

Basic Program Information

Department Name:

Financial Aid

Division Name:

Enrollment Services, Student Services

Program Mission(s):

To ensure full access to college for those, who due to financial disadvantages, might be denied the opportunity for post-secondary education. The Foothill College Financial Aid Office (FAO) maintains a financial aid delivery system to provide timely disbursement of federal, state, and private funds to those eligible students to assist them in entering and remaining in college. The FAO believes that each person has self-worth, is entitled to college access, and the right to develop his or her potential through quality education and learning opportunities. We hope access to these financial aid programs help to achieve this goal. While the FAO tries to actively seek out eligible students, it is our hope that students in financial need also seek out and take advantage of the services that the FAO offers.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Kevin Harral	Financial Aid	Director of Financial Aid

Please include the following information about your program:

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0
Total number of Classified Professionals:	8

Please list all existing Classified positions:

1 Financial Aid Coordinator
1 Financial Aid Outreach Coordinator
4 Financial Aid Assistants
2 Financial Aid Outreach Assistants

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	9060	10883	11615	+6.6%

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) **Department of Education – FAFSAs received/Banner** _____

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data? (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

We have been trending upwards over far more than the last three years. We are slowing, comparatively speaking, but have still yet to plateau with student applicants as of 13-14. While the increase in financial aid applicants and recipients doesn't necessarily translate 1:1 to the work level, it is usually a good approximation. The dollar amounts disbursed more often represents both changes to federal and state rules and the changing financial strength of our students. The data directly below was provided by the annual report by Andrew Lamanque and Mallory Newell of District Research and data pulled from Banner by Kevin Harral.

	Fin Aid App (FAFSAs)	Fin Aid Recipients	Total dollars paid out
11-12	9,060	6081	\$15,629,352
12-13	10,883 (+20%)	6720 (+11%)	\$16,078,078 (+3%)
13-14	11,615 (+6.6%)	6510 (-3%)	\$16,046,682 (-0%)

Additionally, we have a thousand or so calls each quarter and just over the last 30 days (mid-November to Mid-December) we have replied to 282 e-mails from our financial aid general e-mail address. This annual time period is one of our slowest, so gives only a small snapshot of the annual, which is in the thousands. This value does not account for all the e-mails sent to and from individual staff accounts. This obviously peaks much higher during busier times. We also have been using Financial Aid TV which has hopefully be reducing the need for students to e-mail call with each issue as it answers many financial aid questions. Finally, in our second year using SARS we recorded 609 scheduled appointments in 13-14 between our employees who do appointments and likely hundreds of additional drop-in appointments.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

While our diverse student population is represented in virtually all our programs, the need to increase the equity (as defined by course completion rates) of the above mentioned populations is key to financial aid as well. Historically it has been shown that persistence rates of students on financial aid are higher than their peers not on financial aid. This may be true for many reasons, but I believe it boils down to less financial pressures and more ability to focus on school for those students. Lower socio-economic families or ethnicities traditionally under-represented in success in higher education may be disproportionately represented in basic skills classes and may take longer to reach their educational goals so may need more support by the programs and resources that the FAO offers.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Based on our equity data for student served in our program, the students of Hispanic heritage and those of White non-Hispanic heritage are the highest with those of Asian heritage in a close third. Those of African-American heritage are a fairly distant fourth in the headcount and dollars paid out.

In the coming year we will reach out to our Latino populations with more well-rounded techniques. We have recently applied for Equity funds to allow us to better serve our Latino populations, which happen to be the largest group served by our Financial Aid Office in both headcount and dollars paid out. This percentage of Latino served students is larger than the proportion of Latino students at Foothill as a whole.

As for our African-American students, the other group below our acceptable course success rates, we will target clubs and activities, including the heritage month, better in the coming year to ensure that all you would benefit from financial aid have the opportunity.

I now have a full staff again with 3 financial aid outreach team members just dying to get to all those previously underserved populations.

Section 3: Outcomes Assessment Summary

A) Attach 2013-2014 Program Level – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached.

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

For all programs: Instructional, Students Services, Administrative

A) How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

The objectives and outcomes in the financial aid service area align very well with both the program level outcomes and college mission. Despite the fact that we were only able to assess one of our main two SLO's there was still telling data to help us further align with the College's Mission statement. Both of the above SA-SLOs are designed to teach students how to maximize their financial aid and how to maintain it from term to term. We are committed to enhancing the success of our diverse student body through removing or decreasing financial barriers and adding real world knowledge. With our scholarship program we are also interested in applauding students who have hit certain achievement marks in both life and/or academically. We also hope to innovate to improve the workflow of the office and to enhance the student experience with the Financial Aid Office through a superior scholarship vendor and streamlined file processes.

B) What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?

We routinely engage in dialogue within our program. At bi-weekly staff meetings, ad hoc conversations that occur between cubicles and impromptu outreach/student success conversations and meetings, we have discussed how to better inform and lead students to successful financial aid outcomes. We are gaining further staff participation in the assessment of our SLOs and in the coming year there will be further discussion and refinement of the SLOs that pertain to our student populations.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Increase the number of students completing the FAFSA and the number of successfully completed and awarded files.	N	Completed -We increased the total applications from the previous year, but our recipients declined by a few percentage points.	This is a continuing goal from year to year and was partially successful in 13-14. Dollars can shift based on federal/state rule changes, but we are hoping to increase the headcount of recipients (long-term and on-going)
2. Outreach by staff to ensure all segments, particularly under-represented student populations have access to financial aid resources.	N	In progress	We did start to make progress building these relationships. We are not frequent presenters in many math and English basic skills classes and will continue doing so. We are serving many of these students at a rate higher than the campus as a whole, we will continue with this in the 14-15 year and target our student clubs.
3. Implement BDM for scanning and archival capabilities. This will also open the doorway for digital file review.	Y	In progress and revised	BDM (formerly BDMS) has been successfully implemented, however our use of it has not been fully put into place. We are revising our priorities on what to scan first and how to work it into our normal workflow for staff.

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase the number of students completing the FAFSA with a greater focus on the number of successfully completed files and awarded students.	Financial aid students tend to have higher rates of persistence from term to term. The more they can maximize their aid the more students can successfully persist in the classroom.	By the number of FAFSAs received, number of files completed, and number of students awarded some type of federal, state, or private aid. The exact dollar amount is less indicative of this goal.
2. Out/In-reach by staff to ensure all segments, particularly under-represented student populations have access to financial aid resources to assist them in funding their academic goals.	It will help to make those unaware of or self-eliminating themselves from the financial aid programs that may assist in their academic success. We will target both the African American and Latino populations to help achieve parity in student resources.	Both by a sheer count of events we conduct, head-count communicated with, and the actual demographics of our applicants and those who receive funds compared to the demographics of the campus at large.
3. Complete the implementation of our new Academic Works scholarship system.	Will lead to easier methods of submitting scholarship applications, finding more scholarship opportunities, and disbursing funds in a more timely fashion.	Initially, it will be measured by the number of applicants, the numbers in traditionally low application pools, and the speed by which we review and award recipients. Later it will be analyzed as a Financial Aid Office SLO which will be reflected on in the Fall 2015 time period.

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)

N/A		

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
 Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.	% Time
N/A		

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A		

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A		

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.
N/A		

Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. It would be ideal to have more participation and input from the unit in the overall program review process.	I was not able to achieve that in this cycle as my staffing has just recently gotten back to normal levels. However there will be greater, active, involvement in both SLOs and program review in the next year's cycle.
2. SARS should be open online to students for scheduling appointments with FA case reviewers; this could decrease number of students coming to the office and expedite case completions.	Done. No noticeable change in student traffic or appointments, but it has only been live for about a month.

a. After reviewing the data, what would you like to highlight about your program?

In 13-14 Foothill College began to rebound a little with course offerings and enrollment. As the school was beginning the recovery and some positions were getting filled again the Financial Aid Office continued to support an increasing number of student applicants, although recipients decreased slightly. Going back to 06-07 every year we have set new historical highs for Foothill College in numbers of financial aid applicants and for the first time since that time period our recipients decreased. We concluded the 13-14 year experiencing increases in applications, decrease in recipients, and flat on dollars paid out compared to 12-13. This occurred despite all the enrollment and staffing challenges as I had two part-of-the-year vacancies and a retirement towards the end of 13-14. Additionally, none of what has been represented in this program review represents the hours of time put into setting-up the new Banner Financial Aid year each January, February, and March each year and all the work put into testing the upgrades (we average 5-6 each year) by key financial aid staff members. The primary burden of this work has been moved from ETS to the end user and financial aid has far more than any other group on this campus. This program review data also highlights both the hard work from the financial aid staff as the college and economy has shifted around us and the pent-up demand from students to get funding to support their academic endeavors. Mostly I want to highlight the vital nature of the Financial Aid Office for Foothill College and the commitment the staff have to opening opportunities for all.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) Strengths and successes of the program as evidenced by the data and analysis:

We have hired three vacant FA positions to support our growing student population. With implementation of SARS –an online appointment scheduling tools we expect to see less student coming in and better timing on case completions. With new Open CCCApply application system we are excited to start BOG Fee Waiver process through application system. It will help tremendously and reduce work load. Book vouchers were implemented successfully. We were able to provide funds in advance so students could buy their textbooks before the term starts

B) Areas of concern, if any:

As FA office grows and we serve more students we need to see more decision making process among staff, which requires higher levels in FA staff classifications. Recent FA re-class denial was a huge disappointment.

The data shows that we serve high numbers of Spanish speaking students. We need Spanish speaking staff in FA Office to better accommodate and serve our student population.

C) Recommendations for improvement:

We would like to review the current classification of all staff duties in FA and propose re-org for Financial Aid Office. We need to look for more leadership positions with critical and analytical thinking in FA such as Program Coordinators and/or FA Supervisor to improve the workload.

Given 6.6% raise from last year we need hire another staff member

D) Recommended next steps:

- Proceed as planned on program review schedule
- Comprehensive Program Review (Out of cycle) Recommended
- Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Assessment Report - Four Column

Foothill College SA - Financial Aid

Mission Statement: To ensure full access to college for those, who due to financial disadvantages, might be denied the opportunity for post-secondary education. The Foothill College Financial Aid Office (FAO) maintains a financial aid delivery system to provide timely disbursement of federal, state, and private funds to those eligible students to assist them in remaining in college. The FAO believes that each person has self-worth, is entitled to college access, and the right to develop his or her potential through quality education and learning opportunities. We hope access to these financial aid programs help to achieve this goal. While the FAO tries to actively seek out eligible students, it is our hope that students in financial need also seek out and take advantage of the services that the FAO offers.

Primary Core Mission: Basic Skills

Secondary Core Mission: Transfer

Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Financial Aid - 1 - Obtain Funding - Students will have the ability to apply their knowledge to obtain funding for their education and follow the rules established by the Department of Education. Year(s) to be Assessed: End of Quarter SA-SLO Status: Active	Assessment Method: We developed a survey in conjunction with District Research that was administered via an e-mail link that took the participant to a web survey tool. The participants were selected based on who had applied for financial aid using a FAFSA. Assessment Method Type: Survey Target: Increase the student understanding of financial aid, how to obtain funding, and be self-sufficient in the application process.	12/08/2014 - The results were compiled by District Research and presented to the Financial Aid Office (FAO). The survey had 24 questions, 9 of which were demographic in nature and 545 Foothill College participants completed some portion of the survey. Overall our students are doing better with knowing how to apply for aid with 88% indicating an appropriate 1st step to applying for aid and 89% knowing that it is done every year, but just once per year. 100% of respondent knew of an appropriate way to do their FAFSA with 79% of respondents knowing to use their MyPortal account to get additional fin aid information and 95% knowing what they should do when a red flag is displayed. 78% of our students knew how to get the disbursement schedule information for themselves and 80% knew how to use Higher One to make their disbursement method selection. Unfortunately in other areas the successful response rates were lower with only 22% understanding how to tell how much they would be getting in aid and only 43% understanding how to maintain their eligibility based on our Satisfactory Academic Progress requirements. 55% of respondents indicated they knew what things would cause them to lose eligibility, but 102 respondents	12/08/2014 - Overall our students did well, but there is some information we can gleam from this. To read that a majority of our students did not know how to determine their personal award, is alarming. Also, because Satisfactory Academic Progress (SAP) and maintaining eligibility is such a big deal we need to really focus on that information dissemination. For our mostly continuing students to not know some of this information is a little eye opening. This overall area is better, but definitely needs some work and will continue as an SLO to assess.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>eligibility as long as you still show you need it” which is clearly an incorrect response. As 76% of our respondents were continuing financial aid students at Foothill college, I would have liked to see many of those last percentages much higher.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>Resource Request: N/A</p>	
<p>SA - Financial Aid - 3 - Eligibility - Students seeking additional funding to help pay college costs will find the scholarship offerings, identify scholarships which match their academic qualifications and successfully complete a scholarship application for consideration.</p> <p>Year(s) to be Assessed: End of Quarter</p> <p>SA-SLO Status: Active</p>	<p>Assessment Method: We developed a survey in conjunction with District Research that was administered via an e-mail link that took the participant to a web survey tool. The participants were selected based on who had applied for a scholarship in that academic year.</p> <p>Assessment Method Type: Survey</p> <p>Target: Increase student knowledge of scholarship eligibility.</p>	<p>12/08/2014 - Due to staffing changes with District Research, and close to a 40% employee vacancy rate (3 out of 8) in the Foothill Financial Aid Office, and the fact that we are leaving this scholarship vendor for a new one, this SLO was</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>12/08/2014 - 14-15 will have a new scholarship system that we are about to go live with and an appropriately designed new SLO survey to assess our student's ease of use and what we can improve upon.</p>