

Evergreen Valley College
Student Affairs Program Review Self-Study
Document Criteria
2013-2014

Note to Preparers

Please use the criteria in this template to prepare the three- year cycle of Program Review for your department or program. One of the major functions of Program Review is to ensure that all work units of the Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission, Strategic Initiatives, and Commitments to Action, which are expressed below and in the web link that follows. Additional information, including a submission timeline and samples of recent Program Reviews, are available on the college website <http://www.evc.edu> under the "Program Review" tab. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

Program Review Process/Timeline

1. Submit first Program Review (PR) draft to Vice President/Dean. *November-December*
2. Vice President/Dean submits first PR draft to IEC. *November-January*
3. IEC committee members will review and provide feedback to assist you in preparing a final version. *February-March*
4. Make revisions to first PR draft and submit final version to IEC. *March- April*
5. Final PR version goes to College Council and EVC President for approval before going to the Board of Trustees. *April-May*
6. Approved PR goes to the College Budget Committee for EVC's Budget and Planning Process. *April-May*

Evergreen Valley College's Mission:

With equity, opportunity and social justice as our guiding principles, Evergreen Valley College's mission is to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens.

Strategic Initiatives:

1. Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

Areas of focus are:

- Increase Visibility
- Develop Strategic Partnerships
- Building Campus Community

2. Community Engagement: We create a trusting environment where everyone is valued and empowered. Areas of focus are:

- Student Access: Completion of Educational Goals
- Employee Development
- Transparent Infrastructure

3. Organizational Transformation: We will transform the college image and enhance partnerships with community, business and educational institutions. Areas of focus are:

- Access
- Curriculum and Programs
- Services

Department/Program Name:

Financial Aid Office

Last Review:

Spring 2010

Current Year:

2014

Preparers' Names:

Gina Browne
Alma Tanon

**List Staff/Faculty, Positions & Titles
Dean/Vice President:**

Irma Archuleta, Vice President of Student Affairs
Octavio Cruz, Dean of Enrollment Services
Alma Tanon, Financial Aid Director
Gina Browne, Financial Aid Coordinator
Annette Ruiz-Esparza, Outreach Specialist
Luu Nguyen, Financial Aid Specialist III
Tanya Le, Financial Aid Specialist III
Josie Aguirre, Financial Aid Specialist II
Ebonnie Hopkins, Financial Aid Specialist II
James Meza, Financial Aid Specialist II

Department/Program Summary

1. Provide a brief summary of your program. Please explain the purpose of your program, what students you serve, what services you provide, and why these services are valuable. Your explanation should include a brief history and a discussion of any factors that have been important to the program's development.

The Evergreen Valley College Financial Aid Office assists eligible, low-income students with the financial aid process to help cover the cost of higher education. Various types of aid are available and are awarded based upon established federal and state regulations and policies. The types of aid include the Board of Governors Fee Waiver, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Direct Loans, Cal Grants, the California Chafee Grant and internal and external scholarships.

The Financial Aid Office is subject to annual changes to federal and state regulations. The FAO must make adjustments to policies and procedures to remain in compliance. Along with the implantation of additional required processes as well as the incorporation of the third party disbursement agency (HigherOne), the FAO strives to improve the effective and efficient delivery of services to students.

PART A: Overview of Program

1. Identify your program/department's Commitments to Action (CTAs) for this year.
 - A. Review and implement the financial aid features of MyWeb.
 - B. Increase the number of off-campus Federal Work Study community service opportunities

2. Please explain how your program's CTAs are aligned with the goals of the College. How does your program help the College fulfill its Mission, Strategic initiatives, and Commitments to Action (CTAs)?

The FAO CTAs support the College strategic initiative of student-centeredness and community engagement. The first CTA recognizes the needs of students to have access to services in non-traditional formats. The second CTA provides supports transparent infrastructure by sharing information on how financial aid is processed.

3. Please state at least three recent program accomplishments that contribute to the College's success.

- A. Implementation of the California Dream Act
- B. Collaboration with community agency to provide off-campus FWS community service opportunities
- C. Partnership with HigherOne to provide third-party disbursement services

All of the program accomplishments provide and improve student access to financial aid funds. Immediately after the CA Legislature approved State funding for AB-540 students, the financial aid staff began manually processing and awarding students who previously did not qualify. The FWS community service positions provide students with the opportunity to gain experience with local non-profit agencies. The services provided by HigherOne have improved the delivery of funds to our students.

4. State the department/program's goals and focus and explain how these contribute to the mission and priorities of the College and District.

- A. Improve and/or create additional processes for students to receive services (other than in-person).
- B. Create a financial aid orientation for prospective and current students.

Both of the above goals contribute to the student-centered portion of the College and District's strategic initiatives. In regards to the first goal, the Financial Aid Office recognizes the growing need for students to have options for conducting business with the financial aid office. One option is to utilize functions of MyWeb as an additional way to inform students of required actions. The second goal is not only student centered but also contributes to the mission of student empowerment. Our goal is to make sure students are aware of the financial aid process along with their rights and responsibilities.

7. If applicable, identify department/program productivity (WSCH/FTEF).

NA

8. Please highlight what areas need to be addressed more effectively.

The FAO would like to focus on improving the service delivery methods. As of now, the most effective way to receive service is for the student to come into the office. Non-traditional methods such as email and drop-box need to be standardized to ensure the same quality of service as in-person.

Additionally, the FAO needs to improve communications with students and the campus community. The constant changes in federal and state regulations make it difficult for students and non-financial aid staff to stay abreast of changes.

PART B: Management Information Systems (MIS)

1. Indicate the MIS data you are mandated to collect and how often it's reported.

The following MIS data is collected and reported on an annual basis:

Financial Aid Applicant Data Elements

- Student applicant status
- Budget categories and amount
- Dependency status
- Household size
- Family status
- Student and/or parent AGI
- Student and/or parent untaxed income
- Expected family contribution
- Award type and amount

2. How is the program director involved in the review of MIS data before it is submitted to the State Chancellor’s Office?

The director works directly with ITSS to review data and verify accuracy.

3. Is the data accurate and does it match the numbers in your internal database? If the data does not appear to be accurate, identify the problem (e.g. too many or too few participants listed; demographics seem incorrect, etc.). Document the process used to identify and correct the problem.

To ensure that the MIS data is accurate before submission, system reports are generated and reviewed by the director and designated staff. The director reviews the report headings making sure the correct data elements are included on the report. The designated staff selects a 3-5% sample of the data on the report was compared to the actual data source to verify that the correct information was included in the report.

After the submission of the required data, the report below is generated and compared to the reconciled amounts that were reported to the Department of Education in collaboration with District Fiscal Services.

	Annual 2013-2014	Annual 2013-2014
	Student Count	Aid Amount
Evergreen Valley Total	7,648	\$20,091,837
Board of Governors (BOG) Enrollment Fee Waiver Total	7,551	\$5,239,607
BOGW - Method A-? (unknown base)	9	\$6,302
BOGW - Method B based on income standards	1,469	\$859,671
BOGW - Method C based on financial need	6,054	\$4,361,513
Fee Waiver – Dependent of (children) deceased or disabled Veteran	19	\$12,121
Grants Total	3,473	\$13,695,643
Cal Grant B	604	\$727,921
Cal Grant C	29	\$11,564
CARE Grant	37	\$40,260
Chafee Grant	6	\$25,000
EOPS Grant	617	\$76,892
Other grant: institutional source	39	\$18,182
Other grant: non-institutional source	47	\$26,160
Pell Grant	3,395	\$12,518,914
SEOG (Supplemental Educational Opportunity Grant)	1,318	\$250,750
Loans Total	163	\$840,019

	Federal Direct Student Loan - subsidized	160	\$530,946
	Federal Direct Student Loan - unsubsidized	79	\$309,073
	Scholarship Total	80	\$89,703
	Scholarship: institutional source	17	\$7,150
	Scholarship: non-institutional source	67	\$82,553
	Work Study Total	83	\$226,865
	Federal Work Study (FWS) (Federal share)	83	\$226,865

PART C: Demographics

Access

1. Provide the following demographic data: ethnicity, age and gender.

The following, ethnicity, age and gender tables list the demographic information for students receiving financial aid services. Source of information is the California Community Colleges Chancellor's Office MIS Data Mart.

Ethnicity:

African-American	313
American Indian/Alaskan Native	32
Asian	2841
Filipino	409
Hispanic	2997
Multi-Ethnicity	158
Pacific Islander	44
White Non-Hispanic	380
Unknown	377

Age:

1 to 17	116
18 & 19	1625
20 to 24	2907
25 to 29	1131
30 to 34	546
35 to 39	293
40 to 49	446
50+	487

Gender:

Female	4313
Male	3236
Unknown	2

2. Does the program's population reflect the college demographic data?

The Financial Aid program's population reflects the college demographic data.

3. Describe any areas of concern with access.

There is a reasonable amount of concern with student access in regards to the high number of Vietnamese students with limited English skills. All communications sent by the Financial Aid Office are written in English which makes comprehension difficult for some students.

4. Describe any plan for improving access.

To improve access the Financial Aid Office will continue to produce clear student communications, retain translator work study positions and develop different methods of providing service.

5. What programs and services do you feel specifically contribute to student access?

The Federal Work Study program contributes to student access by employing Vietnamese and Spanish language translators.

The implementation of the California Dream Act significantly improves student access to students who are classified as AB540.

Success

1. How well do the program students perform compared to the total college population?

Federal and state financial aid programs do not require that the Financial Aid Office compare performance of program students to non-program students.

We are diligent with monitoring and evaluating program students' performance every semester. While we only monitor program student performance we encourage as many students as possible to apply for financial aid.

2. Describe areas where you have concern about student success.

One area of concern is the group of students that have completed the FAFSA but have not completed the application process. Many of these students may owe registration fees and have not responded to attempts to contact them. These students are of particular concern because not receiving financial aid is a known barrier to retention and success. To address this concern we plan to increase the amount of on-campus outreach to encourage every student to apply for financial aid.

3. What programs and services do you feel specifically contribute to the success of students at your college?

The Satisfactory Academic Progress policy that is used to monitor student progress in the FAO also serves as tool for students to monitor their success. The academic standards for the financial aid satisfactory academic progress are stricter than the college's standards. As long as a financial aid student is meeting the FAO SAP policy they can achieve success. During the 2013-14 an average of 80% of the financial aid students maintained their academic progress eligibility (from end of term SAP report).

See At-A- Glance description below (for detailed information visit the Financial Aid page on the EVC website):

SAP Guidelines At-A-Glance

Listed below are the requirements to maintain satisfactory academic progress:

- Meet the institutional academic and/or progress standards as described under the Academic Policies in the EVC Catalog.
AND
- Maintain a minimum 2.0 cumulative grade point average (GPA) after attempting 30 or more units.
AND
- Maintain an overall completion rate of 70% of all the units attempted.
AND
- Complete program before attempting 150% of the advertised program unit requirement.

Failure to meet the above requirements may result in a student being placed on a warning or disqualified status and unable to receive financial aid.

PART D: Compliance

Student Eligibility

1. Describe the criteria used program in determining student's eligibility and how these criteria are communicated in your program information/handouts.

In order to determine student eligibility, the student must complete and submit the FAFSA and/or a Board of Governors Fee Waiver application. The Department of Education's Central Processing System accesses other Department systems to determine whether the student meets citizenship, selective service and previous financial aid history requirements. The Department also calculates the student's Expected Family Contribution from the information submitted on the FAFSA.

The college Financial Aid Office determines if the student is enrolled in an eligible program, meets the high school diploma equivalency and is making satisfactory academic progress. Students are notified of their eligibility by email and can be found the Financial Aid Office website.

2. Describe the process used to monitor continued program eligibility.

Financial aid eligibility is verified annually. SAP eligibility is verified at the end of each semester and the summer session. During the year, the Department will notify the Financial Aid Office if student becomes ineligible.

3. If applicable, describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.

NA

PART E: Program Requirements

1. Indicate if the program is required to have a full-time director and meet specific qualifications?

The Financial Aid Office is not required to have a full-time director but must designate a capable individual to be the coordinating official.

2. Is the program mandated to have an advisory committee? Identify the membership/composition, list the frequency of the meetings and provide a copy of the last meeting's minutes.

The Financial Aid Office is not mandated to have an advisory committee.

3. What type of documentation is the program required to maintain?

The Financial Aid Office must maintain a number of records for at least 3 years including:

- Program participation agreement, approval letter, and Eligibility and Certification Approval Report
- Application portion of the FISAP
- Accrediting and licensing agency reviews
- State agency reports
- Audit and program review reports
- Cost of attendance information
- Documentation of students SAP
- Documentation of student's program of student and the courses in which the student was enrolled
- Required student certification statements and supporting documentation
- Documents used to verify applicant data and resolve conflicting information
- Documentation of all professional judgment decisions
- Financial aid history information for transfer students

PART F: Program Services

1. Describe program services. Indicate those services you are mandated to provide?

Federal Pell Grant

The Pell Grant program is the largest grant program in the country. It is the foundation for an award package. Pell Grants provide financial assistance to eligible part-time and fulltime students.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a limited grant for Pell eligible students with the lowest EFCs, who meet priority filing deadlines and are enrolled at least half-time.

Federal Work Study (FWS)

FWS is a program that provides jobs for students who demonstrate financial need and are enrolled at least half-time. Eligible students are placed into work-study positions, usually on campus.

Direct Subsidized Loans

The Direct Subsidized Loan is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. Subsidized Direct Loans are based on unmet need after being awarded grants and scholarships. The interest is subsidized by the federal government as long as the student is enrolled at least half-time, in the six-month grace period, or periods of deferment.

Direct Unsubsidized Loans

Unsubsidized loans can be need based or non-need based. The interest on this loan begins to accrue when it is funded.

Board of Governors Fee Waiver

California residents who attend community colleges may be eligible to have their enrollment fees paid by the state.

Cal Grant B

Cal Grant B is for students who are from disadvantaged or low-income families who otherwise would not be able to pursue higher education. This grant may be used at a community college or a university for up to four years There are two types of Cal Grant: Entitlement award and Competitive award.

Cal Grant C

Cal Grant C helps vocationally oriented students that don't plan to transfer to a university.

2. If the program does not offer all mandated services, which ones are not offered and why?

The Financial Aid Office offers all mandated services.

3. If counseling is a mandated service, how are the required counseling contacts documented?

Counseling is not a mandated service in the Financial Aid Office.

PART G: Student Learning Outcomes

1. Indicate core activity?

To make sure students understand the 6 year limit of the Federal Pell Grant.

2. Indicate program SLOs based on core activity?

- Students will know how to look up their Pell lifetime percentage utilizing the NSLDS website.
- Students will be able to calculate their remaining Pell Eligibility.
- Students will know how to view their financial aid history.

3. Indicate the target population for the core activity?

The target population for the core activity is federal Pell Grant recipients that have been chosen by the Central Processing Service for verification.

4. Indicate assessment tool and timeline selected for core activity (i.e. survey, pre & post test, and/or focus groups).

In March 2014, 400 students that were selected for verification were sent an information sheet explaining the 600% Pell Lifetime Eligibility requirement.

One week later, the same 400 students received an anonymous three-question survey addressing the topics of the information sheet. The survey was created using Google forms. Students were asked to complete the survey by the April 30, 2014.

5. Provide a summary of assessment findings; include information on the number of students assessed and how data was collected.

Of the 400 surveys sent out, 197 were returned. Responses were collected and data stored in a Google Sheets document.

Question 1: Which website do you use to look up your Pell Lifetime Eligibility used?

Correct answer: <https://nsls.ed.gov/>

Number of correct responses: 141 or 71.5%

Question 2: Are you confident that you know how to calculate your PLE used?

Not at all confident: 51 or 25.8%

Just a little confident: 92 or 46.7%

Very confident: 54 or 27.4%

Question 3: Most students can view their financial aid history at <https://nsls.ed.gov/>.

Correct answer: True

Number of correct responses: 163 or 82.7%

6. Provide summary of analysis: what changes will be implemented as a result of program findings.

The overall program results are encouraging. The following changes will be explored as a result of the findings.

Devise a new plan to encourage more responses for future surveys

Include comprehensive PLE information on web page.

Provide workshops to help students look up and calculate remaining eligibility.

PART H: Funding Expenditures & Accountability

1. How do you ensure that categorical funds are only used for allowable and mandated cost?

The Board Financial Assistance Program (BFAP) is the only categorical fund account the Financial Aid Office uses. This account is monitored by the Financial Aid Director and maintained by the district office through established accounting policies and procedures. Furthermore, the district office provides transparency, technical support and reconciliation on the BFAP account.

The Financial Aid Director verifies that the expenditure of categorical funds are used only for community college district financial aid personnel, outreach, determination of financial need, and delivery of student financial aid services and shall supplement, and shall not supplant, the level of funds allocated for the administration of student financial aid programs during the 2001–02 fiscal year or 2006–07, whichever is greater.

2. Is the College mandated to provide a match/ maintenance of effort? How is this met? Explain any outcomes, should the College not meet match/maintenance of effort obligation.

The College is mandated to provide a match/maintenance of effort. The MOE is required through the general fund. If the MOE is not met both the 2% BFAP unrestricted amount and the amount of discretionary funding available to the office will be reduced

3. Describe the process for developing and obtaining local, state or federal Budget and Expenditures approval (include timelines).

The financial aid office follows the procedures for the application/recertification mandated by federal and state regulations. The Application to Participate in Federal Student Aid is compiled and submitted every 6 years. The FISAP (Application and Report of Campus Based Funds – FSEOG & FWS) is completed annually by September 30th. Program expenditures for Pell and Direct Loans are reported bi-monthly. Cal Grant expenditures are reported three times per term. Fee waiver expenditures are reported annually via the MIS report due October 1st. BFAP and MOE expenditures are reported also annually in mid-October.

4. Indicate the process for completing the program's fiscal reports and relationship to the district's year end program accounting (include timelines).

The financial aid office in coordination with the district's fiscal office follows the cash management regulations established by the Department of Education. In coordination with fiscal services, financial aid funds are reconciled on a

monthly basis. The year-end reconciliation with fiscal services and the Department of Education takes place during August and September in preparation for the FISAP and MIS reports. (See item 3 above)

5. Did reports get submitted on time? If not, explain rationale for late submissions and the process for requesting an extension.

All reports were submitted on time as prescribed by federal and state agencies.

PART I: Technology

1. Describe efforts made to automate and/or introduce technology (i.e. convert hardcopy documents to electronic versions).

Over the last three years, several significant technological changes have occurred in the financial aid office: 1) implementation of electronic funds transfer via HigherOne, 2) all notifications are now accomplished via email 3) iPad usage now occurs during outreach events, 4) we acquired new computer hardware and equipment, and 5) created and continually maintain a web-based scholarship application process.

2. Explain how the new technology helped to improve program efficiency and effectiveness.

HigherOne, an online bank, now serves our district and aids with the disbursement of financial aid payments. They provide students with convenient access and use of financial aid monies via the MyEVCCard MasterCard and the two HigherOne ATMs located on campus.

3. Describe future plans to implement new technologies in an effort to eliminate manual processes. Identify projected needs and timelines.

The scholarship application process has been continually updated since the Financial Aid Office acquired it for disbursement during the 2009-2010 academic school year. The EVC Scholarship Website has changed significantly to a more efficient application process. The scholarship application process is nearly all online. Once the application materials are received from the student, they are scanned and available for scholarship readers to review online through Google Docs for review.

PART J: Planning Agenda

1. Identify any plans you may have to modify, automate and/or create additional services within your program.

The Financial Aid Office is planning to incorporate an appointment system to modify the way students are served in the office. The plan is also to utilize MyWeb to automate many of the financial aid communications to students.

2. Indicate if you are receiving or planning to request funds beyond the state or federal categorical allocation.

The Financial Aid office is not planning to receive or request funds beyond the state or federal categorical allocation because the allocations are formula based according to usage and availability of funds.

3. Identify and discuss the facilities, equipment and equipment maintenance needs.

The Financial Aid Office is in need of a larger lobby area to provide more privacy to students while being served in the office. There is also a need for increased storage area for files that are required to be kept.

Budget & Projected Expenditures				
	2010/11	2011/12	2012/13	2013/14
Indicate Number of Students Served (project # of students served for 2013/14)	7112	7511	7133	7648
Annual Base Budget (fund 17) (project budget for 2013/14)	\$302596	\$313986	\$349127	\$338755
Annual Base Budget (fund 10) (project budget for 2013/14)	\$464722	\$406755	\$390529	\$399010
Supplemental Funds Received for Personnel Needs (project costs for 2013/14)				
Supplemental Funds for Supplies & Materials (project costs for 2013/14)				
Supplemental Funds for Facilities, Equipment & Maintenance Contracts (project costs for 2013/14)				