



Strategic Initiative Section Report

Financial Aid:

Date: 05/09/2016

- Program Review Non-instructional Cycle F 2015

Sorted by: Program

Financial Aid Center

SI Section Templates: PR Section 1.0, PR Section 2.1 - 2.3, PR Section 2.4 - 2.8, PR Section 3.0, PR Section 4.1 - 4.2, PR Section 4.3 - 4.6, PR Section 5.0, PR Section 6.0, PR Section 7.0, PR Section 8.0

Financial Aid

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Fullerton College Mission

The Financial Aid Office supports students to be successful learners by assisting them to fund their educational goals and provide financial literacy skills that will continue to assist them throughout their academic, professional, and personal lives.

Fullerton College Vision

The Financial Aid Office encourages students to ask questions, seek information, and gain life-long skills necessary to navigate through life. We are devoted to the educational goals of all individuals in the college community and strive to accommodate the varying specific needs of our students within the letter of the law.

Fullerton College Core Values

The Financial Aid Office strengthens the campus community by respecting the diversity of our student population and striving to ensure we are accessible to all students. We are consistently exploring innovative ways to ensure compliance and simplicity of the financial aid process to ensure we are assisting all students fund their education and become educated members of society.

Fullerton College Goals

The Financial Aid Office advocates student success by advising students on how to successfully fund their education, allow aid for remedial/ESL coursework, and provide an opportunity for Disqualified students to appeal for aid. Financial aid is awarded to students solely based on income and enrollment history which provides an opportunity for low-income students to gain an education and obtain a valuable job. We provide inclusive outreach to the campus community and the surrounding communities to encourage strong connections between the two.

PR Section 2.1 - 2.3

Program Review Non-instructional Cycle F 2015 Financial Aid Center

2.1 - 2.3

2.1 Describe the purpose, components, and staffing of this program.

The Financial Aid Office (FAO) was established at Fullerton College shortly after the implementation of the Higher Education Act of 1965 and the beginning of the Federal Pell Grant Program. Since then, the number of students in need of financial assistance has greatly increased right alongside with the rules, regulations, and laws governing Title IV aid. The purpose of the FAO is to determine eligibility, disburse funds, and be in compliance with all Federal and State regulations. This entails processing, verifying, determining eligibility, awarding, and disbursing all Federal and State financial aid program funds available at Fullerton College.

Fullerton College's Title IV Programs include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal Work-Study, and Direct Loan Program. State Programs are the Board of Governor's Fee Waiver (BOG Fee Wavier), Cal Grant B, Cal Grant C, Full Time Student Success Grant and Chaffee Grant. Also included are scholarships and AmeriCorps.

Determining Eligibility

The financial aid process works on an 18 month cycle starting on January 1st preceding the start of the subsequent Fall semester through September 30th. At certain times of the year, the FAO is working with two separate "aid years." The 18-month cycle causes the processing, verifying, determining eligibility, and awarding for far more students than are enrolled in Fullerton College. This may be due to the fact that the student may not get into the required classes or may be accepted into another college. We are required to process every application we receive and retroactively pay any student who subsequently submits a valid financial aid application and completes their file, if otherwise eligible.

A prospective student will complete the Free Application for Federal Student Aid (FAFSA) or Dream Act Application, depending on citizenship status. Once completed, the results, which are called an Institutional Student Information Record (ISIR), are imported by staff into Banner. The student is then put into a budgeting group and is either selected for verification or not, which is determined by the Department of Education or the California Student Aid Commission (CSAC), depending on the application. Financial aid is solely determined by income and enrollment history. Beginning in academic year 2013/2014, verification was split up into different groups. Currently, there are six "V" groups that a student can be selected for and they all require different documentation depending on the student's situation. When a student receives their Student Aid Report (SAR) via email or in the mail after completing the FAFSA, it will indicate if the student is selected for verification as well as being notified through myGateway. Verified students are required to submit additional documentation such as proof of income, Selective Service registration, or citizenship verification. The staff must then do their due diligence to verify the information reported by the student and/or parent on the FAFSA before determining aid. If a student is non-selected, the FAO still has to ensure the student is eligible for aid. A student can be flagged for not having a U.S. high school diploma, close to reach Lifetime Eligibility Used (LEU), or for having Unusual Enrollment History (UEH). These flags are processed by staff and may require the student to turn in other required documentation. Staff must also resolve any conflicting information which may include discrepancies from a FAFSA Application versus what is on the student's Admissions Application. Each student has to be processed on a case by case basis as every student

situation is different.

The FAO offers consortium agreements for students to be able to receive aid at Fullerton College for classes taken at another college or university. A student will have to complete a Consortium Agreement before the freeze date and the Financial Aid Technician verifies the units before the Director has to approve it, per Federal regulations. This allows students who may not be able to get into a required class at Fullerton College to complete their program in a timely manner if the class is available elsewhere.

Disburse Funds

If a student is eligible for aid, completed their file, and is meeting the SAP Policy requirements, the FAO will disburse funds to the student through HigherOne, a separate bank used for financial aid funds unless the student has made an alternative refund preference. Per Federal regulations, there are two disbursement dates for the Pell Grant and one disbursement date for Direct Loans, FSEOG, and Cal Grants each Fall and Spring semester to assist with student budgeting and compliance. During Summer session, there is one disbursement date for the Pell Grant and Direct Loans. After the first Pell Grant disbursement date of each semester, the FAO subsequently disburses Pell Grant funds daily for students who have completed files after the first or second disbursement date, added classes before the freeze date, or have late start classes. The District "sweeps" the funds on a weekly basis to be paid out to the student. Direct Loans, FSEOG, and Cal Grants are disbursed on a daily basis also following the first disbursement date.

FSEOG (Federal Supplemental Educational Opportunity Grant) is a campus based program which means that funding is limited and students are awarded on a first come, first serve basis. The grant provides up to a maximum of \$1,000 per year for California residents or \$1,200 per year for non-resident students. SEOG is automatically packaged to eligible students who have completed their financial aid file by May 31st, have a low Expected Family Contribution (EFC), are meeting the SAP Policy, and are enrolled in at least 6 units will be awarded. The grant is paid in two installments, half in the fall and the other half in the spring.

The Federal Work-Study (FWS) program provides jobs, both on and off campus, for undergraduate students with financial need to help pay educational expenses. FWS allows students to work up to 20 hours per week, usually at minimum wage or above, and must be reasonably available to all eligible students at the school. To the maximum extent practicable, the FAO must provide FWS jobs that complement and reinforce each recipient's educational program or career goals. In awarding FWS jobs, the FAO must consider the student's financial need, number of hours per week the student can work, the period of employment, the anticipated wage rate, and the amount of other assistance available to the student. While there is no minimum or maximum award, the amount for each student should be determined based on these factors. The FAO is also required to place at least 7% of Work-Study students in community service jobs as well as at least one Work-Study student in a local elementary school. Contracts and partnerships must be cultivated, developed, and maintained with outside organizations on an annual basis to ensure we comply with this requirement.

The FAO participates in the Federal Direct Stafford Loan Program through the Federal Direct Subsidized Loan Program, and the Federal Direct Unsubsidized Loan Programs. Students who have completed the FAFSA and their financial aid file will be eligible to receive a loan. All eligible students will be auto packaged subsidized and unsubsidized loan at the maximum amount the student is eligible for based on the FAFSA and student file. The student is then responsible to accept the loan, complete Entrance Counseling, and file a Master Promissory Note. Once completed, the FAO will disburse the loan to the student. Once a student graduates, transfers, or leaves Fullerton College, the student must complete Exit Counseling. From there, the FAO will track the student to ensure timely payments of loans.

A student can apply for the Board of Governor's Fee Waiver (BOG) by either completing the FAFSA or completing the BOG Application available through myGateway. The BOG waives the enrollment fees for eligible students for a full academic year, including Summer session. Once a student completes an application and is considered eligible, it will be processed daily and awarded to a student's account which waives any enrollment fees within 72 hours.

Cal Grant B and Cal Grant C are State grants offered to students who are California residents attending a college or university in California. Students must complete the FAFSA or Dream Act Application and GPA Verification by March 2nd to be considered for an "entitlement" Cal Grant. If the deadline is missed, students can complete the FAFSA and GPA Verification by September 2nd to be considered for a "competitive" Cal Grant. The FAO works with CSAC to ensure proper application requirements are fulfilled before the award is posted to a student's account. For students receiving a Cal Grant B and who are also attending school full-time, they will be considered for an additional Full Time Student Success Grant offered through the State Chancellor's Office.

The Full-Time Student Success Grant was implemented for academic year 2015/2016. This grant is available for students who are receiving Cal Grant B and are attending school full-time. This is to encourage full-time enrollment and provide students an extra \$600 a year. A report will be run on full-time students eligible for Cal Grant B and the award will manually be placed onto their account.

Chafee Grant is a Federal and State funded grant subject to yearly availability of funds. The grant is for current or former foster youth who are under the age of 22 and have financial need. Eligible students have to complete a FAFSA or Dream Act Application, a California Chafee Grant Application, and have the California Department of Social Services (CDSS) to verify foster status of the student. Afterwards, the FAO has to complete a Needs Analysis Report and any verification items to complete the student's file. If the student is awarded, a paper check will be mailed directly to the Bursar's office who will then contact the Financial Aid Office for approval to disburse the check to the student. The FAO must verify the student has a completed financial aid file, enrolled in at least half-time, meeting the Federal SAP Policy, and still have financial need.

Be In Compliance

The FAO has to be aware of new and changing Federal and State rules, regulations, and laws to ensure compliance and proper disbursement of funds to students. This includes having an assigned staff person responsible for varying special projects to handle the day to day occurrences.

- FAFSA retrieves income information using the prior year income information. During this time, a student can have a drastic change of income that could affect their eligibility. Federal regulations allow the Director to use professional judgment in regards to these matters by having a student submit a Special Conditions Appeal regarding their income status that provides proof of the change.
- According to Federal regulations, a student is considered Independent if they are 24 years of age or older, are married, have dependents they support more than 51%, were in foster care or in a legal guardianship, at risk of homelessness, or currently servicing on active duty in the U.S. armed forces. If a Dependent student cannot provide parental information due to safety reasons, deceased parents, or other situations, the student can complete a Dependency Override Appeal with documentation regarding their situation. If approved, the Director will use

his professional judgment and re-calculate eligibility based on their new dependency status.

- Effective July 1st, 2011, all students are required by Federal regulations to meet the new requirements of the Financial Aid Satisfactory Academic Progress (SAP) policy. The requirements are maintaining a cumulative GPA of 2.0 or above, completing 67% of cumulative attempted units, and completing the selected educational program within the maximum timeframe for financial aid which is 150% of the published program's required units at Fullerton College. If a student does not meet one or more of these requirements, the student may be placed on Financial Aid Warning status which indicates that the student is still eligible for aid but has one semester to meet the SAP Policy requirements. If the student does not meet the SAP Policy requirements by the end of the semester, the student will be placed on Financial Aid Disqualification status and will not be eligible for aid at Fullerton College or Cypress College until all the SAP Policy requirements are met. Students are offered the opportunity to appeal for financial aid. The student will be required to attend a SAP workshop which is offered online before filing an official online appeal where the student will need to document extenuating circumstances for not being able to meet the SAP Policy requirements. Per Federal regulations, the Director will use professional judgment to determine eligibility.

- Due to recent government regulations, certain academic programs based on hours of instruction that provide training to prepare a student for gainful employment in a recognized occupation are considered Clock Hour programs. These state-approved programs at Fullerton College are Administration of Justice Certificate, Cosmetology Certificate, and Therapeutic and Sports Massage Therapist-Level 1 Certificate. Students are responsible for keeping track of their stated academic goal at Fullerton College since this will impact eligibility to receive any State or Federal financial assistance. For students enrolled in these programs, financial aid, including disbursement dates, are based on the number of hours/weeks completed in the program. Financial aid may be prorated to accommodate the program length. The first disbursement is usually at the beginning of the academic year followed by the last disbursement after the student completed 450 hours/13 weeks of the program. If the program rolls over into a new academic year, the student will have to complete a new FAFSA for the next year and receive only a portion of the award that will be based on the leftover eligibility in the program.

- AB540 was signed into State law in October 2001. It provides an opportunity for students who attended a California high school for 3 or more years, has graduated from a California high school or received an equivalent high school degree, and has completed an affidavit as part of their Admissions application, to be exempted from paying nonresident tuition at the California Community Colleges and California State University. The California Dream Act became law in 2011 thru the passage of two Assembly Bills, AB130 and AB131. AB130 allows students who meet AB540 criteria to apply for non-state funded scholarships for public colleges and universities. AB131 allows students who meet AB540 criteria to apply for state-funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grants. A DACA (Deferred Action for Childhood Arrivals) student has received deferred action under the Deferred Action for Childhood Arrivals process. Most DACA students are also granted work authorization; and if a student has work authorization, the student may be eligible to obtain a social security number but this does not mean the student is eligible for federal funds. If they also meet the AB 540 standards, then they will be eligible to apply with the Dream Act Application, not the FAFSA. Awards have to be manually created and all processes must be done through paper.

- To combat the increase in fraudulent FAFSA applications and stolen identities, the FAO has had to create protocols to identify and report suspicious cases. Each semester, the FAO runs an Argos report to check addresses and verify any cases where there are 3 or more students reporting the same address. These addresses are reported to the Director and investigated to see if this is explainable or a case of potential fraud. All fraud cases are reported to the Office of Inspector General (OIG) and the Vice President, Student Services. To protect the campus of fraudulent Distance Education students, the FAO has created the process to disburse all aid to these students after the Freeze Date. This will allow the instructors the ability to drop any students that are not participating or attending class before any aid will be paid out and minimizes fraudulent cases of Distance Education disbursements.
- The State Chancellor's Office is increasing emphasis on the need to have Financial Literacy as an integral part of a student's college education. They are advocating for colleges to promote the culture of greater financial capability as a campus-wide initiative with administrators, faculty, counselors, and staff involved in providing these essential resources to students. This is to educate students about key financial concepts to assist in making sound decisions about budgeting, borrowing, and loan repayment. The FAO has established a Financial Literacy Committee and the Director serves as chair. This committee will be brainstorming the best options to help students become financially literate and provide them with the tools necessary to handle their financial future. This may include presentations, workshops, budgeting materials, and more.
- The College Cost Reduction and Access Act (CCRAA) expanded the definition of "Independent Student" to include unaccompanied, self-supporting, homeless, and/or at risk of homelessness youth. The CCRAA uses the McKinney-Vento Act's definition of homeless which includes youth who lack a fixed, regular, and adequate nighttime residence and youth not in the physical custody of a parent or guardian. At-risk of homelessness refers to students whose housing may cease to be fixed, regular, and adequate. In determining the status of students claiming "Independent Student" under these provisions who do not have proper documentation to advocate their status, the student will be interviewed by a staff member in a private location. Every student interviewed will be asked the same questions but may be asked to provide additional information. The status will then be presented to the Director who will make the final determination as authorized by Federal regulations.
- Rising default rates (student loans through colleges that go into default) are a concern for many schools, including Fullerton College whose default rate rose above 20%. This meant that Fullerton College had to submit a formal Default Prevention Plan to the State to show that we are working on lowering the rate. According to the Federal government, Federal Direct Loans are considered a part of financial aid as they offer a better rate for students than private or educational loans. Therefore, if a student is eligible for a loan, we are required to offer it to them. The FAO formed a Default Prevention Committee and put together a plan that included putting a hold on "high risk" loan borrowers until they meet with a Financial Aid Counselor. The plan includes working with a web-based cohort management tool called Loan Tracker with ECMC. This software will allow the FAO to contact "high risk" students before they go into default and in turn, lower Fullerton College's default rate.
- The FAO receives, imports, and exports Federal Student Aid data from Banner to COD (Common Origination Disbursement system) to NSLDS (National Student Loan Data System) and back again. All Banner screens and processes for the FAO are tied to an aid year, a period and a term, which requires an annual setup for each new academic year. As Federal and State

regulations change and are implemented, Banner and other financial aid software must be updated to accommodate the changes. There are a total of four Banner upgrade releases per year and as problems arise, patches are released to maintain functionality. For example, the Summer Release streamlined Direct Loan Processing which resulted in new screens and different procedures for origination Direct Stafford Loans. Additional setup was required for the new process as well as training staff involved with the processing and reconciling of loan funds. LEU and UEH require the FAO to have the ability to receive, process, and report financial aid data timely and accurately. ISE, a scheduling software, was recently purchased to assist with Banner automation of jobs used in every step of the awarding process and required school reporting.

- According to the State Complaint Process and State Authorization, each state is required to have a process in place to review and address any complaints for all institutions in the State. This pertains to Distance Education students taking a class at Fullerton College but living out of the state. Such complaints might be that an online class requires a physical presence for a student or a student may have an issue with the course content. The FAO will establish a link on our website that would provide the necessary contact information for all states should a student have a complaint with their Distant Education coursework. Not every state has a permanent state authorized website for such complaints and the process can vary from state to state.

Currently, the FAO includes the Director of Financial Aid and 14 staff members. This team is responsible for understanding, implementing, and communicating Federal and State rules, regulations, and laws. The FAO has to keep up with software application upgrades, following established policies and procedures, participating in office and campus committees, attending trainings and conferences in regards to financial aid, providing accurate information to the campus community, and hosting campus and community outreach events. We work with students, parents, faculty, and staff to answer any questions regarding financial aid programs, provide information about our services, address eligibility concerns, and resolve problems and complaints.

The Director is responsible for understanding, interpreting, and implementing Federal and State regulations for all financial aid programs and services. He serves on various committees including Banner Steering and chairing the District Financial Aid Workgroup Committee. He oversees a budget of 50 million dollars of Federal and State funds, sets policies and procedures for the office, determines the decision on various appeals as authorized by Federal regulations, completes all required operational reports, and ensures the office complies with all directives and regulations from the Federal and State governments.

There are currently 8 Financial Aid Technicians who complete verification, verify flagged records, and process awards for a caseload of a little over 4,000 students each year per technician. They are also assigned under the leadership and guidance of the Director to oversee various special projects as mentioned above that require implementation and compliance.

The Accounting Technician is responsible for reconciliation of all funds, Return to Title IV (R2T4), billing, and working closely with District Accounting to ensure proper disbursement of student aid.

The Administrative Assistant assists the Director, handles travel requests, schedules appointments, orders office equipment, maintains all staff schedules, coordinates outreach materials, and handles student complaints.

The Clerical Assistants are assigned to the front counter and the phones where they answer questions regarding financial aid, provide information on the process, and address concerns. They are responsible for the office filing system, ensuring up to date information in the area outside of the office, and assisting the office with any projects as needed.

The Webmaster maintains the FAO website year round.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director of Financial Aid	1	100%	12	General	1
Classified					
Financial Aid Technician	4	100%	12	General	4
Financial Aid Technician	4	100%	12	Categorical	4
Accounting Technician	1	100%	12	Categorical	1
Administrative Assistant 1	1	100%	12	Categorical	1
Clerical Assistant 1	2	100%	12	Categorical	2
Faculty (full-time)					
Faculty (Adjunct)					
Financial Aid Counselor	2	50%	12	Categorical	0
Hourly - Adult					
Hourly - Student					

Professional Experts					
Webmaster	1	25%	12	Categorical	0
	Total FTE				

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
SIG Consultant	Banner Setup	96	\$15,480	General
Volunteers				
Interns				
Total Hours & Costs				
Total FTE				

PR Section 2.4 - 2.8

Program Review Non-instructional Cycle F 2015 Financial Aid Center

Sections 2.4 - 2.8

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Our student population continues to grow which is challenging as Federal and State regulations become increasingly complex and new grants are added. In order to keep up with the influx of students we receive annually, we have automated as many processes as possible, including verification and the SAP Policy procedure, to ensure timely disbursement. Even with the automation, our current staffing makes it difficult to keep up with the amount of students we need to assist. Approximately, 97% of enrolled students at Fullerton College are on some type of financial aid.

We expect the student population for financial aid to continue to grow and coupled with more upcoming Federal verification changes and the FAFSA becoming available to students earlier in the year, more staff will be needed to complete verification, process disbursements, assist students and ensure compliance. The FAO would benefit from adding two full-time Financial Aid Technicians, one full-time Financial Aid Counselor, one full-time Clerical Assistant, and one full-time Financial Aid Programmer.

Financial Aid Technicians are responsible for special projects, specific grant programs, and student verification. The FAO has had the same number of Financial Aid Technicians since 2005. In 2011/2012, a Financial Aid Technician had a caseload of approximately 3,500 students. Currently, a Financial Aid Technician has a caseload of approximately 4,200 students, not including the various projects, committees, and programs that they are responsible for. As of 10/20/2015, we currently have 27, 832 ISIR's in the system and we are only 9 weeks into the Fall semester. Adding two Financial Aid Technicians would spread the caseload more reasonably throughout the staff and allow more direct focus on required special programs and grants.

The FAO has two Adjunct Counselors to work with disqualified students and "high risk" student loan borrowers. In previous years, when we had one Adjunct Counselor, we would be booked four to six weeks out. To relieve this pressure, The Director added an additional Adjunct Counselor as well as opened counseling appointments during the Summer semester. This has allowed easier access for students to access a Financial Aid Counselor. As our student population grows, so does the number of disqualified and "high risk" students which is causing an increase in appointments, even with two Adjunct Counselors. Having a full-time Counselor with a financial aid background specifically working with financial aid students would ensure the student is given more options for appointments and that the correct information is being relayed to the student regarding their financial aid status. This may also allow the FAO to require students on Financial Aid Warning status to meet with a Counselor to ensure they are on the right track before even being disqualified.

Clerical Assistants provide customer service on the phones and the front counter; provide clerical support to the FAO, and upkeep all outreach materials. During peak times, two Clerical Assistants are not sufficient to accommodate breaks, lunches, and complicated student questions that can take 20 minutes to answer. This creates a backlog and usually entails staff members working overtime or pulling Financial Aid Technicians off their verification to ensure

all students are served. Adding a third Clerical Assistant would assist with student volume and coverage during breaks. This would also allow for more flexibility and allow Clerical Assistants to be responsible in providing outreach to the campus community.

In the last couple of years, the FAO has purchased new software to facilitate all aspects of the awarding process, transmission of data, dataload to Banner, verification, origination, and disbursement of awards. With the implementation of new technologies, issues arise that require immediate attention from both the FAO and District IS. A system fail may result in a complete shut-down of automated processes as well as affect our ability to send and receive data to and from the federal database which ultimately delays the processing of financial aid awards. It also requires the Director and several Financial Aid Technicians to be pulled away from their work to solve the issue as soon as possible. We currently require a consultant to visit campus at least twice a year for a week to set up new Banner processes which costs over \$15,000. As most of our processes are automated, it is essential that these programs work correctly and efficiently and problems are fixed in a timely manner. In order to continue to automate key processes and ensure functionality, a Financial Aid Programmer is needed. This position would ideally have a financial aid background and understanding of the Banner Financial Aid module. This position would assist District IS with Banner upgrades, implement new financial aid software and perform setup every year in order to maintain system functionality which would provide better service to students as solutions would be available “in house” instead of waiting on others.

2.5 How many students are served? How has this number changed since the last review?

There are many ways for the FAO to quantify the number of students served. The three main ways we believe students are served are: in person/phone assistance, processed applications, and awards offered/paid.

In Person/Phone Assistance

In 2012, the FAO partnered with Qless to lessen the wait time and eliminate lines for students by joining a virtual queue. Although we serve students throughout the year in person and over the phone, our peak time is July through October.

Year	Total Annually	Weekly Average	Total Peak Time	Weekly Average
2013	48,971	942	23,163	1,287
2014	51,303	987	26,355	1,464
2015*	44,078	1,075**	22,366	1,243*

*As of October 14th, 2015.

**Based on 41 weeks

Qless was implemented in 2012 so we are unable to provide data on how numbers have changed since the last review.

Processed Applications

The FAO is required to process every application received even if the student never attends Fullerton College. Although a majority of our students file a FAFSA, we also work with students who are only applying for certain grants by using the BOG Application or the Dream Act Application. Those students are not reflected below.

	Number of ISIR's	Variance	Selected for Verification	% Selected for Verification

2011/2012	28,158	N/A	9,549	34%
2012/2013	31,356	+ 11%	6,787	22%
2013/2014	32,541	+ 4%	13,221	41%
2014/2015	33,424	+ 3%	11,544	35%
2015/2016*	27,697	-	10,939	40%

*As of October 14, 2015

Awards Offered and Awards Paid

Once a student has completed their file, the FAO will originate and award all eligible funds to the student. Below is the data in regards to each Title IV aid program offered at Fullerton College.

BOG Fee Waiver				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	27,409	19,301	N/A	N/A
2012/2013	32,884	22,082	+ 14%	N/A
2013/2014	30,503	25,011	+ 13%	N/A
2014/2015	31,744	25,524	+ 2%	N/A
2015/2016*	24,967	15,986	-	N/A

*As of October 19, 2015

Cal Grant B and C (including Dream Act)				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	885	841	N/A	\$1,025,478
2012/2013	1,178	970	+ 15%	\$1,130,581
2013/2014	1,442	1,193	+ 23%	\$1,468,202
2014/2015	1,728	1,481	+ 24%	\$1,999,543
2015/2016*	3,158	1,272	-	\$947,506

*As of October 19, 2015

Direct Loans

Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	924	893	N/A	\$2,804,657
2012/2013	1,019	989	+ 6%	\$2,980,162
2013/2014	1,420	1,379	+ 30%	\$3,888,769
2014/2015	1,226	1,178	+ 6%	\$3,643,990
2015/2016*	18,750	1,277	-	\$2,581,617

*As of October 19, 2015

FT Student Success Grant (including Dream Act Students)				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2015/2016*	1,577	755	-	\$226,500

*As of October 19, 2015

Pell Grant				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	12,288	5,730	N/A	\$18,055,648
2012/2013	12,730	6,398	+ 12%	\$20,995,763
2013/2014	14,111	7,363	+ 15%	\$24,392,233
2014/2015	16,189	7,912	+ 7%	\$26,533,938
2015/2016*	17,725	5,244	-	\$10,929,721

*As of October 19, 2015

SEOG Grant				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	340	335	N/A	\$304,167
2012/2013	619	435	+ 30%	\$330,500
2013/2014	279	275	- 30%	\$238,950
2014/2015	463	465	+ 69%	\$382,500

2015/2016*	285	148	-	\$74,000
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*As of October 19, 2015

Federal Work-Study				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2011/2012	70	69	N/A	\$162,419
2012/2013	78	78	+ 13%	\$209,917
2013/2014	79	64	- 17%	\$168,060
2014/2015	83	83	+ 30%	\$233,033
2015/2016*	44	25	-	\$116,200

*As of October 19, 2015

Paid Award Changes Over The Past Three Years 2012/2013 to 2014/2015				
Program	# of Offered Awards Variance	% of Offered Awards Variance	# of Paid Awards Variance	% of Paid Awards Variance
BOG	+ 4,335	+ 16%	+ 6,223	+ 32%
Cal Grant	+ 843	+ 95%	+ 640	+ 76%
Direct Loans	+ 302	+ 37%	+ 285	+ 32%
Pell Grant	+ 3,901	+ 32%	+ 2,182	+ 38%
SEOG Grant	+ 123	+ 36%	+ 130	+ 39%
Work-Study	+ 13	+ 19%	+ 14	+ 20%

Since the last program review for the FAO, the number of awards paid has continually increased.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Since academic year 2013/2014, students who have enrolled at multiple schools in a brief time period may be flagged by the Department of Education for Unusual Enrollment History. In order for the student to be considered for aid, the student must turn in copies of official transcripts from all colleges and/or universities attended within the past three years. The Financial Aid Technician will have to verify the information on the transcripts before removing the flag. This is to assist in preventing fraud and abuse of federal funding.

Since academic year 2012/2013, all students may receive the Pell Grant for only 12 semester of full time enrollment or the equivalent (600%). This is called Lifetime Eligibility Used or LEU. A student who is getting close to the 600% will be flagged by the Department of Education. The Financial Aid Technician will need to contact the student to ensure they understand that

they are getting close to LEU before removing the flag. If a student has no knowledge of using Pell Grant, then the FAO would have to launch a fraud investigation with COD.

Verification is becoming increasingly complex with new and changing Federal regulations. Beginning in 2013/2014, students selected for verification were sorted into "V" groups to assist with reporting which increased necessary documentation. In addition to verification which has specific guidelines, C-Codes can be another part of the verification process. For example, if a student's social security number does not indicate being registered with Selective Service, the Financial Aid Technician will have to include that as part of the verification process. C-codes can include LEU, UEH, citizenship, foreign high school diploma, and more for a total of 391 c-codes a student could possibly be flagged for.

Since the last Program Review, Federal regulations have become more stringent on who is eligible for financial aid. Students who have a foreign high school diploma must have it evaluated to indicate it is equivalent to a U.S. high school diploma as all Federal aid recipients must have a U.S. high school diploma or equivalent.

Starting in academic year 2015/2016, the State Chancellor's Office implemented a new grant for Cal Grant B recipients called the Full Time Student Success Grant. This grant is based off of units enrolled and only Cal Grant B recipients are eligible. It was signed into law in July and had a deadline to be implemented, processed, and awarded to eligible students by October.

Since the last Program Review, the FAO has taken on several new special projects due to new Federal and State requirements. Projects include, but are not limited to, fraud, financial literacy, homelessness liaison, default prevention, and state authorization. Each project has an assigned Financial Aid Technician and is overseen by the Director. Each project requires research, implementation, and follow-up of various degrees.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The FAO is completely governed by Federal and State regulations. When the Higher Education Reconciliation Act (HERA) legislation was enacted in 2005, the FAO has experienced a wave of new legislation affecting Title IV aid such as Ensuring Continued Access to Student Loans (ECASLA), College Cost Reduction and Access Act (CCRAA), HERA in 2008, and Program Integrity regulations. The Director receives daily emails regarding upcoming Federal changes and weekly State changes for Title IV aid. These changes are required and must be implemented in a timely fashion to ensure that Fullerton College can still administer Title IV financial aid programs. Just in academic year 2014/2015, we had to ensure all students receiving Federal aid had a U.S. high school diploma or equivalent, preparing correspondence regarding new academic and progress policies being required by the BOG Fee Waiver, ensure clock hour students were being paid correctly and bill back students who were not completing their necessary program goals, and implement a new grant by October that was just signed into law in July. As more and more regulations are placed on financial aid, there will be more to verify, process, regulate, award, disburse, and reconcile. The FAO is consistently trying to stay ahead and monitor more procedures, reports, and processes on top of a 32,000+ student caseload.

2.8 Provide any other data that is relevant to your self-study.

All students requesting to receive federal financial aid must meet the SAP Policy. If they are unable to meet these requirements for two consecutive semesters, they may become disqualified from receiving any federal financial aid.

Disqualified Students			
Year	Quantity	+/-	%

2011/2012	53,520	N/A	N/A
2012/2013	59,409	+ 5,889	+ 11%
2013/2014	61,678	+ 2,269	+ 4%
2014/2015	52,148	- 9,530	- 15%

Return to Title IV (R2T4) is the calculation of unearned Title IV aid that a student will need to payback if they do a complete withdrawal which is mandated by federal law. By law, every two weeks, the FAO has to run a report of students who did a complete withdrawal, reconcile the funds, bill back the student, place a hold on the student's account, and inform the student of the charge. After 45 days of the student doing a complete withdrawal, the bill must be turned over to Collections. If a student does not show up to class and is coded as a No Show, those funds have to be reconciled and charged back to the student following the same process as mentioned above. All students receiving financial aid must have discrepancies reconciled throughout the year. For example, if a student gets married in the fall and change their name, they will have issues receiving funds in the Spring semester.

R2T4 Costs			
Year	Amount	Amount Variance	% Variance
2011/2012	\$27,598	N/A	N/A
2012/2013	\$27,698	+ \$100	+ 3%
2013/2014	\$53,104	+ \$25,406	+ 92%
2014/2015	\$54,428	+ \$1,324	+ 3%

No Show Students			
Year	Students	Student Variance	% Variance
2011/2012	484	N/A	N/A
2012/2013	603	+ 119	+ 25%
2013/2014	685	+ 82	+ 14%
2014/2015	782	+ 97	+ 14%

PR Section 3.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

3.1 - 3.4

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

Qless

The FAO had been facing the challenge of how best to reduce the long wait time for our student population especially during peak times during the academic year around July through October. Students experienced wait times of three hours or more and, at times, would be turned away due to time constraints.

Beginning with academic year 2012/2013, the FAO partnered with QLess to provide a way to expedite and reduce the wait time for students. Since the implementation of QLess, it has reduced the wait time and long lines. Qless allows the student join a virtual line, either on the phone or at the counter, which will notify the student once they are next in line via text. If a student is running behind, they can push themselves back in line until they arrive. If a staff member calls a student and the student is not able to answer, we simply "recycle" the number so when the student calls back, they will be first in line.

This system has greatly reduced the lines and complaints from students. During our peak time, the FAO experiences high call and counter volume. The Qless system will automatically close if it has reached its maximum amount of students that can be assisted during that timeframe. This means if we have 100 students in the queue at 2:00 PM, the queue will close because staff could not serve any more than 100 students before 5:00 PM when the office closes. This has allowed students to be aware that the office is closing and staff is able to close the office at 5:00 PM.

When the FAO is short staffed for various reasons, the wait time can be several hours thus causing the system to shut down which then requires staff to stay behind in order to return all calls as part of our goal of good customer service. Although it is possible to adjust the wait time per student to possibly assist in ensuring all students can be assisted by 5:00 PM, this would mean assisting fewer students on a daily basis which would increase our peak period.

The FAO is currently in the process of updating the front counter to ensure safety and privacy. Currently, the sign in kiosk is right at the front counter which does not ensure privacy and can provide spotty service depending on the number of students in the lobby using the WiFi.

Automation

In previous years, the FAO processed all documents on paper. This paper process for the different programs in the FAO was not effective for several reasons. The process of verification would take roughly 4 to 6 weeks to complete, depending upon the caseload of each technician. The process could take even longer if the student did not submit the right paperwork, if more documentation was required, or if they made a correction to their FAFSA. The process for SAP would take 6 to 8 weeks to complete as every student had to be researched manually and properly documented both on paper and in Banner. The FAO would also accumulate mountains of files which had to be archived for several years, per Federal regulations, before they could be shredded. The FAO was constantly running out of space for these files, along with the prohibitive cost of paying a company to shred these years of files. Worst of all, during peak times, students would be lined out the door and the voicemail would be full of students to callback.

In order to provide better and expedite service, the Financial Aid Director has been working diligently on automating as many processes as possible to ensure a smooth flow of work.

In academic year 2014/2015, the FAO partnered with CampusLogic to move the verification process online. This would allow a student to create an online account and complete

verification on a website. All documentation required to a student would be available online and they have the option of uploading documentation with a smart phone, tablet, or laptop. Once completed, the information would be accessible to the Financial Aid Technician who would review the file. If there was any other documentation required, the Financial Aid Technician could easily add it to the student's account along with a message regarding the update. The student would then get a text message or email regarding the change so they can update their file. This has enabled the FAO to reduce the turnaround time to 2 to 3 weeks for processing a student file thus ensuring that the student would be able to receive their aid in a timely manner. Going into our second year, we have certainly seen mostly positive results with this online verification as it has expedited the entire process for both staff and students. This also allows our neediest students to be able to meet the priority deadline and be eligible to receive an early disbursement.

In prior years, the SAP Workshop was in person and mandatory. This would not allow us to accommodate all student schedules as we would not be available during evenings or weekends. To allow equal access for all students, the SAP process was automated. Students now are able to complete a SAP Workshop online before submitting an appeal with supporting documentation through the same website they would complete verification. Unless a student has to see a Financial Aid Counselor, the student can complete the whole process quickly and efficiently on their own.

The Federal Work-Study program was just recently automated for academic year 2015/2016 using JobX. Before, departments would have to type up their job descriptions and students would have to physically come into the office to see what jobs were available including completing the process in person. "JobX" will provide a simplified and quick application process including online job postings, applications, hiring and reporting features. If a student is offered Work-Study, they can accept the award before being directed to the JobX website. The student would then create an account and browse the jobs posted by departments. Departments are now able to easily customize their job posting and require documents such as a resume. Students will receive Interview Requests, Rejections, and Hire Approvals through emails keeping them informed throughout the employment recruitment process. The new process has also helped to reduce lines at the front counter of students seeking to sign up for employment on campus. Future enhancements may include trying to change the hiring process and timesheets from paper to electronic means, which will be reviewed after Human Resources completes the roll out of their new system.

For academic year 2015/2016, the Direct Loan program has also been automated. Every eligible student will be auto packaged a subsidized and unsubsidized loan at the maximum amount the student is eligible for. The student logs in to myGateway, accepts the loan, completes Entrance Counseling, and files a Master Promissory Note. Once completed and verified, the loan would be disbursed directly to the student.

As mentioned previously, the FAO has been successfully using Qless to cut down on the lines and to be able to serve students more efficiently. We have also rolled out various online workshops on financial literacy, student loans, and the SAP Policy. General financial aid information can now be accessed on our website via YouTube style videos that can answer most questions. Just this Fall, we introduced a new version of a student's Award Letter that is easier to understand and provides interactive options throughout the document.

With almost every process in the FAO automated, students almost never have to visit the office. Everything is completed online and we rarely take any paper documents at the front counter. This allows the student to be able to complete their file on their own time instead of waiting on us.

3.2. *Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?*

Satisfactory Academic Progress (SAP) Policy

The FAO continues to monitor the Satisfactory Academic Progress (SAP) Policy for well over 10,000 students each academic year. This is a major requirement from the Department of Education which oversees the financial aid program. It is critical for every school receiving Title IV Aid to confirm, through an audit process, the academic progress of their recipients before their aid is disbursed. All students must meet the SAP Policy put in place by the FAO.

A new procedure that was implemented for academic year 2015/2016 pertains to maximum timeframe students. When grades are posted at the end of each semester and SAP has run, a student who has over 90 attempted units, but has a 2.0 GPA and 67% completion met, will automatically have up to 30 remedial or ESL units removed from their attempted units. This benefits many students because it eliminates the need for them to go through the SAP Appeal Process and they will receive their aid early in the semester. To implement this process, the Director worked with both District IS and Admissions and Records to ensure a seamless process for students in this situation.

Even with this new policy, we have thousands of students that are required to see a Financial Aid Counselor before funds can be released which leads to the proposal of hiring a full-time Counselor for the FAO. This would help ease the workload and allow more options for Disqualified students to see a Counselor in the short time allotted.

We have recently moved our SAP Appeal Process completely online to allow easier access for students and to continue to automate the process for quicker disbursements. This has allowed students to get a decision quicker however some students did not understand the SAP Policy or SAP Appeal Process which resulted in a denied appeal.

Lastly, the SAP Policy implemented by the FAO is governed by the continually-changing Federal regulations and standards. This can be confusing for Disqualified students as our academic progress standards set by the Department of Education are different than the academic progress standards set by Admissions and Records. This confusion will only increase as starting next year, the BOG Fee Waiver will have its own set of academic progress standards that differ from both the Federal SAP Policy and Admissions and Records.

Verification

The FAO is required to perform a process called verification which is the method used to determine if a student is eligible to receive Federal Title IV aid for a given academic year. Once a student has submitted a FAFSA, the FAO receives this information and the student may be required to submit certain documentation for verification in order to determine the amount of aid that the student qualified for. The student will also receive a Student Aid Report (SAR) in the mail indicating they were selected for verification and they will be required to turn in paperwork.

Verification has moved to an online process and the FAO continually tweaks the program as much as possible to ensure students are receiving accurate information. Verification is extremely complex and students are still unaware of how in-depth the verification process can be. Currently, there are 6 "V" groups of which students can be selected for and depending on the student situation, they may or may not be asked to provide more documentation. This is not including if a student has a flag on their account such as UEH, LEU, Selective Service, foreign high school diploma, citizenship, etc.

If a student answers a question differently than what their actual situation is on the FAFSA or the online verification, it may automatically trigger a requirement that the student is unable to complete. Every student situation is different and we are unable to provide an overall checklist

of what is needed for a student which causes confusion when a student's friend, partner, or even sibling, is not being asked to provide the same documentation. Federal regulations will only become more complex and more files are being selected for verification every year. For academic year 2015/2016, 40% of the received ISIR's were selected for verification when just last year, only 35% were selected for verification.

There is also an issue with students not knowing that they have required documentation to turn in before they are eligible to receive funds even though it is indicated on their SAR and in myGateway. That causes an issue if the student completes verification a week after school starts and their file won't be completed for another three weeks. Since the last Program Review, the FAO has implemented Targeted Announcements sent to students which indicates if they have an unmet requirement on a nightly basis and the verification software will send updates via email or text message depending on what the student opted into.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

Outreach

The FAO consistently provides outreach services, as requested, to many different organizations both on campus and in the community. We provide classroom presentations, informational booths, and workshops. For example, we recently participated at the "La Habra Goes to College" and "Buena Park Goes To College" events along with Cash for College workshops located at a variety of local high schools and, more recently, providing information to students at the Cadena Center Transfer Awareness Week.

Recently, the FAO decided to stop in-person Financial Aid Workshops and FAFSA Labs. At first, it was a helpful idea to have time set aside to outline the process for students to ensure visibility and understanding. After providing these services for a few years, the number of students that were interested consistently dwindled before the Director decided to use those resources elsewhere. From our understanding, students want bites of information that are personal to them and available when they are ready. This is another reason the FAO is moving to automate as many processes as possible to try and accommodate today's student. The FAO has been using Facebook and Twitter to provide information to students that is easily accessible and provides a public contact platform..

Outreach does have the possibility of being more than it is now. We will continue to work with other departments on campus, as requested, to ensure proper information is circulating to our students.

We only have one staff member dedicated to outreach. This person also has a 4,000+ caseload of students, handles AmeriCorp and scholarships, and assists with Financial Literacy. As we look to provide effective outreach to students, we would like to assemble a team of staff members that are responsible for outreach which would preferably consist of one Financial Aid Technician and two to three Clerical Assistants. This way, the Clerical Assistant would be known as the "face" of the FAO and would make a friendlier transition from outreach to the front counter.

Website

The FAO's website includes all pertinent information regarding financial aid as mandated by Federal regulations. Almost every question that is asked at the front counter or on the phone can be answered by the information on the website. From what Google Analytics show on the site, we continue to get site visits but students are not digesting the information. Providing a more user friendly interface that has easily accessible information may provide easier student access.

Currently, the Campus Communications Department is offering the use of WordPress to re-

create department websites. This would allow our website to fall in line with other departments to ensure uniformity as a campus but also to provide “bites” of information that would be easily accessible for our student population while continuing to provide full access to more in-depth information in other parts of the site.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

AB130/AB131/Dream Act

Instead of the FAFSA, Dream Act students complete a Dream Act Application. This can cause confusion when a Dream Act student completes a FAFSA because they have a social security number but are not considered a U.S. Citizen or Eligible Non-Citizen. This requires the FAO to be vigilant in ensuring Dream Act students are accessing the correct application and are being awarded State funds that they are eligible for. If a student gets selected for verification by CSAC, the verification must be completed by a paper process. If a male student has not registered for selective service, they will have to complete a paper application and mail the form directly to Selective Service which can take up to 8 weeks for processing. If an AB540 student is disqualified, they will have to complete a SAP Appeal through a paper process. Many financial aid processes require a social security number, including most of our automation processes. All of our automation systems are supported for federal aid nationwide which means that the automation does not support Dream Act students as legislation granting educational funds to Dream Act students is unique to California and Texas. In academic year 14/15, we had 757 Dream Act students and the numbers are only increasing.

To better serve our AB540 students, the FAO has included information regarding the Dream Act in our office and on the Financial Aid website. We continue to offer presentations as we have done in the past through the Cadena Center, the Counseling Center, and at the CSUF AB540 Conference. We did ensure that AB540 students were disbursed the same way as other students and in the same format under HigherOne. We will continue to provide outreach and strive to upgrade our systems as much as possible to ensure these students are receiving the same quality of service.

Staff Workload

With the continuous Federal and State regulatory changes, additional special projects, and increase in the student population needing financial assistance, the FAO has had to focus more on verifying, processing, and compliance. The Financial Aid Director continues to automate processes and provide easier access to information so students do not need to come into the office but understands that some students want to speak with someone face to face.

During the peak time, the FAO was working with less staff and more students. Not only do we have thousands of students a week coming into the office, but we have hundreds of files coming in waiting to be verified. During this time, the most common question was, “When is my file going to be completed?” To accommodate the influx of students, other staff members, such as Financial Aid Technicians, had assist on the phones and the counter which pulls them away from completing their files which then increases the amount of students asking “When is my file going to be completed?” This would also mean staff having to put aside their special projects for months to accommodate the influx of students during this time. This would also cause problems if there were technical issues with any of the software implemented within the FAO. Financial Aid Technicians and the Director would have to be pulled away from assisting students to fix the issue and ensure it was working properly. As mentioned before, a full-time Financial Aid Counselor would assist with the number of Disqualified students we receive every academic year.

When the FAO is closed, staff still has plenty of work to do with verify student files, running reports, fixing technical issues, providing outreach, working on special projects, and ensuring compliance. All information regarding financial aid for students is available to them online or in

paper at the FAO. In order to better serve the students, the FAO needs uninterrupted time to complete the above mentioned projects and have all staff meetings to ensure every member of the team is on the same page to ensure quality customer service.

In previous years, the FAO has staffed 2 to 4 Work-Study students to assist on the phones and on the counter. In June of 2015, the Director made the decision to no longer have Work-Study students working for the FAO. This decision was made because when a student asks a question, they expect whoever they are speaking to, whether it's a Work-Study student or the Director, will provide a complete and thorough answer. It was too much to expect a part-time student worker to keep up with all the increasing changes and updates, especially since they were unable to make it to most staff meetings due to their school schedule.

The Director has already been working on some solutions regarding the increase in student contact. For example, adding a message once a file is submitted to indicate a processing time of two to three weeks and automating the FERPA form that allows release of information over the phone. The FAO has also brought back a customer service email to allow students to contact us in different formats. We will also be working on providing more "bite size" information to students in different ways at outreach events, on Facebook, and through our website.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015 Financial Aid Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The FAO will streamline the application process by modifying the current BOGG Signature Page for e-signature capability.	Fall 2014	Fall 2014, Spring 2015, Summer 2015	All	1 academic year
2.	The FAO will implement more efficient methods of communicating with and serving	Fall 2014	Fall 2014, Spring 2015, Summer 2015	All	1 academic year

	students applying for financial aid.				
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4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. To allow the processing of the BOG Application to be completed fully online.	Number of processed and paid BOG Fee Waivers	The number of BOG Fee Waivers has increased since implementation.	Automation has provided positive results for students and staff.
2. To ensure students do not get dropped while waiting to get a paper form signed, turned into the FAO, and processed.	Number of students dropped for non-payment.	The number of dropped students for non-payment because of missing signature page has decreased to 0.	Automation has allowed student enrollment fees to be waived as soon as they are registered.
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Communication with students will be more immediate by moving from email based notifications to targeted announcements in myGateway.	Annual survey indicating positive response to automation.	The number of positive comments from survey results.	We will continue to communicate with students directly in an electronic format.
2. Reduce student concerns and questions regarding their financial aid status as all notifications will be sent through myGateway.	Number of student visits and calls.	Students continue to visit office and call.	We will continue to try and provide relevant information to the student body.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Financial Aid Center

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program?

By allowing the entire BOG Application be completed online, students will instantly notified if they are eligible to receive the BOG Fee Waiver or not which may encourage them to register in a timely fashion and get into required classes for their educational program. It also means the student does not need to come into the FAO and cuts down on paper forms turned in that need to be processed.

4.4 How has assessment of SLOs led to improvements in student learning and achievement?

Many students believe that completing the FAFSA is the only step in receiving financial aid. This is not always the case and can cause a delay in disbursement if the student is not actively aware that they have other requirements due. By sending Targeted Announcements anytime a requirement is due, it notifies the student to check their Student Requirements through myGateway and ensure a timely disbursement to be able to purchase school materials in a timely fashion. This will also reduce student concerns in regards to when they will be receiving their funds.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

The SAO has been completed successfully and no more challenges exist.

The SLO can be made more effective by ensuring all students are checking myGateway or have an email attached to their account so they are reading the FAO Target Announcements.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

The SAO will promote student success by allowing the BOG to be awarded to students quicker and ensure they are not dropped from classes required for their educational goal. This will also allow students who may not have the funds up front to pay for their classes still register in a timely fashion.

The SLO will promote student success by ensuring all students are actively aware of their financial aid status and any student requirements that may be due before they can receive a disbursement to aid their education.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

The SAO support the institution SLO's by providing an easier, electronic process for students to register for classes without the fear of getting dropped.

The SLO will support the institution SLO's by providing active communication on student requirements and requiring personal responsibility in ensuring their file is complete before any funds can be disbursed.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Starting last semester, the Financial Aid Office provided an online survey sent to students via myGateway to measure the effectiveness of recent automation processes and customer

service. The FAO will continue to offer a survey annual until such a time when the institution provides its own customer service survey in regards to the FAO.

The FAO has a Facebook and Twitter page that provides feedback on the efficiency and service of the program, which has grown in usage over the past few years.

The Director frequently checks in with staff regarding automation to ensure all processes are running smoothly and asks for suggestions on how to make it better.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Survey

The survey had 7 questions regarding different processes of the FAO to measure in its effectiveness. We asked students to rate Qless, online verification, the SAP Appeal Process, the FAO website, and left an opened ended question regarding the overall experience of the FAO. We had 324 students answer the survey. In regards to the automation of processes, the majority of students were very satisfied with the changes. It allowed quicker processing of files and provided easy to access information on the student's own time. The area that needed most assistance was providing accurate information to students in a friendlier manner in person and over the phone.

Facebook and Twitter

Staff Input

Once a process has been automated, the Director checks in with the staff periodically to see what improvements could be made and how to make the process easier for both staff and students.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Survey

The Director met with the staff in regards to providing better customer service to students. For example, if a student turned in the wrong document or needs to provide more information, the Financial Aid Technicians are expected to explain this clearly to the student through the software which then sends an email or text to the student. Before, the FAO would experience many students coming in who did not understand what the Financial Aid Technician was talking about. The Financial Aid Technicians are limited in the amount of characters used to communicate with the student. This is currently being addressed.

Facebook and Twitter

Staff Input

Many students didn't know how long their file would take to process and we would receive many inquires within 24 to 48 hours. Once this was brought to the Director's attention, he worked with CampusLogic to include a message that was sent to students once they completed their file indicating how long it would take to process.

PR Section 5.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

5.0

5.1 List the goals from your last self-study/program review.

1. Maintain a professional website which presents accurate, up-to-date information accessible to students around the clock
2. Increase the number of students who successfully appeal disqualification of financial aid
3. Include online SAP workshops in the array of informational workshops to support disqualified students who are unable to attend mandatory, in-person SAP workshops.
4. Decrease the default rate for Fullerton College
5. Continued use of Qless to provide a more organized system to serve our students in person and by phone
6. Help staff provide quality service and meet the needs of students

5.2 Describe the level of success and/or progress achieved in the goals listed above.

1. With the continued on demand assistance from the FAO's Webmaster, we are able to update our website to ensure up to date information. In regards to the number of inquiries received, it doesn't seem like many students visit the website. One reason could be because they do not know the FAO has a website or because it is not mobile friendly.
2. The SAP Appeal process has moved online which has allowed quicker processing time. There seems to be a higher approval rate as the student can take their time to write their statement and provide documentation. If the student has not uploaded the correct paperwork, the Director can reject and ask for more clarification which provides the student a "second chance" in ensuring they are following this formal process correctly.
3. Online SAP Workshops have allowed all students to be able to access mandatory information on their own time before appealing for aid. This has been very successful as we have stopped receiving complaints about not being able to attend a workshop.
4. When the default rate rose above 20%, the Director assembled a Default Prevention Committee and submitted a Default Prevention Plan to the State. We receive annual updates on our default rate and for 2014, we have decreased to 15%.
5. Qless has continued to work by decreasing lines and ensuring all students who call in receive a callback from the FAO. It has been implemented with other departments on campus which has assisted students in understanding how it works.
6. The staff continues to strive towards providing quality customer service to students to meet their needs. The FAO is currently working on solutions to provide uninterrupted work for staff.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

1. The website is attached to Google Analytics to provide numbers on how many hits the website receives and from what sources. It looks like most students find the website through Google although when we speak to students to ask if they have looked at our website, many say no.
2. Starting in academic year 2015/2016, the SAP Appeal process is done online through the software used for verification. Appeals are processed faster and in future years, we will be able to measure to number of approved appeals.
3. The online SAP Workshop is done through Financial Aid TV which provides reports on students who took the workshop, if they passed, and how long it took them to complete.
4. Colleges are provided with their default rate on an annual basis. The FAO is currently working with ECMC, a loan tracker software company that also provides our default rate that can be accessed throughout the year to ensure we are on track.
5. Qless provides monthly usage reports that indicate how many phones and in person

students we received which allows to monitor our progress of assisting students.

6. Starting in academic year 2015/2016, the FAO has implemented an annual customer survey for students. This has allowed the FAO to gain input on any process changes that have been implemented and see what improvements can be made.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The student population is changing and accessing more information online. By focusing our attention on today's student and moving our information and processes online, it has allowed easier access, faster disbursements, and easier compliance. For example, the SAP Appeal process used to take at least 8 weeks but now, an appeal can be processed within 24 to 48 hours.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your program?

From the last Program Review, funds were provided to hire a part-time Webmaster to ensure our website was up to date. This has had a positive impact as the FAO is able to customize the information available as soon as new changes arrive and provide all necessary financial information instantly to students.

PR Section 6.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

SAP

S

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Provide proper computer equipment to ensure functionality of continuous automation of financial aid processes.
List College goal/objective the plan meets:	College Goal #: Goal 1 Objective #: Objective 1 and Objective 2
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	With an increase in automation, staff members have requested additional monitors for easier viewing and processing of student files. Currently, Financial Aid Counselors have to rely on staff to print transcripts and other materials as they do not have access to a printer upstairs in the Counseling office. To assist students better at the front counter and to provide more ADA compliance, we would like to have computers that can easily be moved up and down to be accessible. This goal could be completed in less than a year.

	The Director and Administrative Assistant would oversee the purchasing and setup of all equipment.		
What <i>Measurable Outcome</i> is anticipated for this SAP?	This would allow staff to better serve students by having up to date equipment to process and fund students.		
What specific aspects of this SAP can be accomplished without additional financial resources?	None.		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment	\$100		
Supplies			
Computer Hardware	\$1,200		
Computer Software			
Training			
Other			
Total Requested Amount	\$1,300		

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Provide uninterrupted work time for processing student files, verification, disbursing funds, ensuring compliance, and allowing for all staff meeting.
List College goal/objective the plan	College Goal #: Goal 1 Objective #: Objective 1

<p>meets:</p> <p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>The FAO continuously serves students with or without students coming into the office or calling on the phone. To ensure timely verification and disbursement of funds, the FAO would like to close at Noon on Friday's. This would also allow for all staff members to be present at staff meetings.</p> <p>The Director would be responsible for implementing the change.</p> <p>This could be completed within one semester as we would like to provide enough notice of the change to our students.</p>		
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>This would allow students to receive funds quicker.</p>		
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>This SAP can be accomplished without any additional financial resources.</p>		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
<p>Type of Resource</p>	<p>Requested Dollar Amount</p>	<p>Potential Funding Source</p>	
<p>Personnel</p>			
<p>Facilities</p>			
<p>Equipment</p>			
<p>Supplies</p>			
<p>Computer Hardware</p>			
<p>Computer Software</p>			
<p>Training</p>			
<p>Other</p>			
<p>Total Requested Amount</p>			

STRATEGIC ACTION PLAN # 3			
Strategic Action Plan Name: (formerly called short-term goal)	Provide easy accessible Qless sign in kiosks.		
List College goal/objective the plan meets:	College Goal #: Goal 1 Objective #: Objective 1 and Objective 2		
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The FAO would like to move the Qless Sign In Kiosk away from the front counter to provide privacy to students speaking about confidential topics with staff and to ensure functionality when there are WiFi issues.</p> <p>This SAP could be accomplished within a year.</p> <p>The Director and Administrative Assistant would research and purchase the equipment.</p>		
What <i>Measurable Outcome</i> is anticipated for this SAP?	This would allow students more privacy and ensure functionality of Qless.		
What specific aspects of this SAP can be accomplished without additional financial resources?	None.		
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>			
Type of Resource	Requested Dollar Amount	Potential Funding Source	
Personnel			
Facilities			
Equipment	\$10,000		
Supplies			
Computer Hardware			
Computer Software			

Training			
Other			
Total Requested Amount	\$10,000		

PR Section 7.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

7.0

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

To accommodate the influx of students needing financial assistance and the constantly changing Federal and State regulations, the FAO would like to add the following positions: (2) Financial Aid Technicians, (1) Clerical Assistant, (1) Full-Time Counselor and (1) Financial Aid Programmer. Adding these staff positions would decrease the workload on current staff and allow the FAO to serve more students with better quality. As time goes on, we may be able to either reclassify or reorganizing our current staffing to meet the needs of the FAO, students, and the institution as a whole but at this point in time, it may be necessary to add additional staff members. Some options to review may be having a higher level technician positions to assist with more complex, technical work, and higher level customer service positions, that as aforementioned, may also include outreach/in-reach duties.

The FAO is completely run by Federal and State regulations that require understanding and ability to implement necessary changes. Currently, there are at least 7 national and state conferences that revolve around financial aid and the ever changing regulations concerning the programs. It is essential for financial aid staff members to be able to attend these conferences and keep updated on new policies, regulations, laws, and processes that other financial aid offices are doing around the country. Not only does this allow the FAO to stay in compliance and ensure staff are trained properly, but it provides avenues to implement positive changes that can assist our students in the financial aid process.

Automation has proved to be a great success for the FAO and our student population. The FAO will continue to look for ways to automate processes and provide easier access to students. In 2016, we will be working on automating the Cal Grant process and fully implementing the online FERPA form for all students. This project will continue on to ensure student success.

PR Section 8.0

Program Review Non-instructional Cycle F 2015 Financial Aid Center

8.0

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Mission of the FAO at Fullerton College is to provide information and financial aid support to all eligible students attending Fullerton College. The FAO administers nine financial aid programs to students, both Federal and State, as well as a few other smaller programs. Every financial aid program has experienced an increase since the last Program Review and shows no signs of slowing down. With our current enrolled students, 97% are receiving some type of financial aid.

Coupled with student growth, Federal and State legislation, regulations, and laws are continuously added, changed, and updated throughout the year. These changes are required processes the FAO must implement to ensure compliance and continuation of financial aid programs offered to eligible students.

To keep up with the workload, the FAO will look at hiring new staff or reorganizing the current staff structure as well as continuously looking to implement automation and ensure the easiest process possible for students allowable by law.