

#19

COMPLETE

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Page 1: I. Service Area Overview and Update

Q1 Department(s) Reviewed:

Financial Aid and Scholarships

Q2 Lead Author and Collaborators:

Ray Reyes, Shirley Hughes, Pam Fleming

Q3 Dean/Manager:

Ray Reyes

Page 2: II. Service Area Reflection and Description

Q4 Provide your service area's mission statement:

To ensure access and eliminate financial barriers to post-secondary education, the Financial Aid and Scholarship Office will efficiently administer financial aid programs and provide student-centered support services to educate and help students successfully navigate the financial aid process.

Q5 Describe how your service area supports the College's mission:

Financial Aid & Scholarships supports the college mission in many facets. First and foremost, the staff is dedicated in assisting our students with care and respect. The staff attend professional development opportunities throughout the year to stay current in the field. We are also involved with and support state and college/district initiatives and programs such as, but not limited to, Equity and Success, GSP's, GCCCD Promise, Pathway Academy, EOPS/CARE, UP!, Homeless Students, CC Impact, Outreach events, Caring Campus, and Cuyamaca Cares. Our services provided college access to over 7000 students in 18-19 and historically, students receiving aid achieve higher student success outcomes (such as persistence rate, number of semester units attempted and completed) compared to students not receiving aid. We evaluate and make necessary changes to our policies and procedures to provide better services and to be able to deliver aid to students in a timelier manner.

Q6 Is the service area description in the current college catalog up to date and accurate?

If No, what steps will you take to revise the college catalog description?:
There are two paragraphs that need to be updated due to recent changes. We will contact Julie K. about making the updates.

Page 3: III. Curriculum Review, Assessment, and Student Success

Q7 Does your service area offer any credit courses? **No**

Page 4: III. Curriculum Review, Assessment, and Student Success

Q8 Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

Page 5: III. Course Curriculum, Assessment, and Student Success

Q9 Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Respondent skipped this question**

Q10 OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

Q11 Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

Q12 What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

Page 6: III. Course Curriculum, Assessment, and Student Success

Q13 How has the department or discipline's success rate across all courses changed over the past 5 years? Respondent skipped this question

Q14 The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%.What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline? Respondent skipped this question

Q15 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall? Respondent skipped this question

Q16 What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students? Respondent skipped this question

Q17 What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year? Respondent skipped this question

Q18 How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review? Respondent skipped this question

Page 7: III. Course Curriculum, Assessment, and Student Success

Q19 Does your service area/program have distance education (online) courses? Respondent skipped this question

Page 8: III. Course Curriculum, Assessment, and Student Success

Q20 Are there differences in success rates for distance education (online) versus in-person sections? Respondent skipped this question

Page 9: III. Course Curriculum, Assessment, and Student Success

Q21 If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? Respondent skipped this question

Q22 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

Page 10: IV. Degree and Certificate Programs

Q23 Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

Page 11: IV. Degree and Certificate Programs

Q24 For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

Page 12: IV. Degree and Certificate Programs

Q25 Degree/certificate #1:

Respondent skipped this question

Q26 Degree/certificate #2:

Respondent skipped this question

Q27 Degree/certificate #3:

Respondent skipped this question

Q28 Degree/certificate #4:

Respondent skipped this question

Q29 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 13: IV. Degree and Certificate Programs

Q30 Degree/certificate #5:

Respondent skipped this question

Q31 Degree/certificate #6:

Respondent skipped this question

Q32 Degree/certificate #7:

Respondent skipped this question

Q33 Degree/certificate #8:

Respondent skipped this question

Q34 Do you need to include more degrees and/or certificates?

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs

Q35 Degree/certificate #9:

Respondent skipped this question

Q36 Degree/certificate #10:

Respondent skipped this question

Q37 Degree/certificate #11:

Respondent skipped this question

Q38 Degree/certificate #12:

Respondent skipped this question

Page 15: IV. Degree and Certificate Programs

Q39 How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

Q40 Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

Q41 Can students complete the degree/certificate requirements within a two-year period? **requirement of Title 5, California Code of Regulations

Respondent skipped this question

Page 16: IV. Degree and Certificate Programs

Q42 How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

Q43 Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

Q44 Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu

Respondent skipped this question

Page 17: IV. Degree and Certificate Programs

Q45 Does your service area directly serve students?

Yes

Page 18: V. Student Service Area Assessment & Data Analysis

Q46 How does the service area student population differ from the College's overall student population, if at all?

Students with Need-Based Aid vs. Students Without

- Approximately 1 in 4 students received need-based aid
- There was an overrepresentation of female students, white students, students older than 25, and students with an educational goal of degree/transfer
- There was an underrepresentation of male, black/African-American, Latinx, and younger students (under 25 years)

Students with a CCPG vs. Students Without

- Approximately 64% of students received a California College Promise Grant in Fall 2018 and in Spring 2019
- There was an overrepresentation of female students, white students, students 25 years and older, and students with an educational goal of degree/transfer
- There was an underrepresentation of male students, Latinx students, and students younger than 25

Q47 How does the service area ensure it is addressing the needs of its student population?

The Cuyamaca Financial Aid and Grossmont Financial Aid departments meet annually in the spring to review the financial aid policies and procedures manual and make necessary changes to address processes and compliance. In addition, we make note of possible enhancements to services, processes, and policies throughout the year where most are discussed in our annual meeting. Any proposed changes are evaluated and, if approved by the Directors, implemented for the upcoming year or in some cases, during the current year.

The department administered a customer satisfactory survey in summer 2019 to help evaluate level of customer service provided.

The comparison reports on Need-Based Aid and CCPG students will be analyzed in 2020 by the department and strategies will be developed to address the underrepresented student populations served.

Q48 Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

One of the measurements financial aid is often judged by is processing time. For students who do not get selected for verification and do not have to petition due to SAP, we award them within a week of receiving their FAFSA. That's normally 50-70% of the files we process. For those who are selected for verification and/or have to petition, over the past 10+ years, processing time was around 14+ weeks at the beginning of the fall semester. For 17-18, we shaved it down to approximately 12 weeks. For 18-19, we were able to bring it down to approximately 8 weeks. That is a 40% improvement in two years! The improvements were mainly due to the Advisors, Supervisor, and Director working together to find ways to streamline processing and through goal setting. The department setup much loftier processing goals for 19-20 and are confident in reaching them.

The number of FAFSA's received over the past five years has declined approximately 8% (14,601 in 14-15, 13,391 in 18-19). This is a similar trend at both GCCCD financial aid departments and coincides with the downward trend in enrollment for GCCCD the past few years. More analysis will be done in the near future to properly develop strategies to increase the number of students submitting a FAFSA.

Q49 What steps is your service area taking to advance the college's student success and equity goals?

The department is heavily involved in the success of our students and in helping the college achieve its equity goals by the following:

- By improving our processing time, hundreds more students are receiving their aid at or near the beginning of the semester as compared to prior years as recent as two years ago.
- In early 2018, the Financial Aid Directors researched the disbursement schedules of the Region X colleges and several other CA Community Colleges who disbursed aid prior to the beginning of the semester. To better address the requirement of providing aid for books when the semester began, the decision was made to start disbursing actual funds prior to and at the beginning of the semester starting Fall 2018. In the previous 20+ years, a Pell book voucher was made available to Pell eligible students right before the semester began that allowed them to purchase books and supplies at the campus bookstore. However, on average, only 200-300 students used their vouchers each semester while the others waited to get their money on the first disbursement date which was approximately five weeks into the semester. For Fall 17, 296 students used their vouchers for a total of \$61,174 while 1300+ students waited to receive their first disbursement in late September. Now compare that with the new disbursement policy starting Fall 18. With actual funds being disbursed at the beginning of the semester, \$1.1M was disbursed to 1572 students. With money in hand, these students could now purchase books and supplies from the vendor of their choice as well as use the funds for other college expenses at the beginning of the semester rather than waiting until week 5 of the semester.
- Financial Aid workshops were conducted weekly for the first time starting Fall 18. In prior years, several workshops were conducted each semester. Students are able to receive assistance on their FAFSA and CA Dream Act Application as well as BankMobile and Scholarship AcademicWorks account setups. Spring 2020 workshops schedule now includes Friday workshops twice a month.
- The staff and director are involved with the multiple initiatives/programs: GSP, Former Foster Youth, GC Promise, Emergency Aid Program, CC Impact, Caring Campus, etc.
- Provided specialized assistance with cohort populations: EOPS/CARE, Former Foster Youth, Homeless, Pathway Academy, and UMOJA.
- Assisted EOPS in awarding 662 students \$46,340 in grants in Spring 19.
- Assisted in creating and developing policies and procedures of the GC Promise program and PLUS Scholarships and conducted FA workshops for potential Promise students.
- Staff are designated as Homeless Liaisons to determine a student's homeless status so students can receive the designated fee waiver and priority registration. This is a non-intrusive assessment only to determine the housing status and not to judge the student's situation or decisions made.

Q50 OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

FA Workshop Schedule SP2020.pdf (116.8KB)

Q51 OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Two FA Student Comparison Reports.pdf (113.3KB)

Q52 OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Financial_Aid_Student_Survey.pdf (111.6KB)

Q53 OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

Page 19: V. Student Service Area Assessment & Data Analysis

Q54 Does your service area have a SLO/SSO* assessment plan on file with SLOAC?*Student Learning Outcome/Student Services Outcome

If Yes, how are you currently assessing your SLO/SSOs?:

1. The 1st SSO on the effects of early Pell Grant disbursements was not assessed due to too many outside factors that would skew the effectiveness of early Pell Grant disbursements. 2. Although the customer service survey was made available to students in June 2019, the initial results received in Nov 2019 accumulated only 24 responses. The majority of responses were satisfactory and above. The main areas needing improvement based on the unsatisfied responses focused around timeliness of service, customer service, and service hours/online services. However, more feedback is needed to better evaluate the needs of the students and develop strategies of improvement. The following changes with the survey tool will be made in Spring 2020: a. The survey will be emailed to a pool financial aid applicants currently enrolled. b. The survey will be re-worded to tailor questions for student appointments and possibly phone service. The current survey is geared towards front counter service.

Page 20: VI. Service Area Assessment and Institutional Effectiveness

Q55 In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Financial Aid Department services over 7000 students with the vast majority in need of financial assistance. Many of the students are part of other student services programs such as EOPS, CARE, UP!, DSP&S, Pathway Academy, and CalWORKs. With the combination of financial and academic support these students receive, they have historically achieved high student success outcomes. By providing improved services over the past two years, more students are able to receive aid at or near the beginning of the semester rather than later in the semester. This relieves the financial stress students normally feel when starting the semester.

Q56 Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question.

Respondent skipped this question

Page 21: VI. Service Area Assessment and Institutional Effectiveness

Q57 Please describe your service area strengths.

We are an experienced staff dedicated to the success of our students. We have a wide breadth of financial aid experience in different Higher Ed systems. We understand the role financial aid plays in the success of our students and we take on that role seriously and with good intentions. We may not satisfy 100% of our students but we strive to always improve and enhance our services for our students.

Q58 Please describe your service area challenges.

Leading up to the Spring 2019 semester, there was a need for improvement within the department in the areas of leadership, communication, coordination of operations, and trust. The financial aid director embarked on a long-term plan for improvement that started with himself. The plan to improve involves getting input from every staff member and the challenge was and still is to re-build while continuing to operate. This plan for improvement will evolve slowly with no staff left behind. By having difficult conversations, coming up with solutions together, accepting change, and exploring opportunities of improvement, our operations will become more efficient and both the students and the staff will reap the benefits.

The other challenges are maintaining compliance and assisting with the abundance of state and college initiatives with same number of staff we've had for 15 years. Although we continue to find ways to improve, our ability to operate with our current bandwidth is not sustainable. Financial Aid work is complicated, extremely stressful, and carries a lot of responsibilities with the realization that thousands of students and the entire college rely on us every year.

Q59 Please describe external influences that affect your service area (both positively and negatively).

Department of Education On-Site Program Review of Title IV Aid Program

In early September 2019, we were subjected to an On-Site Program Review by the US Department of Education (DOE). This type of review (which is similar to accreditation for colleges) is to ensure we are maintaining compliance under Title IV regulations. This was an extremely stressful and time-consuming period during our busiest time of the year, fall semester opening. There are several findings we are responding to now that are serious in nature and will require the college and district to take action to address them.

Future Implementation of Colleague Financial Aid System

Converting to Colleague Financial Aid can be positive if the new system is implemented correctly by implementing all functions of the system. However, implementing major systems with all the functional capabilities has not been the practice at GCCCD over the years. Converting to Colleague Financial Aid by adding functions in stages would be disastrous to students and demoralize staff.

CSAC and Cal Grant Program

The California Student Aid Commission (CSAC) administers the Cal Grant program for the state. Over the years, CSAC has been inefficient in running the state program and makes head scratching decisions that requires financial aid departments to scramble to make last minute changes to its systems and processes to remain compliant with the Cal Grant program. Our Cal Grant program is coordinated by an Advisor who is .50 FTE. Amazingly, she does work of a full-time employee while also coordinating our programs for former foster youth and homeless students. As retirement draws nearer, the department will need to hire a full-time FA Technician to handle these duties.

Federal and State Regulations Directly and Indirectly Affecting the Financial Aid Program

Financial Aid departments deal with many regulations that directly affect financial aid such as developing SAP policies and reconciliation of aid programs. However, we also have to deal with an abundant of other regulations that a college is required to follow or the Title IV aid will be in jeopardy such as displaying Consumer Information and Gainful Employment information. Keeping track of all these regulations is a major task and often, the Financial Aid department is looked at for guidance or to coordinate efforts to maintain compliance.

Q60 Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Opportunities will be plenty, mainly due to the anticipated transformation of the department. By continuing to improve the student experience and by working more efficiently, the staff will be able to engage with the campus and local community more often to inform and educate more students and parents not only on financial aid and scholarship opportunities but also on money management. The department will explore enhancements through technology. Staff will be able to participate in more professional development opportunities that touch on equity, service, culture, and, of course, financial aid. With overall operations running smoother, the department will be able to service more students in a quicker manner which will translate to higher student success outcomes.

Page 22: VII. Previous Goals: Update (If Applicable)

Q61 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 23: VII. Previous Goals: Update (If Applicable)

Q62 Previous Goal 1:

Ensure compliance with college policies and procedures and federal, state, and district regulations (Annual goal).

Q63 Which College Strategic Goal does your service area most directly support?

Organizational Health

Q64 Please describe how this goal advances the college strategic goal identified above.

By maintaining compliance, the department is allowed to administer Federal Title IV aid (Pell Grants, SEOG, Federal Work-Study, and Direct Loans) and state aid (Cal Grant, CCPG, & SSCG) to students.

Q65 Goal status:

In Progress - will carry this goal forward into next year

Page 24: VII. Previous Goals: Update (If Applicable)

Q66 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q67 Do you have another goal to update?

Respondent skipped this question

Page 25: VII. Previous Goals: Update (If Applicable)

Q68 Please describe action steps for the year:

- Requesting two FA Technician positions to deal directly with compliance with reconciliation of aid programs, overpayment/underpayments, R2T4: all of which were findings in last year's DOE Audit. The technicians will also administer the Cal Grant and SSCG programs.
- Re-assigning tasks to other staff, supervisor, or director as needed until technician(s) are hired.
- Review policies and procedures at annual P&P meeting with Grossmont FA.
- Staff to attend/participate in FA trainings/conferences/workshops/webinars to stay current with practices and laws regulating financial aid.

Q69 How will this goal be evaluated?

- Programs are reconciled on time.
- Overpayments/underpayments are accounted for and reported to DOE on time.
- R2T4 processing is completed on time.
- The Cal Grant program is administered on time for disbursements and end of year reconciliation.

Q70 Do you have another goal to update?

Yes

Page 26: VII. Previous Goals: Update (If Applicable)

Q71 Previous Goal 2:

1. Improve Overall Operations: Assess overall operations and re-construct policies, procedures, communication, and internal and external relations to develop a financial aid program that aligns itself with college's strategic plan, addresses the needs of the students, and administers aid to student more efficiently and in a timelier manner. (revised for this year)

Q72 Which College Strategic Goal does your service area most directly support?

Student Validation and Engagement

Q73 Please describe how this goal advances the college strategic goal identified above.

The goal is to improve overall services that will deliver services and aid to students in a timelier manner. With more efficient services, students will spend less time on financial aid processing and receive funds earlier to pay for expenses. Feedback from students will help guide operational decision-making. With more efficient processing, staff will feel less pressure from being behind, staff will be able to engage with students on a more meaningful interaction, and staff will have more time developing and implementing new services to help students.

Q74 Goal status:

In Progress - will carry this goal forward into next year

Page 27: VII. Previous Goals: Update (If Applicable)

Q75 Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Q76 Do you have another goal to update?

Respondent skipped this question

Page 28: VII. Previous Goals: Update (If Applicable)

Q77 Please describe action steps for the year:

- Request for two FA Technician positions through program review process
 - Develop training plan for technicians
 - Re-assigning tasks to other staff, supervisor, or director as needed until technicians are hired.
 - Review policies and procedures at annual P&P meeting with Grossmont FA.
 - Staff attend/participate in FA training's/conferences/workshops/webinars to stay current with practices and laws regulating financial aid.
 - Design and deliver customer service surveys for counter, phone, and appointments and review and assess responses to change or develop processes.
-

Q78 How will this goal be evaluated?

- Approval to hire FA Technicians.
- FA Technicians hired.
- Programs are reconciled on time.
- Overpayments/underpayments are accounted for and reported to DOE on time.
- R2T4 processing is completed on time.
- The Cal Grant program is administered on time for disbursements and end of year reconciliation.
- The customer service survey will be made available to more students to solicit more responses.

Q79 Do you have another goal to update? **No**

Page 29: VII. Previous Goals: Update (If Applicable)

Q80 Previous Goal 3: **Respondent skipped this question**

Q81 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q82 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q83 Goal status: **Respondent skipped this question**

Page 30: VII. Previous Goals: Update (If Applicable)

Q84 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Q85 Do you have another goal to update? **Respondent skipped this question**

Page 31: VII. Previous Goals: Update (If Applicable)

Q86 Please describe action steps for the year: **Respondent skipped this question**

Q87 How will this goal be evaluated? **Respondent skipped this question**

Q88 Do you have another goal to update? **Respondent skipped this question**

Page 32: VII. Previous Goals: Update (If Applicable)

Q89 Previous Goal 4: **Respondent skipped this question**

Q90 Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

Q91 Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

Q92 Goal status: **Respondent skipped this question**

Page 33: VII. Previous Goals: Update (If Applicable)

Q93 Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

Page 34: VII. Previous Goals: Update (If Applicable)

Q94 Please describe action steps for the year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 35: VIII. New Goals

Q96 Would you like to propose any new goal(s)? **Yes**

Page 36: VIII. New Goals

Q97 New Goal 1:

Implement new technology to enhance services to students: Ocelot Chatbot and CampusLogic StudentForms and Campus Communicator.

Q98 Which College Strategic Goal does this service area goal most directly support? **Student Validation and Engagement**

Q99 Please describe how this goal advances the college strategic goal identified above:

- Chatbot will enhance the department’s online services by providing an interactive experience that will provide information on financial aid and the college. Chatbot will be able to assist all students 24 hours and respond in multiple languages. Staff will help develop the responses by Chatbot and update it periodically. More students will be able to get more answers via Chatbot which frees up the staff’s time to work on files, outreach, etc.
- CampusLogic technology will be used for online forms that will improve the student experience when submitting forms online versus waiting in line to submit forms in the office. The information provided will be more accurate and can be submitted at any time. This will improve and speed up the verification process for the advisors which will get more students their aid sooner. The campus communicator tool will enhance communications to the student in an easy-to-follow manner to better inform students of their status and general information.

Q100 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The CCCCCO is continually looking for ways for the CCC’s to improve financial aid services state-wide. In doing so, the CCCCCO recognized the services provided by CampusLogic and selected them as an approved vendor. As such, CampusLogic provides its services at a discounted price negotiated by the CCCCCO.

Q101 Action steps for this year:

- Implement Ocelot Chatbot (already purchased)
- Receive approval to purchase and implement CampusLogic Tech from Cuyamaca Technology Committee.

Q102 How will this goal be evaluated?

- Implementation of Chatbot by December 2020.
- If approved, implementation of CampusLogic Technology by December 2020.

Q103 Do you have another new goal? **No**

Page 37: VIII. New Goals

Q104 New Goal 2: **Respondent skipped this question**

Q105 Which College Strategic Goal does this service area goal most directly support? **Respondent skipped this question**

Q106 Please describe how this goal advances the college strategic goal identified above: **Respondent skipped this question**

Q107 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: **Respondent skipped this question**

Q108 Action steps for this year: Respondent skipped this question

Q109 How will this goal be evaluated? Respondent skipped this question

Q110 Do you have another new goal? Respondent skipped this question

Page 38: VIII. New Goals

Q111 New Goal 3: Respondent skipped this question

Q112 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q113 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q114 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q115 Action steps for this year: Respondent skipped this question

Q116 How will this goal be evaluated? Respondent skipped this question

Q117 Do you have another new goal? Respondent skipped this question

Page 39: VIII. New Goals

Q118 New Goal 4: Respondent skipped this question

Q119 Which College Strategic Goal does this service area goal most directly support? Respondent skipped this question

Q120 Please describe how this goal advances the college strategic goal identified above: Respondent skipped this question

Q121 Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data: Respondent skipped this question

Q122 Action steps for this year:

Respondent skipped this question

Q123 How will this goal be evaluated?

Respondent skipped this question

Page 40: IX. Executive Summary

Q124 One-page summary:

The Cuyamaca Financial Aid Department administered \$19.6M of federal, state, college, and private aid to over 7100 students in 2018-19. We assist and educate current and prospective students with the financial aid process. The aid administered helps thousands of students gain access to college and helps eliminate financial barriers to college. The seasoned staff is dedicated, knowledgeable, and understands the importance of financial aid to students and their success.

The department faced challenges from within in Spring 2019 as the director and staff took on the challenge to reflect on deficiencies and explore and accept opportunities of change in order to provide better services to students. In September 2019, at the time surrounding the beginning of the fall semester, the US Dept of Education conducted a review of our operations to ensure compliance. There were several findings that require district-wide involvement and additional staff to resolve.

The department launched its first department customer service survey in June 2019. Responses were reviewed in November, but the number was relatively low. Most students were satisfied while areas of improvement centered around customer service, length of processing time, and hours of operations/online services. A higher number of responses will be sought to better inform the department of deficiencies as well as highlighting the positive student experiences.

The long-term plan towards improvement will be assisted by the VPSS. VP Robinson attended a new FA directors training to better understand the operations of a financial aid department. By working alongside the VPSS, the department will look to make strides in being more efficient, providing improved service to students, and addressing compliance.

The foundation is being laid down now for a stronger and more vibrant financial aid department that will readily address the future needs of our students.

Q125 OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

Respondent skipped this question

Q126 OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

Respondent skipped this question

Page 41: X. Resources Needed to Fully Achieve Goal(s)

Q127 Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs)

Yes

Page 42: XI. Faculty Resource Needs

Q128 Are you requesting one or more faculty positions to achieve this goal(s)? **No**

Page 44: XIII. Classified Staff Resource Needs

Q129 Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

Page 46: XV. Technology Resource Needs

Q130 Are you requesting technology resources to achieve your service area's goal(s)? **Yes**

Page 48: XVII. Supplies, Equipment, & Other Resource Needs

Q131 Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **No**

Page 50: XIX. Facilities Resource Needs

Q132 Are you requesting facilities resources to achieve your service area's goal(s)? **No**

Page 52: Final Check

Q133 If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**
