**INSTITUTIONAL PROGRAM REVIEW 2011-2012**

**Program Efficacy Phase**

##  Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process.  Program Review is a systematic process for evaluating programs and services annually.  The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

* Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
* Aid in short-range planning and decision-making
* Improve performance, services, and programs
* Contribute to long-range planning
* Contribute information and recommendations to other college processes, as appropriate
* Serve as the campus’ conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will meeting with you to carefully review and discuss your document.  You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals.  The rubric that the team will use to evaluate your program is included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Reviews and Division Dean by March 16, 2012.

*It is the writer’s responsibility to be sure the Committee receives the forms on time.*

In response to campus wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

**Program Efficacy 2011-2012**

Please complete and attach this cover sheet as the first page of your report.

**Name of Program:**

|  |
| --- |
| Financial Aid |

**Name of Division**

|  |
| --- |
| Library and Student Learning Services |

**Name of Person Preparing this Report Extension**

|  |
| --- |
| Joseph Nguyen Ext. 8677 |

**Name of Department Members Consulted**

|  |
| --- |
| Esther Arciero, James Smith, Maria Trujillo, Dianna Jones, Mary Valdemar, Clyde Williams, Jason Brady, Jon Kyle |

**Reviewers**

|  |
| --- |
| Sandra Waters, Romana Pires, Paula Ferri-Milligan |

|  |  |  |
| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 2/13/12 (Dr. Huston) |  |
| Final draft sent to the dean & committee | 3/7/12 |  |
| Report submitted to Program Review Team | 3/16/2012 |  |
| Meeting with Review Team | 3/9/12 |  |

|  |  |  |
| --- | --- | --- |
| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 2/23/12 |  |
| Final draft sent to the dean | 3/7/12 | 3/15/12 |
| Report submitted to Program Review co-chair | 3/16/12 | 3/15/12 |

**Staffing**

Please list the number of full and part-time employees in your area.

|  |  |  |  |
| --- | --- | --- | --- |
| **Classification** | **Number Full-Time** | **Number Part-time, Contract** | **Number adjunct, short-term, hourly** |
| Managers | 1 |  |  |
| Classified Staff | 11 |  | 1 |
| **Total** | 12 |  | 1 |

****

 **Part I. Questions Related to Strategic Initiative:
Access**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part I: Access** |
| ***Demographics*** | *The program does not provide* *an appropriate analysis regarding identified differences in the program’s population compared to that of the general population*  | *The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance.**If warranted, plans or activities are in place to recruit and retain underserved populations.* |

**SBVC Student Demographics (3-year Averages)**

**2008-2011**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Gender** | **Campus Pct.** | **BOG Data****2008-2011** |
| Female | 58.5% | 62.18% |
| Male | 41.5% | 37.82% |
| \*Total |  | 100% |

*\*Totals do not include respondents who did not identify gender.*

|  |  |  |
| --- | --- | --- |
| **Ethnicity** | **Campus Pct.** | **BOG Data****2008-2011** |
| Blank | 0.47% | 0% |
| Asian | 4.58% | 3.64% |
| Black | 19.03% | 26.7% |
| Filipino | 1.93% | 1.02% |
| Hispanic | 49.35% | 48.84% |
| Nat Amer | .99% | .72% |
| Other/Multi | 1.18% | 1.26% |
| Pac Islander | .75% | .64% |
| White | 20.55% | 13.91% |
| X-undeclared | 1.17% | 3.27% |
| Total | 100.00% | 100% |

 |

|  |  |  |
| --- | --- | --- |
| **Disability** | **Campus Pct.** | **FAFSA Data****2008-2011** |
| Non-disabled  | 96.1% | 92.73% |
| Disabled | 3.9% | 7.27% |
| Total | 100% | 100% |

|  |  |  |
| --- | --- | --- |
| **Average Age** | **Avg. Age Campus** | **FAFSA Data****2008-2011** |
|  | 28.8 | 29 |

|  |  |  |
| --- | --- | --- |
|  | **Campus****Headcount** | **Financial Aid****Total Served** |
| **08-09** | 22,494 | 19,425 |
| **09-10** | 21,305 | 23,228 |
| **10-11** | 19,169 | 23,169 |

 |

Provide an analysis of how internal gender and ethnicity data compares to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected describe plans to implement collection of data.

|  |
| --- |
| The Financial Aid office has served more students than the overall campus headcount for the last couple of years. The total campus head count for 2010-2011 year is **19,169** students. The Financial Aid office served **23, 169** students including those who registered and those who applied but never registered. Data for the Financial Aid office demographics is based on headcount not FTES because part time status has no impact on the time or workload required to process financial aid. Demographics are also based on specific financial aid populations where data is collected at various levels according to state regulations and limitations. The demographic data for gender and ethnicity is based on the 2008-2011 BOG application statistics, which shows demographic trends based on approximately **71%** of our total student population. The data shows that African American students have outpaced the campus population by **7.67%**. These increases are likely due to collaboration efforts between the Financial Aid office and the SBVC Outreach Department which often coordinates events targeting at risk and minority student populations or community programs, particularly African American males including the following: Martin Luther King Jr. Breakfast, Options for Youth Resource Fair, Boys and Girls Club, Gear Up, San Bernardino Resource Fair for Homeless Kids, Sports Fair for Foster Youth, and the SB County Housing Authority. The Hispanic student demographics have not significantly changed with the campus average at **49.35%** and the FA Office at **48.84%.** Maintaining a population that reflects the campus can be attributed to efforts in recent years to provide financial aid information and applications to students in both English and Spanish. This trend of about half our population made up of Latinos may also be reflective of our surrounding community demographics which show Latinos are at **49.2%** for San Bernardino County according to the U.S. Census Bureau, which also aligns with our status and goals as a Hispanic Serving Institution (HSI) or Minority Serving Institution (MSI). The ethnicity data does show that white student applications are less representative in Financial Aid at **6.64%** below the campus population. This may be attributed to the disproportionate levels of income among the local population by ethnicity. Data from the State of California Poverty Rate by Race/Ethnicity (2009-2010) shows that white students are more likely to come from families earning a higher annual income with only **14%** living in poverty compared to **35%** of Hispanics and **32%** of African American. This trend makes white students potentially ineligible for many forms of aid that are based on financial need. The demographic data for disability and average age is based on the 2008-2011 FAFSA application statistics, which shows demographic trends based on approximately **53%** of our total student population. This comparison shows an increased disabled student population from the campus average of **3.9%** to our population of **7.27%** which represents a significant increase of about **3.37%.** This trend may be related to increases in DSPS students overall on campus due to the economy which was at **857** students in 2007- 2008 and is now at **1215** students for 2010-2011, which is a larger increase of about **41%**. We also believe this increase is directly related to the quality services provided by the DSPS High Tech Computer Laboratory where staff have provided direct assistance for disabled students in maneuvering the FAFSA online process. This year the FA office has begun to provide copies of the FAFSA in braile or other alternate formats to better accommodate the needs of the disabled student population. The FA Office also plans to support efforts in the DSPS High Tech Computer Laboratory by relocating some computers to their area for continued FAFSA application assistance.  |

**Pattern of Service**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program’s pattern of service is not related to the needs of students.* | *The program provides evidence that the pattern of service or instruction meets student needs.* *If indicated, plans or activities are in place to meet a broader range of needs.* |

Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.

|  |
| --- |
| Over 71% of the SBVC student population receives some type of Financial Aid assistance and approximately 90% of the student population receives or seeks information about Financial Aid applications, loans, work-study and scholarship services through our department. The services provided by the Financial Aid office are prioritized based on the most immediate needs of students as listed in the order below: * **Board of Governor (BOG)** waiver eligibility is set as the very highest priority and awards are determined within 1-2 business days, to accommodate the immediate registration needs of students. Email notices and BOG application information are sent to the entire student population, three times a year.
* **Free Application for Federal Student Aid (FAFSA)** information such as FAFSA worksheets, 5 Easy Steps to Financial Aid flyers, and FAFSA workshops are made available throughout the year. In addition, email announcements and web updates regarding priority FAFSA deadlines are promoted during peak registration periods.
* **Application Status Checks** information is provided and encouraged for all students to check for updates on their application status and make financial aid information more accessible utilizing WebAdvisor. Computer terminals are provided in the lobby for students who wish to check their status and lack computer access. Plans to provide more computer terminals beyond the lobby area are in the development phase for future use.
* **Customer Service** by Financial Aid Specialist or other staff is available for hand-on assistance for students to submit documents in person, to ask financial aid questions, for assistance filling out forms, and for information on loans, scholarships, appeals, income verification and work study. Customer Service also includes daily processing of financial aid applications behind the scenes, which is prioritized on a first-come first-serve basis.
* **General Financial Aid** **Information** is available through the Financial Aid Website and access to the site has prompted a decline in the number of students that need to actually come into the office. The availability of reliable information on Financial Aid services and programs has reduced the frequency of long lines outside of the FA office. Due to the implementation of combined online efforts including revisions to the Financial Aid website, improvements to WebAdvisor, Financial Aid TV (FA-TV) and the availability of the online FAFSA application the wait time during most of the year has been greatly reduced when compared to past years.
 |

Hours of operation/pattern of scheduling

|  |
| --- |
| **Scheduled** **Office Hours** are provided at the SBVC Financial Aid Office (AD/SS 106) during the hours listed below:**Monday – Wednesday 8:00 am – 5:00 pm** Full Counter Service**Thursday – Friday 8:00 am – 5:00 pm**Limited Counter Service**Monday – Thursday Evenings 5:00 pm – 7:00 pm**Located in Admissions & Records Office, ADSS 100**Friday Evenings 5:00 pm – 7:00 pm** Located in Admissions & Records Office, ADSS 100\*\*Only offered during first two weeks of each semester\*\***Saturday Weekend 9:00 am – 1:00 pm**Located in Admissions & Records Office, ADSS 100\*\*Only offered during first two weeks of each semester\*\*Scheduling is based on the needs and flow of student usage. Full counter service days are scheduled for students who need all services and individual assistance from Specialists or other staff. Since Monday – Wednesdays are the heaviest days for walk-in student traffic they are planned as full counter service days. Due to the high number of applications and the limited number of staff, the office has implemented a limited counter service schedule on Thursdays and Fridays. On these days students can drop off or pick up information and forms but individual assistance from a Specialist is not available. This allows for critical processing time to ensure that the processing of student awards is done timely for a majority of students. Thursday and Friday are lower demand days where less walk-in student traffic occurs, which is the basis for selecting these days as limited counter service for processing. In addition, all staff meetings and most trainings or workshops are scheduled on limited counters service days to avoid disrupting student service. Clear notifications are posted on counter service days, in addition to information widely available on the website and on printed materials. Counter service has been well received by most students, with a very limited number of complaints.  |

Alternate Delivery Methods

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * **Financial Aid TV (FA-TV)** is an interactive web based service which incorporates videos into the programming that show students how to answer some of the most common questions from the FAFSA application and financial aid in general. The FA office is currently pursuing the possibility of utilizing embedded video clips from our FA-TV library directly on our main website page. It is currently set up as a linked service. The embedded video format would provide students with more updated and accessible information.
* The **24-hour Drop Box** is available for all students to drop off completed forms and other documents. Drop box documents are processed and entered daily along with all incoming mail.
* **FA Online Forms Webpage** offers many of the most commonly requested forms online so that students do not have to come into the office in order to pick up a form.
* **Web Advisor** is available to assist students to access their individual financial aid status which includes the following:
* Link to the FAFSA Website to apply for Financial Aid
* Check the status of submitted or missing documents
* Link to the FA Online Forms Webpage
* View or print Financial Aid award letters or information

The chart below includes data usage for our most frequently used alternative delivery methods within Financial Aid and Scholarships. Data was only available for 2011 due to the launch of our new campus website and the implementation of analytical software for tracking WebAdvisor in the last year. The total contacts for alternate delivery methods for the 2011 year are approximately **92,622**. This level of service need from students is expected to continue and the Financial Aid office will continue plans to focus on supporting these services for the future.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2009** | **2010** | **2011** |
| FA-TV | 8292 | 12,505 | 7,697 |
| Online Forms | Not Available\* | Not Available\* | 24,481 |
| Web Advisor | Not Available\* | Not Available\* | 20,756 |
| Inside Scholarship Application | Not Available\* | Not Available\* | 13,089 |
| Outside Scholarship Applications | Not Available\* | Not Available\* | 10,063 |
| Phone Calls | Not Available\* | Not Available\* | 16,536 |
|  |  | **Total Contacts:** | **92,622** |

***\*Data for website/web advisor was only available for 2011*** |

Weekend and evening services

|  |
| --- |
| **Scheduled Office Hours** for SBVC Financial Aid services is also provided for weekend and evening service as listed below:**Monday – Thursday Evenings 5:00 pm – 7:00 pm**Located in Admissions & Records Office, ADSS 100**Friday Evenings 5:00 pm – 7:00 pm** Located in Admissions & Records Office, ADSS 100\*\*Only offered during first two weeks of each semester\*\***Saturday Weekend 9:00 am – 1:00 pm**Located in Admissions & Records Office, ADSS 100\*\*Only offered during first two weeks of each semester\*\*Scheduling for weekend and evening services is based on peak registration periods during the first two weeks of each semester when new students are often registering for classes and student need is at the highest levels. During this peak time, services are housed in one central location to create a “one-stop” area for students in the Admissions & Records office. We also monitor the line during peak registration periods, reallocate staff and assist students who may not need to see a Specialist. Regular evening hours are offered year round Monday – Thursday to accommodate most evening and weekend students throughout the remainder of the year. Scheduling for Summer Office Hours is also implemented to accommodate summer students. The office is open from 7:00 am – 6:00 pm in the summer, Monday – Thursday and closed on Fridays, to align with the summer class schedule.  |

**Part II. Questions Related to Strategic Initiative: Student Success**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| **Part II: Student Success - Rubric** |
| Data demonstrating achievement of instructional or service success | Program does not provide an adequate *analysis* of the data provided with respect to relevant program data. | Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.  |
| Student Learning Outcomes and/or Student Achievement Outcomes | Program has not completed the first three-year SLO/SAO cycle. | Program has completed the first three-year SLO/SAO cycle. Discusses how SLOs were evaluated and has plans to continue SLO process. |

Explain how the services in your program support student success.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2008-2009** | **2009-2010** | **2010-2011** |
|  | # of Students | Total $ Awarded | # of Students | Total $ Awarded | # of Students | Total $ Awarded |
| # of FAFSA Applications | **15,219** | n/a | **19,917** | n/a | **21,129** | n/a |
| BOG | 14,269 | $3,279,740 | 16,928 | $4,916,468 | 15,731 | $5,015,941 |
| PELL | 3495 | $8,723,504 | 4557 | $13,335,449 | 5738 | $16,474,902 |
| Cal Grant | 648 | $705,479 | 755 | $846,615 | 849 | $939,967 |
| Specialized Grants | 545 | $267,292 | 485 | $278,261 | 409 | $249,993 |
| ACG | 41 | $29,025 | 28 | $22,407 | 10 | $9,218 |
| Work-Study | 136 | $22,7908 | 128 | $256,922 | 110 | $240,379 |
| Loans | 291 | $1,022,358 | 286 | $968,150 | 32 | $141,587 |
| Outside Scholarships | n/a | $n/a | 61 | $52,182.88 | 85 | $90,673 |
| Inside Scholarships | 226 | $169,075 | 222 | $131,001 | 251 | $96,046 |
|  | 34,870 | **$14,424,381** | 43,367 | **$20,807,456** | 44,344 | **$23,258,706** |

The above chart and descriptions in this section show the various programs currently under Financial Aid and the number of students served in addition to total estimated dollar amounts that benefited our student population. The Financial Aid office supports student success by providing approximately **$23,258,706** to students in the 2010-2011 academic year, **$20,807,456** in 2009-2010, and **$14,424,381** in 2008-2009. In looking at the trends from the data above, the number of overall Financial Aid applications has increased about **30%** the first year, **6%** the next year and so far this year we have seen another increase of **26.6%** year to date; which is significant considering we are still accepting 2011- 2012 applications. This increase is attributed to the state of the economy, as unemployed or under-employed students return to school for re-training or to improve their marketable skills. More detail about the services and data are described below for the following grant and aid programs successfully provided to students by the Financial Aid office:* **Board of Governors Fee Waiver (BOG-FW)**

The BOG Fee Waiver is a state funded grant program to assist low income students by waiving registration fees. Currently, approximately **71%** of our entire student population receives the BOG Fee Waiver. Without this assistance, many extremely low income students would be unable to register for classes. The program has increased from **14,269** students in 2008-2009 to **15,731** students in 2010-2011. * **Pell Grant**The Pell Grant is a federal funded program awarded to every student that qualifies based on income and it can be used toward any educational related expense that the student wishes. The number of students receiving Pell Grant has risen steadily over the last three years and the data shows an increase of **64%** from **3495** in 2008-2009 to **5738** in 2010-2011.
* **Cal Grant B and C**

The Cal Grant is a state funded program to assist low income and high achieving students. Awarding **648** students in 2008-2009 and **849** in 2010-2011; the data shows an increase of **31%** andis a clear indicator of student success as the number of low income students that are achieving academic success is increasing at a steady rate. * **Specialized Grants** The data trends show some decreases in awards from programs that serve specialized at risk populations such as foster youth, single parents and extremely low income students who would be unlikely to be able to afford educational expenses without the assistance of Financial Aid and related services. These grants dropped by about **24.9%** since 2008 and are detailed below:
* California Chafee Grant – This grant is for former Foster Youth up to $5,000 per year for job training or college in addition to any other state or federal aid.
* Supplemental Educational Opportunity Grant (SEOG) - This grant is reserved for the most financially needy students whose families cannot contribute to their educational expenses. It is a very limited funding program and is awarded on a first come-first serve basis.
* Cooperative Agencies Resources for Education (CARE) Grant – This program is awarded through the EOPS program on campus. Students must be a single parents on TANF to assist in breaking the welfare dependency cycle by completing college-level educational training programs and therefore become more employable and economically self-sufficient.

Most of the decrease in Specialized Grants is due to the reduction in the SEOG awards over the past few years, which is related to the funding timelines not to student need. In the past, SEOG funding has been rolled over to the next fiscal year due to expenditure cutoff dates set by the district that were inconsistent with SEOG funding timelines. Efforts have been made to address this gap in planning and budgeting by obtaining regular monthly reports from the district office on SEOG funding and notifying district staff of the need to issue SEOG awards before the books are closed for the fiscal year. These efforts have already been implemented and are showing results when we look at Financial Aid disbursements for SEOG this year. Year to date projections for the 2011-2012 year, already show that **504** students have been awarded SEOG which returns our award amounts back to a level that exceeds the number of awards issued every year since 2008-2009. This practice will continue to ensure that SEOG awards reflect the need and eligibility of the students and are not under-represented due to other barriers. It should be noted that the data also reflects the Academic Competiveness Grant (ACG) is decreasing due to this program having been phased out over the last three years by federal regulations and will no longer be offered at the end of 2010-2011 year. The numbers drop from **41** students served in 2008 to only **10** students remaining this year. * **Loans**

The Perkins Loan is offered through Financial Aid office and is low 5% interest rate for students who are low income and registered in high cost programs such as Nursing, Police Academy, and Psychiatric Technology. * **Scholarships**

The Scholarship office which was brought into the Financial Aid area in November 2010 provides scholarship services for students who are applying seeking funds and for students who already have scholarship funds that require disbursement. There are thousands of agencies that offer scholarships and this information is provided to about 10,000-13,000 students annually through our office. The Scholarship office has experienced an increase in both the number of applications and the number of awards to students over the last few years. Applications have risen drastically at a **45.6%** increase from last year, from **657** to **957** total applicants. This is mostly attributed to outreach efforts by staff and workshop offerings to students through campus programs that target at risk populations such as disabled students, AB 540, Valley Bound and other students with barriers to education. Of the entire student population, the scholarship office on average over the last four years has only had about **3-4%** of the student body complete an online application, even though many more are eligible to apply. This year about **6.8**% of the students actually applied and over the last four to five years applications have risen each year for a total increase of **78.5%** from **536** in 2007-2008 to **957** in 2011-2012. This trend of students seeking scholarship information and higher participation in the scholarship application process is expected to continue as the cost of tuition and books also continues to rise. In addition, the number of outside scholarships received by students has risen in recent years, with an increase last year of **39.3%** and a projected increase this year of about **65.4%** by June 2012. This is likely also due to the merging of the Scholarship office into financial aid and the addition of workshops and website revisions to further outreach to students about the benefits of outside scholarships. Although the SBVC Foundation funds about 200 of the scholarships awarded per year; the application process and outreach are both coordinated through the scholarship staff in Financial Aid, which presents a challenge for both offices to accommodate the increased demands and student traffic. * **Federal Work-Study**

This program is a part-time employment grant for students with low income and apply early for Financial Aid. The program also provides valuable work experience for students with flexible working hours to assist them with educational expenses.   |

**Student Learning Outcomes and/or Student Achievement Outcomes (See** [**Strategic Initiative 5.1**](http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/president/College%20Planning%20Documents/StrategicInitiativesandBenchmarksMasterFormFinal.ashx).3**)**

**Has your program completed the initial SLO/SAO three-year cycle? If not, provide a timeline for completion.**

**Discuss the process used to evaluate SLOs/SAOs and what trends were identified. Describe program plans to continuously review and analyze SLO assessment outcome data to verify SLO progress.**

|  |
| --- |
| **The 2008-2009 SLOs for Financial Aid state the following:** * Students will demonstrate the ability to complete the complex financial aid process by the recommended deadlines.
* Students will be able to identify the requirements of the SAP Policy and how they may affect their eligibility for financial aid.

**The 2010-2011 SAO for Financial Aid states the following:** * Students will be able to demonstrate the ability to select the most appropriate form of funding and correctly complete the application process in order to receive financial support for their individual academic needs.

Since the last program review in 2008-2009, the Financial Aid office has gained a new Financial Aid Director starting in July 2010. The SLO/SAO process was implemented by the previous director but was never communicated to the current director over the last two years. In addition, turn over in management positions in the division over the Financial Aid office, has left a gap in the data available about SLO/SAO progress. Despite this obstacle, under the guidance of the new director, Financial Aid has begun steps to evaluate, revise and implement portions of the SLOs/SAO in the following areas:* **FAFSA Competency & Processing**

The Financial Aid office has been able to track and measure an increase in the number of students filing by the March 2nd Priority deadline. Over the last three years the number of students meeting the deadline has risen each year. In 2008-2009 the data shows a **1.6%** increase, in 2009 - 2010 it more than doubled to an increase of **5.2%.** In 2010-2011 it has more than doubled again showing anincrease of **14.4%.** The work to continue this trend through advertising and promotional outreach about the benefits of filing before the March 2nd priority deadline is incorporated into our future planning which includes providing workshops through the Student Success Center, the DSPS High Tech Lab, various student organizations, and campus programs that serve high need students such as Valley Bound and the Veterans program. Our outreach plan also includes increased use of technology through our website, WebAdvisor, student email, text blasts, Facebook and Twitter accounts to reach newer students who are less likely to be familiar with the financial aid process or timelines. Instruction on FAFSA priority deadlines is also incorporated into ACAD classes as requested by the instructors each semester. The SLO also included activities to expand the FAFSA Lab, implement a “FAFSA Month” campaign, conduct outreach at high schools, create new publications, and hold student focus groups. The Financial Aid office has completed and implemented the outreach with high schools, new publications and some components of the “FAFSA Month” campaign. Plans to hold the student focus groups are scheduled for implementation by the end of the current Spring 2012 semester. The plan for the FAFSA Lab expansion was not possible with the current staffing levels, which are not sufficient for the existing workload of intake, processing and awarding Financial Aid and Scholarship applications. Efforts to utilize the existing campus computer labs by hosting periodic workshops for FAFSA completion are planned for Fall 2012. * **Satisfactory Appeal Process (SAP)**

Before steps to implement the SLO action plan for SAP could be addressed, it became clear that the SAP policy and appeal process needed revision. Students expressed confusion about the process and a lack of understanding of the terms for the two types of appeals used. The appeal form was streamlined in July 2011 from two separate form packets to one, single page application with a copy of the revised policy attached. The form was also made available online, in PDF fillable format. The SLO indicated an action plan for workshops on the SAP process, which have not been completed but are planned for implementation in Fall 2012. Plans are also in place to increase SAP awareness through facebook, twitter, revising the SAP web page, creating tip sheets and ads in the campus student newspaper. Data on SAP activity shows an increase in the number of students successfully completing the appeals process, with 1200 appealing this year compared to 500 last year. Additional data on the comprehension and reduction of SAP students was not collected but is planned for implementation in Fall 2012.  |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose:**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program does not have a mission, or it does not clearly link with the institutional mission.* | *The program has a mission and it links clearly with the institutional mission.* |

*SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.*

What is the purpose of the program?

|  |
| --- |
| The mission of the SBVC Financial Aid Office is to help eligible students attain their educational goals by providing a variety of Federal and State financial aid programs that will assist them with their educational expenses.  |

How does this purpose relate to the college mission?

|  |
| --- |
| The purpose relates to the college mission by helping to ensure that all students have access to a quality education and services regardless of their financial condition, ethnic background, gender or disability status. The FA office strives to provide equity in services to align with our mission by working closely with programs that serve diverse student populations such as foster youth, African American males, women, disabled students, re-entry students, AB540 students and first generation college students. |

**Productivity**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.* | *The data shows the program is productive at an acceptable level.* |

**Explain how your program measures satisfaction and productivity?** What do these measures reveal about your program over a three year period?

Include data that is relevant to your program. Examples of data may include:

* + Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
		1. staffing levels
		2. compliance with state, local, and federal regulations
	+ Average time to respond to requests for service
	+ Average time to respond to complaints
	+ Results of user satisfaction surveys
	+ Results of employee satisfaction/staff morale surveys
	+ Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| The financial aid office is extremely productive with a growing trend of serving more student applicants despite the drop in overall enrollment of the college from **22,494** to **19,169** students. The graph above shows the increase in FAFSA applications, BOG applications, and awards for Pell Grants over the same three year period where our trends are increasing not decreasing. This productivity is particularly notable when you consider the extreme limitations we face in terms of our staffing when compared to other community colleges. * **Staffing Levels**

The data below reflects the application to staff ratio for five community colleges surveyed within Region IX last Fall 2011. This data shows that the ratio of staff to students is significantly higher for SBVC. The ratio at the last program review was **1/871** and is now **1/1310**; which demonstrates the trend that staff are serving more students with less resources. Although our office is able to meet the demand of processing applications, the ability for staff to spend valuable time with students has been very limited. The FAFSA laboratory, availability for financial aid counseling, and training services to students have been reduced in order to meet the processing needs of applicants. This impacts the ability of our office to make improvements in these areas. Requests for additional staff have been made to address this issue.

|  |  |  |  |
| --- | --- | --- | --- |
|  | # of Students on BOG | % of Total Student Population | Ratio of Staff to Students |
| College of the Desert | 6650 | 43.58% | 1/831 |
| Copper Mountain College | 2149 | 65.02% | 1/716 |
| Crafton Hills College | 3893 | 46.35% | 1/707 |
| **SBVC** | **15,731** | **82.06%** | **1/1310** |
| Chaffey College | 13,779 | 53.14% | 1/1148 |
| Victor Valley College | 15,182 | 81% | 1/1012 |

This data is based on BOG statistics only and when we look at the data estimates inclusive with scholarships, loans, and other financial aid programs the ratio is approximately **1/1760**. Although the accomplishments made in Financial Aid are clearly productive, this data also explains why efforts to expand additional services such as the FAFSA Lab are simply not possible due to staffing issues where the ratio has remained higher than other institutions over the years.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **08-09** | **09-10** | **10-11** |
| BOG Only | 1/1189 | 1/1410 | 1/1310 |
| All FA Programs | 1/1268 | 1/1659 | 1/1760 |

* **Compliance with state, local and federal regulations**

The Financial Aid office demonstrates compliance with all state, local and federal regulations. The annual audit has met or exceeded requirements every year since the last program review. All mandatory reports for Board of Financial Assistance Program (BFAP) and Fiscal Operations Report and Application to Participate (FISAP) funding have been submitted on time and accurately. In addition, the funding for federal programs, SEOG and work-study have mostly increased as a result of our compliance with all appropriate regulations.

|  |  |  |  |
| --- | --- | --- | --- |
| **08/09** | **09/10** | **10/11** | **11/12** |
| $427,724 | $480,176 | $470,243 | $583,.238 |

* **Results of student and staff surveys**

Only two areas related to Financial Aid on the most recent campus climate survey. The first shows **58.2%** of students indicated that the availability of financial aid is an important resource. In addition, **66.5%** of the students surveyed indicated they were very satisfied or somewhat satisfied with the quality of financial aid services. An additional survey was created by our office for implementation in Spring 2012 to gather data directly from students within the Financial Aid office about their specific level of satisfaction with different programs and services within Financial Aid. Feedback from staff is also gathered at bi-weekly staff meetings and a survey of staff is scheduled for implementation at the close of the Spring 2012 semester.  |

 III **Relevance and Currency, Articulation of Curriculum**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.* | *The program provides evidence that curriculum review process is up to date. Courses are relevant and current to the mission of the program.* *Appropriate courses have been articulated with UC/CSU or plans are in place to articulate appropriate courses.* |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances surrounding the error and plans to remedy the discrepancy (Indicate Not Applicable if program does not have courses and curriculum).

|  |
| --- |
| **Non-applicable** |

Review the information about your program on the campus website. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

Follow the link below and review the last college catalog data. Is the information about your program correct? If not, how does the program plan to remedy the discrepancy?

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

|  |
| --- |
| * **Financial Aid Website**

The FA office has re-designed and implemented new information on the departmental website to increase the effectiveness and meet the needs of students. All information on the website is current, correct and updates are made monthly under the Financial Aid announcements page. In November 2010 the Scholarship office was moved into the Financial Aid area. The website also now includes a section for Scholarships, which is also kept current and updated monthly as new applications are released for students. * **Financial Aid Catalog Description**

The catalog needs to reflect recent changes moving the information on Scholarships to the pages where Financial Aid information is located. Also additional information on the SAP policy changes, WebAdvisor information and FA-TV information need to be added to the section regarding Financial Aid. This request was made in the Spring 2012 semester with the instruction office, and will be updated in the next published catalog for the 2012-2013 year.  |

**IV Planning**

| **Strategic Initiative: Planning** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program does not identify major trends, or the plans are not supported by the data and information provided.* | *The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provides data from internal research or research from the field for support.*  |

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

|  |
| --- |
| There are several major trends potentially impacting the Financial Aid services of the college:* **Increase in Student Applicants**

The FA office is experiencing a dramatic increase in the number of applicants overall, which we believe is related to the number of un-employed and under employed students that are re-entering the system for retraining. In addition, the UC and CSU system has experienced increases in student enrollment and decreases in funding, forcing students to back flow into the community colleges. The Financial Aid office will need to accommodate this trend by increasing the number of staff and re-aligning staff to better meet the needs of the department as applicants continue to increase despite the campus experiencing a drop in student enrollment overall. A request has been made to provide two more permanent staff including an additional Specialist and another clerical support person. The financial aid office lost a clerical support position when Scholarships moved into the Financial Aid office and that position was absorbed. The workload and data however, clearly support the need for additional staffing and the demands of serving the extremely high number of students must be addressed. In addition, the plan identifies some creative and alternative methods for serving students with technology to further reduce the need for students to come into the office, including providing more forms online and offering in the future the ability for students to submit documents and communicate via email which is not the current practice. * **Elimination of ATB (Ability to Benefit) Testing Option**

A recent development in Financial Aid regulations, effective July 1, 2012 will eliminate the ability of students without a high school diploma or GED to receive financial aid by taking the ATB (Ability to Benefit) exam. This change will potentially impact **252** students who are re-entry and trying to return to school to pursue their education after they mature. The data shows that this year 2011- 2012 only 55 of those students passed the exam and only 16 are currently getting financial aid to date. In addition, cuts to Adult Education programs create a challenge for these students and for Financial Aid staff in identifying the appropriate places to refer students to for completion of their diploma. The FA office plans to create a special publication for implementation in the Fall 2012 semester to address this issue, with resources from community partner organizations and information on the options for students to consider such as San Bernardino County adult education programs. * **Satisfactory Academic Progress (SAP) Standards for BOG Fee Waiver**

Another development in Financial Aid regulation is the proposal currently being considered to apply SAP standards to BOG waiver recipients. Currently, SAP standards only impact a student’s eligibility for financial aid grants, allowing a student to still take classes with tuition waived. The current proposal to impose the SAP standards on BOG eligibility could significantly reduce the numbers of students being served by financial aid and the number of students attending college since students would have to pay tuition out of pocket, which is also increasing to $46.00 per unit in Summer 2012. The data provided by the state on this potential change, would disproportionally impact students of color and those with language barriers. The Financial Aid office will work closely with Admissions and Records to inform our student population about this potential change if it occurs. We would also work with Counseling to better prepare students to understand the importance of successful completion of courses for their continued eligibility. * **Assembly Bill 130 & 131 (The California Dream Act of 2011) Student Eligibility**

Recent changes in state regulations will allow AB540 students to benefit from some forms of financial aid that were previously unavailable to them as non-citizens. The college currently has **280** identified students which means we expect an increase in about the same number of financial aid applicants for state related aid, particularly in the Hispanic demographics. The FA office is preparing for this change by evaluating forms and materials that are prepared in English and Spanish. We are also planning to release a flyer about the process and requirements for AB540 to apply and receive aid. The office already retains bilingual staff to ensure communication with AB540 students is clear and accurate.  |

**Accomplishments and Strengths**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program does not incorporate accomplishments and strengths into planning.* | *The program incorporates substantial accomplishments and strengths into planning.* |

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

|  |
| --- |
| There are several major accomplishments and strengths associated with the Financial Aid services of the college:* The Financial Aid Office is extremely productive with a growing trend of serving more student applicants despite the drop in overall enrollment of the college from **22,494** to **19,169** students. The Financial Aid office has served more students than the overall campus headcount for the last couple of years and current estimates are at **23,169** students served in 2010-2011 including those who registered and those who applied but never registered.
* The Satisfactory Academic Progress (SAP) appeal form was streamlined in July 2011 from two separate form packets to one, single page application with a copy of the revised policy attached. The form was also made available online, in PDF fillable format and applications for appeals have increased about indicating students better understand this appeals application process.
* The FA Website has been re-designed with new information to increase the effectiveness and meet the needs of students. All information on the website is current, correct and updates are made monthly under the Financial Aid announcements page. It also now includes a section for Scholarships, which is also kept current and updated monthly as new applications are released for students
* In November 2010 the Scholarship office was merged into the Financial Aid office and the student service traffic for Inside Scholarships was accommodated through Financial Aid. Despite the lack of resources available to meet the scholarship needs of every student, with only one person available to assist in this area, every effort was made to minimally impact students who needed to access information on how to apply through the online scholarship application process.
* The Financial Aid office has been able to track and measure an increase in the number of students filing by the March 2nd Priority deadline. Over the last three years the number of students meeting the deadline has risen each year showing improvements as high as **14.4%** in the 2010-2011 year.
* Improvements to WebAdvisor that included access to Financial Aid information have been a great benefit to the functioning of the FA office. The line into the office has been reduced and students are able to complete their own status checks which allows more time for the processing of financial aid awards. The ability for staff to process the large increase in applications is directly related to the reduction in traffic due to the implementation and use of WebAdvisor.
* In the EMP Summary plans to utilize the CCCBOG system for BOG applicants were evaluated and scrutinized. After careful consideration, it was determined that the CCCBOG system would not have resulted in significant efficiency for the office. Since the BOG eligibility is also determined in the FAFSA application, an information campaign was launched to inform students about the benefits of filing their FAFSA over a paper BOG application. This approach was very successful and the result has been more students receiving their BOG awards through FAFSA instead of having to complete a separate BOG application. Outreach efforts have been planned to continue the campaign to push students to complete the FAFSA over the BOG, through workshops, flyers, emails, web announcements, facebook and other forms of student outreach.
 |

**Weaknesses**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *The program does not incorporate weaknesses and challenges into planning.* | *The program incorporates weaknesses and challenges into planning.* |

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

|  |
| --- |
| There are several weaknesses that potentially impact the Financial Aid services of the college: * **Limited Staff & Increased Applications**

The EMP indicates that the Financial Aid office has had a challenge of serving more students with the same number of staff and this has continued to be a challenge and weakness. In November 2010, the Financial Aid had the Scholarship office moved into the area, along with that workload. A staff vacancy in the office was also not filled despite the increased work. Workload and pace creates a high stress environment in the office due to this issue. During peak periods, the ability of staff to manage a higher workload and increase in applicants while the rest of the campus is experiencing a decrease in numbers of students served has resulted in inattention or delay for many aspects of the daily functioning of the office for example the ordering of supplies, printing of forms, updating of web information, processing of appeals, and the ability for staff to respond immediately to calls or emails from students. The office has plans in place to try and predict the peaks and flows of student and application traffic as much as possible. This is a challenge in an environment when we cannot control when students are applying and how many. As the number of applications we receive exceeds the number of enrolled students, we can only try to shift resources toward processing applications during peak times of demand and reducing other services to students during these times. Often students do not understand the limitations imposed by staffing constraints, so the Financial Aid office has planned to implement student surveys to gather feedback about what services are most vital to students and which areas might be less critical. * **The Cohort Default Rate (CDR)**

In 2010-2011 the district opted to no longer offer direct loans through Financial Aid due to the CDR of our student population which was at **10.4%.** Currently, the FA office only offers private loans in a much smaller number. Due to the reduction in number, the rate is still adversely affected by those students that go into default and our most recent rate is **11.8%** to **13.2%.** Since the default rate is not based on current students but on past students we are extremely limited in our ability to impact this population. The best we can do, is partner with lenders to send a reminder mailing to the last known address of students which has a very low likelihood of impacting the rate since many have not been in contact with us for a long time. * **Laboratory Space for FAFSA Assistance**

The SLOs indicates that the Financial Aid office should implement an expanded FAFSA Lab to allow students the assistance to complete the FAFSA with staff assistance. Due to lack of staffing, this was not completed and in addition the existing computer area was not utilized either. The other computer labs on campus experience some frustration at the number of questions they receive from students attempting to complete the FAFSA which they are unable to address. Efforts to increase the number of students completing the FAFSA and decrease the number completing the BOG are undermined by the lack of assistance and advice available for students who require guidance. The FA office plans to improve and expand the FAFSA Lab over the next three years. The plan includes replacement of all computers in the current small lab which holds about 4 computers. A high speed printer will be added to allow student to print confirmation of the FAFSA submission and other information from WebAdvisor. After implementation of the on-site FAFSA Lab, the plan includes steps to identify an alternative space on campus to house a larger computer lab to accommodate the greater need of online access for both Financial Aid applicants and Scholarships.  |

**V. Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships.**

| **Strategic Initiative** | **Institutional Expectations** |
| --- | --- |
| **Does Not Meet** | **Meets** |
| *Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships or Campus Climate.* *Program does not have plans to implement the strategic initiatives of Technology, Partnerships or Campus Climate* | *Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.* *Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.* |

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

|  |
| --- |
| The Financial Aid office has addressed the strategic initiatives by implementation and planning of the following: * **Technology**

The Financial Aid office utilizes technology to the fullest extent possible through its use of the most current equipment and programming available. Current strategies include an office wide replacement of all computers, scanners and software critical to speeding up the processing of Financial Aid application data. The office has also implemented a campaign to encourage the use of web based services for students, including WebAdvisor, Online FAFSA and the FA Website to reduce the lines and waiting times of students in the FA office. FA-TV has been implemented and plans are underway to improve the service to include embedded video clips directly on our main webpage. * **Campus Climate**

Improvements have been made to the campus climate beginning with the re-organization of the student waiting area in the Financial Aid office. Steps were taken to increase confidentiality and improve the flow of traffic both in and out of the office. In addition, efforts to accommodate students who wait in line have been made to provide more comfort for them such as seating, shade and water to address student needs during peak enrollment periods.Efforts to improve the culture of the office as it relates to student service have improved in the last two years. Feedback from students and comments from the campus community indicate that the Financial Aid office environment is more approachable and welcoming to both students and staff. Participation by staff in trainings, staff meetings, committees and workshops for classified employees is supported and encouraged. There has been a marked increase in the participation of staff in campus wide events, such as the Classified Staff Week workshops. Staff are also more active and participatory on campus or district committees than in past years, including Academic Senate, Classified Senate, District Assembly, Student Senate, and other shared governance entities. * **Partnerships**

Campus partnerships are critical to the success of Financial Aid and are implemented on a regular basis. Our key campus partnerships are listed below: * **SBVC Outreach Department**

Coordination with the SBVC Outreach Department is a regular occurrence, with approximately **80** events sponsored annually and supported by Financial Aid materials, resources and information. * **EOPS, CARE & Valley Bound**

Workshops for both Financial Aid and Scholarships are conducted in collaboration with these programs and staff work closely with the participants who come from disadvantaged and high risk populations. Our office provides 4-5 workshops annually for these groups which serves about **400 – 500** students. * **DSPS and DSPS High Tech Computer Laboratory**

Workshops for both Financial Aid and Scholarships are conducted in collaboration with these programs that serve disabled students across campus. Braille and other alternative formats of the FAFSA are provided to assist students with varying abilities. This partnership is one of the only on campus entities that will provide hands on assistance and support to students for FAFSA completion. Approximately **40 – 50** students have attended and benefited from this partnership in 2011-2012. * **Science Division Sponsorship**

Events hosted by the Science Division that outreach to students considering studying science, engineering, math or other related fields have been co-hosted by our office. In addition, to outreach and information provided to these groups, we have funded T-shirts and other promotional materials to encourage college enrollment after high school. These events serve about **200 – 300** students at each event. * **Other Campus Partnerships**

Event sponsorship and workshop collaboration also take place throughout the year with the following campus entities: Job Placement/Career Center, Counseling, CalWorks, Student Assistance Program, Foster & Kinship Care Education Program, Associated Student Government, Inter Club Council/Student Life, Tumaini, Puente, Student Success Center, Black Faculty and Staff Association, Latino Faculty Staff and Administrators Association, and Classified Senate. Collaboration with external entities occurs regularly to ensure appropriate compliance of Financial Aid and Scholarship practices. Several of our strongest links for partnerships are with the following agencies: * **U.S. Department of Education (D.O.E.)**

The D.O.E. regulates and oversees the federal financial aid programs which account for most of our funding. Constant contact and the most current information is needed to keep staff abreast of requirements and changes in regulations which are critical to the full compliance and implementation of our financial aid programs. Daily newsletters, web updates and other resources that allow staff to implement best practices in the field make the D.O.E. one of our most heavily relied upon partnerships. * **California Community Colleges Chancellor’s Office (CCCCO)**

The CCCCO administers the BOG fee waiver program and funds about half of our operational expenses to support outreach, staffing, technology and implementation of all financial aid programs and services for students. The CCCCO also partners with our office, to provide training, policy updates, and the state wide data system MIS which is used to report relevant information on the student populations we serve. * **California Student Aid Commission (CSAC)**

The CSAC administers the CalGrants and the Chafee grants for Foster youth. The CSAC partnership provides training, updates, and educational materials to help inform students about various state and federal financial aid programs. They provide the Web Grant data system which allows our office to report payments and information about the students served by CalGrants and Chafee grants. * **Department of Homeland Security (DHS)**

DHS is the agency that we utilize to verify citizenship and legal residency status to determine eligibility for students. Students are identified by DHS as having possible citizen/residency issues through the FAFSA and we collect verification documents or information to provide to them in an effort to establish whether or not students are eligible. The following agencies are also partners with our office in providing financial aid and scholarship services to students: * County of San Bernardino or Riverside offices,
* Bureau of Indian Affairs,
* Community Foundation of San Bernardino and Riverside,
* Local High Schools and Scholarship Agencies,
* CA Community College Student Financial Aid Administrators Association
* National Association of Student Financial Aid Administrators
* National Student Loan Data System
 |