

# Santa Rosa Junior College

## Program Resource Planning Process

### Financial Aid 2016

#### 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 than 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.

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**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.

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**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.

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**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 NetPartner, 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.

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**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

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are regularly approved to support employees seeking additional education (Bachelor's and Master's degrees).

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**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 accurate MIS data, to maximize this funding each year.

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**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.

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## 1.1c Description

The Financial Aid Office offers year-round assistance to students applying for federal financial aid, 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 and extension process, and reconciling of all funds.

Since receiving BFAP/SFAA augmentation funding in 2002-03, as of the 2014-15 year the number of aid applicants has increased 259%, the number of packaged aid recipients has increased 402%, the number of unduplicated Pell Grant recipients has increased 268%, and the number of BOG recipients has increased 206%.

Numbers of applicants for the 2014-15 year indicate a slight decrease of applicant numbers, after several years of acute growth. This was anticipated post-recession, but took a couple of years to be realized. This should allow for longer term planning of staffing needs, and for more timely processing of aid files for students during the busy start of fall term. Processing time has lagged to 8+ weeks on verified files and loan requests, for a 2-3 month period for several years. This level of tardiness in processing is less than desirable.

The recent Presidential Initiative of a Sonoma Promise necessitated the addition of permanent staff, to increase capacity in the operation, as well as to achieve more timely processing. A 1.0 Scholarship Technician has been added and is currently being recruited for.

## 1.1d Hours of Office Operation and Service by Location

Departmental hours of operation in Santa Rosa are:

8 am to 5 pm Monday, Tuesday, Thursday and Friday

8 am to 7 pm Wednesday  
closed Fridays in June and July.

During all service hours (including evenings) a permanent financial aid technician is assigned to the front desk along with at least one student or STNC worker and a manager is present. Closures of the Santa Rosa office to public service were implemented for 2 complete weeks during Summer 2010 and 2011, and Wednesday and Thursday morning closures were implemented July 1 through October 31. These closures were part of a triage plan implemented to address the acute growth in applications for aid and the need to process files and deliver the aid to students on a timely basis. File processing still lagged to 8+ weeks from receipt of documents, for a 2-3 month period during Fall 2012, after a one week summer closure and 3 months of Wednesday/Thursday morning closures. Fall 2013 a one week closure after first census was implemented. Summer and Fall 2014 the only service closure in Santa Rosa was one day prior to the first fall payment date. Spring 16 Friday closures were implemented to all for training and testing on the new software.

The financial aid service center at the Petaluma Campus is staffed by a permanent financial aid technician. The Petaluma technician spends Fridays at the Santa Rosa campus for meetings, training and coordination. To enhance student choice, beginning November 2013 a Financial Aid Technician II began rotating to the Petaluma Campus on Mondays, affording the Petaluma Technician 2 days per week in Santa Rosa. Service hours are:

8 am to 5 pm Monday, Tuesday and Thursday  
8 am to 7 pm Wednesday.

Since 2008, the Public Safety Training Center is provided service each Tuesday morning by the Financial Aid Outreach Coordinator, who also attends all Public Safety career days and orientation programs offered at this center.

Shone Farm service and information is provided upon request and by appointment. The Financial Aid Outreach Coordinator then provides service at that site, with appropriate computer support available.

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

For the 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 department, 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 2013-14 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 affecting this department is the continued, deep and extended recession, creating nearly unmanageable growth in applicant and recipient numbers. The department struggles to meet production needs in a timely manner, with file processing slipping to 8+ weeks for a 2-3 month period of time. This timeline of aid delivery was accomplished through a combination of office closures, overtime and supplemental STNC staffing.

In addition, the 2010 year included two mandated large-scale program changes: implementation of Two Pell's in a Year, and implementing Direct Lending rather than FFELP for the processing of student loans. The department successfully implemented both, proudly delivering the same volume of student loans in a slightly more timely manner. The Two Pell's in a Year initiative was then repealed in 2011-12, as was the Academic Competitiveness Grant program.

The 2011-12 year brought new federal regulations regarding publication of Consumer Information (52 required items) new and more stringent Satisfactory Academic Progress standards, and the first year of Gainful Employment reporting.

The 2012-13 year brought new federal regulations regarding IRS Data Match to student's FAFSA/ISIR, Ability-to-Benefit tests are no longer acceptable for financial aid eligibility, Pell Grant eligibility is now limited to the equivalent of six full time years (600%) retroactively, California SB70 Gainful Employment reporting requirements began, and the California Dream Act which created BOG Fee Waiver eligibility for AB 540 waiver recipients.

The 2013-14 year brought additional new federal regulation changes regarding Verification of student financial aid files, resulting in an increase of time spent to process verified files to ensure compliance. In addition the California Dream Act now provides Cal Grant entitlement awards to AB 540 waiver recipients beginning Fall 2013.

The 2014-15 year brought fewer federal regulation changes, with the only large-scale change being implementation of the 150% limit on Subsidized Direct Loan borrowing. Numbers indicate a leveling off of FAFSA applications, providing an opportunity for long-term planning of resource needs and more timely processing of student aid files. The District has approved 2.0 additional Classified positions (1 Program Specialist and 1 Technician I) which will increase capacity and speed up timely aid delivery.

## 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. The lack of COLA and growth on the BFAP/SFAA funds continues to reduce funding for discretionary spending. BFAP/SFAA funding was one of the few categorical budget line item not significantly cut for the 2009-10 through 2012-13 years by the Legislature and Governor.

Maintenance of Effort level was reset to \$700,328 beginning with the 2009-10 year, mandated to be reached by the 2012-13 year. SRJC has been and is currently meeting this new MOE level.

The Petaluma Campus technician's salary, benefits and associated 4000s and 5000s are included in the Santa Rosa campus budgets. In addition, \$10,000 of BFAP/SFAA funds is budgeted for student (or STNC) employee salaries for the Petaluma Resource Center. The technicians working at that campus perform duties that necessitates them reporting to the Director of Student Financial Services.

## 2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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## 2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
FA Tech II Bilingual	40.00	12.00	FILLED BY RE-ENGINEERING OCTOBER 2010; changed to a Tech II bilingual effective July 2013. May provides FA outreach to Spanish speaking students and parents; 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 and process; scheduled 1 hours per day at front counter. This position is also scheduled 2 hours a day on Monday, Wednesday and Friday in the Dream Center.
FA Tech I	40.00	12.00	Processes and packages aid for 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 at front counter.
FA Tech I	40.00	12.00	Processes and packages aid for 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 at front counter.
FA Tech II	40.00	12.00	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 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	VACANT. 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 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 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 Specialist-Pell	40.00	12.00	Reconciles Pell Grant program; tracks Return to Title 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 and process; scheduled 1 hour per day at front counter; processes special conditions income adjustments, and Return to Title IV calculations.
FA Tech Petaluma Bilingual	40.00	12.00	Primary service provider at Petaluma Campus. Assists students and parents, through a combination

			of counter service and appointments, with complex FAFSA application and process; troubleshoots processing and disbursement issues for students through coordination with Santa Rosa FA office. Provides informational FA and Scholarship workshops on the Petaluma campus. Assists with non-verified file processing as able, depending on in-person service demands. Assists with bilingual needs in the A&R area also.
FA Specialist-Loans	40.00	12.00	Calculates and processes \$3 M in student loans annually; reconciles student loan program with Accounting Office; may process and package aid for verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process.
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 the US Department of Education and California Student Aid Commission; runs packaging programs and generates disbursement files from Regent database; prepares reports; serves as department liaison with software vendor and Information Technology department.
Coordinator of Financial Aid Outreach	40.00	12.00	Plans, coordinates and conducts financial aid outreach presentations to high schools, parents and local agencies; creates outreach flyers and materials; serves as lead worker to staff and back up for other staff with overflow work in all areas; coordinates currency and maintenance of web pages; assists students and parents with complex FAFSA application and process; coordinates Responsible Borrowing Workshop series.
Administrative Assitant III	40.00	12.00	Document creation, editing, publication and graphic ordering; correspondence for 3 managers; purchase order creation, supply ordering and inventory; budget tracking; serves as back up worker to other FA Tech Is with overflow work.
FA Tech I	20.00	12.00	FILLED JUNE 2015.Processes and packages aid for 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 at front counter.
FA Specialist-Loans	40.00	12.00	HIRED DUE TO RETIREMENT JUNE 2015. Calculates and processes \$3 M in student loans annually; reconciles student loan program with Accounting Office; may process and package aid for verified files including state and federal grants, book vouchers, fee waivers, Work Study; assists students and parents with complex FAFSA application and process.

## 2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Director, Student Financial Services	40.00	12.00	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, Financial Aid	40.00	12.00	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 Regent system; hears student appeals and grievances and makes the appropriate decision; develops and monitors operational procedures. Acts for Director in his/her absence.
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## 2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC Financial Aid Tech I - 2 of them	28.00	5.00	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 - 6	20.00	12.00	Assists students and parents in person and on the phone with the complex FAFSA application and process; processes tapeloads, builds files; files and routes documents for technician processing; purges file room annually; restocks publications and documents.
Student Workers - Petaluma	25.00	12.00	At the Petaluma Resource Center: assists students and parents in person and on the phone with the complex FAFSA application and process.

## 2.2d Adequacy and Effectiveness of Staffing

Management coverage is adequate, but peak season workload necessitates long (50 hour per week) work weeks for a 4-5 month period.

Classified staffing level appears to currently be adequate with the two staff recently hired (1-Specialist, 1-Technician I), after several years of service delivery lagging to a 8+ week wait for students at start of fall term for 2-3 months. Permanent staff is supplemented by STNC, student staff and overtime during the 5-6 month peak season.

The relocation in June 2010 of the financial aid service center in Petaluma from Counseling to the Resource Center has been successful, with demand for service increasing. The need for permanent, non-student clerical support staff in that resource center is growing and becoming acute. During the 2015-16 year, the new ELL Outreach Coordinator and the new multicultural center will be located at the Petaluma Campus, most likely resulting in a need to relocate the Financial Aid Technician assigned to that campus. Service delivery needs and equipment needs will then need to be discussed and coordinated with the Dean of Student Services at that campus.

Given growth during the recession years of 259% in FAFSA applications, 402% in award packaging, and 268% in Pell Grants paid, current staff is struggling to meet current demands. 2014-15 FAFSA numbers indicate program size is slightly decreasing, resulting in an improvement in the backlog of processing time. The District approved 2 additional permanent Classified positions that are currently being recruited for: one Program Specialist (loans) and one Technician 1. These should result in more timely delivery of aid to students, better supporting their success.

## 2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	01	02		Admin Asst I	Classified

### 2.3a Current Contract Faculty Positions

Position	Description
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## 2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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## 2.3c Faculty Within Retirement Range

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

Over the last 9 years, 1-3 part-time counselors have been assigned to the Financial Aid area to assist financial aid recipients with educational planning and intervention after dropping courses. These counseling hours have been funded by BFAP/SFAA funds and the number of hours of counseling provided has consistently dropped each year 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 results in students needing to see a Counselor more than once. The alternative is for a student to wait 3-4 (sometimes more) weeks to see a Counselor to assist with their financial aid appeal, which delays the aid approval and delivery process.

Beginning with the 2011-12 year, the financial aid appeal process changed: students with progress/completion issues attended a SAP workshop, then saw a Counselor (if needed) offered on a drop-in basis daily; students with excess units attempted filed a Request for Extension of financial aid and saw a Counselor in general Counseling, offered only on a drop-in basis.

The SAP workshops are successful. The length of time a student waits to see a Counselor for an appeal process has decreased significantly. The workshops make better use of limited counseling hours. The SAP workshops will continue due to the success of this format.

A full-time generalist Counselor (assigned 50% to Financial Aid) began Summer 2015, funded with SSSP funds, and supplements the long-standing 50% adjunct Counselor. This is necessary to effectively meet financial aid recipient counseling needs, given that the Chancellor's Office indicated during the 2013-14 year when they approved the Allowable Use Exception for BFAP/SFAA spending, that it would be the last year it would be approved because of SSSP funding increases.

## 2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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## 2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

## 2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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## 2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	Extension of life-Regent FAM software	1	\$90,000.00	\$90,000.00	Financial Aid	502	Director, SFS
0002	Santa Rosa	04	07	reconfiguration of Specialist office area	1	\$2,000.00	\$2,000.00	Financial Aid	505	Kris Shear

## 2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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## 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 accommodate acute program growth. Addition of staff has resulted in the sharing of workstation space between both the Scholarship and Financial Aid Offices, specifically the relocation of the Financial Aid Specialist (loans) to the Scholarship Office. The lobby kiosk stations are regularly used by students to file or correct their FAFSA information on the web. Space for the two additional positions (one Specialist, one Technician) should be able to be arranged in the current workstation set up.

Initiated by the Dean of Student Services (Petaluma), Financial Aid Services at the Petaluma Campus were relocated to Jacobs Hall #116 in June, 2010. This allowed financial aid to provide service in concert with the Petaluma Welcome Center during the Summer of 2010 and also addressed accessibility and ergonomic concerns. The move is successful, the facility houses financial aid comfortably, and allows for better overall service to students. The lack of a second regular staff member in this area occasionally results in closure of service since staff cannot work alone. The new ELL Outreach Coordinator, and the new multicultural center will need to be placed somewhere on the Petaluma Campus, which will probably result in the Financial Aid Technician assigned to that campus being relocated to another work area. Equipment and service delivery needs will then need to be identified and coordinated with the Dean, Student Services of Petaluma.

### 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% adjunct 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.

Technicians Candice Richardson and Teresa Giusto serve on the EOPS Advisory Committee; Specialist Tina August serves on the Health Services Advisory Committee; Administrative Assistant Melinda Giambruno serves on the Harvey Hansen Committee, is a Classified Senator and participated in a Strategic Planning Work Group; Coordinator Margaret Mann served on the Classified Executive Council, co-chaired the Classification Review Committee and is a point of contact for the CCCCO Financial Aid Literacy Campaign, serves as the back-up Foster Youth Liaison with the Chancellor's Office and served as 2014-15 CCCSFAAA Secretary; Computer Specialist Brian Wilson serves on the Day Under the Oaks Planning Committee; Technician Lenelle Arnold serves on the Parking Committee.

Coordinator Margaret Mann attended the CCCSFAAA (California Community College Financial Aid Administrators Association), CASFAA (California Association of Student Financial Aid Administrators Conference) and FSA Conference; Tech IIs Candice Richardson and Jacqueline Esmeijer participate in CalGrant webinars; Tech I Teresa Giusto and Tech II Candice Richardson participate in the AB 540 CalGrant webinars; Tech I Lenelle Arnold attended the 2014 WASFAA Summer Institute and the annual CASFAA Conference; Coordinator Margaret Mann, Specialist Tina August and Systems Specialist Brian Wilson participate in all the 150% Direct Subsidized Loan Limit Webinars.

### 3.4 Safety and Emergency Preparedness

Student Financial Services has three area safety leaders: Rachael Cutcher (Scholarship), Craig Rowland (Veteran's Affairs), and Brian Wilson (Financial Aid). These employees participate in District-wide safety trainings. The Financial Aid Manager and Scholarship Manager attended a District Police training regarding Plover Hall safety concerns and relayed the information to staff. The Director of Student Financial Services, Financial Aid Manager and Scholarship Manager all viewed the Active Shooter Video.

### 3.5 Establish a Culture of Sustainability

To process aid more timely by removing unnecessary forms, several changes have been made during the last few years, resulting in less printing and paper being used.

1. In 2009-10, loan requests stopped being mailed to all applicants. Instead, the form availability is outlined in tracking and award letters, where students are referred to the departmental website. This resulted in not printing over 12,000 two-sided forms.
2. In 2010-11, certification forms and SAP agreements were not printed nor mailed to students. Instead, tracking and award letters reference the SAP standards on the department web page. This eliminated the printing, mailing and computer tracking of over 35,000 forms.
2. In 2011-12, clean, non-verified files not requiring supplementary documents were not mailed a preliminary welcome/tracking letter. Instead, they were processed and packaged, and sent an award letter. This eliminating printing and mailing of nearly 5,000 2-page letters.
4. In 2012-13, clean, non-verified files that are only eligible for a BOG fee waiver were not packaged and sent an award letter (time consuming for file review) that was 2 pages in length, instead they are sent a notification letter that is one page. This saved nearly 2000 pages of printed paper.
5. In 2013-14 implementation of the use of "SIS comprehensive educational plans" for Financial Aid Extension requests began. These educational plans are all in SIS in electronic form. The specific paper form for financial aid use was eliminated. This avoids the printing of over 2500 3 NCR forms, and the printing of over 1200 other printed pages.
6. In 2014-15 nearly all 2015-16 forms were converted to fillable pdf format and made available on the department's website. The decrease in printed forms will be able to be calculated at the end of 2015-16 processing.

### 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 responsibilities, 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 86% or 17.26% higher than that District-wide. For recipients of all types of aid the persistence is 79.3%, reflecting a 10.07% higher rate.

**Degree applicable course completion** of Pell Grant recipients is 76.56%, 3.69% higher than District-wide. Recipients of all types of aid received 53.8% of **all the degrees conferred** in 2014-15

; recipients of the Pell Grant received 22.8% of degrees conferred and 22.6% of **18+ unit certificates awarded** in 2014-15, while representing only 13.5% of total students.

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 is 38.4%, 8.8% higher than that District-wide and is expected to continue to grow. Overall, 50.3% of financial aid recipients are from a non-white ethnicity group, significantly exceeding the District-wide measure of 40.12%. The percentage of recipients of financial aid with a **primary disability** is 9.03%, significantly higher than the District-wide measure of 5.78%.

At the **Petaluma Campus** the number of Pell recipients enrolled in 18+ units per year has grown over the last five years from 57 to a peak of 221, but in 2014-15 was 196. For all aid recipients this number has grown from 158 to a peak of 536, but in 2014-15 was 454. This fluctuation may be due to class schedule cuts at that campus, but is still a decent service number and supports the ongoing need for full-time service at that campus. The service model and location change to a One Stop Center located in Jacobs Hall which also houses Admissions and Records Office, Assessment and the Accounting Office seems to work well for students. The Financial Aid Technician also represents Scholarships and Student Employment on the Petaluma campus.

**ISIRs** (FAFSA applications by students) have increased by 174% over a nine year period. Packaged and **awarded files** have increased 261% and **Pell Grants paid** have increased 277.6%. 2013-14 showed a slight leveling off of ISIRs and students paid Pell Grants. Given the 7% cut to credit offerings and resultant drop in headcount of Credit students, this leveled off number is still staggering. These high numbers remaining post-recession was unexpected; there clearly is a high demand for financial support for students to attend SRJC.

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. In looking at all aid recipients (largely BOG only recipients), the rates of ethnic diversity, persistence, degree applicable and ESL/Basic Skills Math course completion, and goal completion is higher than that of the general student population.

For several years, 31-34% of FTEs in the District have been generated by students receiving some type of financial aid and this number has been increasing. During the 2014-15 year, **53.6% of District-wide Credit FTEs (8615) were generated by students receiving some type of financial aid.**

The Financial Aid student population at SRJC has been growing steadily over the last nine years. With funding remaining flat since the 2003-04 year, this continuing growth indicates a **level of efficiency as well as effectiveness** in the department's operations. However, lack of staff has resulted in file processing and aid delivery lagging to 8+ weeks for a 2-3 month period, reflecting less effective support to students with this key and important service. This lag of delivery should lesson as the result of the implementation of a less cumbersome financial aid management system Powerfaids for the 2016/2017 academic year.

2014-15	Pell Recipients	All Recipients	District No.'s	Pell %	All Recipients %	District %
<b>CREDIT GENERAL DATA</b>						

Total Students	4440	13242	32,783	13.54%	40.39%	100.00%
Enrolled in CREDIT	4440	13128	32,783	13.54%	40.05%	100.00%
Is English Primary Language?						
YES	4185	12194	30,760	94.26%	92.09%	93.83%
NO	255	1048	2,023	5.74%	7.91%	6.17%
ENROLLMENT LOCATION						
Online Courses ONLY	77	353	1,636	1.73%	2.67%	4.99%
Santa Rosa Campus ONLY	2519	7353	16,384	56.73%	55.53%	49.98%
Petaluma Campus ONLY	174	614	2,169	3.92%	4.64%	6.62%
Other ONLY	19	130	2,001	0.43%	0.98%	6.10%
Santa Rosa & Petaluma	1249	3414	7,421	28.13%	25.78%	22.64%
Santa Rosa & Other	389	1319	2,897	8.76%	9.96%	8.84%
SR, Petaluma, Other	13	59	275	0.29%	0.45%	0.84%
PETALUMA UNIT BREAKDOWN	1091	3057	7,546			
3.0 OR LESS	290	891	2,537	6.53%	6.73%	7.74%
3.5 - 6.0 units	263	759	1,940	5.92%	5.73%	5.92%
6.5 - 9.0 units	173	453	1,075	3.90%	3.42%	3.28%
9.5 - 12.0 units	85	275	614	1.91%	2.08%	1.87%
12.5 - 15.0 units	81	209	431	1.82%	1.58%	1.31%
15.5 - 18.0 units	50	125	278	1.13%	0.94%	0.85%
18.5 - 21.0 units	52	124	247	1.17%	0.94%	0.75%
21.5 - 24.0 units	31	74	176	0.70%	0.56%	0.54%
24.5 - 27.0 units	39	87	166	0.88%	0.66%	0.51%
27.5 - 30.0 units	17	33	56	0.38%	0.25%	0.17%
30.0+	7	11	26	0.16%	0.08%	0.08%
12.0 - 21.0	196	503	1,057	4.41%	3.80%	3.22%
21.5+	108	235	485	2.43%	1.77%	1.48%
ACCESS						
GENDER						
Male	1794	5364	14,841	40.41%	40.51%	45.27%

Female	2640	7842	17,614	59.46%	59.22%	53.73%
Unknown	6	36	328	0.14%	0.27%	1.00%
AGE GROUP						
< 20	1236	3088	7,802	27.84%	23.32%	23.80%
20 - 24	1418	4470	10,659	31.94%	33.76%	32.51%
25 - 29	700	2358	4,965	15.77%	17.81%	15.15%
30 - 34	385	1208	2,814	8.67%	9.12%	8.58%
35 - 39	223	693	1,682	5.02%	5.23%	5.13%
40 - 49	283	816	2,360	6.37%	6.16%	7.20%
50 +	195	609	2,501	4.39%	4.60%	7.63%
RACE/ETHNICITY						
White	2098	6064	18,340	47.25%	45.79%	55.94%
Asian	184	517	1,287	4.14%	3.90%	3.93%
Black	197	526	859	4.44%	3.97%	2.62%
Hispanic	1587	5085	9,678	35.74%	38.40%	29.52%
Am. Indian/Alaskan	51	125	236	1.15%	0.94%	0.72%
Pacific Islander	23	53	127	0.52%	0.40%	0.39%
Filipino	44	118	316	0.99%	0.89%	0.96%
Multiple Ethnicities	241	692	1,660	5.43%	5.23%	5.06%
Unknown	15	62	280	0.34%	0.47%	0.85%
DISABILITY						
Primary Disability	480	1196	1,895	10.81%	9.03%	5.78%
Secondary Disability	109	298	446	2.45%	2.25%	1.36%
Dept of Rehabilitation	21	45	51	0.47%	0.34%	0.16%
FINANCIAL AID						
Not Received	0	0	19,655	0.00%	0.00%	59.95%
Received	4440	13242	13,128	#####	100.00%	40.05%
BOG Waiver	4336	12847	12,733	97.66%	97.02%	38.84%
PELL Grant	4440	4440	4,440	#####	33.53%	13.54%
Other	1326	1898	1,898	29.86%	14.33%	5.79%

PROGRESS						
Persistence				0.00%	0.00%	0.00%
Enrolled in Fall	3967	10812	23,275	89.35%	81.65%	71.00%
Persisted to Spring	3419	8541	16,043	77.00%	64.50%	48.94%
Did not Persist	548	2271	7,232	12.34%	17.15%	22.06%
COURSE COMPLETION DEGREE APPLICABLE						
Attempted	28925	67357	127,122			
Failed	6780	18732	34,485	23.44%	27.81%	27.13%
Successful	22145	48625	92,637	76.56%	72.19%	72.87%
ESL						
Attempted	309	1102	1,670			
Failed	41	235	338	13.27%	21.32%	20.24%
Successful	268	867	1,332	86.73%	78.68%	79.76%
ENGLISH						
Attempted	443	1009	1,468			
Failed	137	380	570	30.93%	37.66%	38.83%
Successful	306	629	898	69.07%	62.34%	61.17%
MATH						
Attempted	674	1455	2,222			
Failed	225	539	827	33.38%	37.04%	37.22%
Successful	449	916	1,395	66.62%	62.96%	62.78%
ACADEMIC SUCCESS						
Degree	332	783	1,454	7.48%	5.91%	4.44%
Certificate	128	283	565	2.88%	2.14%	1.72%

## 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	Implement financial aid support portion for the Presidential Promise initiative.	Train 2 new staff hired: Specialist and Technician I.	6 months	Training time, workstations.
0002	ALL	08	02	Establish stabilized staffing level.	Train 2 new staff hired: Specialist and Technician I.	6 months	Training time, work stations.
0003	Petaluma	01	02	FA Service at the Petaluma Campus.	Enhance FA services at Petaluma through a combination of means: creating student choice, cross-training, enhanced skill sets, etc.	1 year	Dean, Student Services plan for new service location and work area, given location of ELL Outreach Coordinator and multicultural center site.
0004	Santa Rosa	08	02	Implement CCCBOG.	Process very few paper BOG applications by implementing the CCCBOG application.	6 months	IT testing time for the SIS interface.
0005	ALL	08	06	Student portal.	Develop and implement a student portal through SIS	2 years	IT programming time-this is a large-scale project.
0006	ALL	08	02	Process Cal Grants electronically.	Work with data uploads and downloads with CSAC and Regent FAM, rather than through manual entry.	3 years	IT programming time, and testing.

## 6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	The Regent corporation issued an end-of-life notice for the Regent FAM Carbon product, effective June 30, 2016. SRJC has secured a one-year extended life (at a cost of \$90,000) to process the 2016-17 aid year, through June 30, 2017 and including end-of-year reporting up through September 30, 2017. SRJC will eventually replace SIS, also necessitating a new financial aid software product (or module in an integrated product). The timeline of what is purchased when, so that aid can be delivered to SRJC students in a timely and compliant fashion, needs to be determined soon.
ALL	Extreme growth over several years during the recession resulted in 8+ weeks of lag in processing time. This slow delivery of aid undermines student success to some degree. In addition, labor-intensive changes to the student loan program (i.e SULA) have slowed down loan processing time, also compromising student success. The 2 additional positions (1 Specialist-loans, and 1 Technician 1) should soon result in more timely delivery of aid, both grants and loans, to students. Also, if a Promise initiative is launched by the college and results in more program growth, there should be staffing capacity to accommodate this. The two new positions are currently being recruited for.

## 6.2b PRPP Editor Feedback - Optional

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### 6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	08	02	Implement financial aid support portion for the Presidential Promise initiative.	Train 2 new staff hired: Specialist and Technician 1.	6 months	Training time, workstations.
0002	ALL	08	02	Establish stabilized staffing level.	Train 2 new staff hired: Specialist and Technician I.	6 months	Training time, work stations.
0003	Petaluma	01	02	FA Service at the Petaluma Campus.	Enhance FA services at Petaluma through a combination of means: creating student choice, cross-training, enhanced skill sets, etc.	1 year	Dean, Student Services plan for new service location and work area, given location of ELL Outreach Coordinator and multicultural center site.
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