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<b>I. Department/Program Mission</b>	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Financial Aid Office: Kevin Harral, Kevin Murphy, Jo Christensen, & Gulay Gur
2. State the program's mission. If you don't have one, create one.	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 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 Financial Aid Office 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 Financial Aid Office 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 Financial Aid Office offers.
3. Explain how the program/department mission is aligned with the <a href="#">college mission</a> ?	Both are fundamentally based on access to an education for all students at all different phases of their educational process regardless of their personal educational goal(s). This allows for the greatest potential at the individual and societal levels.

<b>II. Department and Program Description &amp; Data</b>			
<p>1. Indicate all locations and service delivery options available.</p> <p>2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).</p>		<p>Locations offered:</p> <p><input checked="" type="checkbox"/> FH Main Campus  <input checked="" type="checkbox"/> Middlefield  <input type="checkbox"/> Off campus</p>	<p>Delivery options offered:</p> <p><input checked="" type="checkbox"/> In-person  <input checked="" type="checkbox"/> Telephone  <input checked="" type="checkbox"/> Email / Online</p>
<b>Faculty Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
None	0	0	
<b>Management Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Director of Financial Aid & Scholarships	1	0	Leads the Foothill College Financial Aid Office in its above stated mission.
<b>Classified Positions</b>	<b>Full-time Headcount</b>	<b>Part-time Headcount</b>	<b>Brief Description of duties</b>
Financial Aid Coordinator	1	0	Day-to-day oversight of Financial Aid Office.
Financial Aid Outreach Coordinator	1	0	Day-to-day oversight of Financial Aid Office outreach activities. BFAP funded & scheduled to be vacant 6/30/2010
Financial Aid Assistant	3	0	Various financial aid duties from loans to work-study to file review and awarding. General fund funded.
Financial Aid Outreach Assistant	2	0	Various financial aid outreach duties from presentations to BOG Fee Waivers to file review and awarding. BFAP funded & one was eliminated on 6/30/2010.
<b>Student Worker Positions</b>	<b>Hours per</b>	<b>Months per Year</b>	<b>Brief Description of duties</b>

	<b>Week</b>		
Clerical Assistant III	12.00	11	Various behind the scenes work including processing the intake of paperwork and BOG Fee Waivers
Clerical Assistant II	24.00	11	Various front desk tasks based around handling initial student contact.
Clerical Assistant II	10.00	11	Various front desk tasks based around handling initial student contact.

<p>3. Given available data, describe the trends in <b>overall student usage</b> (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?</p>	<p>-Financial Aid applicants up ~27% (based on FAFSAs received as of 4-11-2011)  -Headcount of recipients up 23% (over 900) – based on Institutional research as of 09-16-2010  -During first weeks of F10 &amp; W11 we had to warn students not to leave voice messages, but to come into our office due to the volume of the first few days of the quarters.  -There have been enormous changes in overall usage of our financial aid programs and services. These increases are greater than anytime within the past decade for Foothill College. The implications are that a fully staffed office is necessary to maintain the level of service and programs that we currently provide, which is already less than ideally we would be providing.</p>
<p>4. <b>Scheduling of services:</b> Given available data, describe the patterns in <b>usage</b> (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?</p>	<p>We have found that a vast majority &gt;95% visit our main office during normal business hours 8 am to 5 pm. With some wanting to be here as early as 7:30 am or as late as ~5-6 pm. The main office very rarely has anyone needing to come after 6 pm or before 7:30 am. However our Middlefield location still appears to have a need between 6-7 pm. We have had no credible requests, which I am aware of, for weekend open hours. With our ability to answer e-mails and phone calls productively, anyone who can contact us during normal</p>

	<p>business hours can obtain service without having to struggle to make it into our office when they otherwise would not have been able to. I believe we can reduce our open hours with little to our students. This will be necessary if staffing takes further reductions. We have little downtime in the FAO cycle and 10-11 has been consistently above average. 11-12 will stretch us further as we continue to learn Banner.</p>	
<p>5. <b>Student Demographics:</b> Given available data, describe the trends with respect to <a href="#">student demographics and underrepresented students</a>. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?</p>	<p>Our percentage of female/male students served has remained a steady representation of the female/male split of the campus as a whole. Our demographics of ethnicity are a little more spread out. We are serving our African Ancestry, Filipino, Hispanic, Native American, Middle Eastern/Other Non-White, Pacific Islander, and Multiple ethnicities at rates higher than the campus's percentage as a whole. We currently underserve our Asian, White, and Decline to State categories as compared to the percentage of those groups on the campus. Unfortunately there are still large numbers of many of these ethnicities that are not receiving financial aid at all. While the economy drives certain groups to our doors, we need to improve our in-reach to make those underserved groups aware of their financial aid options.</p>	
<p>6. <b>Student Academics:</b> Given available data, describe the trends with respect to the <a href="#">academic characteristics of students, such as transfer or basic skills status</a>. Are there changes in access to and use of services? What are the implications for your department/program?</p>	<p>Financial aid is spread across a majority of the educational segments, however I can provide the following: 77% of our recipients have no prior reported degree and 23% have an Associate's degree or higher. As their initial stated goal, 62% of our financial aid students indicated they intend to transfer or receive an Associate's degree, 3% are working towards a certificate, 16% are here for job skills or personal growth, and 19% indicated they are undecided on their initial educational goal. Anecdotally, I know more Bachelor's and Master's level students are coming back for retraining and the financial aid to help support them. For those with an eligible academic goal, there is little we do or intend to do to focus on one type over the others. We tend to serve first come, first served.</p>	
<p>7. <b>International Students:</b> Given available data, describe the trends with respect to <a href="#">international students</a>. Are there</p>	<p>International students are not eligible for federal or state financial aid. However, they can apply for scholarships and</p>	

changes in access to and use of services? What are the implications for your department/program?	many do receive these funds. We do not separate out our scholarship winners based on legal status in the United States, so I am not able to provide a statistic for this purpose.	
8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).		
9. Are you seeing <a href="#">trends</a> that are not reflected in the data cited above? If yes, please explain.	No, the trend is a very steep climb upwards in the level of demand and funding going out the door. This will likely remain the trend over the remainder of the 10-11 year and I would not be surprised by double digit increases in applicants and recipients for several years to come.	

<b>Summary of Planning Goals &amp; Action Plans</b>				
10. Identify 1-3 operational goals for the next 3 years and link them to one or more <b>college strategic initiatives</b> or to your <b>operations</b> .				
<b>Department Operational Goals</b>	<b>College Strategic Initiatives</b>			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
1. Increase the number of students completing the FAFSA and additionally the number of successfully completed files.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Outreach by staff to ensure all segments, particularly under-represented student populations have access to financial aid resources to assist them in achieving their academic goals.	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. What is your plan for accomplishing your goals?				
<b>Dept/Program Operational Goals</b>	<b>Activities</b>		<b>Measures</b>	<b>Timeframe</b>
1. Increase the number of students completing the FAFSA and additionally the number of successfully completed files.	<ul style="list-style-type: none"> <li>-Expanded office walk-in availability and appointments for students</li> <li>-Provide one-on-one assistance with completing FAFSA</li> <li>-Post cards sent to students upon receipt of ISIR</li> <li>-Front counter personnel training to review paperwork for completeness &amp; accuracy</li> <li>-On-the-spot assessment of missing docs when they are turned in and/or faxed in.</li> <li>-Timely reviewing of files</li> <li>-Personalized assistance - follow-up emails &amp; phone calls by reviewer</li> <li>-Reviewers write down &amp; initial</li> </ul>		<p>Measurements of FAFSAs received as compared to same timeframe and totals from prior year(s).</p> <p>Measurements of files reviewed and completed as compared to same timeframe (totals) from prior year(s).</p>	<p>Ongoing, with a snap shot available at any time.</p> <p>Year end totals are the most valuable.</p>

	explanations of discrepancies, missing information, etc. documented through phone conversations with students		
2. Outreach by staff to ensure all segments, particularly under-represented student populations have access to financial aid resources to assist them in achieving their academic goals.	<ul style="list-style-type: none"> <li>-FH class presentations and workshops</li> <li>-Tables and/or workshops at on-campus events, i.e. transfer week, career day, etc.</li> <li>-Cash For College event at Middlefield</li> <li>-Early outreach to high schools through financial aid evenings and participation in community college forums</li> <li>-Integrate with campus outreach (Day on the Hill, Parent Orientation)</li> <li>-Designated foster youth liaison</li> <li>-End of year recognition event for FA</li> <li>-Non-FAFSA eligible students directed to complete BOGW and/or scholarship apps</li> <li>-Referral to EOPS/DSPS/CARE/Tutorial Center and other student support services</li> <li>-Create warm and inviting environment (front desk as well as lobby etc.) with user-friendly signs and flyers</li> <li>-Provide and maintain resources like reference brochures and handouts in lobby and post information on bulletin board.</li> <li>-Keep other departments/programs and instructors informed of deadlines, workshops and events through flyers.</li> <li>-Resource packets for counselors and other relevant offices (such as A&amp;R)</li> </ul>	<p>Measurement of various ethnic groups to see how they compare to campus at large and/or past year(s) of serving the same population.</p> <p>Measurement of various age, previous academic history, or other groups to see how they compare to campus at large and/or past year(s) of serving the same population.</p> <p>Better in reach targeting to clubs/services that support the identified underserved population(s).</p>	<p>Ongoing, quarter by quarter - relies more on Hyperion/Argos report writing and/or Institutional Research.</p>
12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the			

purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
Staffing - restored	We lost one position (12.5% of my staff) on 6/30/2010. My Fin Aid Outreach Assistant is now a vacancy I cannot fill. That position supports the financial aid outreach efforts file review processes. We do not have the luxury to reduce the number of students we serve to match the staffing or funding we have. We must process all the eligible financial aid applications that come to our campus. FA Outreach Assist would need to come at least 50% from Fund 14 – or other campus source and 50% from BFAP.	Without these positions we are not able to maintain the volume of financial aid traffic or offer the full service that allows students to remain in school. The programs we offer would have to diminish and the timing of disbursements might be so delayed that students would not be able to use these funds to pay for enrollment fees, books, and other necessary beginning of the quarter expenses. I feel it would be the reverse of “Putting access into action” without funding for this position. We would actually be reducing access and many of the neediest students may be forced to drop out. So I feel this funding need supports both a strategic initiative and supports student learning & success. We may need to abandon goal #2 stated above and goal #1 would be severely impacted.

<h3 style="text-align: center;">III. Service Evaluation</h3>	
<i>Service Evaluation Overview</i>	
1. <b>Student Services Survey:</b> Given results of the Fall Student Services Survey, describe any trends with respect to <b>student knowledge of and use of program services</b> . Are there changes over time? What are the implications for your department/program?	I was very happy with the service awareness of 91.4%, but the service usage (26.4%) I would like to improve upon. From 2003 and 2006 we made very large increases in service awareness. The implication is that people are aware of us, but are choosing not to use our services. I suspect many do not use our services because they eliminate themselves based on inaccurate information about who the FAO serves.
2. <b>“Internal” Evaluation:</b> Given results of the Internal Evaluation, describe any trends with respect to <b>internal perceptions of program effectiveness</b> . Are there changes over time? What are the implications for your department/program?	An internal evaluation needs to be developed.
3. <b>“External” Evaluation:</b> Given results of the External Evaluation, describe any trends with respect to <b>external perceptions of program effectiveness</b> . Are there changes over time? What are the implications for your department/program?	An external evaluation needs to be developed.
4. <b>Point of Service Surveys:</b> Given results of the Point of Service Survey, describe any trends with respect to <b>student evaluations of service</b> . Are there changes over time? What are the implications for your department/program?	A point of service survey needs to be developed.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	I am also happy to see that of those that used our service, the largest group found us very helpful. We would want to expand upon the numbers who are using our services while maintaining the high level of customer satisfaction.
6. Are you seeing <b>trends in service satisfaction or perceived effectiveness</b> that are not reflected in the data cited above? If yes, please explain.	No, however as we increase our outreach we likely will also bring students who are truly not eligible into our office and that hopefully will not be reflected with poorer satisfaction ratings.

<b>Summary of Planning Goals &amp; Action Plans</b>			
<b>7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals.</b>			
<b>Dept/Program Operational Goals</b>	<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>
3. To provide excellent customer service by making financial aid information, requirements and deadlines available and accessible.	<ul style="list-style-type: none"> <li>-Work with staff to create a Point of Service (POS) survey and start using it</li> <li>-Work stations in FA lobby</li> <li>-Info tables set up in front of office first week of each quarter</li> <li>-Website current and informative</li> <li>-Bulk emails through our listserv</li> <li>-Expanded office walk-in availability and appointments for students</li> <li>-Electronic message board and plasma screen TVs</li> <li>-Resource packets for counselors &amp; other relevant division offices.</li> </ul>	A combination of our POS and parts of our SAOs that could relate back to how we “teach” our student clientele.	Starting in fall 2011 we will develop POS and begin distribution.
4. Equitable distribution of financial aid funds to all eligible students in an efficient manner through timely disbursements.	<ul style="list-style-type: none"> <li>-Quick turnaround time on delivery of \$</li> <li>-Awarding of limited campus-based funds on “first come, first served” basis</li> <li>-Schedule of Disbursement dates posted online – i.e. openly announced</li> <li>-Bulk email reminding students of dates for “on-time” disbursements</li> <li>-Weekly disbursements for students not eligible for “on-time” disbursement</li> <li>-Immediate processing of outside funds, including outside scholarships, Americorps, Chafee</li> <li>-Review stats on “file turn-around” time</li> </ul>	Disbursement of funds out of Banner in the same or quicker than as in SIS+. This has proven to be true. This will be measured by dollar amounts awarded and when in comparison to prior year(s) - Institutional Research. Additionally reviewing of ‘who’ is getting the funds through demographic stats.	Starting with 10-11 compared against to 09-10.
8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well			

as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
Staffing - restored	As stated before we lost one position on 6/30/2010. My FA Assistant is an empty seat. The Coordinator and their outreach team are responsible for 70-80% of goal #3. This lost position, in addition to the rest of the staff, directly impact goal #4 by processing paperwork, helping students to gain access to financial aid, and getting students to the point of disbursement quickly. As stated the FA Outreach Assist would need to come at least 50% from Fund 14 – or other campus source - and 50% from BFAP.	While we would try to maintain our customer service, our hours of operation/availability at Middlefield and the Main Campus would need to be reduced. For the education of our students and the completion of files and doing disbursement, the issues mentioned before would exist. With our reduced ability to review files and make timely disbursements to students, the disbursement frequency would be reduced to allow for slower reviewing of files. Thus students would not be able to use these funds to pay for enrollment fees, books, and other necessary beginning of the quarter expenses. So I feel this funding need supports all three of our service goals which in turn directly impact the student learning & success of many of Foothill College's neediest students.

IV. Service Area Outcomes		
<i>Student Learning Outcome Assessment</i>		
<p>1. <b>Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.</b></p> <p>2. Are additional resources needed to accomplish your service area outcome goals? If yes, identify the resource, as well as the purpose and rationale for each resource.</p>		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>
Staffing - restored	For 1011 we started the year with a 12.5% cut – loss of a classified Fin Aid Outreach position. We then experienced an effective additional 6% cut when a Fin Aid Outreach Assistant left for a ‘working-out-of-class’ opportunity and we could only find a qualified Temp employee able to work ½ time. Since all three of our SAOs involve a student gaining information or experience that can only be done through the financial aid process, it takes staffing to maintain. We can not maintain double digit increases in need with a ~18.5% cut to staffing.	With the direct and indirect cuts to financial aid staffing we are not able to maintain the level of care/teaching that we currently do for our students. Not only will our SAOs suffer, which very closely feed into the “Putting Access Into Action”, but our student’s learning & success will also suffer. The campus has actually taken action to reduce access to an education by the reduction in our staffing. The delays in processing financial aid paperwork, which have been significant at times, creates a delay in students being able to pay for educational expenses and thus reduces their chance for a successful start and often conclusion to their academic endeavors. Because financial aid permeates so many different educational goals on our campus, the pain is being felt beyond the basic skills and transfer students. The continued staffing of the Middlefield location has become a low priority over the needs of the main office.

V. Resource Planning: Personnel, Technology, Facilities, and Budget	
<i>Faculty</i>	
1. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , reassigned time, <a href="#">turnover</a> , growth or reduction of the program)	N/A
<i>Classified Staff</i>	
2. What staffing needs do you anticipate over the next four years. (Consider: <a href="#">retirements</a> , <a href="#">PDL</a> , reassigned time, <a href="#">turnover</a> , growth or reduction of the program)	Excluding the need to maintain the two staff I am slated to lose on 6-30-10, there would possibly be one retirement that would need to be replaced. At the current growth rate of FH financial aid and the Obama Administration's push for education and financial aid, I may even need one more person beyond what I just identified.
<i>Technology and Equipment (see definitions below)</i>	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	No, the computers will be reaching their lifespan in ~1-2 years and we have 14-16 computers that would need replacing. Additionally with the Banner Data Management System (BDMS) possibilities, we would require scanners and ideally 2 monitors per employee's desk to split the images on. At some point, small printers will give out and we would need to move to fewer, but larger capacity printers. Most furniture will last several more years, with chairs likely being the first to need replacement.
4. Do you have adequate resources to support <a href="#">ADA</a> needs in your physical and/or online services? If no, explain.	Yes, for the most part, once the ADA door is adequately fixed. Assessment of our computer workstations will be conducted.
<i>Technology &amp; Equipment Definitions</i>	
<ul style="list-style-type: none"> <li>• <b>Non-instructional Equipment and Supplies:</b> includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.</li> <li>• <b>Instructional Equipment and Supplies:</b> includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.</li> <li>• <b>Durable Equipment and Furniture:</b> includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.</li> <li>• <b>Note:</b> It is recommended that divisions perform and maintain an inventory of all their technology and equipment.</li> </ul>	

<i>Facilities</i>	
5. Are your facilities accessible to students with disabilities? If no, explain.	When the ADA door works. The external button has been inconsistent at best. Work request was put in and completed, but door still does not consistently work.
6. List needs for upgrades for existing spaces.	Complete redesign of front desk/reception space to allow EOPS, Testing, and Financial Aid to have separate entry and reception areas. The design of the 8200 floor is horrible and without any further design changes I look forward to the earliest possibility to move the Financial Aid Office out.
7. List any new spaces that are needed.	Only related to above item (#6) and student line control. Waiting room should have been first with reception desk “blocking” entry into workspaces.
8. Identify any long-term maintenance needs.	At this point unsure of any beyond normal custodial needs.
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	Need a consistent meeting room/area for staff to conduct meetings and training, that isn’t the lunch room. Student waiting room is larger at the detriment of the front desk and staff work stations. There is no room for program growth.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	For the most part, but we have had some significant problems with our computer programmed front door schedule and the ADA button for the front door. It still is a major thorn in my side and I do not feel we have a long term resolution.
<i>Budget</i>	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	Yes, as long as the funding to restore staffing is made available.
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	Salary and benefits is ~96% of my B Budget and the other 3-4% for expenses is currently enough. BFAP funds have helped to supplement the college’s contributions, but will be stretched too thin in 10-11 to supplement.
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	Not without reducing salary and benefits in some other area. We have a zero sum game and dramatically increasing need and expectations from students. The salary and benefits are the bulk of existing funds.

Summary of Planning Goals and Action Plans			
14. What are your goals with respect to resource planning and how will those goals be measured?		Currently since the vast majority of my resources are tied to people, the only planning I can do is how my office will respond to potential staffing cuts. I do not have enough “extra” money to cover any cuts to staffing. I will be taking stock of any physical inventory we have and being more frugal with office supplies, but that is all I can do at this point. I will be measuring it against the prior year’s expenses, which is difficult with increase in need of 38% and our need to support those additional students.	
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request <b>supports one or more college strategic initiative and/or supports student learning &amp; success.</b>	
N/A			

## VI. Final Summary of Goals, Commitments to Action, and Resource Requests

- Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years.

The Financial Aid Office's plan for the next three years is to regain the cut position and fill fulltime the 'working-out-of-class' vacancy. Additionally, we want to adjust work behaviors to accommodate an influx of students who are applying for and are eligible for financial aid, increases of ~80% over the last two years. We want to manage the significant changes coming out of the Department of Education regarding financial aid programs and regulations. We hope to successfully adjust Banner set-ups for year two and three and gain additional mastery of the Banner product.

We want to improve upon our outreach to underserved populations at Foothill College, "teach" students on how to maximize their financial aid opportunities, and get the most number of students the most money in the most timely fashion possible. The key is to do all this with an efficiency that leaves our office able to process more students and the students feeling they were worked with as an individual, instead just being "processed".

However experiencing student head count gains in the +80% range while having cuts to staffing the 12-18% is proving devastating to our ability to do work and maintain office/staff integrity.

- Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost
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Funding for staff restoration.	To maintain and improve upon Financial Aid Office capacities	<p>The need of students for financial aid is increasing by double digit percentages (currently up 26% from this time in 09-10). By eliminating one FT classified position, the current campus proposal is that the Financial Aid Office can handle double digit increases in students served with a double digit cut to our program. The last time we had all our staffing was in 07-08 and we have increase a staggering 105% since that time with an increase in Pell Grants, aid for the neediest of students, paid of 233% (\$4.4 million Vs \$1.9 million).</p> <p>and up a staggering 105% since 07-08</p> <p>in The FA staffing needs to be maintained or even increased to support the students we nee to support.</p>	<p>~ \$150,000 annually</p>
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Good morning all-

Attached is the summary of funds paid in 2009-10 compared to 2008-09 from Institutional Research. I've highlighted some major areas of growth, but overall increases of \$2.4 Million and awarded head count increase of 1250 is very significant.

Compared to 07-08 this two year increase equates to an awarded dollar amount of \$3.9 Million increase (up 60%) and an awarded head count increase of 2043 (up 73%)!

For the final comparison, our level of FAFSAs as of yesterday is up 82% compared to this time in 07-08 and up 33% compared to 08-09. There are still no signs of the growth slowing in the Financial Aid Office.

All this and I am down a staff member due to imposed budget cuts that I had in 07-08 and 08-09. Look for my request to reinstate

my previous classified FTE. :-)

*Supervising Administrator Signature*

*Completion Date*