



ANNUAL PROGRAM PLAN & REVIEW (Student Services)

1. Program: Financial Literacy

2. Team Leader: Margie Carrington

A. Team Members: Romeo Garcia (through 12/2012), Faye Soler, Manuel Delgado

B. Program mission and vision

The Financial Literacy Program strives to offer learning opportunities on the management of personal finances so students can make informed financial decisions and to aid students in their understanding, application, and timely receipt of all eligible financial aid resources.

The Mission of the Financial Aid Department is to aid students and prospective students in their understanding, application, and timely receipt of all eligible financial aid resources they need to reduce the significant barriers the costs of higher education present. Our philosophy is that everyone is deserving of an education and we support this entitlement through education, compassion and respect.

3. Program / Department Data Measures – and reflection

Data Measures

During the 2012-13 program review cycle, the Financial Aid Department continued to focus its Student Learning Outcomes on student self-efficacy and advocacy as it relates to their completing the required steps needed to determine financial aid eligibility. To assess learning, a pre-survey was given to students attending the FAFSA Tuesday workshops prior to receiving instruction and one-on-one or group assistance and then a post-survey was administered to measure students' understanding of key steps presented to them during the workshop.

Other data measures used to assess overall Financial Aid Department success include:

ISIR Volume
Number of Aid Recipients by Program
Dollar Volume of Programs
Staff Training
Workshops

Program & Department Major accomplishments

Increased automation

- In fall 2012, the Business Process Analysis (BPA) was completed for the first phase of federal aid processing. This process mapped the steps from importing a student's FAFSA data to awarding their federal aid. With the assistance of consulting support, the District's three campuses came



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together to eliminate all manual steps that could be run as part of an automated work-flow and implemented steps to automatically package student awards not requiring additional documents or review. Approximately 40% of all applications do not require any additional review; therefore this allowed staff to remain timely in their processing of more complicated student files.

- Automation of Cal Grant processing began this year. The process is complicated by recent regulatory changes requiring renewal applicants to meet adjusted income and asset ceilings each year and have a secondary confirmation of high school completion for new awards. These changes from year to year have resulted in the process being very manual and time consuming. While not finished, there has been substantial programming work completed to allow for parts of the data load, initial eligibility determination and payment reporting to be automated. Cañada's Financial Aid Technician, Rosa Jimenez, led this district-wide project and continues to work closely with our other colleges and Information Technology Service (ITS) to improve and automate processing.
- For the 2012-13 aid-year, additional automated student communications were implemented as part of the New Year set-up. Several communication letter types were created to alert students of issues requiring resolution before the Financial Aid Department is able to proceed with processing their financial aid. Streamlining student communications saves time and resources for the office and also provides clear, consistent and timely information to students.
- Imaging student files was implemented in fall 2012. Staff are still getting used to using the Banner Document Management System (BDMS – formerly WebXtender). The goal for the 13-14 aid-year is to scan and return documents to students and limit the amount of “paper” being retained in the office. The implementation of document imaging conserves resources, minimizes the risk of losing any student documents, provides a more secure environment, a long term storage solution and allows staff to view files immediately without searching for a paper files.

Workshops and Outreach Events

The Financial Aid Department, Beating the Odds Program and TRiO Student Support Services conducted, participated in and supported several workshops and outreach events and activities this past year that promote increased awareness and access to financial resources and services. Particular emphasis was placed on three main areas this year:

1. Financial Aid Access
2. Community Resources
3. Dream Act Implementation



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The following activities were conducted during the 2012-13 program review cycle:

Activity	Detail/Impact	Target Population
Second Harvest CalFresh Clinics	<p>The CalFresh program, Financial Literacy Lab, & TRiO Student Support Services teamed up in an effort to ensure that you have access to the nutritious food you need</p> <p>8/24/12: 1-3:30pm @ TRiO Social Justice Room 9-252: Presentation at 1:00pm, followed by computer lab screening and application clinic</p> <p>2nd Tuesdays, starting 9/11: 1-3pm and 4-6pm @ TRiO Social Justice Room 9-252: Presentation at 1pm and 4pm with computer lab application clinic to follow</p> <p>Dates Hosted: 9/11, 10/9, 11/13, 12/11 and Final 1/26/13 (average 2-5 students attended. Assessed to not continue due to low turnout of applicants)</p>	<p>Low-income students and families on campus struggling to provide enough food for themselves and their families.</p>
FAFSA Tuesdays	<p>Weekly FAFSA workshop held every Tuesday afternoon. Average attendance is 10 -12 students weekly throughout the year. Higher attendance during peak periods before/beginning of term and prior to March 2 Cal Grant deadline. Began assisting students with California Dream Application in mid fall term</p>	<p>Current and new students in need of assistance completing or correcting FAFSA or California Dream Application.</p>
College Night	<p>Financial Aid Workshop: 20-30 minute workshop conducted annually for parents and students attending Sequoia Union High School District College Night hosted by Cañada College each October</p>	<p>Parents and high school seniors in service area</p>
Sequoia High School	<p>Parent groups and Community College Night presentations (3-4 times per year)</p>	<p>Parents of juniors and seniors and students attending Sequoia High School</p>
Classroom/Program Presentations	<p>Middle College, ESL, Reading, NSF scholars, Veterans – several throughout year as faculty or Financial Aid Department request</p>	<p>Various</p>
BGCP Financial Literacy Workshop	<p>College-bound program for Boys & Girls Club Beating the Odds Peer Mentorship mentees and mentors. Discussed budgeting, financial aid terms and definitions, and peer strategies. Date: 2/15/2013; 16 students in attendance</p>	<p>Middle school aged students attending East Palo Alto Boys & Girls Club</p>
Priority Enrollment	<p>Financial Aid overview presentations during PEP;</p>	<p>High school seniors</p>



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Program	average 40-50 students (three or four time per year April/May)	who have applied for admission to Cañada; parents also encouraged to attend workshop sessions
Scholarship Application Workshops	Students learn to apply for scholarships using the STARS online scholarship application. Two workshops scheduled	Currently enrolled Cañada students
Dream Application Workshops	Conducted four workshops for AB 540 students to help them apply for the Board of Governors Fee Waiver, STARS online scholarship application and California Dream Application. Four workshops were held (12/3/2013 - 26 attendees, 12/12/2013 – 22 attendees	High school seniors, current Cañada students, parents, other family and allies encouraged to attend
Cash for College	Two workshops scheduled 2/12/2013 and 2/23/2013 to assist students and parents complete the FAFSA or California Dream Application, learn about financial aid programs, eligibility and specifically, applying for the Cal Grant Entitlement Program)	Parents and high school seniors in service area
Financial Aid Transfer Workshops	Financial Aid Transfer Workshops 2/13/2013 and 2/20/2013	Students transferring in 2014

What changes have you seen, and why?

Over the past year, there has been a significant increase in application volume and students completing the process to receive state and federal financial aid. We believe these are some of the reasons for the steady increase in application volume:

- Adding “Apply for Financial Aid” as Step 2 in the Student Success Steps to apply for college; and,
- Improved financial aid outreach locally within our service area through partnerships with our Outreach Department; and,
- Ongoing communication strategies statewide about the availability of financial aid at community colleges pushed to high schools and communities through the I Can Afford College campaign www.icanaffordcollege.com; and,
- The implementation of a drop for non-payment policy in 2012; and,
- The passage of AB 130 and AB 131, the California Dream Act; and, the most significant factor,
- The downturn in the economy and its impact on unemployment, retraining needs, and the overall financial health of individuals and families with children in college.

Of concern is the increase in requests by students to borrow the annual maximum in Federal Direct Loans. This compounds the concern that students may not have the financial aid funding available



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for them when they transfer due to current Pell Grant lifetime eligibility and impending limits of subsidized loan borrowing.

What changes, if any, will you make?

For the 2013-14 SAO and SLO cycle, we will not make any changes in the assessment from 2012-13. However, due to the increased complexity in helping newly eligible undocumented AB 540 students apply for state financial aid programs, we plan to implement a weekly Wednesday workshop similar to FAFSA Tuesdays to assist these students and their families in the application process and understating what resources they may be eligible to receive and when.

4. Student Learning Outcome (SLO)

A. Results from prior cycle's SLO.

After reflection and review by the Financial Aid Department of the 2011-2012 program-level student learning outcomes, we decided to be more intentional in what we want students to “take away” as a result of meeting in groups or one-on-one interactions for FAFSA completion (and now California Dream Applications). We want students to develop proficiency in using online tools, particularly WebSMART and availing themselves of accessible resources for managing their financial aid. Becoming proficient in using self-service technologies is transferable and necessary skill.

In the fall 2012 and spring 2013 semesters through February 2013, 47 pre and post SLO assessment surveys were completed by students (survey instrument in Appendix A).

2012-13 Financial Literacy Program SLO:

After attending a FAFSA Tuesday workshop, students will be able to name the next three steps they should follow after submitting their FAFSA online.

The results are indicated below:

Data	Analysis	Outcome
Pre Survey : Of the 47 students assessed – <ul style="list-style-type: none"> - 0 students named all three next steps - 8 students named two of the three steps - 20 named one of the three steps - 19 left this section blank or answered incorrectly Post Survey: Of the 47 students assessed – <ul style="list-style-type: none"> - 21 named all three next steps - 16 named two of the three 	Pre Survey: 8 students or 18% of those who took the pre-survey demonstrated proficiency in understanding the next steps. 39 students/82% did not demonstrate sufficient knowledge of the next steps Post Survey: 37 students/78% of those who took the post-survey demonstrated proficiency in understanding the	When determining what constituted success in learning, we set a success measure at 75% of all students surveyed being able to name 2 of the 3 steps. We met this measure as the “success” rate was 78%. All students were provided with the correct



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<p>steps</p> <ul style="list-style-type: none">- 6 named one of the three steps- 3 left this section blank or answered incorrectly	<p>next steps</p> <p>10 students/22% did not demonstrate sufficient knowledge of the next steps</p>	<p>responses and other information before leaving the workshop.</p>
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B. Current SLO and relationship to College SLO or Strategic Directions

Completion Objective 2.3: Improve connections with potential students by conducting an engaging, well thought out orientation program that provides students with a thorough understanding of college requirements and financial aid.

C. Action Plan

Based on the results of the 2012-13 student SLO and the need for students to be proficient in using WebSMART, we will continue to use the same SLO but expand it for Dream Applicants as well since we have set-up similar technologies to exchange information with them.

5. Student Area Outcomes (SAOs)

Financial Literacy Program SAO:

Increase FAFSA application rate by 10% from 2011-12 aid year to 2012-2013 aid year

A. Results from prior cycle's SAO

The 2011-12 SAO was successful. There was a 20.1% increase in application volume from 2010-11 to the 2011-12 year. Data is not yet available to compare how the 2013-14 first quarter (01/01/13-03/31/14) may have increased over the initial SAO assessment year 2011-12.

Unduplicated FAFSA Applications By Aid Year			
Aid Year	Applications Processed	Increase in Application from Prior Aid Year	
		Numeric	Percentage
2006-2007	1354		
2007-2008	1415	+ 61	4.3%
2008-2009	1700	+ 285	16.8%
2009-2010	2312	+ 612	26.5%
2010-2011	3079	+767	24.9%
2011-2012	3861	+782	20.1%
2012-2013	3951*	+90	3%

*2012-13 application rate is as of 12/31/2012 (Qtr 4 of 6). Federal Student Aid will continue to process new FAFSA data through 6/30/2013

B. Current SAO and relationship to College SLO or Strategic Directions

Achieving Objective:

Completion Objective 2.5: Increase entry by conducting a 100% FAFSA campaign for eligible students, working to provide financial support for non-FAFSA eligible students and implementing a financial literacy campaign.



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Supporting Objectives:

Completion Objective 2.9: Improve completion by streamlining and removing bureaucratic barriers to receiving degrees and certificates.

Global and Sustainable Objective 4.1: create sustainability and social Justice Interest Groups to focus on issues and increase awareness on campus.

C. Action Plan

Continue monitoring and encouraging FAFSA and California Dream Application by all students as eligible.

6. Resource Identification

A. Faculty and Staff hiring requests

A 1.0 FTE Financial Aid Technician has been requested two out of the last three years through the College's hiring justification process. Both of these requests have not risen high enough within the College's prioritization process to be acted upon. In the interim, part-time hourly assistance to backfill some of this need has been supported by Measure G funding. See Appendix B for the 2013-14 justification documentation.

B. Professional Development needs

On-going professional development is required by all staff to remain current on state and federal regulatory changes, guidance on best practices, updating system to maintain current automation and functional use and for personal and professional growth. Fortunately, the Financial Aid Department continues to have sufficient funding to cover most if not all of its training and professional development needs. As needed, staff may also seek Classified Staff Development funds. This year, staff participated in the following professional development trainings, workshops and conferences:

- California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA) Pre-Conference
- California Association of Financial Aid Administrators (CASFAA) Annual Conference
- National Association of Student Financial Aid Administrators (NASFAA) National Conference
- California Community Colleges Banner Users Group (3CBG) Training
- Ellucian Live (Banner) Users Conference
- CASFAA Tax Training
- California Student Aid Commission (CSAC) Webinars
 - (Dream Application Training, SB 70 Reporting, Verification, Cal Grant Reconciliation, etc.)
- All CCC Financial Aid Directors Training
- Federal Student Aid Conference
- SMCCCD/EAP Sponsored Trainings (variety of topics)
- Region III Financial Aid Meetings



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Financial Aid Department staff and other Student Services staff will attend similar trainings, workshops and conferences next year. For financial aid staff, regulatory training is critical due to the frequency of significant changes in program eligibility enacted by state and federal legislation each year. Oftentimes, regulatory guidance from state and federal agencies requirements impact multiple areas within the institution requiring an institutional response. Therefore it is very important that financial aid staff stay current and engaged so they can then alter college administration of pending changes.

C. Equipment requests – must be related to instruction

At this time, there are no instructional equipment requests; however, a dedicated space as previously proposed by establishing a “Financial Literacy Lab” is still encouraged. Ideally, this designated space would be appropriately staffed to ensure access throughout our open hours much like the Learning Center so students can receive assistance completing the FAFSA, BOGFW, Dream Application, CashCourse® and other on-line and self-paced financial literacy tools. Additionally, this lab setting could be

D. Office of Planning, Research & Student Success requests

Data requests are required annually to extract Gainful Employment data per Department of Education reporting requirements. Data reporting requirements have been suspended temporarily but the requirements to annually calculate and display program data on the College’s website is required under consumer disclosure provisions.

E. Facilities requests

None at this time.



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APPENDIX A

Student ID: G00 _____

Today's Date: _____

Fall 2012 Cañada Financial Aid FAFSA Tuesday Workshop
Student Learning Outcome

Prior to receiving assistance:

Name the three next steps you should follow after submitting your FAFSA online:

- 1.
- 2.
- 3.

After receiving assistance:

Name the three next steps you should follow after submitting your FAFSA online:

- 1.
- 2.
- 3.



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Fall 2012 Cañada Financial Aid FAFSA Tuesday Workshop
Student Learning Outcome

Answer Key:

Name the three next steps you should follow after submitting your FAFSA online:

1. Print the “Confirmation Page” and keep it in a safe place.
2. Check your student email (my.smccd.edu) for any communications from our office regarding your FAFSA (allow a week).
3. Submit ALL requested/required documents needed to complete your file at the same time to the Cañada Financial Aid Office (check WebSMART).

Thank you for completing our brief questionnaire and allowing us to assist you today.

Please know the Cañada Financial Aid Staff are here to assist you; however, many times, by checking your student email or WebSMART, you can find out information on your own before either waiting in line to speak with someone or waiting for a call back from our office in response to a phone inquiry.

WebSMART: <https://websmart.smccd.edu/>

Cañada Financial Aid Website: <http://www.canadacollege.edu/financialaid/index.php>

Office Hours:

Monday and Thursday, 8:00 am – 4:30 pm

Tuesday and Wednesday, 8:00 am to 7:00 pm

Friday, 8:00 am – 12:00 pm (noon)

Phone: (650) 306-3307



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APPENDIX B

Cañada College
Classified Hiring / Position Justification

Hiring Department: Financial Aid Office/Student Services

Position Title: Financial Aid Technician Classification: C6056

X New Position Existing Position Existing Position - Range/Duty Change

Position type: X permanent X full time 12 # of months

part time % of full time # of months

WCIS % of full time # of months

Position Allocation: 1.0 FTE general funds Expiration Date

Budget Information:

Exiting employee: Grade Step

Monthly pay of exiting employee: \$4,211 monthly/\$50,532 annually

New employee: Grade 26 Step 1

Justification

Please respond to the following five questions on a separate piece of paper - preferably in Word format so justification can be electronically transmitted for review. Additional information may be provided as relevant for position justification. *Please note, externally funded positions which are required under program/grant eligibility requirements are exempt from this process. These positions will be presented to shared governance bodies as information items only.

- 1. If a new position, describe the specific need for the position, if an existing position, reaffirm need in brief statement. (1b) If an existing position with a substantial change in duties, describe what duties have been added or deleted, and why this change is necessary and proposed salary range (may require District approval).
2. Explain how this position aligns with and supports the mission and strategic goals of the college.
3. If applicable, explain how adding this position or changing the duties will strengthen the department.
4. What, if any alternatives to filling the position or changing the duties were considered?
5. If applicable, explain how work will be accomplished if the position is not filled or reallocated.

This position has been reviewed by the department or division and is recommended for hiring.

Margie L. Carrington
Dean / Director / Hiring Supervisor

November 24, 2012
Date



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Cañada College Classified Hiring / Position Justification

1. If a new position, describe the specific need for the position, if an existing position, reaffirm need in brief statement.

The Financial Aid Department at Cañada College is seeking funding to hire a new 1.0 FTE Financial Aid Technician to meet the increasing volume of student aid applicants each year, manage a case load of student files and assume responsibility for administering one or more specialized programs. The Department has received funding for the past two years under Measure G to hire a part-time hourly Financial Aid Assistant who is working 18-21 hours per week. We are recommending this position be unfunded and those funds (approximately \$17,000) be redirected to support the Financial Aid Technician. The difference in funding to bring this fulltime is approximately \$33,500.

Increased complexity of administering several federal and state programs over the past few years has improved with process automation and streamlining as a result of implementing changes recommended by a Business Process Analysis (BPA) conducted this past year. However, the BPA also exposed a void in technician level staffing required to balance workload and address the significant need for specialized program oversight, including the Scholarship Program, Cal Grant Program, Direct Loan Program, Return of Title IV, and most recently, addressing the gaps in serving undocumented and documented AB 540 students who are now eligible for state aid programs. Additionally, there continues to be the unmet need for coordination of financial literacy activities.

The *2011-12 Financial Literacy Program Plan* indicates the need for a district-wide Financial Aid Accountant to monitor and assist in reconciliation of state and federal aid funds, student repayment and loan default management. This is still a critically needed position but external to the day in-day out needs for additional staffing on campus for direct student support and service. This position is currently being reviewed through a District process since the intent is to centralize this position. The need locally is for another Financial Aid Technician whose proposed duties include:

- Reviewing, verifying and making corrections on student financial aid applications
- Packaging and awarding grants, loans, federal work-study
- Certifying and processing student loans
- Coordination of Scholarship Program
- Providing follow-up with students, parents, state and federal agencies
- Coordinating financial aid and financial literacy presentations for priority registration events, classroom presentations, counseling presentations
- Presenting to high schools and other target constituents
- Training and supervising student assistants and short term employees
- Training other staff on specialized programs, new processes, regulatory changes and procedures
- Participating and/or leading implementation teams (district-wide)



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As part of the *2011-12 Outreach and Application Program Plan*, the need for additional financial aid staffing is recognized as a required resource to address the needs of new and returning students in many of our special support populations including first generation, EOPS, Veterans, Former Foster Youth, Displaced Workers, students with disabilities, etc. Filing the FAFSA is promoted as Step 2 of the enrollment process on our website and in our publications and also is a preventative measure for students being dropped for non-payment. The intended result is that many more students are applying for financial aid and attending workshops offered weekly and for special populations. Most recently, the changes in state aid eligibility for AB 540 students has necessitated the addition of more workshops, staff participation in new trainings and active involvement in task force activities. This added responsibility and increased application processing workload is impacting an already understaffed department.

The following list highlights many of the on-going workshops and presentations the Financial Aid Department conducts or attends as content experts throughout the year:

- College Night – average 50-70 students/parents (annual)
- FAFSA Tuesday – average 10 -12 students (weekly – higher attendance during peak periods before/beginning of term and prior to March 2 Cal Grant deadline)
- Sequoia High School – Spanish and Community College Night (3-4 times per year)
- Classroom/Program Presentations (Middle College, ESL, Reading, NSF scholars, Veterans – several throughout year as faculty requested)
- Financial Literacy activities co-sponsored by TRiO/BTO as scheduled
- PEP – average 40-50 students (three or four time per year April/May)
- SASS, BAGF, other community organizations – attendance varies (once or twice a year)
- AB 540 Workshops – NEW for 2012-13. Already conducted two workshops (12/3/2013 - 26 attendees, 12/12/2013 – 22 attendees). Four to six more workshops will be scheduled in February to assist AB 540 students in completing the Dream Application)
- Cash for College – average 25-40 students and parents (two workshops scheduled: 2/12/2013 and 2/23/2013)
- Financial Aid Transfer Workshops (two workshops scheduled: 2/13/2013 and 2/20/2013)
- Scholarship Application Workshops (2-3 in early February)

Table 1 illustrates the tripling of FAFSA application volume since 2007 while permanent staffing has remained relatively flat (comparative California Dream Application data is not yet available).

Table 1

Unduplicated FAFSA Applications By Aid Year			
Aid Year	Applications Processed	Increase in Application from Prior Aid Year	
		Numeric	Percentage
2006-2007	1354		
2007-2008	1415	+ 61	4.3%



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2008-2009	1700	+ 285	16.8%
2009-2010	2312	+ 612	26.5%
2010-2011	3079	+767	24.9%
2011-2012	3861	+782	20.1%
2012-2013	3566*	n/a	*As of 09/30/2012 (Qtr 3 of 6) - will continue to process new apps through 6/30/2013

In addition to the increased workload due to student application volume, administrative tasks and technical requirements, financial assistance programs have become increasingly more regulated and require Financial Aid Technicians and the Director to spend more time participating in District-wide technology meetings and trainings, both on and off site. As a Direct Lending institution, our college is mandated to ensure that we do not exceed an official 25% Cohort Default Rate (CDR) on loans. If there is a 3-year non-compliance on default or a one year 40% spike, the Department of Education can impose severe sanctions including termination of Pell and Direct Loan programs at Cañada College. There is currently not enough staffing capacity within the Financial Aid Department to fully address these needs and provide for a robust default management program. Having additional technical staffing will allow for the Director to spend more time managing these administrative responsibilities.

There has been steady program growth since 2003 when the state increased Board Financial Assistance Program - Student Financial Aid Administration (BFAP-SFAA) funding to increase the number of students receiving state and federal aid in the community colleges. The Financial Aid Department has hired 1.75 FTE permanent staff with these categorical funds since then but has not had an increase in general fund supported staffing for more than 15 years. Table 2 includes MIS reported program data from the 2007-08 aid year through the 2011-12 aid year; of significance is the 28% increase in Board of Governors Fee Waiver recipients and almost 300% increase in Pell Grant recipients during this period when overall enrollments, per MIS data have been relatively flat with exception to a spike in the 2009-10 reporting cycle.

Table 2 illustrates the steady state and federal aid program growth that impacts workload across the Department.

Table 2



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California Community Colleges Chancellor's Office
Financial Aid Summary Report

	Annual 2006-2007	Annual 2006-2007	Annual 2007-2008	Annual 2007-2008	Annual 2008-2009	Annual 2008-2009	Annual 2009-2010	Annual 2009-2010	Annual 2010-2011	Annual 2010-2011	Annual 2011-2012	Annual 2011-2012
	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
Canada Total	3,495	\$2,320,841	3,416	\$2,394,107	3,915	\$3,546,007	4,411	\$5,612,292	4,490	\$6,404,817	4,838	\$7,877,998
Board of Governors (BOG) Enrollment Fee Waiver Total	3,480	\$936,017	3,397	\$791,270	3,880	\$883,710	4,363	\$1,333,044	4,429	\$1,340,495	4,771	\$1,970,900
Academic Competitiveness Grant	1	\$750	6	\$3,550	15	\$9,000	27	\$21,172	29	\$19,754		
Cal Grant B	71	\$83,635	80	\$91,060	85	\$105,496	74	\$85,701	96	\$112,263	120	\$140,566
Cal Grant C	16	\$7,116	12	\$5,382	7	\$2,664	10	\$4,536	9	\$3,528	14	\$5,832
CARE Grant	8	\$7,000	17	\$15,128	16	\$3,110			15	\$8,861	21	\$8,415
Chafee Grant			3	\$12,500	4	\$20,000	8	\$30,000	8	\$40,000	5	\$20,000
EOPS Grant	35	\$8,875	24	\$8,331			12	\$1,500	7	\$700		
Other grant: non-institutional source	34	\$13,410	6	\$2,400	12	\$5,046	28	\$33,254	4	\$5,000	8	\$5,150
Pell Grant	477	\$1,078,889	534	\$1,276,520	658	\$1,751,329	998	\$3,089,136	1,208	\$3,861,179	1,404	\$4,524,434
SEOG (Supplemental Educational Opportunity Grant)	196	\$81,975	203	\$80,850	128	\$74,800	148	\$80,350	149	\$80,650	152	\$81,500
Loans Total					96	\$603,527	128	\$733,638	111	\$625,451	147	\$802,304
Federal Direct Student Loan - subsidized									108	\$346,033	142	\$502,181
Federal Direct Student Loan - unsubsidized									73	\$279,418	76	\$300,123
Stafford Loan, subsidized					92	\$341,781	120	\$420,423				
Stafford Loan, unsubsidized					72	\$261,746	93	\$313,215				
Scholarship Total			4	\$5,600	1	\$601	94	\$121,583	128	\$224,745	148	\$239,740
Scholarship: institutional source			2	\$1,600	1	\$601	93	\$121,083	105	\$162,872	132	\$204,279
Scholarship: non-institutional source			2	\$4,000					32	\$56,498	21	\$32,711
Scholarship: Osher Scholarship							1	\$500	6	\$5,375	4	\$2,750
Work Study Total	31	\$103,174	30	\$101,516	27	\$86,724	25	\$78,378	30	\$82,191	35	\$79,157

Report Run Date As Of: 11/27/2012 5:23:36 AM

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

Mission Statement

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

The position helps to reinforce the College's Mission Statement by virtue that it supports students from varied and diverse backgrounds; specifically in regards to socio-economic status and outreach to our sizeable service-area population of first generation and low-income students. The Financial Aid Technician will be supporting the campus community, a Hispanic Serving Institution, as aligned with the mission to connect with students from diverse backgrounds with resources and opportunities for broadening their financial literacy/understanding which then supports and builds a foundation for their self-efficacy and development of social capital. Academic success is better achieved when students have their basic financial needs met and therefore can afford courses, textbooks, and the general cost of living while



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devoting their time to academic studies. Financial well-being works hand-in-hand with academic well-being and attainment of certificate, degree and transfer objectives.

This position will help in preparing students develop the critical thinking and analytical skills to properly utilize financial aid resources to achieve their educational goals, understand and take responsibility for the consequences of over-borrowing and failing to meet Satisfactory Academic Progress standards. The addition of a Financial Aid Technician position is in direct response to the evolving financial aid and financial literacy needs of our student population. It is responsive not only to our campus community but also to the current economic climate and the communities we serve.

3. If applicable, explain how adding this position or changing the duties will strengthen the department.

The addition of a 1.0 FTE Financial Aid Technician will strengthen the Financial Aid Department by increasing the number of highly skilled technical staff available to process aid applications in a timely way and manage complex state and federal programs sufficiently. At present, staffing is stretched very thin and program oversight is at risk of not meeting administrative capability as required under federal audit standards and local accreditation standards. This added position will assume responsibility for coordinating the scholarship program which will free-up some of the Director's time needed to monitor, read, review and interpret complex regulatory changes and legislative proposals impacting compliance, budgetary, programmatic and operational requirements for state and federal aid programs.

The Business Process Analysis (BPA) conducted this past year for all three colleges' Financial Aid Offices provided our offices with process mapping to aid us in streamlining the manual steps for importing FAFSA data (called ISIRs) and running them through an automated process to identify missing or required documents and sending automated notifications and updating Banner self-service (WebSMART). The process allows us to auto package students whose files do not require any additional documentation. This accounts for approximately 40% of our processed files which is a significant improvement. However, as overall volume has increased, so has the number of students selected for verification which requires the Financial Aid Department to collect and review and correct in many instances student application data and resolve conflicting information. If not for the BPA and implementing positive changes as a result of it, staff would be months behind each term in student aid processing.

The ongoing automation for each aid-year requires annual system set-up by highly technical level staff members and pulls the Lead Technician away from helping the other technicians research and resolve processing errors and helping in peak periods to process student files. This leaves responsibility for addressing student volume on other staff as the programs continue to grow or have more complex regulations applied to them.

Multiple regulatory changes including the conversion from the Federal Family Loan Program to Direct Lending in 2010, the elimination of Ability to Benefit provisions in 2012, changes to the Satisfactory Academic Progress appeal approval process in 2011, course repeatability restrictions in 2011, Subsidized loan eligibility reductions beginning in 2013 and custom verification changes being implemented for the



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2013-14 aid year are but some of the statutory and regulatory changes that require close monitoring and manual processes to ensure students meet the stricter eligibility requirements and that the College is compliant. Financial Aid staff must spend time daily explaining these changes to students, parents, counselors, and instructors.

As part of the College Costs Appropriation Act of 2012, students who exceed the equivalent of 12 fulltime semesters (6 fulltime years) of federal Pell Grant funding are no longer eligible for federal aid. The impact on the College is not high in terms of students losing eligibility while Cañada students but many will lose eligibility before completing their 4-year degrees. The major impact is in the tracking and monitoring of these students to prevent over-awarding and in counseling them individually about other financial aid options when they transfer so they do not think they must drop out if they lose Pell Grant eligibility. An additional Financial Aid Technician is needed to help fulfill the needs in both serving students and maintaining ever changing compliance with state and federal legislative and regulatory changes.

4. What, if any alternatives to filling the position or changing the duties were considered?

Because of complex technical, regulatory and compliance issues and statutory requirements associated with administering state and federal aid programs, much of the workload that falls on each Financial Aid Technician and the Director cannot be delegated to staff in less technical positions. An additional technical permanent staff position is required to address processing of specialized programs and packaging and awarding student aid. These tasks cannot be delegated to student assistants or an assistant level staff member due to both job classification issues and the expertise and technical knowledge required.

During the 2011-12 fiscal year, financial aid staff logged approximately 310 hours of paid overtime which equates to almost two months of fulltime work hours. Staff comp time is difficult to determine. In 2010-11 and 2011-12, it was challenging to get overtime and comp time approved. However, the justifiable need for staff to work overtime has been better understood this past year as a result of the BPA and it illustrating the workload issues. Some of the work required is not getting done as regularly as it should due to staffing needs include year-round attention to the scholarship program, reconciliation, providing default aversion outreach and communication, staying current on Return of Title IV processing, and other program management issues. Staff tend to keep internal comp time as a result of needing to catch-up periodically on their programs.

A staffing comparison below in Table 3 shows the level of staffing at all three college's financial aid offices.

Table 3

Position	Cañada FTE	CSM FTE	Skyline FTE
Director	1.0	1.0	1.0
Lead Technician	1.0	-	-
Program Services Coordinator (FA Outreach)	-	-	1.0



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Technician	2.7	5.0	4.0
Counselor	-	?	.50
Office Assistant	-	-	1.0
Total	4.7	6.0	7.5

The above staffing comparison is not to imply that the other two campuses are adequately staffed. The three colleges received the following unduplicated FAFSA applications for the 2011-12 aid-year:

- Cañada College – 3,861
- College of San Mateo - 6,572
- Skyline College – 7,386

However, as better-resourced colleges, they have support in other areas that may lessen some of the workload issues on their financial aid departments such as dedicated counseling support, outreach staff and student-staffed computer labs that also facilitates greater application volume.

Staff training and professional development are especially important and timely for financial aid professionals. Staff are required to participate in a variety of workshops, trainings, webinars and conferences throughout the year to stay current on policy and processing changes, regulations and other mandates from many agencies including the Department of Education, the California Student Aid Commission, the SMCCCD, the California Community College Chancellors Office, the Department of Veterans Affairs, etc. oftentimes offered by the agencies themselves or through partnerships with professional associations including the California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA), the California Association of Financial Aid Administrators (CASFAA) and the National Association of Student Financial Aid Administrators (NASFAA) as well as software/financial aid management system trainings (3CBG/Ellucian Live). Since not all staff can attend all trainings, it is important those that do bring back critical information to share and then in turn, train other staff on new processes, procedures and resources. Having another Financial Aid Technician responsible for not only attending but training others also helps balance workload and also provides more “go to” experts in the office.

5. If applicable, explain how work will be accomplished if the position is not filled or reallocated.

As indicated in the response to question four, there is not an alternative to filling the position. The position must be filled in some capacity which may include any or all of the following:

- Regular staff work significant overtime as needed to stay as current as possible in processing students aid files and addressing specialized program management and compliance requirements.
- A short-term fulltime Financial Aid Technician is approved for a year while alternative long term staffing needs are reconsidered.



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- Reduce “open” hours to students so staff have additional time for processing and training demands (possible full Friday closure plus a half day on Tuesday or Wednesday mornings for example).

The Cañada College Financial Aid Department has experienced substantial growth since 2003 while staffing has remained relatively flat. Program growth alone cannot be sustained with the current level of staffing. The status quo is not sustainable over time. Staff should not be expected to continually work overtime nor the Director to work 60-hour weeks to meet the demands of the Department. We believe hiring of a fulltime Financial Aid Technician is warranted.



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Vision

Cañada College is committed to being a preeminent institution of learning, renowned for its quality of academic life, its diverse culture and practice of personal support and development, extraordinary student success and completion, and its dynamic, innovative programs that prepare students for the university, the modern workplace, and the global community.

Mission :

Cañada College provides our community with a learning-centered environment, ensuring that students from diverse backgrounds have the opportunity to achieve their educational goals by providing transfer, career/technical, and basic skills programs, and lifelong learning. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively to make analytical judgments, and understand and appreciate different points of view within a diverse community.

Values

- Transforming Lives
- High Academic Standards
- Diverse and Inclusive Environment
- Student Success in Achieving Educational Goals
- Community, Education, and Industry Partnerships
- Communication and Collaboration
- Engaging Student Life
- Accountability
- Sustainability
- Transparency