

**INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS:

1. Program Name: ***Financial Aid***
2. Person(s) completing the questionnaire: ***Maritza Cantarero***
3. Date of completion: *October, 2007*
4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- WVC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

Student financial assistance opens the door to post secondary education for many who could not otherwise afford its cost. West Valley College Financial Aid Office provides a variety of services to students to assist them in the financial aid process. These services include application assistance, eligibility determination, fund disbursement, and assistance with understanding Financial Aid policies and procedures. Financial Aid actively helps students in decreasing any financial barriers that would prevent student access and retention at West Valley College. Financial Aid offers assistance through literature, West Valley College website, on campus presentations, off campus High School financial aid workshops in English, Spanish and Vietnamese; and individual appointments to students and families. Financial Aid maintains a close relationship with other student services programs such as EOPS, ET, DESP, Health Center, Counseling, etc., to make certain students are provided with the necessary support to successfully accomplish their educational goals.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

BFAP Augmentation/Financial Aid Outreach

Starting with 2003-2004 the California State Chancellor office added The Board Financial Assistance Augmentation for Financial Aid Capacity and Outreach (BFAP augmentation). This additional funding is design to increase FA awareness by increasing FA staff, enhance FA services and ensure student FA access. WVC financial aid office has been working closely with WVC Outreach office to be able to promote financial aid programs through direct contact with students and families, constantly updating information and providing access to apply at the WVC website. Guidelines from the Chancellor's office included aggressively identifying strategies to

define and meet students financial aid needs, in order to accomplish this, the FA office has developed inreach and outreach activities to offer eligible WVC students the necessary financial assistance to afford a college education.

Additional Academic Sessions

Adding Winter Session to our academic calendar has also impacted the activities and services we provide to our students. Our operations are now 12 month operations with no down time.

Multiple summer sessions add to the complexity of processing and disbursing aid to students, since DATATEL is not set up properly to handle summer disbursements. The entire process needs to be done manually.

Summer sessions that end late in August prevent financial aid from ending the fiscal year in a timely fashion. These late sessions impose time constraints to the submission of vital reports such as, Fiscal Operations Report and Application to Participate (FISAP), and Board Financial Assistance Program report (BFAP).

Added state and federal requirements – *New federal grants, as the Academic Competitiveness Grant (ACG) , Chafee grant (foster youth grant), and new Cal grant regulations to implement, process and disburse these funds have had an enormous impact in the time needed to deliver aid to students. In order to meet these requirements a manual process has been put into practice.*

Reduced hours of service have been implemented during peak academic periods in order to manage the increasing number of applications and to ensure compliance with all the federal and state requirements.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. In analyzing any available program data concerning student use of services:

- a) What significant trends are revealed in the data?
- b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a)

Increased number of financial aid applicants:

2003-2004 Total applications 3504

2004-2005 Total applications 3760

2005-2006 Total applications 4024

2006-2007 Total applications 3708 and increasing number of scholarship processing and disbursing from external scholarships

b)

Financial Aid outreach efforts are responsible for the continue growth of financial aid applicants that also impacts the overall enrollment at WVC.

In order to continue this trend it is necessary that the Financial Aid Department receives the support and funds needed to maintain full time staff. Currently two staff members that were hired under the BFAP augmentation money are not FT or 12 month employees. Resources are needed to change the hiring status of these two employees to convert them to full time 12 month employees.

Financial Aid Outreach Specialist is currently 11 month 80%

Financial Aid Technician is currently 11 month 100%

The State has started an initiative that provides additional services to Veterans, one of them being priority registration.

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):

- a) What significant trends are revealed in the data? See charts
- b) What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a) Increase diversity of students. Based on information collected from the State Chancellor's Office website, financial aid applicants in the last 3 years (not including 2006-2007) have been 60% females, and 40% males. Asian and Hispanics have shared an average 18%, while White students have maintained a 37% average, African American being the lowest with a 6% average, all others represent an 18%. In the future, it will be very advantegous to know on a ongoing basis the demographics of students being served by financial aid to be able to shift resources within each academic year according to the percentage of participation.

Farsi speaking students have increased progresively in the last three years. Financial Aid has a temporary staff member assigned to provide support and guidance to this particular ethnic group. It will be a great resource to have a permanent staff that could continue to service this population of students that have shown a pattern of growth and it is been recognized as a group of need in our community.

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development):
- What significant trends are revealed in the data?
 - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

In Spring of 2006, "Collegiate In-Site" conducted a "Front Door" assessment and financial aid was included in the exercise. Conclusions drawn from this exercise includes but are not limited to:

- Staff is "deeply committed" to serve students and "take pride" in performing their jobs. Some of the students concern has been the lack of confidentiality when a student is submitting a financial aid application on-line, since the information is "exposed" to others in the lobby area. It also addressed the need for on-going training for the staff to keep up with technology and the constant changes of federal and state financial aid regulations.

Students also have the option to attend one of the Financial Aid workshops offered at the beginning of the calendar year to submit the FAFSA (Free Application for Federal Student Aid) application for the upcoming academic year. In addition to the workshops FA offers in person support to review and assist on the submission of the FAFSA online or by paper. Students have expressed how appreciative they are of the help provided to complete this overwhelming process.

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):
- What significant trends are revealed in the data?
 - What factors might contribute to any significant differences from the College averages? See attachment.

Not applicable

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

As mentioned above (1b) there are currently two permanent employees that are not 12 month full time employees, and as stated by the Collegiate In-Site report, students continue to prefer to conduct business in person since the financial aid process is an overwhelming process; it is extremely important that FA receives the funds to make these positions 12 month full time employees. In addition, there is evident need to create a new Student Services Technician that will help to monitor the front counter work flow and work load distribution. Currently there are only two FT 12 month Student Services Technician in addition to the Student Services Technician mentioned on 1b. A Short Term Professional Expert has been in place for almost two years to help Farsi speaking students.

Scholarships have grown to become a programs on its own, consequently, there is an increasing need to have a Student Services Technician that would be able to handle outside scholarship donors, submission of check requests to finance, announcements to WVC community about new scholarships available, process scholarship applications, and notification to students.

C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:
 - a) What relevant findings have been derived through the SLO assessment process?
 - b) What changes have been implemented, or are planned, based on the findings since the last program review?
 - c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.

- a) There is no SLO assessment process for Financial Aid; however, students have learned to complete a Free Application for Federal Student Aid (FAFSA) on-line or by paper. Every year the number of on-line applicants has increased, demonstrating the understanding and knowledge acquired by students. Students have started to access their financial aid status through 'My Web Services' based on this information they submit missing documentation and/or retrieve awards information.
Students are counseled about their Satisfactory Academic Progress (SAP) standing and how to maintain SAP. Students receive information about how to appeal a Disqualification status.
- b) and c) N/A This is an area that Financial Aid needs to address.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
 - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
 - b) How might these influences form the basis for an action, objective, or request for resources?
 - a) *BFAP augmentation money is in place to bring financial aid awareness on campus, and the outside campus community. During the 2006-2007 academic year on campus presentations totaled 78, including orientations, open houses, and classroom visits. Of campus events totaled 94 different activities that included presentations in English, Spanish, Vietnamese and Farsi.*
 - b) *A new Federal grant, Academic Competitiveness Grant (ACG) created by the Department of Education has brought a new series of detail and cumbersome regulations that required a thorough process prior to disbursement. Although the current numbers of students being paid is not significantly high, it is expected to continue to grow as the program gets to be known and also new federal regulations that mandate schools to contact potential eligible students.*
Chafee grant is a new federal grant to assist foster youth students that also demands additional processing time and attention to detail before disbursement.
As mentioned on number 5 Section B, there is a great need for a new Student Services Technician that will assist in the increased work load that these two programs have created, as well as, the increasing number of financial aid applications that require more staff resources to completely process them. Scholarships have added a full load of processes and procedures since the number of scholarship recipients/applicants has raised significantly in the last three years.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

Updates to the Financial Aid web site page to maintain current information, deadlines and institutional forms needed to complete the financial aid file. An entire section for Veterans has been added to provide clear and accurate guidelines to request and process Veterans educational benefits. Better communication establish with students through e-mails to request or to inform students of their financial aid status.

A monthly meeting with Financial Aid Advisors has provided the venue to update processes and procedures to implement federal and state required changes in a smoothly manner.

Cross training gives Advisors and Technicians the opportunity to increase their knowledge to better serve WVC students. It is also an opportunity to re evaluate financial aid programs and streamline processes.

F. SUMMARY AND CONCLUSIONS SECTION:

1. General conclusions and summary statement.

Financial Aid serves a very special group of students: students that otherwise could not afford an education. The ability to keep up with constant changes continues to be a great challenge, the ability to use technology to address these changes is vital to the normal flow and a fair job load distribution. New technology/changes have the need for proper training and the latter part is not possible without proper funding.

2. Program Strengths:

The Financial Aid office is subject to annual Veterans and Internal audits to verify compliance with state and federal regulations. No findings that impose a liability in the school have been found.

Financial Aid staff continues to cross train to better serve students and the community.

An annual review of changes and its implementation before a new academic year has assisted the staff to process new forms or updated forms in a timely fashion.

The availability of forms to students via WVC financial aid website, and the link to additional financial aid we sites supports customer service philosophy.

Automated packaging has decreased the amount of paperwork to process BOG waivers.

Being able to create flyers, brochures, signs and handouts to increase marketing efforts.

The availability of financial aid publications to students to ensure they have all information possible to help them with their pursuit of financial aid and education.

3. Program Challenges:

Limited space in the department.

The scholarship program needs further automation.

Storage space area to maintain student financial aid files for at least three years; in addition, student loan records must be kept until the loan has been paid in full. Additional storage for publications and marketing items. Currently the phone room is being used presenting a fire hazard.

A building with a proper cooling/heating system and a more welcoming lobby area that addresses the need for privacy.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

In conjunction with Admissions and Records re evaluate the lobby area to provide an inviting atmosphere, access to on-line application to the school and financial aid by providing computers and printers in an environment of privacy.

To assess the needs of WVC financial aid students we will develop annual surveys to identify strengths and weaknesses. There is need to implement tools that will assess Student Learning Outcomes (SLO's).

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

The Lobby area is a continue item of discussion at the weekly supervisors meetings and a committee was established to seek feedback from Admissions and Records and Financial Aid staff. The FA Supervisor is part of this committee.

To be able to seek the necessary resources to add a new Student Services Technician.

Submitted a request for a new color printer capable of handling the high volume derived from the financial aid applications and also able to print on both sides of a page to save paper when printing ISIR's –Institutional Student Information Record. This color printer will be used to print marketing materials for financial aid outreach/inreach.

Going paperless is a possibility that requires a thorough analysis.

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

Acquire a new faster color printer. Redesigned the lobby area.

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

| | FUNDED by WVMCCD? |
|---|--|
| Full-time faculty FTE: N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially |
| Associate faculty FTE: N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially |
| Classified Staff FTE: One Student Services Technician FT/12mont Convert to FT 12 month the following positions: BFAP- Financial Aid Outreach Specialist is currently 11 month 80% | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially |

| | |
|---|---|
| <p>BFAP -Financial Aid Technician is currently 11 month 100%</p> | |
| <p>Classified Hourly (in dollars): Hourly support is still required for peek time during the academic year. Estimated budget of about \$18,000.</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Administrative Staff FTE: N/A</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Facilities (brief narrative description): Lobby enhancement in coordination with Admissions and Records</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Equipment (brief narrative description with estimated total cost): Financial Aid computers must meet the minimum requirements mandated by the Department of Education to be able to receive and submit records. Upgrades often happen every 2-3 years.</p> | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Supplies (brief narrative description with estimated total cost): A new color printer capable of handling the volume needed in FA. Mission College FA purchased a larger printer last year and spent an estimated of \$4000. Additional funding to cover the cost of printing forms that are no longer provided by lenders. Master Promissory Note, FA forms, flyers, marketing items. \$10,000</p> | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Staff Development (brief narrative description): Financial Aid federal and state regulations are constantly changing and the Financial Aid Staff needs to be able to assess those changes and update and implement process and procedures accordingly. Training is a key element to the implementation of these changes, different FA groups and associations provide the opportunity to do it, however, lacking funds for Travel and Conferences does not allow the financial aid staff attendance to these events. Average cost per person to attend workshops in the area \$300. Overall cost \$2700. Out of the area training often required \$1500 minimum, overall cost \$ 13,500.</p> | <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |
| <p>Other (please specify): N/A</p> | <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> |

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

I. RESOURCE REQUESTS 2007-2008

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE *Click once here and type your response*

Associate faculty FTE *Click once here and type your response*

Classified Staff FTE: One Student Services Technician FT/12month
Convert to FT 12 month the following positions:

BFAP- Financial Aid Outreach Specialist is currently 11 month 80%

BFAP -Financial Aid Technician is currently 11 month 100%

Classified Hourly (in dollars): Hourly support is still required for peak time during the academic year. Estimated budget of about \$18,000.

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description):

Lobby enhancement in coordination with Admissions and Records

Equipment (brief narrative description with estimated total cost):

Financial Aid computers must meet the minimum requirements mandated by the Department of Education to be able to receive and submit records. Upgrades often happen every 2-3 years.

Supplies (brief narrative description with estimated total cost):

A new color printer capable of handling the volume needed in FA. Mission College FA purchased a larger printer last year and spent an estimated of \$4000. Additional funding to cover the cost of printing forms that are no longer provided by lenders. Master Promissory Note, FA forms, flyers, marketing items. \$10,000

Staff Development (brief narrative description):

Financial Aid federal and state regulations are constantly changing and the Financial Aid Staff needs to be able to assess those changes and update and implement process and procedures accordingly.

Training is a key element to the implementation of these changes, different FA groups and associations provide the opportunity to do it, however, lacking funds for Travel and Conferences does not allow the financial aid staff attendance to these events.

Average cost per person to attend workshops in the area \$300. Overall cost \$2700. Out of the area training often required \$1500 minimum, overall cost \$ 13,500.

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu