Chaffey College Program Review
Three Year Review 2011

PROGRAM OVERVIEW

Program Title: Financial Aid

Program Code: 6460 - FINANCIAL AID

Review Type: Student Support

Does this review contain any career technical education (occupational) programs?
No

External Regulations:
No

Chaffey College Mission Statement
Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:
The mission of the Financial Aid office is to ensure delivery of funds and waivers in a timely manner and in accordance with federal and state regulations, enhance student knowledge of the Financial Aid programs, process and provide students access to Financial Aid that can assist students to supplement their educational needs in order to meet their educational goals. Our staff offers high quality services that are sensitive to the needs of each student. Through awareness and outreach efforts, we achieve the College's mission by our commitment to public service and the encouragement of access to College.

Review Team Response
This is a great summary of all the work that you do, all of which is further elaborated in the remaining sections. Well done!

PROGRAM DATA
Enrollment
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Enrollment</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
<table>
<thead>
<tr>
<th>Measure</th>
<th>2008-09 to 2009-10</th>
<th>2009-10 to 2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Census Success</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Day</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Evening</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Online</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Arranged</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's and how have you responded to the
results?

What program or course changes have been made based on the result of the assessed outcome?

Review Team Response

Discuss how your services help maintain a high level of student satisfaction.

Discuss how you evaluate your effectiveness in meeting students' needs.

How and when has your service reviewed or revised SLO?s and/or AUO?s.

How has your program utilized SLO/AUO assessment results for program improvement?

Review Team Response

CURRICULUM UPDATE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?

Briefly explain:

Review Team Response

Review Team Response

NON-INSTRUCTIONAL PROGRAM INFORMATION

How does your program improve, expand, or support student learning? How do you know?

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

Review Team Response

STUDENT SUPPORT - ACCESS

How do the services you provide to students facilitate access to learning? (e.g. - admissions applications,
payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)
The Financial Aid department facilitates access by providing services, awarding and ensuring funding to eligible students. Students are able to apply for Financial Aid online and/or receive assistance in person. Students can locate information on the Financial Aid website regarding numerous aspects of financial aid programs, types of financial aid, instructions and policies of the Financial Aid website.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>To provide assistance to students to help meet their educational needs.</td>
<td>8706</td>
<td>9525</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>FAFSA applications received</td>
<td>14795</td>
<td>17122</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Federal Pell Grant $12,298,037, Cal Grant A&amp;B $963,872, FSEOG $333,000, Direct Loans $657,503, ACG(Academic Competitiveness Grant) $106,775</td>
<td>6624</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Federal Pell Grant $20,371,086, Cal Grant A&amp;B $1,117,810, FSEOG $343,000, Direct Loans $3,778,610, ACG(Academic Competitiveness Grant) $141,138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Federal Pell Grant $9,122,057, Cal Grant A&amp;B $967,283, FSEOG $349,720, Stafford Loans $563,556, ACG(Academic Competitiveness Grant) $63,742</td>
<td>5729</td>
<td></td>
</tr>
</tbody>
</table>

Additional information:
From 2006-07 to 2009-10 the number of students who received some form of aid increased by 66.8%. This includes a 36.3% increase from 2008-09 to 2009-10. In 2007-2008 8,604 students received a BOGW fee waiver, which covers the $26 per unit tuition fees. In 2008-2009 9,623 students received a BOGW fee waiver and in 2009-2010 12,742 students received a BOGW fee waiver.

Review Team Response
More students applying for aid means more students are contacting your office with questions and issues with one or more phases of the financial aid process (e.g., applying, accessing funds). This increase in student contact would be enough to overwhelm any office...and yet you still seem to be offering high quality service to all the students you serve. Great work!

STUDENT SUPPORT - SUPPORT

How do the services you provide to students support student learning? (e.g. 'counseling, orientations,
workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)
A number of programs are designed to assist students with limited resources meet their educational expenses that are administered by the financial aid office. Financial assistance is available to students through Fee waivers, grants, scholarships and Federal Workstudy. Federal Workstudy program has been a vital student aid grant that supports the District and provides student employment for our students. The Financial Aid Office provides workshops to assist students in completing the FAFSA application. The workshops include an informational presentation that provides information to current students on how to apply for financial aid, types of financial aid, inquire about students' financial aid status, review and accept their awards online.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid</td>
<td>Financial Aid information sessions</td>
<td>2151</td>
<td>1512</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>FAFSA workshops-hands on</td>
<td>170</td>
<td>180</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Financial Aid Cafe-FA awareness event</td>
<td>375</td>
<td>400</td>
</tr>
</tbody>
</table>

Additional information:
Student Learning Outcomes examined student learning in the context of financial aid information workshops. Student attending the workshops were assessed via a multiple choice tool before and after a one hour session. The average number correct prior to the session was 6.99 out of 9 while the average number of correct questioins after was 7.49 out of 9 questions. The workshops help students acquire the necessary information to understand the process of financial aid. FA cafe April-Financial Aid awareness month it provided information for students and prospective students seeking information on applying for Financial Aid.

Review Team Response
Perhaps this is due to the increased workload stemming from the increased student traffic (which is completely understandable), but are there any plans to resume offering financial aid information sessions? To what extent do you feel that the hands-on workshops and the FA Awareness event are able to compensate for the lack of information sessions?

STUDENT SUPPORT - OTHER
How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)
The Financial Aid Office provides students with the appropriate guidance to enhance student awareness of the Financial Aid process. Through the collaboration of student support services at the Rancho Campus, Fontana and
Chino Campus outreach services, Financial aid awareness events and the Financial Aid Office specialized programs increase the learning environment.

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08-09</td>
<td>09-10</td>
</tr>
</tbody>
</table>

Additional information:
The Financial Aid Office works collaboratively with Counseling in the Senior Early assessment program in which prepares High School Seniors early on to prepare for a smooth transition of college student support services. In 2009-2010 the Financial Aid Office in conjunction with Student Activities/ASCC celebrated Financial Aid Awareness month and cinco de Mayo and provided information for our students.

Review Team Response
The SEA program serves students from all feeder high schools - great work! Do you have plans to continue working with Counseling on the SEA program or on the Cinco de Mayo event? How does the Cinco de Mayo event differ from you FA Awareness event?

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
To promote awareness of the Financial Aid process, types of Financial Aid, enhance modes of communication to meet the needs of students when applying for Financial Aid online, viewing their status, accepting their awards and accessing their funds.

To which planning direction does this goal apply?
Flexible and continuous student support

Year 1 Steps to Success (activities) and VIP Assessment:
To identify current processes and procedures that are used as modes of communication for students. Increase Financial Aid awareness through the use of Financial Aid workshops throughout the year in which students can
receive one-on-one assistance from the Financial Aid staff, answer questions about Financial Aid and assist students in completing the FAFSA application. The ideal time to apply for financial aid for the following year is between January 1 and March 2. Students may still apply after this date as it is not too late. Often times students feel they have missed the deadline. Adding these workshops throughout the year will be invaluable to students. Some of the workshops will involve Default prevention and management. Students who have taken out Student loans need to be informed and educated about their options to avoid defaulting loans. In turn it will affect their eligibility and the institution's cohort default rate.

We plan to evaluate the impact on these procedures in student learning outcomes and assess them through students feedback. These services may also include financial literacy services in which students can benefit from.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Explore implement online resources, (e.g. Financial Aid TV a servicer that provides Financial Aid counseling and answer questions via online videos. Web based Services such as Financial Aid TV provide quick access for students to acquire knowledge about Financial Aid. Students that apply for Financial Aid will increase. Increase of understanding will maximize their knowledge of the Financial Aid process and will increase Financial Aid applications. Financial Aid TV has provides means of assessment that will assist us gaging students most common questions or topic of interests every time they access these services.

**Year Three Goal:**
Third goal is to codify staff standard procedures that will enhance and improve office operations and ensure student success.

**To which planning direction does this goal apply?**
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
Reviewing current office workflow and procedures used to process Student Aid programs as new regulations arise. By adding weekly staff meetings staff will be informed about process changes and regulations and in turn will improve our processes. By Updating procedures manual to meet current title IV procedures that can in turn provide excellent student support services that meets students' needs with emphasis on quality, accuracy and efficiency. The Financial Aid Office will have a program and procedures manual available to all staff that will be reviewed and will be updated and processes change. We will assess by getting feedback from staff, implementing meeting minutes that are available to all staff and they can see how processes are changing.

**Year 2 Steps to Success (activities) and VIP Assessment:**
Updating office procedures manual that can provide consistent and accurate guidelines in the process of Financial Aid that will provide student success and access. Ensure compliance in all areas of the Financial student processing, funding and disbursements. Staff will attend trainings, webinars and weekly staff meetings and meeting minutes will ensure the financial aid office is in compliance with title IV regulations and have consistent processes.

**Year Three Goal:**
Second goal is to redefine Student Learning Outcomes to accurately measure the level of knowledge and understanding of the
Financial Aid process for students. This enhancement will benefit students by understanding the Financial Aid process and ensure their funds when eligible.

**To which planning direction does this goal apply?**
Flexible and continuous student support

**Year 1 Steps to Success (activities) and VIP Assessment:**
The Financial Aid Office will prepare a list of questions and conduct a series of Student Learning Outcomes in form of paper and online to measure students' understanding of the Financial Aid process. These will take place through our FAFSA workshops, assess students through online student learning outcomes as we enhance the financial aid website, and during financial aid awareness events.
The Financial Aid Office will review results from Student learning Outcomes and make modifications to the resources or services assessed.

**Year 2 Steps to Success (activities) and VIP Assessment:**
The Financial Aid Office will work with Institutional Research to develop Student Learning Outcomes. Students will be reassessed to see if their knowledge increased.

**Year Three Goal:**

**To which planning direction does this goal apply?**
Flexible and continuous student support
Connectedness

**Year Three Goal (activities) and VIP Assessment:**

**Review Team Response**
Great description of your various three year goals, particularly your description of goal 2 (i.e., codifying procedures). All three link well with your program mission and existing program processes. Continue to work closely with Institutional Research to gather information regarding how much students are learning about the financial aid process (i.e., SLO) and to gather student feedback regarding program processes and events.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**

**List Recent departmental professional development activities connected to student learning.**

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>All Director's Training</td>
<td></td>
</tr>
</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

There is a variety of training that provides Financial Aid staff with the most recent updates on title IV regulations related to Federal and State aid programs, technology enhancement of the financial aid process and delivery of funds, and provides opportunities to enhance online services for students and the community. Financial Aid staff must be aware of the continuous changes and complexity of Financial Aid program regulations, required documentation and processes to successfully deliver funds to students. Financial Aid staff participates in Professional Development activities that promote customer service and the way services are delivered to students. This is crucial to student success.

Discuss departmental engagement on campus in connection to student learning.

- Governance committees
- Other college-related committees
- Other campus participation

How does your program benefit from your campus engagement?

Through presentations and awareness events across campus we provide awareness of the various financial aid programs available to assist students in meeting their educational goals. The Financial Aid Office works collaboratively with other student support services departments such as Admissions and Records, Cashier’s office, EOPS, Counseling, DPS, Global career center and Transfer center to assist students in maximizing access and a smooth transition.

Teaching/Years of Service

<table>
<thead>
<tr>
<th>0-5 years</th>
<th>6-10 years</th>
<th>11-15 years</th>
<th>16-20 years</th>
<th>21+ years</th>
</tr>
</thead>
</table>

Given the data how has your program been impacted?

Classified staff have provided many years of continuous with a wealth of institutional knowledge to the Financial Aid Office. Title IV regulations continuously change and the Financial Aid Office being the primary office for funding federal and state aid, it is vital that staff remain connected in order to remain in compliance with student aid processing and disbursement. Staff retention is imperative to stay current and successful.

Does your program anticipate retirements within the next 3 years?

No

Review Team Response
Your program seems to involve constant retraining/professional development in order to keep up with the ever-changing policies that apply to student aid. You do great work in keeping abreast of the recent developments that pertain to your program, and this seems to apply to not just the manager, but to the entire financial aid staff. Well done!

**PROJECTED NEEDS**

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.

Board Financial Assistance program (BFAP) is the State categorical program which supports almost 50% of the entire Financial Aid office. Annual funding is $507,920.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

**FT Faculty:**

**Year 1:**
Hiring Criteria:

**Year 2:**
Hiring Criteria:

**Year 3:**
Hiring Criteria:

**STAFF**

**Year 1**
Continuous student worker support at the front counters.

**Year 2**
Continuous student worker support at the front counters.

**Year 3**
Continuous student worker support at the front counters.

**EQUIPMENT**

**Year 1**

**Year 2**
Year 3

TECHNOLOGY

Year 1
The Financial Aid Office continues to support the enhancement of technology that can provide students with accurate and timely information when applying, viewing status and accessing funds. Improve student learning outcomes questionnaires online that meet student needs to be able to measure their understanding of online services in Financial Aid.

Year 2
The Financial Aid Office continues to support the enhancement of technology that can provide students with accurate and timely information when applying, viewing status and accessing funds. Improve student learning outcomes questionnaires online that meet student needs to be able to measure their understanding of online services in Financial Aid.

Year 3
The Financial Aid Office continues to support the enhancement of technology that can provide students with accurate and timely information when applying, viewing status and accessing funds. Improve student learning outcomes questionnaires online that meet student needs to be able to measure their understanding of online services in Financial Aid.

SOFTWARE

Year 1
Continuous support of Q-matic software that allows SSA building to control all student traffic flow for student services. Web based services that can assist in answering student questions. e.g. Financial Aid TV "online Financial Aid counseling"

Year 2
Continuous support of Q-matic software that allows SSA building to control all student traffic flow for student services. Web based services that can assist in answering student questions. e.g. Financial Aid TV "online Financial Aid counseling"

Year 3
Continuous support of Q-matic software that allows SSA building to control all student traffic flow for student services. Web based services that can assist in answering student questions. e.g. Financial Aid TV "online Financial Aid counseling"

OTHER

Year 1

Year 2

Year 3

Review Team Response

Review Team Response
It is clear that you work tirelessly to meet student needs. You should be commended for having served an increasing number of
students, and yet, maintaining a high standard of service. Remain focused on documenting your good work, and on gathering student and staff feedback to improve program processes/practices. Lastly, you have made great progress on your SLOS; if the information sessions are not planned in the near future, please work with Institutional Research to find a forum in which to gather meaningful information about students' understanding of the financial aid process.