Introduction

Purpose
An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process
Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:
1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:
• Program review documents are due to Director/Dean by December 14 for completion of Section 6.
• Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

Questions?
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Student Service Program Name: Financial Aid Office

Student Service Program Mission: 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.

Total number of Full Time Faculty:	N/A
Total number of Part Time Faculty:	N/A

Existing Classified positions:
1 Financial Aid Coordinator
1 Financial Aid Outreach Coordinator
3 Financial Aid Assistants
3 Financial Aid Outreach Assistants

Program Review Team and Departments:

Name	Department	Position
Kevin Harral	Financial Aid	Director of Financial Aid

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Unduplicated Student Recipient Count	4920	5862	6081
Unduplicated Student FAFSAs Received	6412	7915	9060
Total Awarded Amount	$9,884,812	$13,985,620	$15,597,196
Full-time Staff	7	6	6.5
Part-time Staff	0	1	1

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):
   This was tracked based on number of applicants, number of recipients, and dollars paid.
   - Financial aid applicants are up 41% (based on FAFSAs received at conclusion of 09-10 compared to 11-12 end of year) and up 91% since the 08-09 year (4754 Vs. 9060).
   - Headcount of unduplicated recipients up 24% (over 1150 more students) from 09-10 to 11-12, based on Institutional Research as of conclusion of 11-12 (October 12th, 2012).
     o Up 52% unduplicated headcount and up almost 2100 more recipients compare to 08-09.
   - Financial aid dollars awarded up 58% from 09-10 to 11-12, based on Institutional Research as of conclusion of 11-12 (October 12th, 2012)
     o Up 111% in dollars paid compared to conclusion of 08-09.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)
   Overall our served population is similar to the general college population as a whole. One example of our populations being disproportionate to the college is that the reported African Ancestry of the college is ~5% while that group represents 12% of all financial aid recipients. We also serve more females and fewer males than the college breakdown.

3. Please describe services offered off campus and how these services are assessed and measured.
   The main services provided off campus are through our website, which allows virtually all financial aid information, form access and completion, and transactions to occur. Additionally we offer a part-time Financial Aid Assistant that maintains an office on the Middlefield campus location and can conduct in person appointments and workshops. Finally we have a presence at some of the local feeder high schools and do financial aid nights for some of them.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
   Yes and No-
   i. Which aspects of the work are key to the institution's mission?
      Most of the work is key to the institution's mission since it is processing and awarding students funds for their education. One notable exception is the personnel function for student employment being the furthest from the mission of the college and the Financial Aid Office, but we spend ½ a FT position managing it.
   ii. Has the staff increased, decreased or remained the same to meet those changes?
      Since the 04-05 year our staffing has not grown a single position, and has been reduced for periods of time, while our business continues to skyrocket. We are just now getting back to the same staffing levels we had in 04-05 when our FAFSAs were ~35% of what they are now (2.5 times less!).
   iii. How has technology affected the workload in your office?
      Technology (Banner) has changed the way we do work. We are able to load FAFSAs into our systems and run the disbursement processes faster, but the

bulk of our work, the file review and completion, is basically the same as a decade ago. The Dept. of Ed. continues to pile on additionally requirements that we must follow, so it tends to nullify much of the gains technology has given us. We will be implementing BDMS in 12-13 to set the stage for electronic file review replacing paper in the near future.

iv. Does the workload have significant peaks and valleys during the year? If so, describe.
There were more pronounced peaks and valleys before the economic challenges of the country over the last few years. Now there is a small valley towards mid-December and January, but the biggest peak period has spread from March/April through October/November.

v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
I can only hope the workload does not continue to increase without staffing increases, although 12-13 data indicates applicants are still increasing by double digit percentages. My hope is to serve all the Foothill students who are eligible, but that would take more staff than we currently have. If workloads decrease or staffing increases we can increase outreach and incomplete file follow-up, essentially bringing the workload back up again.

vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
Decrease required hours of availability to students since many of their questions, especially during the peak period, would be answered if we had the appropriate time to review the files and award them. Adjust how we see students to more effectively conduct short drop-in visits – use of technology.

vii. What strategies have been used to improve the delivery of support services within the program or department?
We are hiring a more fully dedicated front desk staff member instead of relying on student help for our first point of contact. We have changed the manner in which we review files to move more towards a case-management style where each staff member can take the student file through all steps of review and awarding instead of specialization. We are reviewing our processes, simplifying when possible, and trying to leverage technology, such as scanning and Financial Aid TV, to better reach and serve students.

5. General budget analysis by category of expenditures.
   a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor	$0	-
Copy Costs/Printing	$2,486	Copier chargebacks
Postage/mailing	$5,920	Mostly Higher One mailing expenses

Procard	$4,554	Almost entirely Office Depot office supplies - Paper, stamps, pens, toner/printer ink, etc.
Equipment	$6,829	Building out deficient work space after moving into new 8300 building + necessary furniture
Software	0	-
Stipends	0	-
Travel	**0**	-
Other (Plant services)	$875	Plant Services shredding services for old archived documents
Other (Scholarships)	$3,400	Zeroing out of scholarship fund discrepancy from pre-2007
Other (Higher One)	$3,789	HO Replacement Card fees billed to Financial Aid Office.
All Category Total	$27,851	**Total for 09-10 through 11-12 (~$9,000 per year)**

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
    a. Please discuss current outcomes or initiatives related to this core mission.
    We fully support and fund students working their way through basic skills and into financial aid eligible certificate, degree, and transfer programs, if not already taking classes towards one. While basic skills students can cover the full socio-economic spectrum, they tend to be coming out of educational systems that did not prepare them for college level work. Lower socio-economic families may be disproportionately represented in this category and heavily supported by the programs and resources that the FAO offers.

7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: http://foothill.edu/president/transfer.php
    a. Please discuss current outcomes or initiatives related to this core mission.
    We fully support and fund students working towards transfer. Transfer students also range across the entire socio-economic spectrum so are well represented in the population that the FAO serves. We often are also able to support their financial aid transition to 4-year colleges, both public and private, in state and out of state with advice and tips gained from their experiences with the Foothill FAO.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://foothill.edu/president/workforce.php
    a. Please discuss current outcomes or initiatives related to this core mission.
    We are able to support and fund some programs and students in this category. There are strict federal guidelines for what is a financial aid eligible program and not all programs in this category fit those criteria, although many do. Some programs do qualify and students in those programs are funded and supported along with, and with the same dedication as, the other populations that the FAO supports.

9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: http://foothill.edu/staff/irs/ESMP/index.php

    a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

The Financial Aid Office is dedicated to serving all types of student underrepresented or not. Due to the nature of our work, with the majority of work being done on lower socioeconomic families, we tend to serve mostly underrepresented populations. In several of the underrepresented ethnic groups we serve a higher % than the general make-up of the college. Of course being better able to fund ones education is a keep component to retention and according to Institutional Research financial aid recipients have a higher persistence rate from fall to winter than those who do not obtain financial aid funds. Outreach has been a bigger challenge with the financial aid staff having to scale back the outreach/inreach efforts to support all the students who have applied for aid. We know there are populations that can be better served, but are unable to do so with currently low staffing levels.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

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 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.

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. Increase % from pre to post test.	07/20/2012 - We administered the same survey to the same students several months latter. In the second administration we determined that knowledge of first steps to applying increased by ~7%, how often to apply increase by 3% to a 95% correct response rate, and how to check their status with our college increase by 11%. **Result:** Target Met **Year This Assessment Occurred:** 2011-2012	07/20/2012 - In many areas students scored high correct response rates. This tells us we are meeting our initial goals, but the follow-up survey also told us that there was a learning process from spring when they are new students to the fall when they are slightly more seasoned with the financial aid processes. It also revealed areas that we need to advertise more openly and 'train' our students to navigate through.
SA - Financial Aid - 2 - MyPortal - Students will have the ability to navigate the new financial aid system for 11-12 in MyPortal. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** We developed a survey in-house that was administered to students coming through the FAO. The participants were selected based on who had the financial aid tab in their MyPortal, which is initiated by a FAFSA application being received. **Assessment Method Type:** Survey		

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Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
	Target: Increase student awareness of how to navigate the MyPortal system. We are working towards 85% understanding of initiating the MyPortal account and increasing the rate of understanding & navigating to fin aid data in MyPortal.		
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 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 a scholarship in that academic year. **Assessment Method Type:** Survey **Target:** Increase student knowledge of scholarship eligibility.	08/09/2012 - We administered the survey to all 2011-12 scholarship applicants . We found that 67% of applicants had previously submitted a FAFSA and had applied for 1-3 scholarships. Both numbers had increased since the last time we assessed this. In both cases this shows the students ability to focus on scholarships they may actually be eligible for and trying to maximize funds by using the FAFSA as well. We also determined that the majority of students learned about scholarships through our website and a small 7 students learned from a scholarship workshop. **Result:** Target Not Met **Year This Assessment Occurred:** 2011-2012 **Resource Request:** N/A	08/09/2012 - We need to encourage filing a FAFSA even more for our scholarship applicants and/or assess the number of applicants who otherwise would not be eligible to do a FAFSA (undocumented students, F-1 students, etc). We will continue to guide students with limiting their scholarship choices to those they have a good shot at and to increase our web/advertising presences and perhaps downplay the scholarship workshops which have low informational value as assessed here.

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

2.3.a What findings can be gathered from the SA-SLOs assessments?

In reflection we believe the FAO is still doing a good job of informing students about the application process. Essentially how to do the FAFSA and whose information should be used to complete the application. Some of that learning comes prior to doing the FAFSA and some knowledge comes after going through the Foothill College portion of the application process – essentially how Foothill does it. However, we also recognize that students get lost along the way in regards to finding financial aid through our office and from the financial aid tab in MyPortal. Based on the survey results there are some lingering issues with knowledge on maintaining eligibility from term to term and year to year. We also found that our students could successfully navigate and apply for scholarships via our online process and that 67% of FH scholarship applicants had previously filed a FAFSA.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

Yes, while the data still indicates we do a good job getting a student into the application process, there are still some struggles in finding 'needy' applicants and teaching them the skills to continue each year without additional assistance from the FAO. Part of this may be due to the misunderstanding on what part(s) of the application process needs to be repeated each year. Some of this may also be tied back to the understaffing and workload issues we are experiencing. We spend so much energy on processing those that did apply, there is little energy to track down students who didn't, but should have, applied and those who started and then stopped along the way. We will continue to revisit this point and attempt to address it in the next cycle as this should always be a cornerstone of what the FAO does.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

Yes, while the SA-SLOs can always be refined a little and we will be dropping one and starting a new one in the 12-13 cycle, it appears the SA-SLOs were crafted to represent the knowledge, skills and abilities students would need to obtain, maximize, and maintain their services from Foothill's FAO. While not every item assessed is stellar, we believe student shortcomings represent legitimate shortcomings in the FAO's 'educational' process for the students. With the increased workloads we continue to need to effectively teach our students these skills so that they may be more self-sufficient in all aspects of the financial aid process.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

By assessing the SA-SLOs for the FAO we have increased the percentage of students applying for aid. We have increased the time of year they are applying, with earlier applicants representing bigger increases than late applicants. We support several underrepresented groups at larger percentages than they are represented on campus as a whole. Financial aid students also have a higher persistence rate than those without aid services. In response to the assessment results we have increased our in-reach tactics to include ESL and Basic Skills class presentations in addition to our existing agenda of Counseling 50 and 175 course presentations. We also invested in physical banners and signage for placement at major points of the campus to reach additional students. We are trying to improve our communications to the student population, including using our website, listserv, Financial Aid TV, and information on instructor green sheets. Several of these are in the infancy stages, but will be fully operational in the coming months

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Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Increase the number of students completing the FAFSA and the number of successfully completed and awarded files.	End of 11-12 academic year for financial aid – September 2012.	-Additional outreach to key FH classes. -Front counter training to review paperwork for completeness/accuracy. -Timely reviewing of files with personalized assistance due to added reviewer staffing -Resolve some missing information and discrepancies, through phone conversations with students.	Complete and successful – increases of 14% in FAFSAs from 10-11 to 11-12. Adding enhancements/trying other ideas for 12-13 file review.

Outreach 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.	End of 11-12 academic year for financial aid – September 2012.	-FH class presentations and workshops -Tables or workshops at on-campus events -Cash For College event at Middlefield -Early outreach to high schools through financial aid evenings -Integrate with campus outreach (Day on the Hill, Student/Parent Orientation) -Designated foster youth liaison -Provide and maintain resources like reference brochures and handouts in FAO lobby and at other critical locations on campus. -Keep departments, programs & instructors informed of financial aid changes. -Resource binders for academic counselors	Always in progress and incrementally successful. We maintained previously expanded classroom work, but still need to enhance our targeted outreach further. Adjusting workloads for 12-13 to achieve this.

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Increase the number of students completing the FAFSA and the number of successfully completed and awarded files.	This is a continuing goal from year to year. (long-term)	1. By increasing our visibility/accessibility on campus, primarily by increased targeted course presentations and events. 2. Continue to make enhancements to the financial aid MyPortal information to further guide and inform our student populations. 3. Fully staffing the office to allow timely	This will provide financial options for those struggling to afford college. This is even more important as the CA economy is not turning around just yet, unemployment is running out for many, and per unit fees continue to be increased.

		processing of files and follow-up on any incompletes. 4.Hiring a consistent presence at the FAO front desk for better customer service and allowing reviewers to review files.	
2 **Outreach 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.**	This is a continuing goal from year to year. (long-term)	1. By increasing our visibility/accessibility on campus, primarily by increased targeted course presentations and events. 2. Build relationships with clubs or groups that cater to the targeted student populations and enhance rapport with those student groups. 3. Continue to dispel financial aid myths that keep students away from our office or the financial aid process as a whole. 4.Hiring a consistent presence at the FAO front desk for better customer service and allowing outreach staff to go reach out to the desired campus populations.	This will help inform students of their financial aid options for paying for college. These steps also breakdown perceived barriers to the financial aid process and improve 'community' relations. This is important as the CA economy is still not turning around and , and per unit fees continue to be increased, but federal aid is still available and relatively strong.
3. **Implement BDMS for scanning and archival capabilities. This will also open the doorway for digital file review.**	This is a new goal for 12-13 and the implementation goal is short-term.	1. Set-up physical and digital infrastructure for scanning of past files. 2. Undergo training on how to properly and efficiently scan and index documents. 3. Require review of past files in digital	While initially a solution to storage issues, this will also lead to our ability to accept documents digitally from students, import directly to a digital file, and review without ever having to print most, if any, documents.

		formats to gage capability of moving forward will current file digital review.	

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, 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	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Need to fill two vacancies (approved and in progress) and may need to add an additional employee to the office.	$60,000 beyond cost to fill two current vacancies.	Goal 1 and 2 – to serve the populations that need our help to obtain aid and successfully remain in college.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale
N/A		

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale
Computer and peripherals are reaching end of normal lifespan – normal tech refresh will suffice. Already scheduled.		Goal 1 & 3

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.
One prior recommendation was to rethink how we do business. To work towards this we made the determination about 8-9 months ago to move our staff to more of a caseload style with each person handling part of the alphabet from file review through loan processing. I look forward to the coming year as two new people join our team and hopefully bring ideas and alternative perspectives to what we do and how we do it. We will continue to reevaluate how we do business and after giving ideas a solid chance to work we will continue to adjust as necessary.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?
There have been no concerns regarding the viability of our office and services. We are as critical to this campus as any student service or academic program. Having said that, many outside the FAO do not understand the volume of work that we do on a daily basis, the steps we must take to maintain administrative capability, the changes that occur throughout the year that we must adjust policy and procedure to handle, and the time it takes to do all this. There can be unrealistic expectations of what can and cannot be done for/from students and staff alike. We are trying to break free of the image of 'gatekeepers' and work towards a happy medium of regulation and 'pro-student' activities.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?
Over the last few years Foothill College initially whittled back class offerings and is now chasing enrollment. The college has reduced staffing, faculty, program offerings, and refocused on its core missions, due to state and District budget issues. In that same time the FAO has seen increases in applicants, files completed, recipients, and dollars paid out. Every year since 08-09 we have set new historical highs for Foothill College in all these measures. So far in the 12-13 year we are still experiencing double digit percentage increases in applications over the same time period the year before (~22% up compared to 11-12), despite all the enrollment challenges. Our business continues to skyrocket and we are just now getting back to the same staffing levels we had in 04-05 when our FAFSAs were ~35% of what they are now (2.5 times less!). Unfortunately, the workload is now catching-up with and overwhelming the staff, but in prior years we have held it all together and hope to recover that capability with the incoming staff.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The data confirms that applications for financial aid have grown significantly in the past three years. The number of students submitting FASFA's represents over one-half of Foothill's student population. The number of students receiving services equals approximately one-third of Foothill's student population. This data speaks to the FAO's

efforts to make their information readily accessible to students. The recent addition of Financial Aid TV also points to their continuing efforts to help students easily access information.

The conversion to case management while stressful, has surfaced where and how service issues were occurring. Now, with all staff involved in all aspects of awarding aid any staff member can look at a student's file and know what needs to be done to complete the file.

The staff has made some good-faith efforts to address the backlog of files, which in turn positively impacts time between application and award.

6.2 Areas of concern, if any:
The FAO staff are overly concerned about doing everything right to the point that they sometimes over-analyze situations and become paralyzed. They have an ingrained fear of "the auditors" that keeps many of them from making independent decisions. This fear then influences time between application and award.

6.3 Recommendations for improvement:
Continue reinforcing autonomous but informed decision-making. Until the staff feels comfortable that they will not be punished if they make a mistake that was made after considering the options, they will not be working at optimum efficiency.

I recommend that the entire team participate more fully in the next review.

6.4 Recommended next steps:
_X_ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The FA staff have worked diligently to review files, make awards and resolve student issues. There is no doubt requests will increase due to the current national financial situation, and the Student Services managers and College will do all they can to support appropriate staffing levels to meet these needs within the constrained budget parameters.

6.2 Areas of concern, if any:
This year the FA team has been doing group trainings to in an effort to work through specialized problems and address solutions with consistency. This needs to continue as ongoing training to support staff's ability to handle files in a timely manner with support of management.

6.3 Recommendations for improvement:

Support the "learning/training" environment with less focus on punitive action for decision-making. Keep it an on-going learning process to most effectively deal with the ever increasing numbers of applications for aid.

I support Dean Hyland's recommendation that the entire team participate more fully in the next program review.

6.4 Recommended next steps:
_X__ Proceed as planned on program review schedule
___ Further review/Out of cycle in-depth review