

Financial Aid Program Review

Introduction

The Financial Aid office oversees 13 different aid programs funded by a variety of sources: federal, state, institutional, and private. These programs range from widely known federal and state programs such as Pell Grant, Federal Work Study, Stafford Loans, CalGrants, and BOG waivers to PCC Foundation and private scholarships, as well as Dream-keepers and the Lancer Book Advance. For 2014-2015 Financial Aid and Scholarships will award and disperse over \$45,000,000 in financial assistance grants.

Notably, Financial Aid identifies the primary focus of the department as helping students succeed in their academic endeavors, which encompasses a broader commitment than just awarding and dispersing funds. This attitude permeates planning, decision-making, and services to include constant innovation in our service delivery methods.

In 2014 Financial Aid implemented the Banner Financial Aid software module, a major undertaking that required close collaboration with the College Information Management team. Along with development of the PCC Financial Aid Portal (within LancerPoint), combined with staff training, Financial Aid has been able to provide better, relevant information to students thus processing financial aid applications faster and significantly increasing the number of aid packages disbursed by the first day of the semester. Achievement of these program goals has improved service and support to students and reflects the thoughtful planning engaged in by the program.

In order for a campus to participate the Federal and State Financial Aid programs a college is required to demonstrate administrative capability by properly managing FSA programs, including the ability to meet various increased reporting and disclosure requirements. These requirements include Cleary Act reporting and disclosure, and Gainful Employment reporting and disclosure requirements. These recently new and/or reinforced requirements have had a heavy toll on the administrative tasks, including constant collaboration with other departments within the district in order to maintain compliance. Also, the institution is requirement to maintain a low annual Cohort Default Rate for Stafford Loans. Failing to remain below this default rate can have a severe impact on the institution and students. Financial Aid has taken a proactive approach to keep PCC default rates well below the threshold by implementing an annual loan counseling workshops and partnering with ECMC to assist in managing our default rates.

A very recent example of program planning to improve service and efficiency is the implementation of targeted email and self- service communications in order to influence students to make better use of the technology available to complete their required steps in order to get the aid needed. Also, the implementation of a dual processing system for students applying under the new California Dream Act, which provides BOG waivers and Cal Grant to students with AB540(undocumented) status.

With such diverse programs to administer, the data collection and the required submission of numerous reports to multiple funding agencies has become workload challenge. Since many of these reporting requirements depend on data and resources from other departments it has been a challenge coordinating these efforts.

Accounting requirements and compliance standards vary between aid programs, as does the frequency of reconciling and reporting – some of which are monthly. In addition, FAFSA applications are now submitted on-line by students and then downloaded and processed by Financial Aid. Enhancements done by FSA to provide students with transparency, flexibility and access, has allowed students to make corrections to their Financial Aid application (FAFSA) online and therefore increasing our number conflicting data situations. Since FSA regulations require the Financial Aid Department to resolve conflicting data, it has also in increased the workload of the Financial Aid staff.

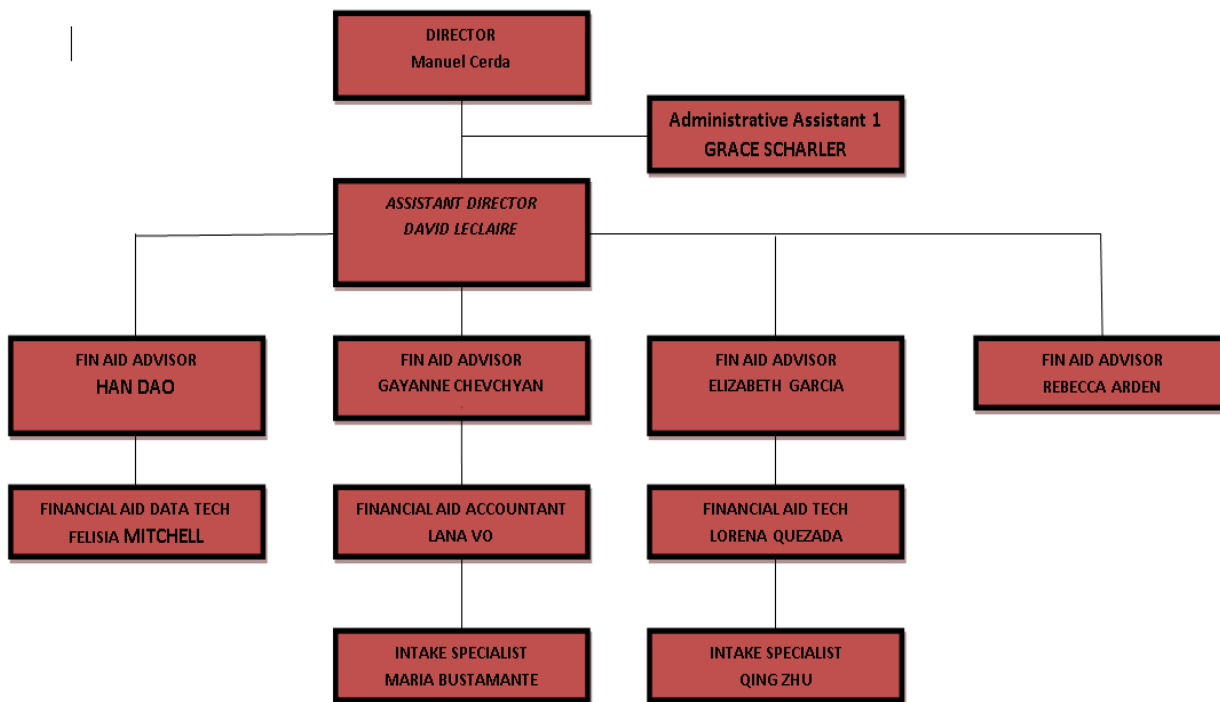
Commission Regulatory changes must also be monitored for local impact as well as to maintain compliance. Recent Gainful Employment regulations require institutions to disclose consumer information and reporting on additional program level information for all students pursuing a non-degree program (Certificates of Achievement). The

department has also implemented limitations on how long a student can received federal aid therefore requiring schools to monitor students lifetime eligibility and requiring schools to offer students counseling regarding how to use their eligibility to accomplish their educational goals.

In July 2016, the Office of Financial Aid implemented the SARS Grid to schedule and track financial aid appointments. During our busiest season of the aid year, July 1 through October 29, Financial Aid Interviewers met with approximately 750 students.

At present, the Office of Financial Aid does not have an automated method for measuring the number of times that students visit the Office. However, it is estimated that approximately 2800 students transact business at the financial aid counter each month. The Office receives approximately 1650 phone calls and about 2000 email inquiries over the same period of time.

Organizational Chart



Mission Statement

The Office of Financial Aid is comprised of a team of professionals that are dedicated to providing financial assistance and increasing eligibility awareness to students as they pursue their educational goals. We are committed to removing the financial barriers that prevent students from receiving the resources they need to be successful.

Our goal is to facilitate equal access; any and all students that utilize our services should be able to navigate the financial aid process comfortably and efficiently. The Office of Financial Aid will achieve our mission by striving to;

1. Promote and maintain integrity, accuracy, and timeliness in the delivery of services.
2. Provide essential information and tools for students, enabling them to make informed decisions about funding their education.
3. Comply with federal, state, and institutional policies.

Program Outcomes

With a primary focus on student success, Financial Aid recognizes that not only providing Financial Ad to students but timely disbursement of aid is critical to helping students start each term financially prepared to succeed. Academic

success for high-need students is tied to their ability at the beginning of the term to purchase books/supplies, pay for transportation, and have money for food and other living expenses. Thus, program outcomes have been directed toward improving the time it takes to process a financial aid application and ensuring the majority of awards are disbursed by the start of the term.

Since we have implemented technology for us for us to better communicate relevant, targeted information to students, we are making strong efforts in educating the department in order to better use these available technologies more efficiently and effectively. What we expect as an outcome is to enhance the student faced portal technologies in order for students to access relevant eligibility data around the clock and make informed decisions in a timely manner. Having the majority of students be self-sufficient in understanding and submitting the required information to financial aid will allow the financial aid office to work more efficiently and effectively. Using these approaches will allow the department to better identify the students that need additional assistance and allow us work closer with those that need the one on one assistance. This will ultimately allow for us to provide students the aid they need during the students most critical, and vulnerable time (during the first week of each term)

SLO#1 Student's will be able to increase their understanding of the financial aid process, complete and submit applications, meet deadlines, and identify resources.

SLO#2 Students will gain a broader understanding of the Financial Aid Luminus Portal and rely on the portal to look up their latest financial aid status.

SLO#3 Students that attend an in-person federal Direct Loan workshop will gain a greater understanding of the loan process and their rights and responsibilities. In addition, attendees will make more informed decisions about borrowing, develop the skills needed to effectively manage their educational expenses, and learn what resources are available to avoid defaulting on a loan.

Recommendations Update

There is a significant need for additional full time staffing in the Office of Financial Aid. There are 12 full time positions to support roughly 80% of the student population. These full time employees are supported by 8-12 college assistants, who focus primarily on intake and outreach. The staffing levels have remained consistent through the years, even though the work load and the complexity of the work has increased significantly. The Intake and Interviewer loads have nearly doubled as more students have applied for financial aid.

In addition to the pure increased workload issues, there have been many changes to the functions of the Office. The implementation of Banner has led to additional needs. There is no one to support requests for data and reporting in the Office. A Business Analyst is needed to assist in creating SQL queries to identify student sub populations who require, among other things, an academic progress status. This position would allow the Office to maintain regulatory compliance and effectively support students in maintaining their financial aid eligibility. Money is currently spent on consultants to support this function, resulting in no institutional knowledge development.

Additionally, there have been changes in state aid that have increased work flow. These include the implementation of the Student Success Act and changes to BOGW. AB 130/131 also opened the door to AB 540 students to receive aid.

The total financial aid disbursed has risen from \$28,749,431.82 to \$37,293,832.93 over 5 years. BOGW (enrollment fee waiver) usage, over the same time period, has grown from \$22,649,409.00 to \$52,267,656.00.

With these changes, there is a need to hire 6 permanent positions. The two Interviewers are needed to fill vacancies for positions lost due to retirement.

The department needs to increase the use of technology to best communicate with students such as Financial Aid Portal and Self-service targeted information, text messages. Increase the Financial Aid's staff overall technical knowledge in order to work more efficiently and effectively.

There is a need to educate the entire campus on the financial aid process. The campus understands that Financial Assistance plays a key role in student success, but there has been a misunderstanding in the processes, policies and regulations governing federal and state aid. In many cases students have reported that they are being provided conflicting answers to their questions from various departments on campus.

Request for:

1 Business analyst position to be funded through a combination of BFAP SFAA Categorical and the required District 01 MOE matching funds.

4 Intake Specialists to be funded through BFAP SFAA Categorical funds

1 Financial Aid Interviewer to be funded through a combination of BFAP SFAA Categorical and the required District 01 MOE matching Funds

Category I. Function

Component A: Services Provided

The Financial Aid Department offers levels of service designed to meet the specific financial need of each individual student and strives to exceed the expectations of our students, staff, and our community. Services provided to students are not only aimed at providing students the aid necessary for educational expenses but also provide students with the tools needed to understand their award package and make informed decision on using their available aid at PCC and when they transfer to a four year institution.

Data on the timing and volume of disbursements show notable increases each year, strong indications that operational changes and implementation of new systems are having the intended outcome.

The financial aid department is responsible for all Financial Aid Outreach efforts including outreach to high school students and current and prospective Pasadena City College students including the entire community. Outreach is done during the entire year but predominantly between the months of January and July. We offer financial aid application workshops to all high school students within the area and collaborate with various high school districts during their annual Cash for College events. The Financial Aid office in collaboration with the California Student Aid Commission (CSAC) host an annual Cash for College Saturday event on campus with workshops for students and families ranging from FAFSA Federal Financial Aid application, Californian Dream Act financial aid application, Scholarship, and Financial Literacy workshops. The Cash for College event serves over 250 students along with their families.

Overall the Financial Aid department administers over \$54.5 million annually in Federal and State Aid (\$38 million in Grants, 16.5 million in fee waivers)

25.4% of all students receive State or Federal Grants

56.8% of students are receiving a CA Board of Governors Fee waiver

Currently the PCC Financial Aid office offers student assistance with the following programs:

Board of Governors Fee Waiver (BOGW)

California Board of Governors Fee waiver waives the \$46 per unit enrollment fee for qualified residents of California and eligible AB-540 students for the entire school year. The waiver also provided a discounted parking permit for Fall and Spring terms.

Students are considered for the wee waiver when they apply for the FAFSA federal application or submit the paper BOG Fee Waiver application in person.

20,952 student's enrollment fees are waived by the BOG Fee Waiver

Federal Pell Grants (PELL)

The Federal Pell Grant is a federally funded program for undergraduates who demonstrate financial need. The annual amount of the Pell Grant is based on the cost of attendance, the Expected Family Contribution (EFC), and the number of units the student is enrolled in. Eligible students receive payments twice each semester. Students may be awarded up to the maximum amount of \$5,815 per year. The maximum amount of Pell to be awarded will increase to \$5,920 at the beginning of the 2017-2018 academic year.

Currently we award Pell Grants to 9,003 students annually for a total of \$32,023,334

Federal Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG Grant is a federally funded grant available to undergraduates who demonstrate exceptional financial need, meet the application priority deadline, and are Pell Grant recipients. Students are required maintain 6 units of enrollment or more per term to become eligible.

Currently we award FSEOG Grants to 922 students annually for a total of \$424,264

Federal Work-Study (FWS)

Federal Work-Study Program provides funds that are earned by students through part-time employment to assist students in financing the cost of postsecondary education and to gain work experience in the field that they are studying. Students may work up to 20 hours per week, usually at minimum wage or above. The program allows students to work on campus, off campus, or for a non-profit organization.

Currently 120 students employed through the FWS program. Total annual earnings \$370, 512

State of California Cal Grant (Cal Grant B and C)

Cal Grant B is provided to students from low-income families who are first generation college students. The maximum award amount is \$ 1,551 per year to be used towards books and supplies and is prorated for less-than-full-time students. This grant may be used only in California at qualifying community colleges, universities, and career/technical schools. The maximum amount awarded may not exceed four full-time years of college coursework. Cal Grant B students also receive funding for system-wide fees and tuition costs at a CSU or UC university. If student chooses to attend a private college in California, it pays up to \$9,708 toward tuition and fees. This is also true for most career/technical schools in California. Cal Grant C awards help pay for tuition and training costs and be used only in California at qualifying community colleges, universities, and technical schools. The maximum award is \$576 and is for books, tools and equipment necessary to complete the students educational goals. Students may also receive up to an additional \$2,592 for tuition at schools other than a California Community College as long as it they are in the state of California. To qualify, a student must enroll in vocational program that is at least four months long at a California Community College, a private college, or a vocational school. Funding is available for up to two years, depending on the length of a student's program.

1,052 Students \$2,403,021

State of California Full-Time Success Grant (FTSSG)

The Full-Time Student Success Grant is a new financial aid program for Cal Grant B or Cal Grant C recipients attending college full time. The FTSSG grant is designed to encourage students to maintain full-time status and help students complete their objective and saves student's money. FTSSG awards students \$600 dollars annually. Currently 802 students receive \$634,200 annually

Financial Aid reporting requirements

Educational institutions that participate in the federal student aid program have reporting and disclosure requirements related to the institutions eligibility to participate in the Federal title IV, Higher Education Act (HEA) student assistance programs. In general, reports are submitted to the Department of Education and State Authorization Agencies and disclosures are made to students and the public. However, in some cases—for example, the Campus Safety and Security Survey—information must be provided to both as well as to the institution's faculty and staff

Federal Reporting Requirements

Program Participation Agreement (PPA)

A school seeking to be recertified to continue to participate in the FSA programs is notified by the Department six months prior to the expiration of the institution's Program Participation Agreement (PPA). The school must submit a materially complete application before the expiration date listed in its PPA. Institutions that offer non-Degree programs such as certificate programs 18 units in length or more are required to be reported on the PPA before we disburse federal financial aid for students in that particular program. In order for a program to become and stay eligible the program must be approved by the states Chancellors office and Gainful Employment disclosures must be available for students and perspective students for every non-degree program.

FISAP

Fiscal Operations Report for prior year and Application to Participate on upcoming year (FISAP). Required to submit annually and signed by the financial aid director and the college president. The report is used by the department of education to determine the level of Federal Campus based programs (Work-Study and Supplemental grant) funding levels for the upcoming year. The report is also the request from the school to the department to participate in the Federal Aid program for the upcoming year.

Gainful Employment reporting and disclosure

Gainful employment annual reporting is required annually for all non-degree programs in which the institution provides federal aid to. The report provides information to the department of education such as debt to earnings ratio, enrollment, program completers list, and other values required by the department of education in order to determine whether a program in which we are providing federal aid to students is a gainfully employed program.

Gainful employment disclosures for each non-degree program must be published on our public website and made available to all perspective students. It must include information related to cost, available financial aid, how long on average it takes to complete the program and the job placement rate for students completing the program.

COD Federal Grants reporting

The institution is required to report when a student is awarded, disbursed, or an adjustment is made to the students federal award package within 10 days of the award or disbursement update.

National Student Loan Data System (NSLDS) reporting

Financial Aid department is required to report any Federal Aid overpayments to NSLDS along with various program level data. Program level data is used by the department to calculate a student's Loan subsidized usage limit (SULA)

State Reporting Requirements

Various fund awarding and disbursement reports to the state Chancellors Office (CCO) and to the California Student Aid Commission (CSAC) along with various grant related end of year reports to both state agencies are required and submitted by the financial aid office.

BFAP (SAARC) reporting

Annually the Financial Aid department is required to submit two reports to the Chancellors office to detail how state Board Financial Assistance Program (BFAP) annual funding was spent throughout the year. This report also includes details on how the college supports the college's financial aid administration by the required MOE matching district funds. This annual report requires the financial aid department to detail every dollar spend through the year. The Financial Aid department must work closely with fiscal service in order to complete and submit this report.

MIS Reporting

State Financial Aid MIS reporting is required annually and must include data related to all state and federal funds awarded to students throughout the year. These number are used by the state in order to update the Chancellors office statewide Data-Mart public website. This information is made public and is used by the Chancellors office to determine each College's BFAP funding levels.

Services Provided

Hands on FAFSA and Dream Act Application assistance

The Financial Aid Department offers hands on one-on-one FAFSA and Dream Act Application assistance year round to current and perspective PCC students.

The Financial Aid department partners with the California Student Aid Commission to host an annual Cash for College Saturday application workshop and an annual High School Counselor workshop.

Financial Aid 101 presentations

Financial Aid offers on-campus presentations to special programs and classrooms. Financial Aid Collaborates with the High School Outreach team to present to local high schools and organizations.

Loan application workshops

Loan workshops required for first time borrowers. The loan workshops are intended for students that are considering borrowing to better understand their rights and responsibilities. . In addition, attendees will make more informed decisions about borrowing, develop the skills needed to effectively manage their educational expenses, and learn what resources are available to avoid defaulting on a loan.

Financial Literacy Workshops

Category II. Institutional Support

Component A: Budget

The State allocates categorical program funding for Student Financial Aid administration (SFAA) specifically to supplement and not supplant existing institutional resources to enhance access to postsecondary education for low income and disadvantaged Populations. Our current SFAA Annual Allocation, also known as the Board Financial Assistance Program (BFAP), is \$852,539

Maintenance of Effort (MOE)/match expenditures qualify an institution to receive SFAA categorical funding in each corresponding future fiscal year and as such must be satisfied in each fiscal reporting year. The MOE required match is funding provided by the district general fund to support the administration Student Financial Aid Program. The district's current MOE match is \$848,353

Total Annual Financial Aid Operation Budget is \$1,700,892

Component B: Space Allocation Financial Aid office is located in the Student Services Center (L Building), in L112. The building is designed to serve as a one stop shop to provide comprehensive service to students, housing Admissions and Records, Financial Aid, Counseling, Transfer Center, Career Center, EOP&S/Care, DSP&S, Outreach, and CalWorks. The configuration was intended to allow students to obtain student services in a seamless fashion, and create a space for both students and the services to interact with one another.

The Financial aid office is comprised of two general areas separated by solid wall and an open area to get through. The purpose of one area is to provide intake and over the counter service and the other area backend eligibility related work. The separation creates separation in the operation and becomes very difficult for supervisory staff observe front counter staff, and the student traffic. The intake area provides 5 front counter stations, 3 cubicles and two scanning stations, the other area is comprised of 9 offices, along with 1 staff cubicle, 6 FAFSA assistance stations and 3 student waiting areas that are all in the center of the middle open office space. This area is very tight and provides no privacy when assisting students. This student assistance and waiting area is also a risk of visitors accessing confidential student information.

There is also an area where student verification files are stored but not locked, this poses a security risk because student records that include personally identifiable records such as social security numbers must be stored in a locked secured area.

Outside the office is a narrow hallway where students must stand in line for service. A&R and Financial Aid share the hallway, and when both offices are at peak activity periods the lines can fill the hallway, making it nearly impassable.

Square footage is inadequate for the size of the Financial Aid Operation, especially if we expect to significantly increase the number of students we serve and increase the services we provide for our students. The relatively small size of our area creates anxiety for both our students and the staff during our busiest times of the year.

Category III. Accountability

Component A: Internal Accountability

Outcome:

SLO#1 Students will be able to increase their understanding of the financial aid process, complete and submit applications, meet deadlines, and identify resources.

Measure:

Initially, a survey instrument was developed to determine why students contact/visit the Office of Financial Aid and to gain a better understanding of their experience. Survey results revealed that only 49% of the students that visit the office were made aware of LancerPoint and its benefits.

The solution was to create a LancerPoint Navigation document that would highlight the functionality of LancerPoint as it pertains to financial aid. Students that visited the office were given the document and encouraged to test it. 131 students were surveyed and 14 responded. They were asked a total of 10 questions. Questions 7-10 were added during the reassessment process to measure the effectiveness of the LancerPoint Navigation document. The questions are as follows:

What was the purpose of your visit today?

Were you satisfied with the answers/information that you received?

Was the person assisting you courteous?

How many visits did you make to the Office of Financial Aid in a single semester?

How long was your wait in line?

Were you given information regarding LancerPoint or other electronic services?

Did you receive the LancerPoint Navigation document?

Did you find the LancerPoint Navigation document helpful?

Did the LancerPoint Navigation document help you understand your financial aid requirements?

Did the LancerPoint Navigation document help you check your financial aid status?

Acceptable Target and Rationale:

What would be an acceptable result of the assessment? What is your reasoning for choosing this acceptable result?

The acceptable result was unknown because we had not previously created such study.

Previous student complaints regarding the service provided by the department and students not using the portal technology available in order to check their latest Financial Aid Status.

Ideal Target and Rationale:

What would be an ideal result of the assessment? What is your reasoning for choosing this ideal result? 85%. It would be an unrealistic goal to expect that 100% of students would use the portal technology. If we can get 85% to use the available resources to work with students that need the one on one service

What steps were taken to analyze the data?

The entire department was involved

Key/Responsible Personnel (WHO analyzed the data?)

The financial aid assistant director was responsible. He along with the financial aid staff analyzed the data.

Summary of Findings:

For reassessment, the data collected from questions 6-10 was analyzed. If warranted, results from other questions will be referenced.

When students were asked if they were given information about LancerPoint or other electronic services, 85.71% of the students reported that they had. This represents an increase of 34.71%. 12 of 14 or 85.71% of respondents received the LancerPoint Navigation document.

64.29% of students reported that they found the LancerPoint Navigation document somewhat helpful. 28.57% of the students indicated that the document was helpful. Only 7.14% did not feel that the document helped them navigate LancerPoint. It is encouraging that a majority of respondents felt that the document was somewhat helpful. It suggests that this tool has promise and through enhancements, more students will learn to use LancerPoint.

When queried as to whether or not the LancerPoint Navigation document helped them understand their financial aid requirements, 71.43% of students answered yes. Although 28.57% of those surveyed felt that the document did not help them, improvements can be made, creating a more informed student population. It is reasonable to project that once the document has been revised, a shift will occur, decreasing the percentage of students that did not benefit from using it.

78.57% of respondents stated that they visited the office to check their financial aid status. When asked if the LancerPoint Navigation document helped them do this, 76.92% indicated that it did. This means that the document is addressing the primary reason that students come to the office and its design and content are helping to demystify LancerPoint.

Recommendations for Improvement:

Survey results support the design and distribution of a tool that will help students navigate LancerPoint. In a national poll referenced in the Minnesota Daily, students reported that the greatest challenge they face is learning to use campus

technologies. The LancerPoint Navigation document was created to reduce the learning curve and make students aware of the benefits of LancerPoint, PCC's student portal: reduced wait times, fewer visits to the office, financial aid information available 24/7, increased quality and consistency of financial aid information, improved customer satisfaction.

Because the assessment piece in student service outcomes is cyclical, the Office of Financial Aid will continue to refine the LancerPoint Navigation document to ensure that it is meeting the needs of the students that we serve. A follow-up survey will be administered to previous respondents. It will be designed to drill down, to ask more probing questions about the document; what worked and what did not. After each incarnation of the document, a survey will be deployed to gauge the effectiveness of the document and changes will be made accordingly.

Although surveys are quite useful, they have obvious limitations; they are impersonal and do not permit dialogue. To truly understand the needs of our students, we need to talk to them. A focus group will provide a forum for feedback and the exchange of ideas. A document that emerges from a collaboration between students and staff will be more meaningful and effective.

Outcome:

SLO#3 Students that attend an in-person federal Direct Loan workshop will gain a greater understanding of the loan process and their rights and responsibilities. In addition, attendees will make more informed decisions about borrowing, develop the skills needed to effectively manage their educational expenses, and learn what resources are available to avoid defaulting on a loan

Measure:

All Students that attended a 2016-2017 Direct Loan Workshop between August 2016 and February 2017 Surveys via SurveyMonkey. All Students that attended the workshop were send a SurveyMonkey link via email to their Personal and LancerPoint email account. Student were also called to do over the phone surveys. The development of the survey included the entire Financial Aid team and the process took approximately two weeks to setup and complete
Data was collected via SurveyMonkey and phone surveys. A total of 73, 7 question surveys were collected.
Answers ranged from 1-10 with 10 being the highest
The target goal was 50 surveys.

Acceptable Target and Rationale:

What would be an acceptable result of the assessment? What is your reasoning for choosing this acceptable result?
85% of students would find the loan workshop useful in helping them understand.

Ideal Target and Rationale:

What would be an ideal result of the assessment? What is your reasoning for choosing this ideal result?
100% All students that attend this workshop should find it useful.

What steps were taken to analyze the data?:

Data was collected via SurveyMonkey and phone surveys. A total of 73, 7 question surveys were collected.
Answers ranged from 1-10 with 10 being the highest
The target goal was 50 surveys.

Key/Responsible Personnel (WHO analyzed the data?)

Financial Aid Director. The entire Financial Aid team analyzed the date.

Summary of Findings:

The team found out that students are gaining a better overall understanding of the federal student loan program and the consequences of defaulting. They are also more informed of the options they have to assist them in staying out of default.

The workshops are not influencing the students to consider other options of funding their educations. According to the survey the student that did not take out the loan did not state that the workshop was the reason for not taking out the loan.

The program learned that we should offer more alternatives to resources during the loan workshops.

Recommendations for Improvement:

The results were very useful in helping us design our 1718 Direct Loan Workshops.

We hope that the workshop will ultimately reduce our default rate because students are aware of their options if they ever fall at risk of not paying their student loan(s).

We will incorporate a component that offers students additional resources to funding their community college education and explain to students the best method(s) to save their eligibility for their future educational endeavors.

We will keep the workshop mandatory to first time borrowers but influence continuing borrowers to also attend.

The team learned that we should better prepare the survey answers. During this survey we made most questions optional. Moving forward we should gather the data whether they persistent with the action or not. In this case taking out a student loan.

In the future we will involve the entire team through the process and begin sooner. The team is excited about doing more SLO's and truly testing the effectiveness of our processes.

Reflections/Notes:

Students were made more aware of the importance of carefully funding their education and the expenses if the students decide to transfer to a four year college. Along with helping the college maintain an acceptable default rate the workshops help in educating students in better managing their money in order to fund their education expenses.

External Accountability**Outcome:**

Financial Aid complies with state and federal laws, local policy and administrative procedure to include the federal requirement to demonstrate administrative capability.

Measure:

Annual Audit Results – No findings during the 1516 Annual Audit

Annual Federal FISAP report

Annual State Reporting SAARC BFAP form 3

Annual State Institution Participation Agreement

Federal Participation Agreement

Financial Aid Internal quality control processes set in place to make sure we are meeting federal, state and local policy.

Acceptable Target and Rationale:

Meet all Federal and State regulatory requirements.

Ideal Target and Rationale:

100%. Required to participate in State and Federal Aid programs

What steps were taken to analyze the data?

Review of past audit history.

Bi-annual review of the federal Title IV regulatory and state regulatory changes; current local policy, procedures and practices.

Key/Responsible Personnel:

Financial Aid Director

Summary of Findings

No non-compliance findings during our last annual program review. (audit)

Results

No non-compliance findings during our last annual program review. (audit)

Reflections/Notes

The financial aid office meets all Federal and State regulatory requirements but the efforts made in keeping up with these ever-changing and complex regulations take time from assisting students or working on making enhancements to our processes. These are much needed enhancements targeted at making Financial Aid easily accessible to all eligible students.