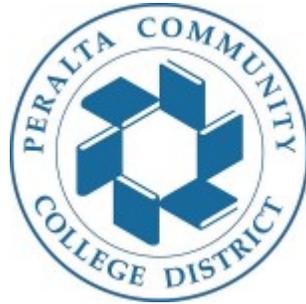


# Peralta Community College District

Berkeley City College  
College of Alameda  
Laney College  
Merritt College



## Financial Aid Program

Fall 2015  
Version 2.

# The Non-Instructional Department, Program or Administrative Unit Program Review Report

1. College: [Berkeley City College](#)

Department, Program or Administrative Unit: [Financial Aid Office](#)

Date: [10/21/2015](#)

Members of the Department, Program or Administrative Unit Program Review Team:  
[Loan Nguyen](#)

Members of the Validation Team:

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## 2. Narrative Description:

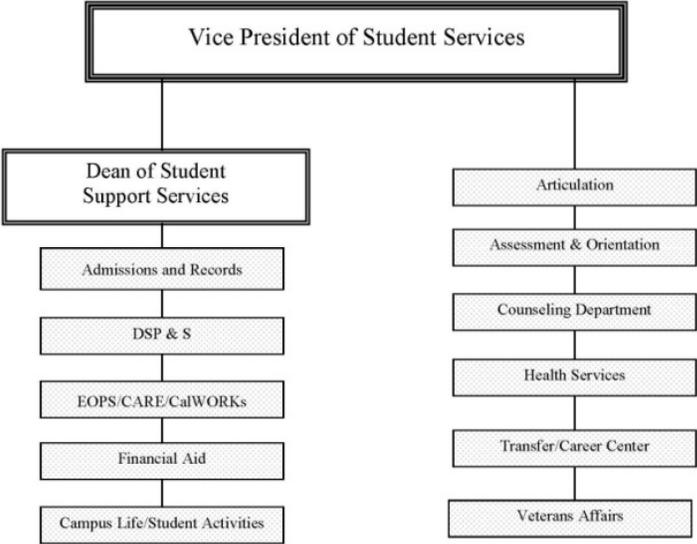
Please provide a mission statement or a brief general statement of the primary goals and objectives of your department, program or administrative unit. Include the essential functions of your department, program or administrative unit, any unique characteristics or trends affecting the department, program or administrative unit, as well as a description of how the department, program or administrative unit aligns with the college mission statement.

- Students are Very Important People (VIPs). Berkeley City College Student Financial Services conducts its business with the philosophy that every student who comes through our front door is a VIP. The mission of the Financial Aid Office is to create access to education and completion of educational goals for economically challenged students. Needed assistance is provided in a timely, efficient and professional manner to students who meet Federal, State, and institutional requirements. By playing a vital role in students' retention and completion, we support their transformation toward become productive, valuable, contributing members of our rich, thriving, multi-cultural community.
- 

## 3. Organizational Chart:

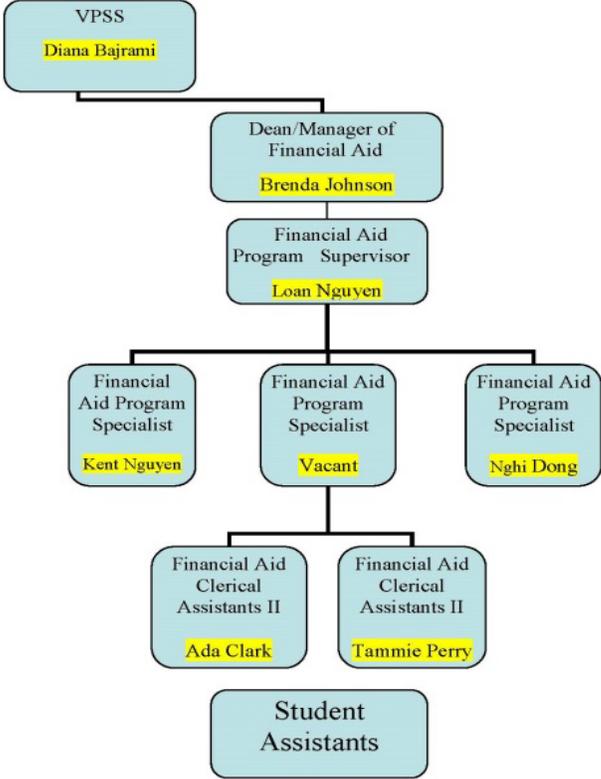
Please insert an organizational chart showing where the department, program or administrative unit is located within the college organizational structure.

# Berkeley City College Student Services Organizational Chart



10/2015 .jw

# Financial Aid Department Organizational Chart



Please discuss the relationship and engagement with other support services, programs, and/or administrative units and any influences these relationships have on the ability of the department, program or administrative unit to meet its goals.

- The Financial Aid Office works very closely with the District, all student services departments and faculty to ensure the students are well-served and to provide efficient services.

Please describe how external factors (if applicable) , such as State and Federal laws, advisory board recommendations, changing demographics, etc. have on the support services your department, program or administrative unit provides.

- We are regulated by the federal and state laws to follow regulation and any changes to regulations in reviewing financial aid eligibilities. We regularly update students and staff on the new changes to ensure they understand the new regulations.

#### 4. Student Demographic Data:

For Departments and Programs, please enter the following demographic data for the past three years.

Pell Grant only	2012-2013 year	2013-2014 year	2014-2015 year	Fall 2015-Spring 2016, Unduplicated Counts (as of October 28, 2015)
Number of students processed	1,576	1,634	2,227	1,005
Total Aid Amount	\$5,134,996.	\$5,666,977.	\$6,815,741.	\$1,241,449.52

Department or Program Name:	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	% Change (year 1 to year 3)
-----------------------------	-------------------	-------------------	-------------------	-----------------------------

<b>Total Students Served (Headcount)*</b>	5662	5771	5485	-3.12610385
<b>Gender: Male</b>	2216	2281	2264	2.166065
<b>Gender: Female</b>	3144	3217	3129	-0.4771
<b>Gender: Unreported</b>	302	273	92	-69.5364
<b>Age: ≤ 19 years</b>	1209	1248	1165	-3.63937
<b>Age: 20 -24</b>	1963	2052	1933	-1.52827
<b>Age: 25 - 29</b>	975	993	1030	5.641026
<b>Age: 30 - 39</b>	864	819	770	-10.8796
<b>Age: 40 - 49</b>	358	348	328	-8.37989
<b>Age: ≥50</b>	293	311	259	-11.6041
<b>Ethnicity: African-American/Black</b>	1589	1516	1370	-13.7823

<b>Ethnicity: Asian/Pacific Islander</b>	945	979	997	5.502646
<b>Ethnicity: Hispanic/Latina/Latino</b>	1250	1416	1397	11.76
<b>Ethnicity: Native American</b>	24	18	11	-54.1667
<b>Ethnicity: Other Non-White</b>	346	401	370	6.936416
<b>Ethnicity: White</b>	1025	1124	1064	3.804878
<b>Ethnicity: Unreported</b>	483	317	276	-42.8571
<b>Special Populations: current or former Foster youth</b>	112	88	38	-66.07142857
<b>Special Populations: Veterans</b>	28	40	48	71.42857143
<b>Special Populations: students with disabilities</b>	450	512	531	18

*\*The headcount is based on the number of students who received the board of governors fee waiver. Refer to Index A, B, C, and D for more demographic information.*

Source: <http://datamart.cccco.edu/DataMart.aspx>

- Using the data entered for your department, program or administrative unit above, briefly explain the changes in students served for the past three years.
- Based on the students served, we do not see significant change in the data. There was only a three percent decrease on the number of students who received the board of governors fee waiver.

## 5. Assessment:

Please answer the following questions and attach the TaskStream “At a Glance” report, if applicable, for your department, program or administrative unit.

*Questions:*

- How does your department, program or administrative unit ensure that students are aware of the program level outcomes and/or service area outcomes for your area? Where are the program level outcomes and/or service area outcomes published? If they are on a website, please include a live link to the page where they can be found.
- Our department ensures that students are aware of the service area outcomes through the surveys distributed. The service area outcomes are posted on this website:  
<http://www.berkeleycitycollege.edu/wp/slo/student-services-service-area-outcomes/>
- Briefly describe at least two of the **most significant changes/improvements** your department, program or administrative unit made in the past three years as a response to analysis and discussion of program level outcomes and/or service area assessment results. Please state the program level outcome and/or service area outcome and assessment cycle (year) for each example and attach the data from the “Status Report” section of TaskStream for these findings.

### Improvement 1

- The service area assessment results indicate many students do not understand how their financial aid eligibility is calculated nor understand how long it would take to get the files reviewed and processed. The Financial Aid Department has created a checklist to summarize how financial aid eligibility is calculated and to provide an estimated timeline on how long it will take for the

students' files to be reviewed. By distributing the checklists, students are more aware of how their financial need is calculated.

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/Financial-Aid-Assessment-and-Action-Plan.pdf>

### Improvement 2

- The survey also shows many students do not understand which paperwork has to be submitted and why it is requested. The Financial Aid Office has increased presentations and workshops for adult school, high schools and 4-year institutions. This action was a response to inform students of their responsibilities as a financial aid recipient and also of the financial aid process.

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/Financial-Aid-Assessment-and-Action-Plan.pdf>

- Briefly describe two of the **most significant examples** of plans for program level and/or service area improvement for the next three years as result of what you learned during the assessment process. Please state the program level outcome and/or service area outcome and attach the data from the “Assessment Findings and Action Plan” section of TaskStream, if applicable, for each example.

### Plan 1

- The District is in the process of hiring a Financial Aid Analyst. Also we have requested to place a dedicated Financial Aid Programmer at the District to maintain to customize the settings and to enhance the functionality of the Financial Aid PeopleSoft module. In order to process financial aid in a timely and efficient manner, it is necessary for Passport to be more integrated with the Financial Aid Office. This action will allow students to be informed of the financial aid processing via Passport.

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/Financial-Aid-Assessment-and-Action-Plan.pdf>

### Plan 2

- The Financial Aid Office plans to distribute SLO surveys during all financial aid workshops. Information obtained from SLO surveys will be used to improve future Financial Aid Office services.

<http://www.berkeleycitycollege.edu/wp/slo/files/2015/10/Financial-Aid-Assessment-and-Action-Plan.pdf>

- Describe your department, program or administrative unit's participation in assessment of institutional level outcomes (ILOs).

- The Financial Aid Office is working closely with PIE (Planning for Institutional Effectiveness) Committee in an ongoing effort to improve the communication between the students and the staff members.

- How are the program level outcomes and/or service area outcomes aligned with the institutional level outcomes and to the college mission? Please describe and attach the “Goal Alignment Summary” from TaskStream, if applicable.

- We understand the importance of serving the community and the diversity of our student body by taking the time to communicate with our students should they have any questions regarding the financial aid process. The Financial Aid Office recognizes that many of our students would not be able to afford college without our services. Therefore, we take personal responsibility for each and every student and maintain the highest ethical standards to minimize institutional and student liability. Our Financial Aid Office department is centered with the institutional mission.
- What do members of your department, program or administrative unit do to ensure that meaningful dialogue takes place in both developing and assessing the program level outcomes and/or service area outcomes?
  - The Financial Aid Office holds staff meetings to regroup and discuss any problems that arise. We understand teamwork is pertinent to ensuring the students receiving their financial aid in an efficient and timely manner. We focus on resolving the weakness areas from survey outcome that need improvement by creating the item checklists to distribute to students. Staff also attends college flex day activities to build teamwork.
- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your department, program or administrative unit. How has this information informed department, program or administrative unit planning and goal setting?
  - A service area outcomes survey was taken to gauge the students' understanding of the financial aid process. The results show many students do not understand the services provided by the Financial Aid Office. Therefore, it is important to inform students of their resources through workshops and checklist distribution.

### Financial Aid Service Area Outcomes Survey Results 2014

Total Response: 30 students

Please indicate your level of agreement with the following statements:	Strongly agree (5)	Agree (4)	Disagree (3)	Strongly Disagree (2)	Not Applicable (1)	No Response
After visiting the Financial Aid Office I understand the process that is necessary to complete my financial aid file.	17	9	1	1	1	1
	57%	30%	3%	3%	3%	3%
After visiting the Financial Aid Office, I have a better understanding of which paperwork I have to submit and why it is requested.	18	8	2	1	0	1
	60%	27%	7%	3%	0%	3%
I understand how long it would take to get my file reviewed and processed	14	9	3	1	0	3
	47%	30%	10%	3%	0%	10%
I understand how my financial aid eligibility is calculated.	12	11	4	0	0	3
	40%	37%	13%	0%	0%	10%
I understand my responsibilities as a financial aid recipient.	14	12	0	0	0	0

	47%	40%	0%	0%	0%	0%
<b>I understand my rights as a financial aid recipient.</b>	<b>13</b>	<b>14</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
	43%	47%	3%	0%	0%	0%
<b>The facilitator answered my questions or concerns in a professional manner</b>	<b>17</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	57%	37%	0%	0%	0%	0%

- How do you know that your program is effective? What are the indicators that measure your effectiveness? What are the expected results of these indicators?
- The Financial Aid Office is an important service that provides needed financial assistance to ensure higher education is available to the economically disadvantaged students. The table below shows there is an increasing number of Pell grant recipients.

<b>Pell Grant only</b>	<b>2012-2013 year</b>	<b>2013-2014 year</b>	<b>2014-2015 year</b>	<b>Fall 2015-Spring 2016, Unduplicated Counts (as of October 28, 2015)</b>
Number of students processed	1,576	1,634	2,227	1,005
Total Aid Amount	\$5,134,996.	\$5,666,977.	\$6,815,741.	\$1,241,449.52

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## **6. Student Success and Student Equity:**

### **For Specialized Support Services Programs:**

- Describe course completion rates (*% of students that earned a grade “C” or better or “Credit”*) in the courses within your program for the past three years. Please list each course separately. How do the program’s course completion rates compare to the college course completion standard?
- This section is not applicable to the responsibilities performed by the Financial Aid Office.
- Are there differences in the course completion rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- We do not have any current data on course completion rates for students who are receiving services through the Financial Aid Office.

College course completion standard \_\_\_\_\_

Program’s course completion rates:

Course 1. \_\_\_\_\_  
 (course name and number)      rate, year 1      rate, year 2      rate, year 3

Course 2. \_\_\_\_\_  
 (course name and number)      rate, year 1      rate, year 2      rate, year 3

Course 3. \_\_\_\_\_  
 (course name and number)      rate, year 1      rate, year 2      rate, year 3

Etc.

Discussion:

- Briefly describe the program’s overall retention rates (After the first census, the percent of students earning any grade but a “W” in a course or series of courses) for the past three years. How does the program’s retention rate compare to the college retention standard?
- We do not have any current data on retention rates for students who are receiving services through the Financial Aid Office.
- Are there differences in the retention rates when disaggregated by age, gender, ethnicity or special population (current or former foster youth, students with disabilities, low income students, Veterans)? If so, please describe.
- We do not have any current data that correlates students who receive financial aid and the retention rates.

The table below indicates the retention rate at Berkeley City College for the past three years.

Term	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Retention%	84.45%	80.51%	76.19%	83.32%	77.03%	76.28%	80.94%	78.36%	77.42%

Source: <http://web.peralta.edu/indev/program-review/>

- What has the program done to improve course completion and program retention rates? What is planned for the next three years?

- The Financial Aid Office has held educational workshops and outreach programs to inform students they may be eligible to attend school with financial assistance. In the next three years, the Financial Aid Office plans to increase the frequency of these workshops and outreach programs to improve retention rates.

Please provide the following information about these specific SSSP services, as applicable, for students in your program, for the past three years.

- This section is not applicable to our program.

	<b>Year 1.</b>	<b>Year 2.</b>	<b>Year 3.</b>
Number of students that completed orientation			
Number of students that completed assessment			
Number of completed Student Educational Plans (SEPs)			
Number of Abbreviated versus Comprehensive SEPs			
Total number of follow-up services			
Number of Early Alert referrals			

- What has the department/program done to improve SSSP services? What is planned for the next three years?
- This section is not applicable to our program.

## **7. Human, Technological, and Physical Resources (including equipment and facilities):**

- Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.
- The Financial Aid Office has made great strides in staffing operations. Currently, there are 5.75 regular classified staff members. This is an increase from 4.5. Financial Aid Office has three full-time Specialists (one vacancy), one full-time Supervisor, one full-time Clerical Assistant II, and one part-time 11 month/30 hour Clerical Assistant II. There are four student workers who assist with scanning, filing, shredding obsolete material, and label making. In order to serve students more efficiently, the Financial Aid Office needs to increase staff.
- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.

- Converting the part-time Clerical Assistant II to full-time is necessary for adequate front counter coverage. Creating a new position for a full-time Placement Assistant will increase productivity.
- A placement assistant staff is needed to accommodate students under the federal work study and outreach programs. Students can learn outside of the classroom by having work experience. Therefore, it is important there is an extra employee that aids students in finding employment and help in providing more outreach activities.
- Staffing is supplemented by hourly employees who are limited to 65 days annually, thus creating a significant amount of turnover in personnel. Each time a new 65 day hourly employee is hired, training is required. Providing accurate information to students is critical, and we are severely limited by the amount of time spent toward training new, part-time staff. Well trained staff is critical for good customer service, and limits financial liability to the institution. Mistakes in the administration of federal and state funding may require the college and District to pay financial penalties. Staff stability is critical to the continued success of Financial Aid Office. Constant use of temporary staff creates additional training demands on limited permanent staff and takes time away from serving our students.
  - Describe your current utilization of facilities and equipment.
- Our office has a copier machine/ fax machine that is used to make photocopies of documents and to receive incoming faxes. We also have scanning machines to archive the documents received into the drive and allow the staff to easily access students' information. The permanent staff is each equipped with a computer, a printer, and a phone. However, we do not have private office space for the specialists to meet with students privately. We also do not have a storage area for files and supplies. The Financial Aid Office needs to be moved to a bigger room or have access to additional storage to accommodate the growing number of files.
  - What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
- In order to serve students more efficiently, it is imperative that the full financial aid component in Passport with imaging systems is to be implemented for the 2016/2017 academic year. Having an additional option that enables students to upload their FA paperwork and review their submitted documents online will be a much requisite time-saver and will reduce the need for students to make multiple visits to the front counter.
- In addition, a mobile app should be created for the convenience of students. This app should send automatic voice or text messages to remind students about important financial aid updates. Many students do not check their emails which causes a lack of communication between the staff and the students. A mobile app will enable the staff to send updates via their mobile devices instead of emails or phone calls. It also will help in reducing the financial aid line.
- The Financial Aid Office also needs to have our workstations be kept up to date. Staff must access large amount of student information, so the technology must be current to process documents efficiently.

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment results data, student success data, enrollment data, data on the number or type of services provided, survey results, and/or other factors.
  - A storage area is much needed to accommodate the growing the number of students. The Financial Aid Office currently keeps three years of financial aid documents on file. Though the Financial Aid Office has an online archive of these documents, it is essential to keep original hardcopies for any students who are requesting to view their submitted documents.
  - In addition, we need private computer rooms for students who are receiving assistance for completing their FAFSA. Much of the information discussed is sensitive and confidential. Therefore, it is important that the students' information is secured.
  - A relocation of the front counter to the space next the Financial Aid Office would improve the efficiency of serving the students. The current physical front desk set-up does not address the issue of students standing in line. During peak enrollment, we experience a "bottleneck" phenomenon due to close proximity with the Cashiers Office and Admissions & Records Office. Students have no room to line up for services; the lines become enmeshed. Staff must continually manage the lines to ensure that students do not get tangled or create a fire hazard. There must be access for wheelchairs. Front counter set up is another area that limits efficiency. There is too much distance from the financial aid counter to the main Financial Aid Office. Staff spends more time going back and forth to locate students' financial aid files and to discuss financial aid issues with specialists.
  - Please complete the Non-Instructional Program Review Prioritized New Resource Requests Template included in Appendix A.
- 

## **8. Community, Institutional, and Professional Engagement and Partnerships:**

- Discuss how faculty and/or staff have engaged in institutional efforts such as committees, presentations, and departmental/program activities. Please list the committees that full-time employees participate in.
- We partner with other colleges and high schools to ensure new students are aware Berkeley City College has a variety of opportunities. The Financial Aid Office also holds FAFSA workshops to assist students who need help in completing the FAFSA.
- The Financial Aid Office is engaged in the Access committee which helps keep the Financial Aid Office and other departments integrated and also move closer toward the institutional goals. We have collaborated with the Access committee in creating new workshops that cater toward foster youth and homeless students to inform them of the ongoing financial aid opportunities.
- Discuss how faculty and/or staff have engaged in community activities, partnerships and/or collaborations.

- The Financial Aid Office is engaged in the local community through conferences and workshops. Staff members have tabling sessions and offsite presentations to answer any financial aid related questions and to pass out educational booklets. We aim to increase the students' access to higher education by informing them of the financial aid resources.
    - Discuss how adjunct faculty members and/or part-time hourly employees are included in departmental or program trainings, discussions, and decision-making.
  - Employees are encouraged to attend PCCD training courses in order to be up to date with the current software. Workshops for different software (such as Excel, PeopleSoft, etc.) are important for staff to become efficient in examining and processing the students' information.
  - The Financial Aid Office also uses emails and discussions to keep the staff updated on federal and state regulations. Financial aid guidelines do not remain the same every year. Therefore, staff will email each other and hold discussions to converse about the impacts to the students' financial aid.
- 

## **9. Professional Development:**

- Please describe the professional development needs of the department, program or administrative unit. Include specifics such as training in the use of technology, use of online resources, cultural sensitivity, mentoring, and activities that help individuals stay current with their job responsibilities, etc.
  - The Financial Aid Office needs more informational workshops and conferences for staff development. State and federal regulations do not remain the same every year. Therefore, it is necessary for the staff to be informed of the current regulations through workshops or conferences.
- 

## **10. Department, Program or Administrative Unit Goals and Activities:**

- Briefly describe and discuss the department, program or administrative unit's goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).
- The Financial Aid Office aims to hold more workshops and outreach programs to help students. Many students are unaware of their resources and the Financial Aid Office can provide the information through workshops and outreach.

- Then fill out the goal setting template included in Appendix B. which aligns your department, program or administrative unit’s goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

**Goal 1. Support Services: Increase the number of financial aid awards and educate students on financial aid matters.**

- Activities and Rationale: Economically disadvantaged students are less likely to receive higher education and having more workshops can inform them of the available resources. The Financial Aid Office has recently created Foster Youth/ Homeless workshops. We plan to hold more workshops that are targeted toward a variety of students.

**Goal 2. Assessment (of SAOs or AUOs): Increase program outreaches at high schools and adult schools.**

- Activities and Rationale: Many students are unaware of the services provided by the Financial Aid Office. Workshops and outreach programs will guide students toward their academic goals.

**Goal 3. Student Success and Student Equity: Provide a timely and efficient service.**

- Activities and Rationale: The Financial Aid Office will conduct more workshop surveys to find which workshops are helpful and what needs to be improved. We can also use this data to assess whether our services are effective.

**Goal 4. Student Success: Improve communication between the staff and the students.**

- Activities and Rationale: The Financial Aid Office needs a dedicated programmer for our department to integrate financial aid services into the PeopleSoft module. Having the ability to send notifications through Passport or having a mobile app that sends automated updates will ensure a higher percentage of students are current with their financial aid status.

**Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships: The Financial Aid Office plans to attend more PCCD training courses to be a resource to Berkeley City College.**

- Activities and Rationale: By attending more training courses, the staff will able to utilize the current software and better serve students.

Please complete the Program Review Integrated Goal Setting Template included in Appendix B.

# Appendices

# Appendix A

## Non-Instructional Department, Program or Administrative Unit Program Review Prioritized New Resource Requests Summary

College: \_\_\_\_\_

Discipline, Department or Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Date: \_\_\_\_\_

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)
<b>Human Resources: Faculty</b>	NA			
<b>Human Resources: Classified</b>	<p>We currently have: 1 FTE permanent full-time classified Clerical Assistant II, .75 FTE permanent part-time (11 month, 30 hours) classified Clerical Assistant II, 3.0 FTE Specialists (one vacancy), and 1.0 FTE full-time Supervisor.</p> <p><b>The Financial Aid Office needs our permanent part-time classified clerical assistant to be converted to a full time employee and a placement assistant to be hired to improve the efficiency of our office.</b></p>	1	Approximate \$100,000.00	11
<b>Human Resources: Student Workers</b>	We currently have 4 student assistants who assist the Financial Aid Office with scanning and filing documents. They also assist the staff with other various projects.			
<b>Technology</b>	<b>The Financial Aid Office needs our computers to be kept up to date in order to process documents efficiently.</b>	3	Costs are to be determined by the IT department	12
<b>Equipment</b>	Currently on hand: 2 tablets			

	<p>21 monitors  11 PC computers,  2 laptops  2 scanners  6 printers and  1 copier machine/fax machine  Filing equipment consists of filing cabinets.</p>			
<b>Supplies</b>	<p>The Financial Aid Office has many supplies to keep our department organized and efficient. We have an array of folders, pens, highlighters to help the staff take in and process documents in a timely manner. Our funding is able to accommodate for the costs of these supplies.</p>			
<b>Facilities</b>	<p><b>A storage area, a quality filing system, the relocation of the FA front counter to outside the FA office, a computer room to conduct the Financial Aid workshops are facility changes that need to be addressed.</b> In addition, we need a viable solution to the ongoing line issue. The present conditions are awkward and present ingress and egress issues.</p>	2	Costs are to be determined by the Business Office	11, 12
<b>Professional Development</b>	<p>The Financial Aid Office staff would benefit from participating in diversity workshops and conferences to learn about different approaches to better serve students.</p>			
<b>Other (specify)</b>				

# Appendix B

## PCCD Program Review Alignment of Goals Template

**College:** \_\_\_\_\_

**Department, Program or Administrative Unit:**  
\_\_\_\_\_

**Contact Person:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Department, Program or Administrative Unit Goal</b>	<b>College Goal</b>	<b>PCCD Goal and Institutional Objective</b>
1. Increase the number of financial aid awards and educate students on financial aid matters	Achieve academic access and success	Advance student access, equity, and success
2. Increase program outreaches at high schools and adult schools	Foster partnerships with educational institutions, community organizations, and businesses to ensure equitable educational opportunities for success	Engage and leverage partners
3. Provide a timely and efficient service	Design, implement, and support programs of distinction and educational pathways leading to access, excellence, and success	Build programs of distinction
4. Improve communication between the staff and the students	Strengthen institutional accountability through conditions quality improvement, coloration, and innovations	Strengthen accountability, innovation, collaboration
5. The Financial Aid Office plans to attend more PCCD training courses to be a resource to Berkeley City College.	Promote recognition of Berkeley City College and advocate for more local, state, and federal resources to advance equitable educational excellence	Develop resources to sustain and advance our mission

# Appendix C

## Program Review Validation Form and Signature Page

College:

Department, Program or Administrative Unit:

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### Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
<p><input type="checkbox"/></p> <p>1. The narrative information is complete and all elements of the program review are addressed.</p> <p><input type="checkbox"/></p> <p>2. The analysis of data is thorough.</p> <p><input type="checkbox"/></p> <p>3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data.</p> <p><input type="checkbox"/></p> <p>4. Department, program or administrative unit planning goals are articulated in the report. The goals address noted areas of concern.</p> <p><input type="checkbox"/></p> <p>5. The resource requests are connected to the department, program or administrative unit planning goals and are aligned to the college goals.</p>	

**Part II. Choose one of the Ratings Below and Follow the Instructions.**

Rating	Instructions
<input type="checkbox"/> 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
<input type="checkbox"/> 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with a timeline for resubmission to the validation chair.
<input type="checkbox"/> 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the department, program or administrative unit manager with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

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**Part III. Signatures**

**Validation Team Chair**

Print Name	Signature
Date	

**Counseling Department Chair**

Print Name	Signature
Date	

**Received by Vice President of Instruction or Vice President of Student Services**

Print Name	Signature
Date	



