BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Program/Department Name: Financial Aid Office

Division Name: Student Services

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

Name	Department	Position
Kevin Harral	Financial Aid	Director of Financial Aid
Sarah Corrao	Financial Aid	Financial Aid Outreach Coord, former
Peter Chow	Financial Aid	Financial Aid Assistant

Number of Full Time Faculty: 00   **Number of Part Time Faculty:** 00

Please list all existing Classified positions: *Example: Administrative Assistant I*

1 Financial Aid Program Coordinator II (Assistant Director)
1 Financial Aid Outreach Coordinator (currently vacant)
4 Financial Aid Assistants
2 Financial Aid Outreach Assistants

SECTION 1: PROGRAM REFLECTION

1A. Program Update: Based on the program review data, please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

The overall applications through FAFSA have plateaued for Foothill College and were dipping a little in the 15-16 year compared to the prior year. However, FAFSA applications from our feeder high schools were actually up this last year over the year before. We would like to think this is related to our increased financial aid outreach efforts (cash for college) and community partnerships with our feeder high schools.

We were very proud to include some Banner automation in several areas of file review, using system provided data to complete a file whenever possible and reducing the areas staff have to check to verify a student's data and complete the file. This automation also included the ability for a student with no issues to have their FAFSA uploaded into Banner through all the review and packaging of funds in a single day. While there are wrinkles to iron out, as is often the case in a first run of automation, it has us on the right path and staff able to work more with the student files that need more personal attention. In addition to more personal attention for the more involved files, it also means the 'clean' files get completed and packaged much, much quicker.

Our online scholarship system is still going strong as we work out little issues and processing kinks that

we have learned about in our first year in use, 14-15. We continue to set applicant benchmarks that had not been reached in our prior system and hope to ease the process for both applicants and raters going forward. This improvements is reflected in our longest running SA-SLO assessment.

Finally, we are working hard to reduce our Cohort Default Rate (CDR) from it's high teens and bordering 20% over the last year or two. According to the data from Borrower Connect, our default management service, the default rate is projected to be reduced to between 17-18 % in our next offical CDR. We will work those student accounts to reduce that to mid/low teens, eventually working our way back below the teen mark in the coming years.

1B. Program Improvement: What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

We would like to decrease the number of financial aid files that are started in one fashion or another by students, but then lay incomplete month after month. We will pursue more follow-up communication with these students to determine why they may be leaving their file incomplete. We are also evaluating if there are easier processes we could implement to make the completion simplier for students. One of these is the Campus Logic software suite that Laureen Balducci introduced us to.

We would like to collaborate with other groups on campus to create a safe inviting place for many populations, including but not limited to, foster youth, veterans, undocumented students, and the college's targeted populations. We have already begun some of those conversations and work adjustments to coincide with the greater desire to reach these populations.

We are also looking to increase efficiency of the front counter. The front desk is most often staffed by student employees. When they are not available or during particularly busy times the main office staff must work the front counter. Most of the time the Financial Aid Office only has one or two student workers at a time and usually one working at the front counter. With only one student worker, it is difficult for the student worker to record documents and serve walk-ins at the same time as trying to hadle incoming calls and return messages left. It is quite difficult for a a single person or two to cover the above mentioned tasks, while trying to create files from student paperwork to route to the main staff. A bottle neck here causes delays for the staff working the files and students needing help. Through automations, like Campus Logic, or with additional staff to support the front, we need to try something new to best support our student clients.

Finally, in this program review I had three other staff members volunteer to assist, prior to one dropping out due to a new baby joining his family. So I was left with the input of two other staff members and myself in completing this process. Unfortunately, prior to the completion of this document, a second person had to drop off as she took a new job elswhere on the campus. This was office collabortaive was specifically requested from my last program review. I hope to do a better job in the next year of having a consistent staff presence in the document.

1C. Measures of Success: What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

At the end of the day, the Financial Aid Office's job is to get as much money to as many eligible students in as short a time period as possible. So to meet this internal goal we need to get more applicants, who finish their file, are able to gain aid and retain aid for the entire year, and a system to facilitate the speed in the process. Then those same students need to repeat the steps for the next year.

We monitor the number of applicants, the number who are awarded, and those who leave their file incomplete. We also monitor the amount of aid paid out and from which financial aid programs. However these values are often in aggregate. Finally, we are working on a way to accelerate the file review timeline to move files from new or incomplete to completed as quickly as possible.   In an attempt to reduce our incomplete files in the current year we are going to to do an email campaign and drawing for file completers who were previously in an incomplete status.

We would like to collaboratively hold a special event for undocumented students letting them know that Foothill values and honors them- that they are welcome here. The details of that are still in development. We hope this would lead to an increase in Dream Act Applications and/or an increase in scholarship applications from undocumented students.

We want to user the Borrower Connect service to measure the number of borrowers and the default rate, take action where we would get the greatest return on investment, and then move on to other students in, or in danger of being in, a defaulted loan status. This would be to reduce our CDR, allowing our office the ability to regain certain loan program benefits that get passed on to students, and ultimately reduce the number of students in a dire situation with their loan servicer.

In reviewing these and other competing goals for the coming year, we may need to do a revised SAO on the time it takes staff to review files for students. Perhaps a satisfaction survey to go along with that. If we were to implement a program like Campus Logic, it would also be good to see the before and after of that transition.

1D. EMP Goal: The 2015-2020 Educational Master Plan (EMP) includes the following goal:
"Create a culture of equity that promotes student success, particularly for underserved students."

Based on the program review data, tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Like mentioned above, we are trying to reach out to more at-risk populations and those who may not physically venture down to the Financial Aid Office. We are implementing Financial Aid on the Go - a mobile financial aid program that meets students where they are. We will have office hours in several different locations over the campus at various times of the day to accommodate student schedules. We may also have some reocurring locations to tap into students who respond from that location, like veterans.

Additionally, we will be working with our demographics data to see how our population served compares to the Foothill College population as a whole. How are the success and persistence rates for our financial aid students compared to the campus as a whole and does being a recipient of aid help bridge any achievement gaps in the Foothill college targeted populations. If we are not above the campus averages in any of these, we would need to modify our outreach activities to ensure the correct message is being received by the intended populations. Of course being a non-academic program alters how we measure success in our program, but we can at least see where we stand and map out where we want to go with both our applicant and recipient populations.

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

2A. New Program Objectives: Please list any new objectives (do <u>not</u> list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
1. Automate more areas of financial aid processing for students and staff, eliminating vast majority of paperwork and allowing staff to work with more students.	W/Spr 2017	Review timeline of current file completion versus new rate.
2. Get default rate closer to or below 15%	2016-17 & 2017-18	Next official CDR
3. Financial Aid on the Go	2016-17	Students served
4. AB540 Outreach event	Spring 2017	Students served
5. Purge outdated files	2016-17 and on-going as long as we are working paper files	Room made available in file cabinets
6. BDMS file scanning (Get the right scanners first)	Spr17	Reduction in physical student files

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) <u>website</u> for current guiding principles, rubrics and resource allocation information.

Resource Request	$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Funding for Campus Logic financial aid automation	65,000	1, 5, & 6	☐	☐	☒	☐
Funding to augment staffing expenses	50,000	1, 2, 3, & 4	☐	☐	☒	☐
Pop-up vinyl sign	350	3 & 4	☐	☒	☐	☐
Wireless printer	150	3 & 4	☐	☐	☐	☒
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐
			☐	☐	☐	☐

2C. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

N/A

SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY

3A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

3B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 4: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

4A. Strengths and successes of the program as evidenced by the data and analysis:

It must be noted that Foothill College got through the new BOG Fee Waiver loss (due to new State Regulations for the student on probation) much better than all CA Colleges including DeAnza. Our initial data was showing high number of students affected by new regulation. However, FA staff along with A&R did great job checking all students and adjusting their BOG. The final numbers were very low compare to the State numbers (94 Foothill students lost their BOG fee Waiver compare to the mid 400 the state wide).

4B. Areas of concern, if any:

The only area of concern is our CDR that has increased by 20% since last year. However, I am confident that FA will work toward reducing this rate to the targeted rate of 17%.

4C. Recommendations for improvement:

With new software Campus Logics automation FA Office staff can be more accessible to the students and provide more services online and via phones.

4D. Recommended Next Steps:
    ☒ Proceed as Planned on Program Review Schedule
    ☐ Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 4</u>, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

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 through the FAFSA application and follow Dept of Education rules to maintain their eligiblity. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** We developed a survey in conjunction with Institutional Research that was to be 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.	01/30/2017 - Due to continued staff shortages in the fall term last year we were not able to assess this SA-SLO. The particular survey is staged as a late spring through fall term assessment for new and continuing students. It will be assessed or inactivated in the spring 2017 term. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** None	01/30/2017 - To fully assess the survey and SA-SLO itself to deem it still applicable or time to be inactivated and replaced by a more current and relevant one.
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. **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** We developed a survey in conjunction with Institutional Research that was to be 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. **Assessment Method Type:** Survey **Target:** Increase student knowledge of scholarship	01/30/2017 - While the majority of students who use our AcademicWorks Scholarship system do so with no significant issues, it appears the pathways of awareness of the system did not strongly indicate it came from the Financial Aid Office. Of those students who did have difficulties with the system or left applications incomplete the largest proportions did so due to normal reasons - personal statement was hard to write and they found they were not eligible. While we have room to improve in both the campus awareness of our scholarship system and those who thought it was	01/30/2017 - We will work on improving our outreach and student experience in the coming cycle and making sure Foothill College's targeted populations are at least equally represented in those who apply (20% Latino/a & 4% African ancestry).

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	eligibility.	good or great - only 45% - the system itself did not pose any significant issues for students. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** Related funding for staff support - see program review. **Resource Request:** Related funding for staff support - see program review. **GE/IL-SLO Reflection:** This outcome is related to both the Communication & Creative, Critical, and Analytical Thinking areas. Our students are required to write at least one personal statement and in some scholarship specific cases two or three. They often must answer supplemental questions that help to guide eligibility. The applicants must use their creative, critical, and analytical thinking skills to figure out the best path to successful application, how to manage their energy with what scholarships to apply to, manage time to meet the deadlines, etc. While the Financial Aid Office is available for assistance, the majority of our students take this journey on their own and must apply the above mentioned skills to be successful.	