Santa Rosa Junior College

Program Resource Planning Process

Financial Aid 2021

1.1a Mission

The mission of the Financial Aid Department is to provide timely financial assistance to qualified students so that monetary concerns that are an obstacle to their enrollment, attendance and success in college are minimized to the extent possible with federal and state grant and loan funds.

1.1b Mission Alignment

The Financial Aid Office closely aligns with several areas of the Strategic Plan:

Strategic Plan: Goals and Objectives- Financial Aid Alignment with Strategic Plan
A. Support Student Success: *Support development of the whole student from early college awareness through successful completion of educational and career goals*

Provides extensive outreach to all District high schools (including alternative, continuation and community schools) and other on-campus and community locations, to the Latino and ELL community in Sonoma and surrounding counties. Over 85 presentations to 4,500+ contacts (several bilingual) are made annually.

Provides student service four day a week at the Petaluma Campus; provides service one morning weekly at the Windsor Center; provides service by appointment at the Shone Farm; provides serve one afternoon per week at the VOICES foster youth community resource center.

Assists students in successfully meeting their educational goals by providing comprehensive financial aid support services. The department challenges students to participate fully in the learning process by teaching students to be responsible for their academic success through academic progress standards. This program promotes open access (particularly to underrepresented students) through actively eliminating financial barriers to a college education. Financial Aid recipients then persist fall to spring,

complete coursework, degrees and certificates at higher rates that the general student population.

B. ***Foster Learning and Academic Excellence:*** *Foster learning and academic excellence by providing effective programs and services*

Assists students in successfully meeting their educational goals by providing comprehensive financial aid support services. The department challenges students to participate fully in the learning process by teaching students to be responsible for their academic success through academic progress standards (including goal identification, GPA and completion rates, and on-time completion measurement). This program promotes open access (particularly to underrepresented students) through actively eliminating financial barriers to a college education. Financial Aid recipients then persist fall to spring, complete coursework, degrees and certificates at higher rates that the general student population.

Beginning Summer 2015 a new Generalist Counselor is assigned 50% to Financial Aid, to supplement the long-standing 50% adjunct Counselor. These counselors specifically address the needs and academic progress challenges of student aid applicants and recipients and provide SAP workshops to students not meeting eligibility standards.

C. ***Serve our Diverse Communities:*** *Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership*

The Financial Aid Office promotes open access as well as student success and completion, serves a substantial second language student population, serves a higher % of every non-white ethnic group other than Filipino, and serves a higher % of disabled students as compared with the District-wide student percentages. In addition, targeted (at VOICES weekly) and personalized support services are provided to Foster Youth.

Bilingual (English/Spanish) staff collaborate with other on-campus departments that serve our Latino population. Several other staff coordinate with EOPS, CalWORKS, DSPS and Foster Youth departments to better serve our diverse population.

D. ***Improve Facilities and Technology:*** *Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation*

Beginning Fall 2016 Student Financial Services will complete the implementation of a new software system, PowerFAIDS. The software will allow staff to streamline the financial aid process, giving staff more time to spend with students and assist them with the complexity of the financial aid process.

E. ***Establish a Strong Culture of Sustainability:*** *Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*

Financial Aid forms are available from the department website to assist students in completing their files. The department regularly evaluates for new areas to reduce paper usage in the operation. Implementation of the PowerFAIDS has allowed us to use NetPartnet, a student financial portal to communicate with students regarding their financial aid. The Financial Aid office is able to send batch and individual emails

to students regarding their awards and missing documentation, reducing the need to send paper letters.

No department in the college provides such a broad springboard to social equity as does the Financial Aid office: $30M in annual assistance provides opportunities for class status change through education for several thousand students each year.

F. Cultivate a Healthy Organization: *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*

Financial Aid employees are encouraged and provided opportunities to grow and develop professionally through in-office on-line webinars, on-campus PDA sessions, and through state and federal trainings and association conferences. Flex schedules are regularly approved to support employees seeking additional education (Bachelor's and Master's degrees).

G. Develop Financial Resources: *Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability*

The Financial Aid Office receives BFAP/SFAA funds based on prior year BOG fee waiver and credit enrollment numbers. Every effort is made to have complete and accurrate MIS data, to maximize this funding each year.

H. Improve Institutional Effectiveness: *Continuously improve institutional effectiveness in support of our students, staff, and communities*

Several Financial Aid staff participate regularly in the District's shared governance structure through committees, task forces and workgroups.

1.1c Description

The Financial Aid Office offers year-round assistance to students applying for federal financial aid, the California College Promise Grant fee waiver (formerly known as the BOG fee waiver), Cal Grant and other specialized funds that provide financial assistance to college students. The department administers and disburses all federal and state aid including determining student eligibility, processing of special circumstances, monitoring satisfactory academic progress, providing an appeals process for standards and extensions, and reconciling of all funds.

1.1d Hours of Office Operation and Service by Location

Departmental hours of operation are:

8 am to 5 pm Monday through Friday
Closed Fridays in June and July.

A Financial Aid staff member provides serivces at the Public Safety Training Center and Shone Farm during student orientations and as needed by request/appointment.

Since 2009, VOICES, a local foster youth community resource center, is staffed Wednesday afternoons by the Financial Aid Outreach Coordinator.

As of 2013-14 year, an approved Allowable Use Exception for BFAP/SFAA funds allowed staffing of 2 STNC peer advisors in the Foster Youth/Kinship Care departmernt, to assist foster youth with FAFSAs and academic progress issues one day per week.

1.2 Program/Unit Context and Environmental Scan

There were no unusual expenditures during the year in this department. However, the lack of COLA and growth on the BFAP/SFAA funds continues to reduce funding for discretionary spending. Nearly $75,000 per year of BFAP/SFAA funds are spent on administrative capacity providing peak season direct service to students in the form of STNC and student salaries and staff overtime. These expenditures are a critically necessary supplement to regular classified staffing, to meet SRJC's federal administrative capacity responsibilities.

The significant environmental issue that have had a signficant impact on the District, our department, and students are the wildfires that have been so distructive to our community, beginning with the Tubbs Fire of 2017.

2.1a Budget Needs

The budget allocated for supplies and services is used fully and effectively as demonstrated by continued and sustained growth in delivery of aid to students. Financial Aid is one of the programs that has not received COLA. Growth on the BFAP/SFAA funds continues to reduce funding for discretionary spending. Since 2018, BFAP/SFAA funding has not been reduced in the governor's budget, however, our allocation has reduced significantly due to the decline in student enrollment.

SRJC has been and is currently meeting the required MOE of $700,328.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0000	ALL	00	00	$0.00	

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
FA Tech II - Bilingual	40.00	12.00	Processes, tracks, troubleshoots, and awards AB540 eligible undocumented students. Processes, awards and reports Cal Grants. Provides bilingual assistance to students/parents with complete complex financial aid questions. Provides technical support for the StudentForms system. Processes and package aid for verified and non-verified students inlcuding state and Federal grants, book vouchers, work study and fee waivers. Serves as a financial aid resource to the Dream Center.
FA Tech II - Bilingual	40.00	12.00	Provides FA services, inreach, and outreach to Spanish speaking students and parents: processes and packages aid for verified and non-verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process; scheduled 2 hours per day in direct student support (phones, Zoom, email, front counter). Serves as a FA resource to the Dream Center.
FA Tech II	40.00	12.00	VACANT. Processes and packages aid for verified and non-verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process; scheduled 1 hour per day at front counter; processes special conditions income adjustments, and Return to Title IV calculations.
FA Tech II	40.00	12.00	Processes and packages aid for verified and non-verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process; scheduled 1 hour per day at front counter; processes special conditions income adjustments, and Return to Title IV calculations. Supports, reviews, and approves/denies Professional Judgement Appeals (SAP and EFC).
FA Specialist-Federal Programs	40.00	12.00	Reconciles Pell Grant program; tracks Return to Titile IV notifications and posting, processes and packages aid for verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application; provides front counter back-up when needed; processes special conditions income adjustments, and Return to Title IV calculations.
FA Tech II - Bilingual	40.00	12.00	Provides FA services, inreach, and outreach to Spanish speaking students and parents: processes and packages aid for verified and non-verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process; scheduled 2 hours per day in direct student support (phones, Zoom, email, front counter). Serves as a FA resource to the Dream Center.

Position	Hr/Wk	Mo/Yr	Job Duties
Computer Application Specialist	40.00	12.00	Installs, maintains and upgrades software applications designed specifically for the Financial Aid Office; provides staff related training and support; acts as lead worker, uploads and downloads data from Federal Student Aid (FSA) - US Department of Education, and California Student Aid Commission (CSAC); updates software and prepares for new year set-up and processing; runs packaging programs and generates disbursement files from the Financial Aid Management System (PowerFAIDS); prepares reports; serves as department liaison with software vendor(s) and Information Technology department.
Coordinator, Financial Aid & Outreach	40.00	12.00	Plans, coordinates and conducts financial aid outreach presentations to high schools, parents and local agencies; serves as contact for high risk student, processes Dependency and Satisfactory Academic Progress Appeals. serves as lead worker to staff and back up for other staff with overflow work in all areas; meets with students to assist with financial aid applications, processes and concerns; assists students and parents with complex FAFSA application and process.
Administrative Assitant II	40.00	12.00	Document creation, editing, publication and graphic ordering; correspondence and scheduled for SFS managers; purchase order creation, supply ordering and inventory; budget tracking; serves as back up worker to other FA Tech Is with overflow processing work. Must provide professional student-centered support to current and prospective students in person, on the phone, via email, and Zoom. Position was Admin III, but changed to Admin II during reorganization to assist with District budget needs.
FA Tech II - Bilingual (Lanzamiento)	40.00	12.00	Provides FA services, inreach, and outreach to Spanish speaking students and parents: processes and packages aid for verified and non-verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process; scheduled 2 hours per day in direct student support (phones, Zoom, email, front counter). Serves as the primary liaison for the Lanzamiento Program and cohort students. Promotes Financial Wellness as well as financial aid application support
FA Specialist-Loans/R2T4	40.00	12.00	Reviews, awards/denies, and reconciles over $1.5 million in loans annually. Meets with students to assist with defining long term borrowing plans and educate students on responsible borrowing. Calculates Return to Title IV (R2T4). May process verified files and appeals for financial aid eligibility due to not meeting Satisfactory Academic Progress standards

Position	Hr/Wk	Mo/Yr	Job Duties
Coordinator, Student Financial Serivces	40.00	12.00	Plans, coordinates and conducts financial aid inreach presentations to current and prospective students. creates outreach materials; serves as lead worker to staff and back up for other staff with overflow work in all areas of Student Financial Services, including Scholarship Programs and Veterans Affairs. Coordinates currency and maintenance of web pages; assists students and parents with complex FAFSA application and process; coordinates financial aid workshops, from application to completion of verification. Serves as a liaison with the SRJC Foundation, donors, and college community.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Student Financial Services	40.00	12.00	Interim as of December, 2020: Plans for, organizes, evaluates and supervises the Financial Aid, Scholarship and Veterans Affairs departments. Develops, interprets and implements District policies and procedures for these departments; interprets and implements federal and state regulations for Title IV aid, Title XXXVIII aid and California aid programs. Oversees awarding and disbursement of $35 million in awards and certifications annually; oversees reconciliation of all funds; prepares for and responds to audits and program reviews. Prepares and analyzes detailed financial statements and forecasting reports; makes recommendations for scholarship program growth development.
Manager, Student Financial Services	40.00	12.00	VACANT as of December, 2020 (Note: This position combined the Manager, Financial Aid and Manager, Scholarship Programs into a single manager position to cover all areas of Student Financial Services). Manages day-to-day operations; supervises, schedules and evaluates staff and workflow; creates annual student expense budgets; under direction oversees the Pell Grant, FSEOG, Cal Grant, R2T4, Loan and Federal Work Study programs. Assists with monitoring and maintenance of Financial Aid Management system; hears student appeals and grievances and makes the appropriate decision; develops and monitors operational procedures. Oversees the complex SRJCFoundation and Doyle Scholarship Programs; provides managerial support to the Veterans Affairs Coordinator; Acts for Director in their absence.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC Financial Aid Tech II - 2 annually	28.00	5.00	VACANT: Change due to new STNC hiring guidelines. STNC support has been utilized in the Department to provide support during peak processing time. Assists students and parents in person and on the phone with the complex FAFSA application and process; supplementary document data entry; processes BOG fee waivers; files and routes files for technician processing
Student Workers - up to 4	20.00	12.00	Assists students and parerents virtually/in person and on the phone with the complex FAFSA application and process, builds new student files; files and routes documents for technician processing; assist with file room clean-up annually; ensures currency/regular stocking of promotional materials.

2.2d Adequacy and Effectiveness of Staffing

Management coverage is adequate when both Director and Manager of Student Financial Services are in place. The two area managers' workload often necessitates 50+ hour work weeks for a 8-10 month of the year. Sustaining quality programs and excellent student service for Financial Aid, Scholarship Programs, and Veterans Affairs, while managing a current total of 16 classified staff members, with one area manager is not sustainable in the long run.

Due to the addition of AB19 funding, the Student Success Completion Grant, and the new funding formula Classified staffing level appears inadequate. In order for student financial services to meet the new aid requirements SFS needs an additional Student Financial Services Tech 2. Currently the awarding of the new funds and with the growth of the Doyle program much of the work is manual. Additionally, the new budget formula is designed to increase fiancial aid at all instituions and this will have more students applying and more applications to process. Permanent staff has been supplemented by STNC, student staff, and overtime during the 5-6 month peak season.

Just over 20% of all students who submit a FAFSA have been selected by Federal Student Aid (FSA) for additional verification. In 2019/2020 3,341 enrolled credit students were selected for verification. Of those, 1,541 (**46%**) students **completed** verification. Our goal is to provide additional hands-on informational sessions for groups **and** one-on-one meetings with students who need to complete verification in order to receive their financial aid. The verification process can be intimiating for students. However, 97% of all students selected for verification are in the V1 Standard Verification Group (see below for requirements). The implementation of StudentForms in spring 2020, significantly reduced the amount of time it takes each FA Technician to review student's submitted verification documents, which is a step forward.

In order to conduct effective outreach and in debth service to students requires additional dedicated staff time.

V1—Standard Verification Group.

Students who are NOT tax filers must verify the following:
• Income earned from work
• Household size
• Number in college

Students in this group must verify the following if they ARE tax filers:
• Adjusted gross income
• U.S. income tax paid
• Untaxed portions of IRA distributions
• Untaxed portions of pensions
• IRA deductions and payments
• Tax-exempt interest income
• Education credits
• Household size
• Number in college

2.2e Classified, STNC, Management Staffing Requests

0001	Santa Rosa	01	02	Financial Aid Technician II - VACANT	Financial Aid Technician II	Classified

2.3a Current Contract Faculty Positions

Position	Description

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description

2.3c Faculty Within Retirement Range

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

In the past, a dedicated part-time counselor has been assigned to the Financial Aid area to assist financial aid recipients with educational planning and provide educational intervention when a student is not meeting Satisfactory Academic Progress (SAP) standards. Counseling hours dedicated to supporting financial aid students have been funded by BFAP/SFAA funds. The number of dedicated hours of counseling provided has consistently dropped over the past 10 years as fewer BFAP/SFAA funds have been available (these funds do not receive COLA nor growth each year, yet support several classified positions). More often each year, financial aid recipients in need of assistance with appeals or comprehensive educational plans are meeting with general Counselors which is often frustrating for Counselors during drop-in only seasons, and can result in students needing to see a Counselor more than once.

The counselor assigned to work specifically with Financial Aid students is available by appointment. Students have access to all general counselors and are not required to meet with only the FA counselor. However, students are advised to inform the counselor **when making the appointment** that the reason for the appointment is to develop/review their **Financial Aid Education Plan** to support a SAP appeal.

The financial aid appeal process requires ALL of the following in order for an appeal to be reviewed by Financial Aid: Students must complete the SAP appeal form and required documentation in StudentForms. Appeals require the appeal form, verification of completeion of the required SAP workshop, official documentation of the student's extenuating circumstance that has directly impacted their inability to meet SAP, AND a comprehensive education plan that shows all of the remaining required coursework for the student to complete their SRJC Program of Study (also referred to as the "Financial Aid Education Plan).

The SAP appeal process is exactly the same whether the student has lost financial aid eligiblity due to any of the Federal SAP standards (GPA, Completion Rate, Time Frame).

In the past, in person SAP Workshops were offered to students. Counselor Jessica Longoria successfully developed and implemented an online SAP workshop. This has had a significant positive impact on the appeals process. Students must have a Canvas account to access the workshop. Once the workshop has been successfully completed, the student can upload verification of completion into StudentForms. This allows for Distance Education students access to the same workshop that is available in-person. While this was developed with Distance Education in mind, all students have access to the online workshop. Having the online workshop already in place was invaluable while working/learning in a 100% remote environment during the COVID-19 pandemic.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description

2.5b Analysis of Existing Facilities

Existing facilities in Plover Hall in Santa Rosa are adequate and spacious, serve students well and have been able to accomodate program growth. With the COVID-19 Pandemic, however, individual office spaces and small meeting areas are not sufficient to allow for proper social distancing. Air quality (filtration and circulation) is a concern for the area.

3.1 Develop Financial Resources

BFAP/SFAA funding is attached to budget bill language that 1) requires that a Maintenance of Effort level be met each year, and 2) clearly prohibits supplanting of other resources. SRJC traditionally meets or exceeds the Maintenance of Effort level, and does not supplant other expenditures.

Nearly $70,000 per year (for several years) in BFAP/SFAA funds were spent on adjunct counselor salary and benefits through an annual Allowable Use Exception. With the new Student Success Funding, the Chancellor's Office informed SRJC that after 2013-14, no more Allowable Use Exceptions would be granted in this area. Beginning Summer 2015, a full-time Generalist Counselor assigned 50% to Financial Aid will supplement the existing 50% adjuct Counselor assigned to Financial Aid for several years. These Counselors, now SSSP funded, work with applicants and recipients that are not meeting SAP requirements, students at risk of falling out of eligibility, and students requiring Comprehensive Educational Plans that have exceeded SAP unit limits.

Beginning in 2013-14, $20,000 per year in Allowable Use Exception is requested annually to partially fund a dedicated Programmer Analyst for Admissions and Financial Aid projects.

3.2 Serve our Diverse Communities

Diversity of staff is a vital component of the Financial Aid Office necessitated by the diversity of the student population being served. The Financial Aid Office actively encourages and hires a diverse Classified, STNC and student staff. The department promotes sensitivity to diversity and endeavors to provide a welcoming and comfortable environment for our increasingly diverse student population.

Our ELL service population is substantial, with 10.1% of our service population's primary language being other than English, and 36.2% of our service population being Hispanic. One Financial Aid Technician II and the Petaluma Technician receive a bilingual (English/Spanish) stipend. STNCs are compensated as bilingual (English/Spanish) as appropriate. Most terms, one or two student staff are also bilingual (English/Spanish). All recent technician hirings are advertised as bilingual (English/Spanish) preferred.

In general, the financial aid staff is not only ethnically diverse, but also reflects a diverse educational attainment level from high school to master's degree graduates, and an age range from mid 20s to mid 60s.

3.3 Cultivate a Healthy Organization

Staff members are encouraged and supported to volunteer to serve on committees and to attend state and national trainings and seminars, or to participate in web-based seminars. Attendance at PDA sessions is also encouraged and supported by campus office closures.

Student Financial Services staff members serve on and actively participation in a variety of District-Wide committees. Staff is active with the California Community College Chancellor's Office committees and initiatives inlcuding the Financial Aid Literacy Campaign, and

serving as a Foster Youth Liaison. Staff participates in regular professional training to remain up to date on the regulations and best practicies from the following organizations: FSA (Federal Student Aid), CCCSFAAA (California Community College Financial Aid Administers Association), CASFAA (California Association of Student Financial Aid Administrators Conference), WASFAA (Western Association of Student Financial Aid Administraors) and NASFAA (National Association of Student Financial Aid Administrators). Staff also participates in traiining from CSAC (California Student Aid Commission) regarding CalGrant programs.

3.4 Safety and Emergency Preparedness

Student Financial Services participates in District-wide safety trainings.

3.5 Establish a Culture of Sustainability

Student Financial Services continually works to reduce the quantify of paper forms necessary to process financial aid. Reviewing processes to continue to reduce processing time and reduce waste is a continual goal of our program area.

4.1a Course Student Learning Outcomes Assessment

n/a

4.1b Program Student Learning Outcomes Assessment

Original Program Level SLOs identified in 2007:

1. **As a result of a counseling session, financial aid applicants/recipients will either 1) be able to state their educational goal, and identify the requirements necessary to reach that goal OR 2) be able to outline strategies for overcoming obstacles to academic success or progress as demonstrated by their appeal statements.** (Assessed during the 2009-10 year, then changed Fall 2010.)

2. **As a result of meeting with Financial Aid staff, students will gain understanding of the federal and state aid programs as well as his/her rights and responsibilities as an applicant. Student's will also be able to complete a FAFSA online.This will be demonstrated by a student's reported acknowledgement.** (Changed Fall 2010.)

3. **As a result of attending a "Responsible Borrowers" workshop, students will gain understanding of the requirements, rights and responsibilties, and repayment obligations associated with acquiring a federal student loan.** (Assessed during the 2008-09 year, then changed Fall 2010 and incorporated into #5 listed below.)

Program Level SLOs identified beginning Fall 2010:

As a result of interactions with Student Financial Services, including Financial Aid, Scholarship Programs and Veterans Affairs, students will:

4. **Apply for and receive financial assistance to assist with the costs of attending college;** (Assessed during the 2012-13 year.)

5. **Learn to manage finances, plan a budget and understand the costs associated with attending SRJC and/or four-year institutions;** (Assessed during the 2011-12 year and during the 2014-15 year.)

6. **Identify conditions that are likely to contribute to, or interfere with, their academic performance.** (Assessed during the 2013-14 year and during the 2014-15 year.)

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	FA-Counseling session	Spring 2010	Fall 2010	Fall 2011
Service/Program	FA-general information	N/A	N/A	Fall 2010
Service/Program	FA-Borrowing workshops	Summer 2009	Fall 2009	Spring 2010
Service/Program	Apply for & receive aid	Spring 2013	Summer 2013	N/A
Service/Program	Budget and manage resources	Fall 2011	Summer 2012	Fall 2012
Service/Program	Identify success factors	Summer 2014	Summer 2014	Fall 2014

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
FAFSA application process	X	X	X		X			X		X	X					X
Financial aid file completion	X		X	X	X			X	X	X	X					X
Stafford Loan process	X	X	X	X	X			X	X	X	X					X

4.2b Narrative (Optional)

Institutional Learning Outcomes:
Applying for and completing the federal and state financial aid process is complex and bureaucratic, requiring the student's active involvement. Record-keeping, filing of taxes, budgeting and expenditure planning, and reading and interpretation of detailed information is involved. The federal student loan process of incurring debt, signing promissory notes, etc. is more complex and detailed and requires deeper understanding of personal finance. As a result, the financial aid process contributes toward student learning in several institutional outcome areas.

Departmental Learning Outcomes:
Each year beginning in 2008-09, one or more Student Learning Outcome Assessment projects have been done in the Student Financial Services area.

1. The 2013-14 project included assessing the following departmental SLO in the Financial Aid area:
As a result of interactions with Student Financial Services, including Financial Aid, Scholarship Programs and Veterans Affairs, students will identify conditions that are likely to contribute to, or interfere with, their academic performance.

Federal aid applicants not meeting Satisfactory Academic Progress (SAP) standards are asked to attend a SAP Workshop. Post workshop, attendees were sent an online survey comprised of two Likert scale questions and three open text response questions (allowing anonymous response to gain qualitative data).The survey asked students to rate: 1.) Understanding of SAP requirements and

2.) How well the workshop helped to identify items contributing to and/or interfering with their academic performance. A rating of 1 corresponded with "good" understanding and "strong agreement" that the workshop helped identify items related to academic performance. A rating of 5 corresponded with "poor" understanding and "strong disagreement" that the workshop helped identify items contributing to/interfering with academic performance.

The survey asked students to self-assess: 1.) Specific factors that contributed or interfered with their academic performance and 2.) What they could do to contribute positively to their individual academic performance. Success was measured by the quantitative and qualitative data gathered reflecting an understanding of SAP requirements and ability to identify conditions likely to contribute to, or interfere with, academic performance.

The survey assessed a three-term period (Summer 2013, Fall 2013, Spring 2014), and was sent out to 696 SR students and 103 PET students, resulting in 59 SR and 13 Petaluma responses. The quantitative data gathered showed strong student understanding of SAP requirements (average rating of 1.44 at SR and 1.85 at PET), and strong ability to identify items contributing to/interfering with academic performance after attendance at a SAP Workshop (average rating of 1.88 at SR and 2.15 at PET).

The qualitative data gathered includes numerous individual responses covering a range of conditions that contribute to and interfere with student academic performance. The variety of answers illustrate students' identification of unique, specific conditions affecting individual academic performance.

The two most commonly cited factors that positively contribute were:
- Knowledge of various support services available
- Time management

The two most commonly cited factors that are likely to interfere were:
- Not completing/attending classes
- Work schedule

The two most commonly cited items that students listed as what they "can do to contribute positively" are:
- Study and attend class regularly
- Scheduling time more efficiently; learning to balance course load and outside obligations successfully

Review of the assessment results indicates that the SAP Workshops are currently meeting their objectives and will be continued in their present format.

2. Two 2014-15 assessment projects were planned in the Financial Aid area:

Students will identify conditions that are likely to contribute to, or interfere with, their academic performance, and

Student will learn to manage finances, plan a budget and understand the costs associated with attending SRJC and/or four-year institutions.

5.0 Performance Measures

Financial Aid recipients consistently and significantly exceed the percentages of District-wide students in most areas: persistence, goal completion and ethnic diversity. **Persistence** for Pell Grant recipients from fall to spring is 72.07%.

Degree applicable course completion of Pell Grant recipients was 79.37%. Recipients of the Pell Grant received 27.04% of degrees conferred and 26.1% of **Certificates awarded** in 2018-19.

The Financial Aid Office has consistently experienced a **growth in the minority population** of students for both Pell Grant recipients and recipients of all types of aid. The percentage of student recipients that are Hispanic continues to grow, now reaching 45.78% of Pell recipients. Overall, 60.16% of financial aid recipients are from a non-white ethnicity group, significantly exceeding the District-wide measure of 47.62%. The percentage of recipients of financial aid with a **primary disability** is 15.56%, significantly higher than the District-wide measure of 8.46%.

At the **Petaluma Campus** the number of Pell recipients enrolled in 12+ units was 281 for 2018-19. The service model and location change to a the First Stop Center located in Jacobs Hall which also houses Admissions and Records Office, Assessment and the Accounting Office continues to work well for students.

*For the 2018-19 academic year **12,922 valid ISIRs** (FAFSA applications by students) were received by the Financial Aid Office. This represents a 7.4% decrease from 2017-2018 (13,968). Given the unprecedented emergency resulting from the Fall 2017 Tubbs WildFire and the decrease in available housing and overall population, this decrease brought the number of valid ISIRS to near the 2016-17 level (12,688).*

In general, data indicates that **Pell Grant recipients** at SRJC persist from fall to spring, complete both degree applicable and basic skills courses, are more ethnically diverse and complete their educational goals at **significantly higher rates** than the general student population.The rates of ethnic diversity, persistence, degree applicable and ESL/Basic Skills Math course completion, and goal completion remains higher than that of the general student population.

The Financial Aid Office continues to actively engage in student outreach efforts to promote Federal, State, and local funding sources to students and prospective students. The changing funding model, new State aid programs, and the continued growth of the Doyle Scholarship Program (see Scholarship PRPP), will all play a role in getting students to successfully complete the FAFSA. This continuing growth requires that we maintain proper staffing levels, invest in our software programs, and continue to refine efficient processing in all areas of the department's operations. Processing times continue to become more efficient with the implementation of PowerFAIDS as our Financial Aid Management system. Looking forward, ensuring the proper level of staffing will allow Student Financial Services to provide effective support to students within this key and important service area.

2018-2019	Pell Recipients	District No.'s	Pell %	District %
CREDIT GENERAL DATA				
Total Students	4511	29,853	15.111%	100.000%
Enrolled in CREDIT	4495	29,853	15.057%	100.000%
Is English Primary Language?				
YES	4358	28,669	96.61%	96.03%
NO	153	1,184	3.39%	3.97%
ENROLLMENT LOCATION				
Online Courses ONLY	115	1,797	2.55%	6.02%
Santa Rosa Campus ONLY	2405	13,625	53.31%	45.64%
Petaluma Campus ONLY	231	1,572	5.12%	5.27%
Other ONLY	14	1,904	0.31%	6.38%
Santa Rosa & Petaluma	1264	7,377	28.02%	24.71%
Santa Rosa & Other	463	3,277	10.26%	10.98%
Santa Rosa, Petaluma, Other	19	301	0.42%	1.01%

PETALUMA UNIT BREAKDOWN	1126	6,100		
Zero Units	17		1.51%	
3.0 or Less	310	1,993	27.53%	32.67%
3.5 - 6.0 units	303	1,847	26.91%	30.28%
6.5 - 9.0 units	145	828	12.88%	13.57%
9.5 - 12.0 units	109	511	9.68%	8.38%
12.5 - 15.0 units	79	308	7.02%	5.05%
15.5 - 18.0 units	49	219	4.35%	3.59%
18.5 - 21.0 units	38	162	3.37%	2.66%
21.5 - 24.0 units	29	106	2.58%	1.74%
24.5 - 27.0 units	30	85	2.66%	1.39%
27.5 - 30.0 units	12	29	1.07%	0.48%
30.0+	5	12	0.44%	0.20%
12.0 - 21.0	196	795	17.41%	13.03%
21.5+	85	272	7.55%	4.46%
ACCESS				
GENDER				
Female	2799	15,826	62.05%	53.01%
Male	1637	13,247	36.29%	44.37%
Unknown	75	780	1.66%	2.61%
AGE GROUP				
< 20	991	5,621	21.97%	18.83%
20 - 24	1790	10,551	39.68%	35.34%
25 - 29	743	4,690	16.47%	15.71%
30 - 34	376	2,731	8.34%	9.15%
35 - 39	242	1,853	5.36%	6.21%
40 - 49	237	2,160	5.25%	7.24%
50 +	132	2,247	2.93%	7.53%
RACE/ETHNICITY				
White	1487	13,292	32.96%	44.52%

Asian	188	1,126	4.17%	3.77%
Black	146	655	3.24%	2.19%
Hispanic	2065	10,365	45.78%	34.72%
Am.Indian/Alaskan	25	180	0.55%	0.60%
Pacific Islander	16	108	0.35%	0.36%
Filipino	29	275	0.64%	0.92%
Multiple Ethnicities	245	1,507	5.43%	5.05%
Unknown	310	2,345	6.87%	7.86%
DISABILITY				
Primary Disability	702	2,527	15.56%	8.46%
Secondary Disability	7	34	0.16%	0.11%
Dept of Rehabilitation	2	13	0.04%	0.04%
FINANCIAL AID				
Not Received	0	22,237	0.00%	74.49%
Received	4511	7,616	100.00%	25.51%
BOG Waiver	3474	9,349	77.01%	31.32%
PELL Grant	4511	4,495	100.00%	15.06%
Other	2987	6,086	66.22%	20.39%
PROGRESS				
Persistence				
Enrolled in Fall	3705	20,470	82.13%	68.57%
Persisted to Spring	3251	14,242	72.07%	47.71%
Did not Persist	454	6,228	10.06%	20.86%
COURSE COMPLETION DEGREE APPLICABLE				
Attempted	26,597	110,458		
Failed	5,488	28,528	20.63%	25.83%
Successful	21,109	81,930	79.37%	74.17%
BASIC SKILLS				
ESL				

Attempted	140	561		
Failed	9	105	6.43%	18.72%
Successful	131	456	93.57%	81.28%
ENGLISH				
Attempted	311	1,045		
Failed	69	358	22.19%	34.26%
Successful	242	687	77.81%	65.74%
MATH				
Attempted	262	986		
Failed	92	444	35.11%	45.03%
Successful	170	542	64.89%	54.97%
ACADEMIC SUCCESS				
Degree	872	3,225	19.33%	10.80%
Certificate	967	3705	21.44%	12.41%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	08	02	Successfully promote SRJC for Free to new first-time students	Coordinators of SFS and FA working together to reach area high school students and prospective new students about the program	Ongoing	Promotional materials, webpage, recruitment
0002	ALL	08	02	Establish stabilized staffing level.	Onboarding and training of new staff	6 months	Ongoing training and professional development
0004	ALL	08	02	Implement CCCBOG.	Process very few paper BOG applications by implementing the CCCBOG application.	6 months	IT testing time for the SIS interface. No new progress since last review
0005	ALL	08	02	Student portal (StudentForms)	Develop and implement a student portal through SIS	2 years	IT programming time-this is a large-scale project; implemented StudentForms in Spring 2020
0006	ALL	08	02	Process Cal Grants electronically.	Work with data uploads and downloads with CSAC and PowerFAIDS (FAMS), rather than through manual entry.	3 years	IT programming time, and testing; program was working briefly; but is still in the works for consistency and effectiveness.

6.2b PRPP Editor Feedback - Optional

_

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	08	06	Provide access to training for IT personnel to support FAO operations	To eliminate the need for outside contract support for FAO operating systems	6 months	Facilitiation and support between IT and third-party vendors. Provide access and support for ongoing training for SRJC IT staff.
0001	ALL	08	02	Successfully promote SRJC for Free to new first-time students	To recruit and retain prospective first time students	Ongoing	Access to PR/Graphics/Web design. Promotional materials and staff time for outreach efforts.
0002	ALL	08	02	Continue to evaluate and review staffing levels. Goal is to hire and train an additional FA Tech 2 to work on student verification completion	Hire and train new staff member	1 year	Training and ongoing professional development
0004	ALL	08	02	Implement CCCBOG.	Streamline Promise Grant applications and ease of access to students by implementing the CCCBOG online application.	1 year	IT testing time for the SIS interface.
0005	ALL	08	02	Monitor, maintain, and improve current operating systems for financial aid effectiveness	Integration of programs with SIS	2 years	IT support to maintain effectiveness of third party products (PowerFAIDS, StudentForms, BankMobile, AwardSpring); staff training; implementation and time for new year/new cycle set-ups.
0006	ALL	08	02	Process Cal Grants electronically.	Work with data uploads and downloads with CSAC and FAMS, rather than through manual entry.	1 year	IT programming time, and testing