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

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

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

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean/Director.

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

> We have been trending upwards over far more than the last three years, but have still yet to plateau with students served as of 12-13. 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 following data was provided by the annual evaluation* conducted by Andrew Lamanque of District Research and data pulled from Banner* by Kevin Harral.
>
> | | Fin Aid App (FAFSAs) | Fin Aid Recipients | Total dollars paid out |
> |---|---|---|---|
> | 10-11 | 7,915 | 5,466 | $13,922,544 |
> | 11-12 | 9,060 (+14%) | 6081 (+11%) | $15,629,352 (+12%) |
> | 12-13 | 10,883 (+20%) | 6720 (+11%) | $16,078,078 (+03%) |
>
> 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 333 e-mails from our financial aid general e-mail address. 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 implemented Financial Aid TV*and in total there were 5899 video views with the 'What is Financial Aid (CA)' video being viewed 481 times in 12-13. Finally, in our first year using SARS we recorded 747 scheduled appointments in 12-13 between our 6 employees who do set appointments and likely hundreds of additional drop-in appointments.   * See attached data/reports.

This data was obtained via the following sources:

_____ CCC Apply
_____ Ask Foothill
_____ Credentials
___X___ SARS
___X___ Other (List) Banner/IR/Outlook/FA TV Admin

b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

Overall our served population are those more likely to be from underserved populations – those from low income backgrounds and ethnic groups more often underrepresented in higher education. One example of our populations being disproportionate to the colleges is that the reported African Ancestry of the college is ~5% while that group represents 11% of all financial aid recipients. In the 12-13 academic year 47% of our financial aid students were from African Ancestry, Filipino, or Latino ethnicities while that same population makes up only ~23% of the Foothill student body. We also serve more females and fewer males than the college breakdown as a whole.

c. Please describe services offered off campus and how the effectiveness of these services is assessed.

The main service provided off campus is through our website. Our website allows access to virtually all financial aid information, forms for completion, and can help many transactions occur. As stated before, we also instituted Financial Aid TV in 12-13 with much success. Additionally we offer a Financial Aid Outreach Assistant that staffs, part-time, an office on the Middlefield Campus location and can conduct in-person appointments and workshops in addition to phone appointments, as all our staff do. Finally we have a presence at some of the local feeder high schools and do financial aid nights for some of them. We assess the effectiveness of these services both based on our student feedback and our return invitations to the high schools we have served.

Data for this area is based on services offered at the following locations:
1. __X__ Middlefield
2. _____ CCOC
3. __X___ Other (List) FA TV

d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

Not completely, but it's improving. With all our approved positions filled, we have a reasonable number of employees working files and need to strengthen our out/in-reach to potential applicants. Until recently I did not feel our office was correctly balanced between outreach and in-office staff. The staffing is getting more in line and now the work needs to be shifted a little to correct any imbalances. As we fix these, it may be determined that the Financial Aid organizational chart needs adjusting.

Section 2: Core Mission Support and Student Equity

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. **Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> 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 those goals. 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 or ethnicities traditionally under-represented in higher education may be disproportionately represented in this category and are heavily supported by the programs and resources that the FAO offers.

b. **Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> 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. Some of these students started in the basic skills arena before finding success and shooting for additional education goals, like transferring. 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, in addition to many scholarships we offer that can be taken with to their transfer school.

c. **Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

> We are able to support and fund some programs and students in CTE programs. There are strict federal guidelines for what is a financial aid eligible program and not all programs in this category fit those criteria. Some programs do qualify under the Department of Education standards for Federal eligibility and students in those programs are funded and supported along with, and with the same dedication as, the basic skills and transfer populations that the FAO supports.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 Program Level SA- SLO** – Four Column Report for PL-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 (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.	10/18/2013 - 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 425 Foothill College participants completed some portion of the survey. The majority of respondents knew how to apply for aid and how frequently to apply. They knew what to do next and how to determine if a document was still pending. However, at the point of awarding and disbursement, only 38% knew how to determine their disbursement date. Only 24% knew their disbursement amount could vary based on enrollment levels. Only 4% knew the satisfactory academic progress requirement to maintain eligibility. This was all the more disturbing because the vast majority were returning students, not new college students. This will help guide our information dissemination process to include disbursement and maintaining eligibility information to the already abundant how to apply information. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	10/18/2013 - Because Satisfactory Academic Progress (SAP) is such a big deal for maintaining eligibility and so few students could answer that question correctly (4%) we need to really focus on that information dissemination. Also for our continuing students to not know how to find out when their money will come is a shock. This overall area definitely needs the most work.

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
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.	06/14/2013 - This survey was administered in spring 2013 and got 95 FH student responses. The results were pretty good with ~67% of our students hearing about scholarships through the FAO website or a student support service office and another 18% from faculty. The vast majority of students enjoyed the new online scholarship process with only 14% saying they would rather it be on paper. Unfortunately, this 14% of low approval is higher than last time this was administered (at 12%). An increased percentage of students went to the scholarship website knowing what they were looking for (increase of 6% from last year) and an increased percentage of students had previously filed a FAFSA, showing they were seeking out all financial aid options (and increase of 5%). Finally, and once again not going in the direction we desired, the ratings for the student's final impressions dropped by 9% compared to their first impressions of the on-line system. Compared to a similar timeframe drop of only 5% the last time this survey was administered. One of the tough spots of the process is scanning and uploading of transcripts and/or letters of recommendation. We once again tried to streamline the scanning and uploading process, but still face file size limitations in our current version. We obtained overall useful results that we are discussing how to build into our 13-14 scholarship offerings. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	06/17/2013 - Discuss our marketing campaign to increase visibility and ensure student satisfaction at the beginning and ending of using the product. Discuss the use of workshops, which the survey indicated was only used by 6 respondents in 12-13. Discuss the process of letters of recommendation and transcripts being connected to the scholarship applications. Discuss with our scholarship software vender add-ons or enhancements to resolve some of the dissatisfaction.

Section 4: SLO Assessment and Reflection

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

a. How do the objectives and outcomes in your service area relate to the program-level student learning outcomes and to the college mission?

> The objectives and outcomes in the financial aid service area align very well with both the program level outcomes and college mission. 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 a very diverse student body through removing or decreasing financial barriers. 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.

b. If your service area has other outcomes assessments at the program level, comment on the findings.

> N/A

c. How has your service area engaged in dialogue about student learning outcomes?

Primarily we have engaged in dialogue within our program. At both staff meetings and impromptu outreach/student success conversations we have discussed how to better inform and lead students to successful financial aid outcomes. Of course with a higher persistence rate, successes in the above financial aid outcomes assists in retention of students and their successful completion of their educational goals.

Section 5: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate <u>some sort of measurable action</u> and connect to Foothill's core missions, <u>Educational & Strategic Master Plan (ESMP)</u>, the division plan, and SLOs. Goals are not resource requests.

a. **List Previous Program Goals from last academic year:** check the appropriate status box & provide explanation in the comment box

Goal	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase the number of students completing the FAFSA and the number of successfully completed and awarded files.	Yes		This is a continuing goal from year to year, but was successful in 12-13. (long-term and on-going)
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.		Yes	We did not build as many in-roads as had been hoped with these underserved populations. While we are serving many of these students at a rate higher than the campus as a whole, we will continue with this in the coming year.
3. Implement BDM for scanning and archival capabilities. This will also open the doorway for digital file review.	Yes	Yes	BDM (formerly BDMS) has been successfully implemented, technology wise, however our use of it has not been fully put into place and maximized.

Section 6: Service/Program Resources and Support

Using the tables below, summarize your program's <u>unfunded</u> 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 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)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	N/A

Indicate duties covered by requested reassign time:

Responsibility	Estimated $	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% 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.	Previously funded in last 3 years? (y/n)
N/A			

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Financial Aid TV Orientation program	$12,000	Goals 1 & 2 – to allow better dissemination of information to students (24x7) and reduce the lines of students and phone calls that occur. Those lines and excessive phone calls often delay	No

		file review processes and getting aid to students.	

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Small desktop scanners for BDM	$3-5,000	Goal 3 – needed to allow scanning of documents at the front desk and as items are e-mailed/faxed to the FAO. Currently we have one BMD scanner in a back cubicle.	No

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 11: Service/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. 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.	We have been encouraging more pushing of the boundaries and process experimentation without violating regulations. The two new staff members have helped with that, but even some of our more seasoned staff are taking some chances. The pay-off is learning some process shortcuts, with only a couple 'disastrous' issues to be resolved – also a learning experience.
2. 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.	Staff continue to bring files to staff meetings to discuss actual situations and office protocols. We have done a couple all-office webinars in the Altos Room and will continue with periodic group trainings (mostly for loans) when staff or I feel the need.
3. I recommend that the entire team participate more fully in the next review.	Admittedly, I did not engage the office much in the preparation of this program review. A couple staff provided me some basic statistics,

| | but there was no additional involvement with the creation of this document. That request will be a priority in the coming cycle. |
| | |

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

I said this last year and it still primarily holds true – 'over the last few years Foothill College whittled back class offerings and is now chasing enrollment.' As we all know the college had to reduce staffing, faculty, some program offerings, and refocus on its core missions. While all that was happening the FAO continued to support an increasing number of student applicants, recipients, and with an increasing amount of funds disbursed each year. Going back to 06-07 every year we have set new historical highs for Foothill College in all three of these measures. We concluded the 12-13 year experiencing double digit percentage increases in applications and recipients (+20% & +11%, respectively compared to 11-12). This occurred despite all the enrollment and staffing challenges. While this skyrocketing pace cannot last forever, financial aid is often cyclical like much of education; we are still trending higher in applicants for 13-14 than at this same time last year (+8%).   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 and February 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. 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.

Section 12: Feedback and Follow Up

This section is for the Dean, Enrollment Services to provide feedback.

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

Data from Institutional Research shows that the number of Financial Aid applications has increased, which additionally helps to increase enrollment. The Financial Aid Office has become one of the best functioning teams on the campus providing excellent support to our students.

b. Areas of concern, if any

The FA team has contributed tremendously to the success of the program. It would be ideal to have more participation and input from the unit in the overall program review process.

a. **Recommendations for improvement:**

New Implementation of Academic and Progress Standards for BOG Fee Waiver Eligibility will affect all financial aid students. Financial Aid TV Orientation program will help to better communicate upcoming changes in regulations to students.

More opportunities for staff members going to workshops, conferences and professional development.

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.

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

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

a. **Strengths and successes of the program as evidenced by the data and analysis:**

The Financial Aid team has done an outstanding job meeting the growing needs of our students. They are to be commended on their commitment to customer service and working with each student in an effort to support their success.

b. **Areas of concern, if any:**
None

c. **Recommendations for improvement:**
None

Recommended next steps:
☑Proceed as planned on program review schedule
o Further review/Out of cycle in-depth review

Denise Swett, EdD
Vice President, Student Services
1/7/14