

Program Review - Financial Aid Latest Version

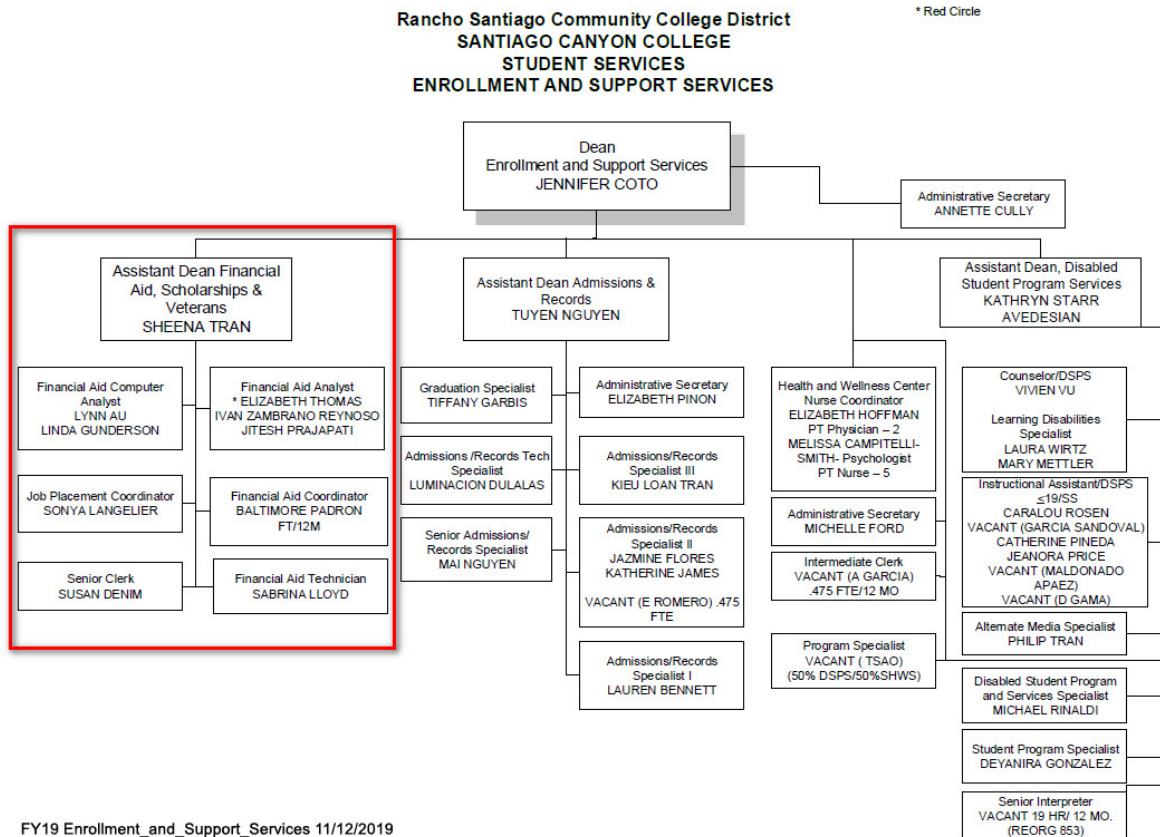
Overview

Program Review - Collaborators : Version by **Padron, Baltimore** on 11/14/2019 20:42

| Collaborators |
|--|
| Sheena Tran, Assistant Dean of Financial Aid (F/T) |
| Baltimore Padron, Financial Aid Coordinator (F/T) |
| Susan Denim, Senior Clerk (F/T) |

Program Review Overview - Organizational Chart : Version by **Padron, Baltimore** on 11/21/2019 17:10

Please insert the organizational chart for this program or service area.



Program Review Overview - Service Area Functions : Version by **Denim, Susan** on 11/22/2019 01:21

| Function | Description |
|---|---|
| Outreach/Inreach to current and prospective students regarding availability of Financial Aid | <ul style="list-style-type: none"> • Cash-for-College high school site visits • On campus financial aid application presentation/workshop • Text and email campaigns • Financial Aid Awareness events • Create promotional materials |
| Counter service available to students 49 hours p/week | <ul style="list-style-type: none"> • Staff available to counsel students regarding financial aid issues • Intake of student documents • Processing and scanning of student documents |
| Review, verify and package student aid | <ul style="list-style-type: none"> • Review documents for accuracy and completion • Work with individual students to get Department of Education (DOE) required documentation, as necessary. Maintain follow up communication with student. • Verify tax and other documentation against student application data • Package eligible student aid |
| Import student FAFSAs and CADAAs (California Dream Act Applications) from Department of Education to SCC database | <ul style="list-style-type: none"> • Match student demographic info from DOE application to SCC student record • Communicating missing information to students via email and WebAdvisor (Self-Service) • Calculate Satisfactory Academic Progress (SAP) for student continued eligibility for aid • Post Cost of Attendance for individual student records • Award California College Promise Grant-C (CCPG-C) fee waivers |
| Auto-Package student aid | Review and process non-verified files |

| Function | Description |
|---|--|
| Cal-Grant | <ul style="list-style-type: none"> • Import Cal Grant roster from California Student Aid Commission (CSAC) of eligible students • Verify income and asset ceilings • Award Cal Grant B & C • Ongoing notifications to students regarding remaining eligible funds from Cal Grant • Reconcile and report aid awarded to students to CSAC via WebGrants • Dreamers: Verify tax and other documentation against student Dream Act application |
| Student Disbursements through BankMobile | <ul style="list-style-type: none"> • Run queries to verify student eligibility for disbursement • Report to DOE's Common Origination & Disbursement (COD) • Notify SCC Cashier's office • Notify RSCCD Accounting • Pay students |
| Student Job Placement for district educational sites and Child Development Center | <ul style="list-style-type: none"> • Collaborate with all departments on campus to determine need for student assistants • Interview students and place in appropriate on-campus jobs • Conduct New Hire Orientations/onboarding workshops • Collect, process and maintain records of hiring documentation • Coordinate with Human Resources, Payroll, Accounting, Financial Aid, ITS, faculty and managers • Ongoing training and communication with department supervisors regarding processes and employment updates • Maintain fiscal budget for program • Monthly timesheet reconciliation • Monthly reconciliation of Federal Work Study (FWS) allocation |

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Denim, Susan** on 11/22/2019 01:21

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

- Meetings of all FA staff to discuss and evaluate processes throughout the year
- Monthly FA Analyst meetings to stay current on everyday processes and communicate guidelines
- Staff Retreats: Twice per year to receive training and encourage discussion of processes
- Professional conferences: Staff attend industry conferences throughout the year, including: California Association of Student Financial Aid Administrators (CASFAA), National Association of Student Financial Aid Administrators (NASFAA), California Community College Financial Aid Administrators Association (CCCSFAAA), DOE's office of Federal Student Aid (FSA).
- SLO/SAO overview reporting

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

SCC's mission statement notes commitment to student access to classes, and striving for excellence. This is supported by our team's efforts to connect SCC students with financial support to subsidize their education. Financial resources allow students to focus on their education by reducing the financial pressure of their cost of living, so that increased attendance and focus for college classes is possible.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Padron, Baltimore** on 11/14/2019 20:42

| Annual Plan Goal |
|------------------|
| N/A |

Data Analysis

Program Review Data Analysis - Service : Version by **Denim, Susan** on 11/25/2019 19:08

Please provide comment on student survey results administered by the program, if any.

Student surveys were conducted at the conclusion of each Financial Aid workshop. As a result of holding Financial Aid Workshops on a monthly basis, students confirmed that they learned how to create and use the FSA ID; complete financial aid applications; and had a general understanding of the Financial Aid process from application to receiving funds. (Data below)

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

N/A

Please provide data pertaining to the instruction or delivery of service, if any.

Data below is gathered from student surveys at the completion of the monthly FA Application Workshops during the 2018/19 school year, and pertains to the information and outcome from student attendance at the workshop:

Question:

After attending the financial aid workshop, I know how to create/use and FSA ID?

| | Total | Percentage |
|--------------------|-------|------------|
| (1) Strongly Agree | 122 | 69.32% |
| (2) Agree | 49 | 27.84% |
| (3) Disagree | 1 | 0.57% |

| | | |
|-----------------------|-----|---------|
| (4) Strongly Disagree | 0 | 0.00% |
| (5) Not applicable | 4 | 2.27% |
| Total | 176 | 100.00% |

Question:

This workshop has been constructive for me in understanding the process that is necessary to complete my financial aid application?

| | Total | Percentage |
|-----------------------|-------|------------|
| (1) Strongly Agree | 118 | 67.05% |
| (2) Agree | 57 | 32.39% |
| (3) Disagree | 1 | 0.57% |
| (4) Strongly Disagree | 0 | 0.00% |
| (5) Not applicable | 0 | 0.00% |
| Total | 176 | 100.00% |

Question:

After attending the financial aid workshop, the hands-on assistance from the Financial Aid staff has prepared me to fill out a financial aid application on my own?

| | Total | Percentage |
|-----------------------|-------|------------|
| (1) Strongly Agree | 122 | 69.71% |
| (2) Agree | 47 | 26.86% |
| (3) Disagree | 3 | 1.71% |
| (4) Strongly Disagree | 0 | 0.00% |
| (5) Not applicable | 3 | 1.71% |
| Total | 175 | 100.00% |

Question:

The workshop was well organized?

| | Total | Percentage |
|-----------------------|-------|------------|
| (1) Strongly Agree | 118 | 67.05% |
| (2) Agree | 57 | 32.39% |
| (3) Disagree | 1 | 0.57% |
| (4) Strongly Disagree | 0 | 0.00% |
| Total | 176 | 100.00% |

Question:

How would you improve this workshop?

| | Total | Percentage |
|---|-------|------------|
| N/A | 117 | 66.48% |
| 50 Positive statements (i.e. "It was great." and "Very helpful" and 9 responses stated "Nothing to add.") | 59 | 33.52% |
| Total | 176 | 100.00% |

Outcomes Assessment

Program Review Outcomes Assessment - SAOs : Version by Denim, Susan on 11/06/2019 18:46

| Total Number of Service Areas | Total Number of SAOs | Total Number of SAOs Measured |
|-------------------------------|----------------------|-------------------------------|
| 1 | 3 | 3 |

Program Review Outcomes Assessment - SAOs Table : Version by Denim, Susan on 11/25/2019 19:08

| Service Area Outcome | Outcome Met? | Explanation of Assessment Result |
|--|--------------|--|
| Increase amount of FA applications submitted by students through monthly FA Application Workshops | Yes | Tracked students attending workshops and number of FAFSA or Dream Act applications successfully submitted during workshop. |
| For students ineligible to receive aid due to sub standard SAP: Increase students' understanding of how SAP affects their eligibility through requirement of student attending a SAP Workshop. Intended outcome: Increase amount of students successfully appealing their ineligible SAP status. | No | This did not significantly alter the number of students who were in "ineligible" status due to poor SAP. The requirement of attending a workshop on campus may have been creating a barrier to some students who needed this component to complete their SAP appeal requirements. |
| (Student Job Placement) FWS hiring process: Reduce number of students declining the FWS position offer of employment after already completing application and hiring process. | Yes | In the past, students would complete all employment documentation first, not knowing what positions were available until meeting with the Job Placement Coordinator at the end of hiring process. During the placement meeting, some students would decline accepting an available FWS job through lack of interest. Currently, a list of FWS job openings is provided upfront including minimum requirements needed and pay rate. This allows students to be well informed about FWS positions available on campus before completing the hiring process. Fewer students walk away from job opportunities because they already have an idea of where they would like to be placed, or do not complete the application if they have no interest in the jobs listed. |

| Service Area Outcome | Outcome Met? | Explanation of Assessment Result |
|---|--------------|--|
| (Student Job Placement) Non-FWS hiring process: New form "Student Offer of Employment" clearly identifies students who have been offered a position on campus and are ready to sign-up for a New Hire Orientation workshop and complete the on-boarding process. This eliminates back-and-forth communication between Job Placement Coordinator and multiple departments to individually confirm, verify and direct hiring process. | Yes | The Student Offer of Employment form was created to assist both students and supervisors initiate the hiring process. The form has a section where the supervisor must indicate the student's pay rate, start date, conditions of acceptance, and department account number. Having both student and supervisor complete this form communicates to the Job Placement Office that a department supervisor has interviewed the student, offered the position, and the student has accepted. By the student submitting this completed form to Job Placement, it confirms they have an official offer of employment and are eligible to sign up for a New Hire Orientation to complete the onboarding process. |

Program Review Outcomes Assessment - SAOs Prompted Change : Version by **Denim, Susan** on **11/22/2019 01:21**

What changes will the service area make based on its assessment of service area outcomes? Give specific examples.

ADDITION OF APPLICATION WORKSHOPS

Monthly Financial Aid Application Workshops were a brand new program in 2018, so we were assessing if there would be enough interest from the student community to validate continuing the following year. The results were positive -- students and parents responded to our outreach and showed up to the workshops consistently. Having staff available in the room so students could ask questions and get guidance was well-received and many overcame issues that had been halting the completion of their FAFSA or Dream Act applications. All applications submitted during workshops are considered a win for our numbers, and we continue to provide monthly and some bi-monthly workshops.

REMOVAL OF SAP WORKSHOP REQUIREMENT FOR APPEAL PROCESS

Attendance at a SAP Workshop was a requirement for students to appeal their ineligible status. However, lack of time availability for some students to attend at scheduled workshops appeared to be creating a barrier to completing their appeal, so we have removed this requirement. Though removing the requirement is new to the 2019/20 school year, we are already seeing an increase of the amount of completed DQ (disqualified) student appeals. For the entire 2018/2019 school year we reviewed a total of 125 appeals. Through only the first half of the 2019 Fall semester, we have already reviewed 105 appeals (67 of which have been approved!). This is a significant increase.

Job Placement has no changes based on its assessment of service outcome.

Program Review Outcomes Assessment - SLOs : Version by **Padron, Baltimore** on **11/14/2019 19:51**

| Total Number of SLOs | Total Number of SLOs Measured |
|----------------------|-------------------------------|
| 3 | 3 |

Program Review Outcomes Assessment - SLOs Table : Version by **Denim, Susan** on **11/25/2019 19:08**

| Student Learning Outcome | Outcome Met? | Explanation of Assessment Result |
|---|--------------|--|
| Students learn how to successfully complete and submit a financial aid application | Yes | MONTHLY FA APPLICATION WORKSHOPS: Survey results from workshop attendees were positive that they better understood what they were applying for, deadlines for applications, and students felt more empowered to independently complete applications. Dependent students whose parents do not have a Social Security Number relied on these workshops to understand how to provide signature pages for the FAFSA. |
| Students learn their rights and responsibilities and the details of paying back a student loan | Yes | DIRECT LOAN WORKSHOPS: As a result of educating students on their rights and responsibilities with a student loan, and how to pay back the loan, our default rates have decreased. |
| Students learn how to register with BankMobile and choose a disbursement method option to receive their financial aid | Yes | BANK MOBILE REGISTRATION: Data shows of all students receiving FA, most have registered with BankMobile and selected a disbursement. |

Program Review Outcomes Assessment - SLOs Prompted Change : Version by **Denim, Susan** on **11/22/2019 01:49**

What changes will the service area make based on its assessment of student learning outcomes? Give specific examples.

Financial Aid Application Workshops: Due to the success of the FA Application Workshops, they are now being offered as an ongoing workshop throughout the year. Information from surveys showed 176 total students attended during 2018/19 and had a positive experience. Some students suggested we increase student notification of this service. In response to this, we added an additional outreach component to our email campaigns by sending a targeted text alert directly to students phones the day before each workshop.

Direct Loan Workshop: The FA Loan Workshop is discontinued as a required part of the Loan application process to remove any possible barrier to students eligible to receive Title IV aid. Now students can directly access online loan application packets and independently view full instructions on how to apply at their convenience.

BankMobile: No change prompted. Data below for BankMobile Disbursement Types indicates students are successfully selecting their disbursement options. (This data combines SCC and SAC students. Data not available for just SCC students.)

| Month/Year | RSCCD (SAC AND SCC) Count of Disbursements By Type | | | | | | | | | |
|------------|--|-----|-------|-----|-------|-----|-----------|-----|---|-------|
| | Account | | ACH | | Check | | UFO Check | | I | Total |
| 10/2019 | 292 | 10% | 2,116 | 69% | 427 | 14% | 202 | 7% | 9 | 3,046 |
| 9/2019 | 341 | 10% | 2,514 | 72% | 593 | 17% | 27 | 1% | 4 | 3,479 |
| 8/2019 | 107 | 13% | 542 | 68% | 127 | 16% | 18 | 2% | 2 | 796 |
| 7/2019 | 79 | 12% | 448 | 68% | 100 | 15% | 31 | 5% | 1 | 659 |
| 6/2019 | 14 | 7% | 126 | 59% | 46 | 22% | 27 | 13% | 0 | 213 |
| 5/2019 | 636 | 13% | 3,406 | 67% | 845 | 17% | 174 | 3% | 3 | 5,064 |
| 4/2019 | 97 | 11% | 507 | 60% | 142 | 17% | 95 | 11% | 8 | 849 |
| 3/2019 | 868 | 13% | 4,320 | 67% | 1,143 | 18% | 161 | 2% | 3 | 6,495 |
| 2/2019 | 20 | 8% | 132 | 56% | 54 | 23% | 31 | 13% | 0 | 237 |
| 1/2019 | 33 | 13% | 147 | 57% | 60 | 23% | 14 | 5% | 2 | 256 |
| 12/2018 | 127 | 14% | 436 | 49% | 142 | 16% | 184 | 21% | 1 | 890 |
| 11/2018 | 766 | 17% | 2,758 | 62% | 751 | 17% | 149 | 3% | 0 | 4,424 |
| 10/2018 | 456 | 16% | 1,590 | 56% | 451 | 16% | 361 | 13% | 1 | 2,859 |
| 9/2018 | 501 | 17% | 1,847 | 63% | 564 | 19% | 39 | 1% | 3 | 2,954 |
| 8/2018 | 10 | 22% | 12 | 26% | 12 | 26% | 12 | 26% | 0 | 46 |

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Denim, Susan** on **11/25/2019 19:08**

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population?

Academic: SCC's commitment to student access to classes, and striving for excellence, is supported by our team's efforts to connect SCC students with financial support to subsidize their education. Financial resources allow students to focus on their education by reducing the financial pressure of their cost of living, so that increased attendance and focus for college classes is possible.

Developmental: Through the process of applying for financial aid at SCC, students will develop skills to be independent, capable and successful in managing their applications at a four year university when they transfer.

Vocational: A student's employment opportunities will be enhanced by increased education and a degree, which we help them access by making classes accessible financially, thereby making their educational goals within reach.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Yes, our office offers monthly FA workshops and staff availability to assist students through their financial aid process.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

N/A.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

To review and evaluate processes we hold meetings of all FA staff several times a year; monthly FA Analyst meetings; staff retreats; and staff attendance at professional conferences throughout the year to maintain current and efficient practices.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

OTHER COLLEGE PROGRAMS AND SERVICES FA COLLABORATES WITH

First Year Support Center (FYSC) - FA collaborates with FYSC regarding the California College Promise Scholarship application and disbursement process. Staff members also assist FYSC with Financial Aid Presentations at some of their student events.

Veteran Service Office (VSO) - FA assists VSO staff with Veteran Student FAFSA applications and general FA processing. VSO also services CCPG-A applications for dependents of veterans. Communication is essential to stay current regarding proper award coding in Datatel and record keeping of CCPG applications.

Scholarship Office - Assist the Scholarship Office with the Scholarship Ceremony. Our offices also work cohesively for processing of the S-STEM Grant including awarding/packaging Title IV funds and communicating the remaining Unmet Need for scholarship recipients.

Guardian Scholars - Provide liaison to counsel foster youth regarding pertinent financial aid information. Financial Aid administrator is working with director of Guardian Scholars and College Assistance Migrant Program (CAMP) to grow the Guardian Scholars program.

Outreach Department - Cash for College events: Each academic year, FA staff and Outreach staff collaborate to create a digital graphic presentation specifically for High School students. For several months following, FA staff continues to support Outreach department by attending events on high school campuses and assisting prospective future SCC students completing their financial aid applications.

Financial Aid also supports Outreach department with presentations and by hosting information tables at:

- Early Welcome
- Summer Advantage Academy
- Annual Breakfast for High School Counselors

Business & Career Education Division (BCE)

FA attends monthly Cosmetology Orientations with the BCE Team. We help explain the FA process to prospective Cosmetology Students. At the end of each Cosmetology Orientation, FA staff help prospective students complete FA applications.

FA also coordinates with BCE's High School Career Coaches and assists in helping future SCC students complete their FA applications at all Orange Unified high schools.

EOPS - Staff provides a presentation at the CalWorks Annual Meeting for visiting social workers, case managers, and educational liaisons.

HOW FA STAFF MAINTAINS KNOWLEDGE OF OTHER SCC PROGRAMS AND SERVICES OFFERED

Joint Student Services Managers' Meeting
 Guided Pathways cluster
 President's office "What's New" email outreach
 Student Services Vice President's weekly activity report email outreach (VPSS report)
 Emailed District office notifications
 Individual department emailed notifications
 Annual Student Services retreat
 Fall and Spring SCC Convocation

OUTSIDE ADVISORY GROUPS WE HAVE CONTACT WITH

California Community College Chancellor's Office
 FSA (Dept. of Education)
 NASFAA (National Association of Financial Aid Administrators)
 CSAC (California Student Aid Commission)
 OIG (Office of Inspector General)
 Regional 7 & 8 Financial Aid Directors
 ECMC (Educational Credit Management Corporation)

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Project Rise - A newer program on campus that provides formerly incarcerated students the knowledge and resources needed to successfully complete an educational journey through providing individualized support. FA will be providing a liaison to counsel this student population with pertinent financial aid information.

BCE Career Coaches - This program is continuing to develop. FA will be working closely with them regarding financial aid outreach.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Padron, Baltimore** on **11/14/2019 20:42**

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| NA | NA | 2 | NA | NA |

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Padron, Baltimore** on **11/14/2019 20:42**

| Classrooms | Labs | Offices | Storerooms | Conference Rooms |
|------------|------|---------|------------|------------------|
| 4 | 0 | 0 | 1 | 3 |

Program Review Resources - Specialized Equipment and Resources : Version by **Denim, Susan** on **11/22/2019 01:21**

| Equipment/Resource | Description |
|--|---|
| BankMobile | BankMobile is our third-party servicer used to process disbursements via ACH, Check, or a Vibe checking account. |
| Educational Credit Management Corporation (ECMC) | ECMC is our third-party servicer used to assist and counsel our students with default preventions. ECMC counsels and provides outreach to student borrowers with respect to their delinquent loans. |
| | |

Program Review Resources - Funding Sources : Version by **Denim, Susan** on **11/22/2019 01:21**

| Funding Source | Description |
|---|---|
| Board Financial Assistance Program - Student Financial Aid Administration (BFAP-SPAA) | The State allocates this categorical program funding for Student Financial Aid administration specifically to supplement and not supplant existing institutional resources to enhance access to postsecondary education for low income and disadvantaged populations. |
| Federal Supplemental Educational Opportunity Grants (FSEOG) | The FSEOG campus-based program provides assistance to exceptionally needy undergraduate students with the lowest estimated family contributions (EFC). Awarding priority must be given to Pell Grant recipients. SCC participates in the Campus-Based Programs for our financial aid students; therefore, we are entitled to an administrative cost allowance (ACA) for an award year. ACA is used to help offset administrative costs such as salaries, supplies, conferences and equipment. |
| Federal Work Study (FWS) | The FWS campus-based program provides part-time employment to undergraduate and graduate students who need the earnings to help meet their costs of postsecondary education. SCC participates in the Campus-Based Programs for our financial aid students; therefore, we are entitled to an administrative cost allowance (ACA) for an award year. ACA is used to help offset administrative costs such as salaries, supplies, conferences and equipment. |

Program Review Resources : Version by **Denim, Susan** on **11/22/2019 01:49**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

HOW WELL DO FACILITIES MEET SERVICE AREA NEEDS?

The Financial Aid department does not have a large enough space to provide adequate service to ensure student privacy. The staff is split between two separated offices and workflow is disjointed.

DO FACILITIES MEET APPROPRIATE SAFETY CRITERIA?

Campus Security has provided both offices with door magnets intended to speed the ability to close and lock the door in the event of an campus security threat.

E-104 front counter phone is equipped with a direct emergency call button linked to Campus Security intended to replace the under counter panic button.

Administrator has purchased and provided safety glass breakers for each office with an external window intended to make escape through a window possible if door exit is not accessible.

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Equipment and supplies are sufficient. We have a budget and a timeline for renewing when necessary.

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

Our hardware resources are sufficient. However, FA will benefit from the following:

- Electronic verification software.
- "FA TV" would be an asset to add to our website.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

FA lacks access Ellucian training.

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

FA needs a second Financial Aid Technician. Since the initiation of AB19-College Promise, the Financial Aid Office has been servicing more students than ever before as most incoming freshmen are now applying for aid regardless of their family income. Completing a FAFSA or Dream Act App is a requirement to be eligible for the College Promise, which has caused exponentially more traffic in our office, more phone calls, more emails and has required more in-reach/outreach efforts. This of course also increases the amount of financial aid files submitted that need to be reviewed and awarded by FA Analysts. The FA Tech is essential to help manage the increased volume of calls and documents submitted and to provide front counter service, allowing FA Analysts to more effectively and efficiently focus on processing the increased workload of financial aid files assigned to them.

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Yes, FA uses categorical funding to help support training, and fund short term staffing.

Positive:

1. Access to training and conferences
2. Provides funding for temporary staff

Negative:

1. Short term staffing is a band aid and not a solution.
2. FA has to pool resources to train new incoming short term FA Techs.

To institutionalize this position and end the ongoing task of retraining new short-term staff, the college will need to fund a full time permanent FA Tech through the General Fund Budget to sustain that position.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

1. Electronic Verification software needs to be purchased
2. FA Tech full time permanent position is requested
3. FA TV purchase for website

Human Resources

Program Review Human Resources - Support Staff : Version by **Denim, Susan** on **11/22/2019 01:21**

| Title of Position | Count | Full-time or Part-time | Months per Year | Funding Source |
|---------------------------|-------|------------------------|-----------------|------------------------------|
| FA Coordinator | 1 | FT | 12 | General Fund |
| FA Analyst | 3 | FT | 12 | Categorical and General Fund |
| FA Computer Analyst | 2 | FT | 12 | General Fund |
| FA Technician | 1 | FT | 12 | Categorical Fund |
| Senior Clerk | 1 | FT | 12 | Categorical Fund |
| Program Specialist | 2 | PT | 8.75 | Categorical Fund |
| Job Placement Coordinator | 1 | FT | 12 | Categorical and General Fund |

Program Review Human Resources : Version by **Denim, Susan** on **11/22/2019 01:49**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Staff and administrator remain current in compliance and best practices through memberships with professional industry organizations and by attending trainings and reviewing the updates they provide. Administrator also attends monthly Region 7 & 8 Financial Aid Directors' meetings to network with other schools regarding issues and best practices.

CONFERENCES ATTENDED

- California Association of Student Financial Aid Administrators (CASFAA)
- National Association of Student Financial Aid Administrators (NASFAA)
- California Community College Financial Aid Administrators Association (CCCSFAAA)
- DOE's office of Federal Student Aid (FSA)
- National Student Employment Association (NSEA)

TRAININGS ATTENDED

- California Student Aid Commission (CSAC)
- California Association of Financial Aid Administrators (CASFAA)
- National Association of Financial Aid Administrators (NASFAA)
- California Community Colleges Chancellor's Office (CCCCO)

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

College Promise (AB19) - This is a collaborative program between Enrollment Services, First Year Support Center (FYSC), FA, and Counseling.

Cash for College - FA supports Outreach staff with High School outreach efforts.

Student Discipline Committee - Staff member serves on committee

Guided Pathways Committee - Administrator serves on committee

California School Employees Association (CSEA) - staff member serves as union representative

Online Education Initiative (OEI) - Administrator serves on implementation team

Incident Command System (ICS) Emergency Planning - Administrator serves as the "Finance Chief" on the ICS management team

MTA Management Team Association - Administrator serves as Treasurer

PIE Planning and Institutional Effectiveness - Staff member serves on committee

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Yes

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

N/A

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

No concerns at this time.

Internal and External Communication

Program Review Internal & External Communication : Version by **Denim, Susan** on **11/22/2019 01:49**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

SCC Catalog: last update was submitted on 5/17/19

Online handbook: last updated on 1/28/19

2019 Fall Class Schedule: was updated on 5/3/19

2020 Intersession Class Schedule: was updated on 8/2/19

2020 Spring Class Schedule: was updated on 10/7/19

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

2017-2018

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

The website is current and continually updated by staff promptly as changes are discussed in Analyst Meetings.

Yes, the website does contain the following:

- Department Mission
- Contact information
- Office hours and location

Service area outcomes are posted on the Institutional Effectiveness & Accreditation section of the SCC website.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

Administrator has one-to-one meetings with staff and offers online NASFAA webinar trainings. Staff are permitted to attend at least one major conference each year and can add various local trainings throughout the year

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Staff is collaborative and supportive. Teamwork is emphasized and communication is open and positive.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

No concerns at this time.

Planning Agenda

Program Review Planning Agenda : Version by **Denim, Susan** on **11/22/2019 01:21**

| Actions for 2019-2022 | Supporting Data | Resources Needed | Estimated Cost |
|--|--|----------------------------------|--|
| Increase speed to award student financial aid via electronic verification software | Currently, estimated time to complete a verified financial aid file in peak times ranges from 6-8 weeks. For comparison, Fullerton College uses Campus Logic (electronic verification software) and reports a 2 week completion rate for a verified file. 56 of 114 California community colleges use Campus Logic, and still more schools use other brands of electronic verification. We are lagging behind in updated methods of processing compared with most California community colleges | Electronic verification software | \$56,000 per year |
| Hire a second Full Time permanent Financial Aid Technician | The amount of ISIRs (FAFSA & Dream Act applications) we receive have been increasing by an average of 10% every year without additional staffing. For the entire 17/18 year, we received a total of 6,255 ISIRs (5,134 through mid October), for 18/19 we received a total of 6,607 ISIRs (4,981 through mid October), and for 19/20 through mid October we already received 5,800 which does not include the remainder of the Fall semester, Spring Semester or the Summer term. In regards to AB19 College Promise, in 2019/20, 795 students applied through Early Welcome events alone (767 were approved for free tuition or a book voucher), which meant the financial aid office had to complete these 795 financial aid files as quickly as possible to determine eligibility before the start of Fall 2019 semester. | FA Tech position | \$81,000 per year (includes salary and benefits) |

Summary Report

Program Review Summary Report - What is and is not working : Version by **Denim, Susan** on **11/22/2019 01:49**

Briefly describe and explain what is working well in your program/service area.

Staff is cooperative, collaborative, and knowledgeable.

Briefly describe and explain what is not working well or needs attention in your program/service area.

1. Behind the time of industry standards. Most schools use electronic verification software enabling faster awarding times.
2. Need a second FA Tech permanent full-time position.
3. Other departments are not supportive in Title IV compliance issues (Policies and procedures and Consumer Information).
4. Lack of district support for our program (turnover of Accounting staff).

Program Review Summary Report - Resources : Version by **Denim, Susan** on **11/22/2019 01:21**

| Facilities | Technology | Equipment | Personnel |
|---|----------------------------------|-----------|---|
| One complete unified Financial Aid office | Electronic verification software | N/A | A second FA Tech permanent full-time position |

Program Review Summary Report - Initiatives and Other Findings : Version by **Denim, Susan** on **11/22/2019 01:49**

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

1. College Promise Scholarship (AB19) - <https://www.sccollege.edu/StudentServices/Admissions/Pages/Promise-Scholarship.aspx> (<https://www.sccollege.edu/StudentServices/Admissions/Pages/Promise-Scholarship.aspx>)
2. Project Rise - <https://www.sccollege.edu/Departments/oe/Pages/Project-Rise.aspx> (<https://www.sccollege.edu/Departments/oe/Pages/Project-Rise.aspx>)
3. Guardian Scholars - <https://www.sccollege.edu/StudentServices/Outreach/Pages/Guardian-Scholars.aspx> (<https://www.sccollege.edu/StudentServices/Outreach/Pages/Guardian-Scholars.aspx>)
4. Homeless Youth - Coming soon.

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

We would like to have full support and collaboration from other departments on campus to ensure compliance with Title IV Regulations. Non-compliance can result in steep fines and loss of Title IV funds for students. Stakes are high and can have a campus-wide effect.