

Comprehensive Student Services Program Review Criteria- 2017/2018

Note to Preparers:

Please complete this form that includes the Program Review criteria for the comprehensive student services program review. One of the major functions of Program Review is to ensure that all work units of Evergreen Valley College are aligned with its goals. The college's goals are set forth in its Mission and Strategic Initiatives, which are expressed in the narrative below.

College data- 3 years- is provided in this template. If you need additional program relevant data, please email the Dean of Research, Planning and Institutional Effectiveness.

Additional information, including a submission timeline (**Due December 1st for feedback**) and samples of recent Program Reviews, are available on the college website <http://www.evc.edu/discover-evc/institutional-effectiveness/program-review>. If you have any questions, please feel free to contact any member of EVC's Institutional Effectiveness Committee (IEC).

After your submission to IEC, members of the committee will provide feedback to assist you in preparing a final version. The review committee will consist of IEC members and an optional external reader of your choice. The review committee will make a recommendation and your Program Review will precede to College Council and the EVC President for his/her final approval. Completed/approved Program Reviews will be eligible to participate in resource allocation through the College Budget Committee.

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:
 - Access
 - Curriculum and programs
 - Services
2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.
Areas of focus are:
 - Increase visibility
 - Develop strategic partnerships
 - Building campus community
3. Organizational Transformation: We create a trusting environment where everyone is valued and empowered.
Areas of focus are:
 - Communication
 - Employee development
 - Transparent Infrastructure

Department/Program Name: Financial Aid

Year of Last Comprehensive Review: 2014-15

Year of Last Mini Review, if applicable:

Preparers' Name(s): Alma R Tañon and Ebonnie Hopkins

Area Dean: Octavio Cruz

Overview of the Department/Program

1. Provide a brief summary of your program, including program components, function and purpose. Please include a brief history and discuss any factors that have been important to the program's development.

The Financial Aid Program processes and awards financial resources to eligible EVC students. Various types of aid are available and awarded based upon established federal and state regulations and policies. The Federal Programs include the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study and Federal Direct Loans (Subsidized and Unsubsidized). The State Programs include Board of Governors Fee Waiver, Cal Grants B & C, Full Time Success Grant, Community College Completion Grant and the California Chafee Grant. The Financial Aid Office (FAO) also manages internal and external scholarships.

Financial Aid regulations and procedures for both the Federal and State Programs change annually. The FAO has to update its policies and procedures in order to maintain compliance. In addition, the workload has to be re-evaluated and redistributed as new requirements come into effect.

Federal Programs – Students must complete a FAFSA (Free Application For Student Aid) and meet the following criteria:

- Have financial need.
- Be a US Citizen or eligible non-citizen.
- Have a High School Diploma, GED or state approved equivalent.
- Be registered with Selective Service (males only).
- Have a valid Social Security number.
- Undergraduate regular student in an eligible program of study.
- Not be in default of a federal student loan or owe money to a federal grant.
- Maintain Satisfactory Academic Progress.

The criteria above has to be verified by either the Department of Education or the Financial Aid Office.

Federal Pell Grant

Based on the calculation results from the data submitted in the FAFSA and enrollment status, students are awarded Pell funds. Once the funds are processed, the expenditure is reported to the Department of Education through the Common Origination and Disbursement website (COD). This reporting drives the availability of funds used to cover the college's expense. Any type of correction or rejection of a record has to be addressed and corrected immediately in order for the funds to be approved by Fiscal Services to be wired.

Federal Supplemental Educational Opportunity Grant

Limited grant funds available to the neediest Pell recipients.

Federal Direct Loans

Loan funds are available to students upon request. Upon approval and verification of both master promissory note and entrance interview completion, the loans are reported for origination to COD. Once processed, they are reported again for disbursement. Similar requirements as the Pell grant description above. Funds must be reconciled on a monthly basis.

Federal Work Study

Limited funds are available for students to earn through on campus employment or off campus community service employment. The FA staff provides an orientation, posts the openings, completes the employment forms and monitors earnings. Reconciliation of funds occurs on a monthly basis.

State Programs - Students must complete a FAFSA or California Dream Application and meet the following criteria:

- Have financial need.
- Be a US Citizen, eligible non-citizen or an AB 540 student.
- California resident.
- Have a High School Diploma, GED or state approved equivalent.
- Undergraduate regular student in an eligible program of study.
- Maintain Satisfactory Academic Progress.

Cal Grant B

The California Student Aid Commission selects the students. The FA staff verifies income/asset eligibility, grade level and high school completion. As funds are awarded, the information is entered on Web Grants – one student record at a time. Changes in enrollment or eligibility have to be reported for each student; therefore, each student's has to be reviewed for updates at least twice a semester.

Cal Grant C

Same as Cal Grant B above, Cal Grant C student enrollment in vocational programs is verified.

Full Time Student Success Grant (ends 6/30/18)

Additional grant funds awarded only to full time Cal Grant recipients.

Community College Completion Grant (ends 6/30/18)

Additional grant funds for FTSSG recipients who complete 30-degree applicable units per year. Most students have and follow a comprehensive Educational Plan, which supports completion in two years.

Student Success Completion Grant (starts 7/1/18)

The state combined the FT Student Success Grant with the Community College Completion Grant to start the Student Success Completion Grant. This grant is awarded to students who enroll in 12 or more units each semester. In addition, to the Cal B or C award, the SSCG pays full-time Cal Grant B or C recipients a maximum of \$1,298 annually at \$649 per semester for students who enroll in 12 to 14.9 units per semester.

Students who enroll in 15+ units, receive the maximum payment of \$4,000 annually at \$2,000 per semester.

California Chafee Grant

Grant funds are awarded to current and former Foster Youth students.

Board of Governors Fee Waiver

The eligibility for a BOGFW is less stringent than the other State Programs. Students must complete a FAFSA, California Dream Application or the BOGFW application and meet the following criteria:

- Have financial need.
- Be a US Citizen, eligible non-citizen or an AB 540 student.
- California resident.
- Maintain a Good Academic Standing as described under the Academic Policies of the college catalog.

Fee waivers are processed throughout the year and reported annually to the California Community College Chancellor's Office.

Many of the regulations have a direct impact on the institution's eligibility for all Federal and State funding. These regulations impose reporting requirements outside of the financial aid scope, and consequently increase the workload for other departments in both the campus and district.

2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.

A. Improve and/or create additional processes for students to receive services (other than in-person).

The FA Office successfully updated and continues to update the in-take procedures and currently accepts documents in-person, drop box, fax and email.

B. Create a financial aid orientation for prospective and current students.

The Financial Aid Office has developed a process of inviting new financial aid applicants to scheduled orientations as we import their application into our system. Prior to this practice, our orientations had lower attendance as we were

making intentional efforts. However, now that we evaluate our applications at the time we receive them, we are able to make personalized intentional efforts in inviting our new students. We found this practice to be successful.

3. Please state any recent accomplishments for your program and show how it contributes to the College's mission and success.

- The implementation of AcademicWorks Scholarship Management System has eased the application submission and review process. The number of applicants increased and the participation of reviewers also increased. The system provides access to additional funds and improves service to our students.
- The implementation of two new State Funded Programs – Full Time Student Success Grant and Community College Completion Grant (grants combine to Student Success Completion Grant, Fall 18).
- The implementation of the Loss of the Fee Waiver provision of the California Student Success Act.

All of the above contributes to the College's mission and success, as the FAO is responsible for processing and awarding funding for the education for the majority of our students who would not be able to complete or transfer successfully without the necessary financial resources.

Providing a 100% paperless online scholarship application eases the applying process and allows for more students to apply for these additional financial resources.

In order for the college to stay eligible for federal and state financial aid programs, we must follow all regulatory, reporting and compliance guidelines. Therefore, implementing these new grants in a timely manner was extremely important for the success of the college and the students.

4. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.

The Financial Aid Office plays a vital role in ensuring students are successful because we are responsible for administering aid for the majority of students. We understand that without the funding a lot of our of students would not have the opportunity to finish their educational goals. To ensure we can continue the required work, in three years our goals are to:

- Hire one additional full time staff to assist with implementation of new financial aid programs and to provide efficient and timely services to our student population, and to assist in systemic enhancements that require less support from ITSS.
- We also need additional discretionary budget to ensure we have funds to support :
 - Scholarship processing software \$6,000
 - Required training \$15,000
 - Outreach activities \$5,000
 - Office supplies \$3,000
 - Mileage \$3,000
 - Printing \$5,000

5. Describe current program staffing by listing the current number of positions currently in the program. If the position is vacant, please indicate the vacancy.

Position type	Number of positions
Full time faculty	0
Part-time faculty	0
Full time Classified	6
Part-time Classified (permanent)	0
Part-time Classified (hourly)	vacant
Administrators	1
Student workers	2

A. Program Quality

1. Describe the impact of the program’s service offerings to the students and the campus.

- Financial resources enable students to attend and persist:
 - Fee waivers – normally reduces the semester cost to \$35 or less.
 - Grants – direct funding to cover educational expenses.
 - Work Study – offers jobs that provide the students with work experience and income. Most positions are on campus assisting faculty and staff with their campus functions.
 - Loans - direct funding to cover educational expenses that must be repaid.
 - Scholarships - direct funding to cover educational expenses.
- Evaluation of Satisfactory Academic Performance (SAP).
 - At the end of each semester, the FAO evaluates the academic performance of financial aid recipients as required by State and Federal guidelines.
 - Additionally, the students’ academic standings are reviewed in order to comply with the Student Success Act requirement that ties fee waiver eligibility to academic performance.

2. Describe recent local, State and/or Federal changes that significantly impact the services to students.

- Early application or Early FAFSA
 “Early FAFSA” means that students can file their free application for federal aid earlier than before. The new application period opens on October 1st, changing it from January 1st. This gives students the opportunity to submit their FAFSA application around the same time they are applying for colleges.
- Prior/prior
 The change allows students to report tax information on the FAFSA application from a prior-prior tax year (PPY) allowing tax information from two years ago. This allows students and their families to fill out the FAFSA form earlier than before in hopes to have their financial aid package before making college decisions.
- Verification
 When a student applies for financial aid, they may be selected for a process called “verification.” Verification is the process used to confirm that the data reported on the financial aid application is accurate. A student

may be selected for verification by the Department of Education, or by the FAO. Verification rules do change from year to year, and the FAO is tasked with implementing all federal and state changes to meet all regulatory and compliance guidelines. Students are required to submit Federal Tax Transcripts to complete the verification, this greatly impacts students because they need to request these documents directly from the IRS, and our office has challenges in providing assistance since we do not have access to IRS data.

3. If applicable, describe a change in specific program compliance requirement with state, federal or accreditation agencies and how your program shifted their processes to ensure compliance.

- Loss of Board of Governors Fee Waiver (CA Promise Grant) eligibility for students
Per Title 5, section 58621, beginning Fall 2016, students shall lose their BOG Fee Waiver eligibility when placed on Academic or Progress Probation or any combination thereof for two consecutive primary semesters. The loss of BOG Fee Waiver eligibility shall remain in effect until the student is no longer on probation or the student has successfully appealed their loss of BOG Fee Waiver eligibility. **Foster Youth, as defined in Education Code 66025.9(b), shall not be subject to loss of BOG Fee Waiver under section 58621.*

In order to ensure compliance our office collaborated with ITSS and the Probation Committee to ensure notifications of eligibility are e-mailed to students in a timely manner. We continue to enhance the process each semester to ensure continued compliance.

- Changes to repeated courses and federal financial aid eligibility
A recent change to federal financial aid eligibility is the number of times students can receive financial aid for a repeated course in which they have earned credit. Previously, students could continue receiving financial aid for courses they wished to repeat, after receiving credit (D or higher), as long as the course was required for their academic program. Currently, students may receive federal financial aid for a repeated course just one time.

In order to ensure we stay compliant, our office has programmed the system to exclude financial aid eligibility for courses in which students already received credit. We generate reports of these records and review them to ensure they are actually repeated courses to ensure we are not incorrectly impacting students.

4. Describe how the program measures success.

Generally, our program tracks the percentage of students who received some form of financial aid compared to enrollment. This shows us if we are serving more or less in specific years and it gives some insight on how regulatory changes affects student eligibility. Additionally, we monitor how many of our students lose eligibility for not maintaining Satisfactory Academic Progress on a term by term basis and track how many students appeal their disqualification. We also set student participation goals and track attendance to on-going financial aid workshops and orientations.

In addition, the Chancellor's Office is now providing the "Wheel House" report, which indicates the percentages of students who received compared to who was eligible. It is a way to capture "money left on the

table," it gives a clear indication if financial aid offices are getting the funds to eligible students. Our last report shows that EVC disbursed to nearly 80% of eligible applicants. This is a great way to measure our success.

5. Please review program information reported in MIS and shared with the community through the website, catalog, schedule of classes, brochures, etc. Is the program information accurate and consistent? What actions does your program take to ensure accuracy and consistency?

The information should be accurate. Our office monitors our webpages to ensure the information displayed is current and can be updated at a moment's notice if regulatory changes occur. In addition, we update the information in the catalog, schedule of classes, etc. on an annual basis.

6. Describe how the program addresses the needs of the diverse student body, including students with disabilities and providing services by alternative delivery methods (for distance education students).

Our office is very aware of the diverse needs of our student population. While the majority of our students come into our office for services, we also receive many e-mails on a daily basis with important exchanges about requirements and outstanding documentation. Students are welcome to mail or fax their documents if they are unable to come into the office. We also accept documents by e-mail, but we do not encourage this method as the documents sent usually contain sensitive data. When verification requires that a student must come into the office but are unable to, a signed notarized document can be submitted in lieu of coming in.

The greatest need our program addresses is funding towards the cost of education. We are responsible for awarding and disbursing state and federal financial aid and scholarships to eligible students.

7. Describe the communication within the program, with the students served and with other departments including Academic Affairs. What is working well and what can be improved?

Typically, e-mail is the primary source of communication used in the FAO to staff and students.. Communication directly to staff outside the department is heavily reliant on e-mail and also word of mouth. The leadership in the FAO attends the bi-weekly leadership meetings where they relay updates to the leadership team, who in turn disseminates important information to their respective departments. In addition, our students are reminded at various stages during the financial aid process to keep their e-mail address current since it is our primary source of contact. E-mail generally works communicating with our students, however, we are aware that there may be more efficient and student centered approaches to communicating with our students that we are eager to explore, but we continue to face budgetary constraints that hinders these technical advancements.

B. Program Access

1. How many students received program services between F13 – F16? Use the table below to review the demographics of students served and how these compare to campus demographics.

The total number of students that received some type of financial resource was 6768 based on the data below. This number does not include students that applied but did not attend or students who were not eligible but were served by the office.

Program Demographics F13-F16		Pct change year to year	
Gender	Students served	Pct of Total	EVC Headcount/Pct Total
Female	3981	59%	4,748/ 53.9%
Male	2784	41%	4,029/ 45.7%
No Value Entered	3	0%	31/ 0.4%
Age	Students served	Pct of Total	EVC Headcount/Pct Total
17 & Below	278	4%	474/ 5.4%
18-24	3894	58%	5,262/ 59.7%
25-39	1797	27%	2,071/ 23.5%
40 & Over	799	12%	998/ 11.3%
Unknown			11/ 0.12%
IPEDs (Race Ethnic Classification)	Students served	Pct of Total	EVC Headcount/Pct Total
American Indian	44	1%	47/ 0.5%
Asian	2921	43%	3,453/ 39.2%
Black or African American	213	3%	239/ 2.7%
Hawaiian/Pacific Islander	27	0.40%	44/ 0.5%
Hispanic	2817	42%	3,380/ 38.4%
Two or More Races	170	3%	220/ 2.5%
Unknown	281	4%	826/ 9.4%
White	295	4%	600/ 6.8%

- a. Based on the **students served** and Pct change year to year, is the program growing or declining? If so, what do you attribute these changes to and what changes will the program implement to address them?

When looking at percentages of students who received some form of aid, there is a decline. In regards to 14-15, 54% of students received some form of financial aid and in 17-18, 49% of students received some form of financial aid. However, this would not indicate that the program is declining as the program can serve students who are not eligible for aid. Moreover, the CA Promise Grant (BOG Fee Waiver), eligibility changed in 2016. Prior to 2016, academic performance was not correlated to fee waiver eligibility. As of Fall 2016, students who are on Academic Probation 2 are no longer eligible for the fee waiver. This has a significant impact on who received aid, although they were served by our office. Generally, when the campus enrollment increases, it increases the number of students that we serve.

<p>b. Are there any gaps in the students served compared to the college demographics?</p> <p>There is no significant difference in the demographics of the students who receive aid and the college's demographics.</p>
<p>c. Based on your findings, what interventions can the program implement to address any gaps in services?</p> <p>Our office serves students in ways that cannot be tracked considering student eligibility can change year to year due to the ever-changing financial aid legislation. In addition, we have students that apply and attend but are ineligible for aid and are not counted as served, while ineligible students were indeed served by our office. Having said that, it is critical that our office continues to monitor our procedures, processes and communication with our students to ensure we are not missing any gaps in service.</p>

C: Curriculum- If applicable

<p>1. Identify any updates to curriculum since the last comprehensive program review, including any new programs and indicate the six year timeline for scheduled course outline revision. NA</p>
<p>2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline and real life experiences for students. Please include the list or diagram (program major sheet) of the courses reflecting course sequencing in the major and how often the courses within the program have been offered. NA</p>
<p>3. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success? NA</p>

4. Discuss plans for future curricular development and/or program (degrees & certificates included) modification. NA
5. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...) NA
6. If external accreditation or certification is required, please state the certifying agency and status of the program. NA

PART C: Student Learning Outcomes and Assessment

1. List the Program SLOs, and how they relate to the GE/ILOs (<http://www.evc.edu/discover-evc/student-learning-outcomes-%28slos%29>).

Our 2017-2018 SLO is to increase the number of students who receive the Board of Governor's Fee Waiver (CA Promise Grant), by offering additional workshops about eligibility and requirements. In 2016-2017 we had 6768 students receive a fee waiver and our goal is to increase this number each year by.

2. Since your last program review, summarize SLO assessment activities and results. Please include dialogue regarding SLO assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes...)

We closed out our 16-17 SLO's with the follow assessment and analysis:

Assessment Results:

We had 80 students submit the pre-survey, and of the 80 students, 63 marked "True," to the following statement, "If I complete my own Financial Aid Application without help, it will be wrong." Therefore, we know the majority of our students require assistance because they need to be empowered to know that they have the ability to submit the application on their own.

We had 63 students submit the post-survey, of the 63, 51 students were able to complete and submit the application during the workshop, and 61 students found the workshop helpful even if they did not submit the application while attending. Of the 63 students, 43 marked "Yes," that they are now comfortable submitting the application on their own, and 20 answered that they are not comfortable, after attending.

Analysis/ Action Plan

We offered two FAFSA workshops in the spring of 2017; we had 110 students attend the workshops, 66 attended on April 14th and 44 attended on April 19th. Considering we did not have an efficient way to track attendance from one year to the next, and we continue to have an increase in students who attended, it is clear that these workshops are necessary for our student population, so we will continue to offer them annually. However, it is undetermined if the workshops actually empowered students to complete the FAFSA on their own. Our office will continue to offer FAFSA workshops, but we will not be using them for our student learning outcomes, as we would like our outcomes to influence a greater number of our students.

3. What plans for improvement or changes have been implemented to your program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.

In previous years we tried to link our SLO's to workshops offered to students, such as Financial Aid Application Assistance Workshops with goals that our students would depend less on our office and that they would complete the process by themselves. However, it was always challenging in tracking the information or measuring the success of the SLO's since the students who attend our workshops can change from year to year. Although we do not measure the effectiveness of our workshops any longer, we have learned that the students do need our assistance in applying, so we continue to offer these services on an annual basis.

PART D: Faculty and Staff

1. List current faculty and staff members in the program, areas of expertise, and describe how the positions contribute to the success of the program.
 - Alma Tanon – Director of Financial Aid – Manage the reporting and compliance for all programs. Update system for effective processing and compliance (retired as of 12/2018).
 - Ebonnie Hopkins – FA Supervisor- Supervises the day-to-day operations in the office, and in charge of our policy and procedures, Financial Aid Communications management, Scholarships and Dependency Override Requests.
 - Annette Ruiz-Esparza – FA Outreach Specialist – In charge of all Financial Aid Outreach and In-Reach events, and assist in file verification and making corrections. Also our Foster Youth Liaison for the college.
 - Dennis Matsumoto – FA Specialist III – Manages all of our state programs, assist with internal reconciliation and some system programming. Also reviews Unusual Circumstance Requests and other Professional Judgement cases.
 - Tanya Le – FA Specialist III – Manages all of our Overpayments and Adjustments, and general Awarding of financial aid.
 - Josephine Aguirre – FA Specialist III – Manages our Direct Loan Program, Verification, and general Awarding of financial aid.
 - McTate Stroman – FA Specialist II – Manages our work-study program, Verification and Corrections to student files.
 - Anh Nguyen – FA Specialist I – Manages our Bank Mobile processes. Primary counter person, answer phones, replies to e-mails and assist the other specialist with various task.

The financial aid office serves about 50% of the student population annually. We disburse nearly 20 million dollars of federal, state and scholarship aid for the campus. We are required to track all of the institutional aid awarded to students as required by federal and state legislation and all of the above listed staff play significant roles in ensuring we do so.

2. List major professional development activities completed by faculty and staff over the last six years. In particular with regards to students success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies. Please also discuss department orientation/mentoring of new and adjunct faculty.

Considering Financial Aid eligibility requirements may change from year to year, and there are state and federal programs administered through the financial aid office, training is necessary and required, although budget does not always allow for attendance. In the last six years, various Classified staff and Administrators attended the annual CCCSFAAA, CASFAA, NASFAA and FSA trainings. These annual trainings are geared towards financial aid administrators in California institutions or trainings offered to institutions with National memberships.

PART E: Budget Planning

1. With your Dean, review the department Fund 10 budget and discuss the adequacy of the budget in meeting the program's needs.

The FAO Fund 10 budget only covers personnel cost for the director and 3 Classified staff. The FAO currently has no discretionary funds for any of the activities required or necessary operational costs.

2. Identify an external (fund 17) funding the department/program receives, and describe its primary use.

The FAO receives Board of Financial Assistance Programs funding (BFAP), which legally can be used for various financial aid program requirements such as trainings and conferences. However, the primary use is for staffing. The budget has been relatively consistent throughout the years but the cost of salaries continues to grow due to increases in Cost Of Living Allowances (COLA). When salaries are increased due to cost of living allowances and district salary increases, it greatly impacts our budget. Currently, the budget is not enough to cover the staff salaries and the campus is required to backfill the budget. Again, due to budget constraints, the financial aid office has no discretionary funds to cover any activities required or necessary operational cost such as printing, mileage, trainings and office supplies.

PART F: Technology and Equipment

1. Review the current department technology and equipment needed and assess program adequacy. List any changes to technology of equipment needs since the last program review.

Technology enhancements are always important in the field of financial aid. Our computers and software generally require minimum specs in order for us to successfully access necessary federal and state websites in order for us to award financial aid to our students. We rely on our district ITSS and campus CTSS in order for us to ensure compliance.

With minimum funding from the state for Financial Aid Technology enhancements, we are working towards the implementation of Self-Service, which will greatly benefit our students and our office, which is a huge change since our last program review. Students will have an updated financial aid portal where they can receive services in an efficient manner. Many of the communications sent to our students can be accessed directly by logging in versus them waiting for e-mail notification.

Another enhancement since our last review was the implementation of our scholarship software, AcademicWorks. Prior to this software, students needed to turn in paper scholarship applications and all of the supporting requirements into our office that required a lot of effort to organize and review. After implementing this software, we have seen a high increase in the number of students applying and the ease for faculty and staff to review and rate applications, makes it a true campus effort.

We continue to explore other technological opportunities such as electronic forms, text-messaging services and partnering with FATV, which is a great benefit to our students.

PART G: Additional Information

Please provide any other pertinent information about the program that these questions did not give you an opportunity to address.

While the Financial Aid Office continues to be understaffed, we lost a full-time position in 2011; we continue to lead the region in regards to percentages of students who receive aid compared to college enrollment. We credit that to our experienced financial aid administrators, efficient policies, procedures and team effort. Having said that, we believe that the college has more eligible students attending who are not taking advantage of the financial aid program, understanding the cost is considerably low for some students who might think they do not qualify for or need services. We are confident that with the opportunity to have appropriate staffing levels we will make an impact on those students and continue to contribute to the colleges overall success.

PART H: Future Needs and Resource Allocation Request:

<p>Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next two years. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.</p>		
<p>Faculty and staffing requests</p> <p>Full-time Classified Financial Aid Systems Analyst</p>	<p>Ongoing Budget Needs: \$100,000-\$120,000</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #: Increasing financial aid eligibility Strategic Initiatives (student centered, organizational transformation, community engagement): Student Centered</p> <p>Improving Student success rates: The FAO relies heavily on ITSS for our normal processing. The hiring of a Systems Analyst will help us stay compliant, make necessary system changes and enhancements to ensure we are serving our students as efficient as possible.</p> <p>Achievement of program set standard for student success:</p>
<p>Facilities</p> <p>N/A</p>	<p>Ongoing Budget Needs:</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #:</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement):</p> <p>Improving Student success rates:</p> <p>Achievement of program set standard for student success:</p>
<p>Technology</p> <p>Scholarship Software</p>	<p>Ongoing Budget Needs: \$5500</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO #: Increasing financial aid eligibility and retention.</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement): Student Centered</p> <p>Improving Student success rates: Students rely on financial aid and scholarships to persist through college.</p> <p>Achievement of program set standard for student success:</p>
<p>Equipment/Supplies</p> <p>Office Supplies</p>	<p>Ongoing Budget Needs: \$3000</p> <p>One-time Expenditure:</p>	<p>Request linked to:</p> <p>SLO/PLO</p> <p>Strategic Initiatives (student centered, organizational transformation, community engagement): Student Centered</p>

		Improving Student success rates: #: Ensures office can provide normal services with necessary supplies. Achievement of program set standard for student success:
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