scholarship recognition efforts constrains our ability to connect students with available financial aid resources and opportunities. These challenges may create barriers to access and contribute to equity gaps for students who depend on financial aid to enroll, persist, and achieve their educational goals.

SAOs and SLOs (Suggested word limit 250)

17. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) for this program review cycle.

For this program review cycle, the Financial Aid Office has identified four active Service Area Outcomes (SAOs) focused on increasing financial aid awareness, application completion, and student satisfaction:

1. **Increase Financial Aid Literacy, Applicants, and Community Engagement Through Financial Aid Events**

   Increase financial aid literacy, applicants, and community engagement by hosting a Financial Aid Day Event and Cash for College Day Event (Fall 2025).

1. **Financial Aid Application Workshops**

   Prospective and continuing students will increase their knowledge of the financial aid application and file completion process through participation in Financial Aid Application Workshops.

1. **Financial Aid Services Satisfaction Survey**

   Students will be able to assess and report their level of satisfaction with the services they receive from the Financial Aid Office staff.

1. **Increase Financial Aid Application Completion**
   Increase the proportion of students who complete and submit financial aid applications by 5 percentage points by academic year 2026-27.

18. Describe how your program assessed your SAOs and/or SLOs. Share your SAO/SLO data findings

The Financial Aid Office assessed its SAOs through surveys administered at Financial Aid workshops, community outreach events, student satisfaction surveys, and annual financial aid application data. These assessments measured financial aid knowledge, application completion, student satisfaction, and applicant participation.

Workshop results demonstrated increased student knowledge of the financial aid application process. Prior to attending, 67% of respondents rated their knowledge as fair or limited; following the workshop, 56% rated their knowledge as good or excellent. Additionally, 100% of respondents reported completing their financial aid or scholarship application during the workshop. Student feedback consistently cited staff knowledge, patience, and personalized support as strengths.

Community event surveys showed strong outcomes, with 100% of respondents rating the information provided as excellent, strongly agreeing that the events increased their understanding of financial aid resources, and reporting high satisfaction with both staff and event quality.

Student satisfaction survey results were similarly positive. Among respondents who interacted with the Financial Aid Office, 80% rated staff knowledge as good or excellent, 84% rated staff friendliness as good or excellent, and 89% rated staff helpfulness as good or excellent.

To assess application completion, the office reviewed annual applicant data. Unduplicated financial aid applicants increased from 2,546 in 2024-25 to 2,585 in 2025-26, a 1.5% increase. While the program has not yet achieved its goal of a 5% increase, CADAA applicants grew from 118 to 160 students (35.6%), reflecting successful outreach and support for Dream Act eligible students.

Overall, results demonstrate progress toward increasing financial aid literacy, application completion, and student satisfaction while expanding access to financial aid resources.

Looking Ahead: Goals and Program Improvement Initiatives (Suggested word limit 400)

19. State your program goals for the next 3 years. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 12)?

Over the next three years, Financial Aid Services will focus on improving equitable access, persistence, and completion outcomes for all students, with particular attention to student populations identified in our equity gap analysis. Our goals are to ensure that students receive timely support, reduce barriers to accessing services and resources, and improve educational outcomes for disproportionately impacted groups.

Goal 1: Increase Financial Aid Application and Completion Rates

- Increase FAFSA and California Dream Act Application (CADAA) completion among eligible students through targeted outreach, workshops, classroom presentations, and community partnerships.
- Expand multilingual communication and culturally responsive outreach strategies to better serve Hispanic/Latinx students and their families.
- Continue leveraging technology and personalized follow-up campaigns to assist students who have incomplete financial aid applications.

Goal 2: Expand Access to Financial Resources

- Increase scholarship awareness and application rates by enhancing outreach efforts and simplifying application support.

- Continue to maximize Cal Grant, Pell Grant, and other state and institutional aid opportunities for students with financial need.
- Identify and promote emergency aid and basic needs resources that can help students remain enrolled during financial hardships.

Goal 3: Improve Equity in Student Persistence and Success

- Use disaggregated financial aid and student success data to identify populations experiencing persistent equity gaps in aid application, award receipt, persistence, and completion.
- Collaborate with Counseling, Enrollment Services, Basic Needs, and student support programs to provide proactive interventions for students facing financial barriers.
- Strengthen financial literacy education to help students understand aid eligibility, satisfactory academic progress requirements, borrowing decisions, and long-term financial planning.

To address ongoing equity gaps, the office will continue targeted outreach efforts to increase FAFSA, CADAA, scholarship, and Cal Grant participation; provide culturally responsive and multilingual communication; and offer personalized application assistance. Financial Aid Services will strengthen collaboration with campus and community partners to connect students with financial aid, basic needs, and student support services.
Financial Aid Services will also use disaggregated data to monitor participation and award outcomes, assess the effectiveness of interventions, and identify areas where equity gaps persist. Through continuous evaluation, proactive outreach, and student-centered service delivery, the office aims to further reduce financial barriers and support improved enrollment, persistence, and completion outcomes for historically underserved student populations.

20. With an equity and antiracism lens, what are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

SAO assessment results demonstrate that proactive outreach, personalized support, and targeted communication increase financial aid access for disproportionately impacted students, including low-income, first-generation, Hispanic/Latinx, and undocumented students. In response to these findings, Financial Aid Services has expanded outreach efforts, resulting in increased scholarship applications, Cal Grant awards, and California Dream Act Application (CADAA) participation.
To further improve student access and success, Financial Aid Services will:

- Expand targeted, multilingual, and culturally responsive outreach to increase awareness and completion of FAFSA, CADAA, and scholarship applications.
- Increase opportunities for one-on-one assistance, workshops, and application completion events to reduce barriers and improve access to financial aid.
- Use disaggregated data to identify equity gaps in application completion, aid receipt, and student outcomes and implement targeted interventions.
- Strengthen collaboration with Counseling, Basic Needs, Outreach, and other student support programs to provide coordinated support services.
- Enhance communication through email and phone campaigns; and proactive follow-up with students who have incomplete financial aid requirements.
- Continue staff professional development focused on equity-minded and culturally responsive practices to ensure inclusive and student-centered service delivery.

- Expand financial literacy education to help students understand financial aid processes, maintain eligibility, and make informed financial decisions.

These actions support the Canada College's commitment to equity and antiracism by reducing systemic barriers to financial aid access and increasing opportunities for student enrollment, persistence, and completion.

21. How did your program's SAO/SLO assessment address equity and antiracism?
The Financial Aid Services SAO assessment addressed equity and antiracism by evaluating how effectively financial aid services support students who have historically faced barriers to accessing higher education, including low-income, first-generation, Hispanic/Latinx, and undocumented students. Assessment results focused on identifying gaps in financial aid awareness, application completion, and access to funding opportunities among disproportionately impacted student populations.
Using disaggregated data, Financial Aid Services examined outcomes related to FAFSA and California Dream Act Application (CADAA) completion, scholarship participation, and financial aid awards to determine whether students were equitably accessing available resources. Findings informed targeted outreach, multilingual communication, personalized application assistance, and increased support for scholarship and financial aid applications.
By using assessment data to identify and reduce barriers to financial aid access, Financial Aid Services promotes equitable opportunities for enrollment, persistence, and completion while supporting the college's commitment to equity and antiracism.

22. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?
Financial Aid Services will address opportunities for improvement by continuing to expand equitable access to financial aid resources and enhancing support for disproportionately impacted students. Efforts will focus on increasing FAFSA, California Dream Act Application (CADAA), and scholarship participation through targeted outreach, student-centered communication, and personalized application assistance. Financial Aid Services will also use disaggregated data to monitor participation and award outcomes, identify equity gaps, and implement targeted support. Collaboration with Counseling, Basic Needs, Outreach, Enrollment Services, and other student support programs will be strengthened to provide coordinated services that address financial and non-financial barriers to student success.
Additionally, Financial Aid Services will enhance proactive communication strategies, expand financial literacy education, and continue staff professional development in equity-minded and culturally responsive practices. These efforts will support continuous improvement and help increase student access, persistence, and completion.

TAL informed SAOs and SLOs for the Next Review Cycle (Suggested word limit 100)

23. With the TAL Framework in mind, state your SAOs and/or SLOs for the next review cycle. Click here for Transformational Antiracist Leadership (TAL) refresher.

1. **Financial Aid Application Workshops:** Prospective and continuing students will increase their knowledge of the financial aid application and file completion process through participation in Financial Aid Application Workshops.
2. **Financial Aid Services Satisfaction Survey:** Students will be able to assess and report their level of satisfaction with the services they receive from the Financial Aid Office staff.
3. **Increase Financial Aid Application Completion:** Increase the proportion of students who complete and submit financial aid applications by 5 percentage points by the next academic year.

Non-Personnel Item (2026 - 2027)

Requested Year
2026 - 2027

Program Requesting Resources
Financial Aid

Item Requested
Facilities Request: Financial Aid Services Office Reconfiguration (Wall and Door Installation)

Item Description
Financial Aid Services requests the installation and reconfiguration of interior walls and doors within our service area to create a more functional, confidential, and student-centered environment. Currently, one team office is located outside of the main Financial Aid Services workspace, limiting collaboration and separating staff from the broader team environment. This configuration also restricts available private meeting space for students and staff.

The proposed modification would allow Financial Aid Services to create additional enclosed office spaces where staff can meet one-on-one with students to discuss sensitive financial aid matters in a secure and confidential setting. Relocating the front wall and entrance would also maximize the use of existing space by creating more individual offices, increasing student privacy, and accommodating future team growth. These improvements would support compliance with confidentiality requirements while enhancing the quality of personalized student support.

Additionally, the Financial Aid Services computer lab, which was funded through financial aid resources and is intended solely for financial aid-related activities, is currently located outside of the office suite and is not enclosed. This creates challenges in monitoring and ensuring appropriate use of the space and equipment. Incorporating the computer lab within an enclosed Financial Aid Services area would strengthen oversight of these financial aid-funded resources, support compliance requirements, and ensure the technology remains available for students completing financial aid applications, submitting documentation, and accessing financial aid services.

Bringing all Financial Aid Services staff and resources into a unified and secure workspace would strengthen team collaboration, improve communication, and create a more welcoming and inclusive environment for students. This resource would directly support equitable access to services by providing private, professional meeting spaces while safeguarding financial aid-funded resources and allowing Financial Aid Services to adapt to evolving student and staffing needs.

Program Goals this Request Supports
Program Goal: Enhance equitable, student-centered access to Financial Aid Services through improved service delivery, privacy, staff collaboration, and responsible stewardship of financial aid resources.

This resource request directly supports Financial Aid Services' goal of providing equitable, student-centered support by creating a more functional, inclusive, and confidential service environment. The addition and reconfiguration of walls and doors would allow for the creation of private office spaces where staff can meet one-on-one with students to discuss sensitive financial aid matters in a secure setting, protecting student privacy and fostering trust. The proposed changes would also bring all Financial Aid Services staff into a unified workspace, improving collaboration, communication, and coordination of services.

In addition, the project would allow the Financial Aid Services computer lab, which was funded through

financial aid resources and is intended for financial aid-related activities, to be incorporated into a secure and enclosed service area. This would strengthen oversight of financial aid-funded resources, support compliance requirements, and ensure students continue to have access to dedicated technology for completing financial aid applications and related processes.

By creating a more welcoming, secure, and cohesive environment for both students and staff, this improvement would enhance the overall student experience and strengthen our ability to provide high-quality, individualized support while ensuring the appropriate use of financial aid-funded resources.

Status
New Request - Active

Type of Resource
Facilities Requests

Cost
90,000

One-Time or Recurring Cost?
One-time Cost

Critical Question: How does this resource request support closing the equity gaps as identified in the current SEAP plan?
This resource request supports closing equity gaps identified in the SEAP by improving access to individualized, student-centered support and creating an environment that better meets the diverse needs of all students. Many students seeking financial aid assistance are navigating complex financial, personal, and academic circumstances that require confidential conversations and personalized guidance. Creating additional private office spaces will allow staff to meet with students in a secure and welcoming setting, reducing barriers to seeking assistance and ensuring students feel comfortable discussing sensitive issues that may impact their educational success.

The proposed office reconfiguration will also bring all Financial Aid Services staff and resources into a unified workspace, improving collaboration, communication, and coordination of services. This enhanced service model supports more timely and consistent assistance for students, particularly those from disproportionately impacted populations who may require additional support to access and maintain financial aid eligibility. By expanding private meeting space, increasing capacity for one-on-one student support, and creating a more inclusive and accessible service environment, this request advances the SEAP's goals of promoting equitable access, reducing barriers to student success, and fostering a sense of belonging for all students.

Critical Question: How does this resource request support LatinX, AANHPI, and Black and African American students?
This resource request supports Latinx, AANHPI, and Black/African American students by increasing access to personalized, confidential financial aid support in a welcoming and inclusive environment. Students from disproportionately impacted populations may face unique financial, educational, and personal barriers that require individualized assistance and trust-based conversations. Creating additional private office spaces will allow Financial Aid Services staff to meet one-on-one with students in a setting that promotes confidentiality, dignity, and comfort when discussing sensitive financial circumstances.

The proposed office reconfiguration will also improve staff collaboration and coordination, enabling Financial Aid Services to provide more consistent and responsive support to students who may benefit from additional guidance navigating financial aid processes, eligibility requirements, and available resources. By expanding opportunities for individualized support and reducing barriers to accessing services, this request advances the college's efforts to improve equitable outcomes, foster a sense of belonging, and promote student success for Latinx, AANHPI, Black/African American, and all students.

Map Request to College Goals and Strategic Initiatives