

INSTITUTIONAL PROGRAM REVIEW 2015 – 2016
Program Efficacy Phase: Student Services
DUE: March 30, 2016

Purpose of Institutional Program Review

Purpose of 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.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

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 appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each fall and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be 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 embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written early so that your review team can work with you at the small-group workshops (March 4 and March 25, 2016). Final documents are due to the Committee co-chair(s) by **Wednesday, March 30** at midnight.

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

The efficacy process incorporates the EMP sheet, a curriculum report, SLO/SAO documentation. We have inserted the curriculum report for you (if applicable). We have also inserted the dialogue from the committee where your last efficacy document did not meet the rubric. SBVC's demographic data will be available on or before February 26. Below are additional links to data that may assist you in completing your document:

California Community College Chancellor's Office Datamart: <http://datamart.cccco.edu/>

SBVC Research, Planning & Institutional Effectiveness:
<http://www.valleycollege.edu/about-sbvc/offices/office-research-planning>

California Community Colleges Student Success Scorecard:
<http://scorecard.cccco.edu/scorecard.aspx>

Program Efficacy 2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Financial Aid

Name of Division

Student Services

Name of Person Preparing this Report

Amber Gallagher

Extension

8687

Names of Department Members Consulted

Gabriela Padilla, Sam Trejo, Patrice Hollis

Name of Reviewers (names will be sent to you after the committee meets on February 19)

Kenny Melancon, Denise Knight, Kay Weiss

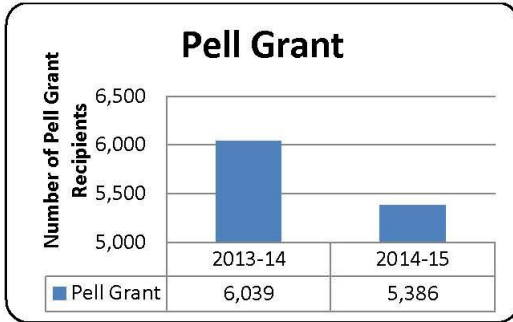
Work Flow	Date Submitted
Initial meeting with department	3/18/16
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	by midnight on March 30, 2016

Staffing

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	0	0
Faculty	0	0	0
Classified Staff	12	0	0
Total	13	0	0

Financial Aid Department

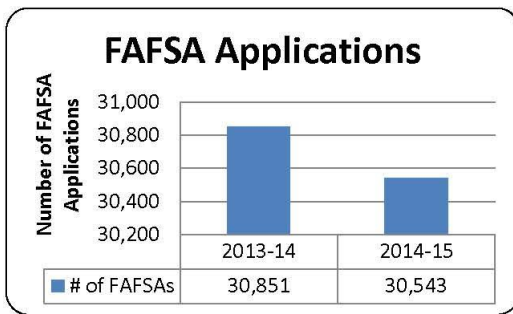


Description:

The Financial Aid Department oversees and is in charge of administering federal and state financial aid programs. The programs encompass grants, loans and work study. These programs assist students in paying for their educational expenses, i.e., registration fees, books, supplies, room and board, transportation, and personal miscellaneous expenses.

Assessment:

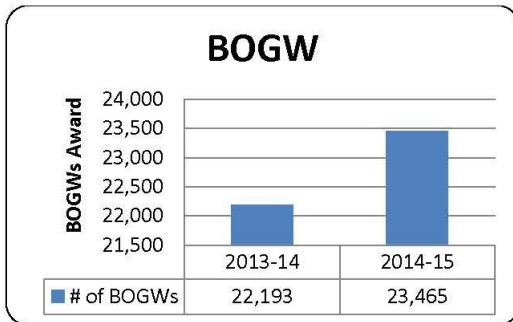
The number of students receiving a Board of Governors Fee Waiver (BOGW) has increased over the past two years. The number of students receiving a Pell Grant has decreased over the last two years. It is believed the number of Pell Grant recipients decreased due to the extended processing time during the 2015-2016 award year. Additionally, the overall number of FAFSA applications received also decreased. The Financial Aid Office anticipates a gradual increase in these numbers for future award years.



Program Goals:

The Departmental goals are the following:

- Increase the number of students who file a FAFSA application
- Expedite the turnaround time from application submission to disbursement of aid
- Implement auto-packaging and train staff
- Implement financial aid student prepaid card
- Train staff on AB540 as well as all facets of financial aid programs and regulations to ensure compliance



Challenges and Opportunities:

- The department is serving more students
- The number of student requests for consideration for special circumstances has increased
- Need to reduce the turnaround time from when an application is received to disbursement
- Cross train staff, particularly in AB540.

Action Plan:

The Financial Aid Department plans to improve the office functions by implement auto-packaging and train staff on the new process. Expedite processing of student files for disbursement. Increase the number of financial aid workshops. Implement student financial aid prepaid card. Involve staff in staff development and/or training opportunities. Assess the use of technology for the overall processing of files. Evaluate the SAO assessments to determine further areas of needed improvement.

Source: http://datamart.ccco.edu/Services/FinAid_Summary.aspx

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

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 <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2012-13 to 2014-15		
Demographic Measure	Financial Aid	Campus-wide
Asian	4.9%	4.9%
African-American	13.4%	13.4%
Hispanic	61.8%	61.8%
Native American	0.3%	0.3%
Pacific Islander	0.4%	0.4%
White	15.4%	15.4%
Unknown	0.6%	0.6%
Female	55.1%	55.1%
Male	44.7%	44.7%
Disability	5.6%	5.6%
Age Min:	15	15
Age Max:	83	83
Age Mean:	27	27

Provide an analysis of how internal demographic data compare 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 headcount for the 2014/2015 award year was **17,044** students. The Financial Aid Office served **30,543** students including those who registered and those who applied but never registered. Data for the Financial Aid Office demographics is based on headcount and not FTES because financial aid is awarded and processed to all students regardless of enrollment status. The financial aid workload is based on the number of students who submit a FAFSA to the college regardless of if they ever enroll at the college and if college receives FTES for the student.

Demographics are also based on specific financial aid populations where data is collected at the various levels according to state regulations. With that information in mind, the financial aid demographics are consistent with the campus demographics in all areas. Financial aid is awarded based on students meeting the qualifications for state and federal aid in accordance with the U.S. Department of Education regulations.

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

Approximately over 90% of San Bernardino Valley College student population receives some type of financial aid assistance. The services provided by the Financial Aid Office are prioritized based on the most immediate needs of students listed in the order below:

- **Board of Governor (BOG)** waiver eligibility is set as the very highest priority and awards are automatically determined at the time a student's electronic FAFSA results are received.
- **Free Application for Federal Student Aid (FAFSA)** information such as FAFSA worksheets, 4 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. Additionally, students are able to utilize the Financial Aid Computer Lab to complete their FAFSA at their convenience.
- **CA Dream Act Application** information such as the 4 Steps to Dream Act and Dream Act application workshops are made available throughout the year. In addition, email notifications and web updates regarding the priority Dream Act Application deadline are promoted during peak registration periods. Additionally,

students are able to utilize the Financial Aid Computer Lab to complete their CA Dream Act Application at their convenience.

- **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 Financial Aid Computer Lab for students who wish to check their status and lack computer access.
- **Customer Service** by Financial Aid staff is available for hands-on assistance for students to submit documents in person, to ask financial aid questions, for assistance filling out forms, and for information on scholarships, appeals, income verification and work study. Customer Service also includes daily processing of financial aid applications, 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.

Scheduled Office Hours are provided at the SBVC Financial Aid Office (AD/SS 106) during the hours listed below:

Monday - 8am - 5pm

Tuesday - 8am - 7pm

Wednesday - 8am - 7pm

Thursday - 8am - 5pm

Friday: 8am - 2:00pm

Saturday Weekend 9:00 am – 1:00 pm

****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. During the first two weeks of the semester the office is open Monday through Thursday from 8am to 7pm, in addition to the two Saturday's.

Due to the high number of applications and the limited number of staff, the office has implemented a limited counter service schedule on Fridays. On these days students can inquire about information and forms but individual assistance from a Specialist is not available. However, should a student have special circumstances, a Specialist is available to assist them. This allows for critical processing time to ensure that the processing of student awards is done timely for a majority of students. Fridays are a lower demand day where less walk-in student traffic occurs, which is the basis for selecting this day as a 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.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate <u>analysis</u> of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Service Area Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is missing or incomplete.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is complete.

Explain how the services in the program support student success.

	2013/2014		2014/2015	
	# Of Students	Total Awarded \$	# Of Students	Total Awarded \$
# of FAFSA Applications	30,851.00	N/A	30,543.00	N/A
BOG	23,425.00	\$43,983,074.00	23,484.00	\$45,036,689.00
PELL	6,039.00	\$20,093,995.41	5,386.00	\$18,586,173.76
Cal Grant	1,156.00	\$1,381,210.00	1,391.00	\$1,509,127.00
Work-Study	91.00	\$204,195.00	128.00	\$295,912.13
FSEOG	773.00	\$328,091.00	1,192.00	\$461,283.00

The above chart shows the various financial aid programs and the number of students served by the financial aid office. The Financial Aid Office supports student success by providing financial aid funding to eligible students to meet their educational costs of attending San Bernardino Valley College.

Demonstrate that your program is continuously assessing Service Area Outcome (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since the program’s last efficacy report; refer to prior SAO/SLO summary. Include evidence of data collection, evaluation, analysis, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning, and area services as appropriate (e.g., faculty discussions, SLO/SAO revisions, assessments, etc.).

Program SAO Summary Evaluation Form

Division/Program: Financial Aid Semester Evaluated: Spring 2015 Next Evaluation: Spring 2016		Lead Evaluator: Amber L. Gallagher Participants: Fermin Ramirez, Samuel Trejo, Maria Trujillo
Service Area Outcome Statement	Students will increase their knowledge and submit their FAFSA application by the March 2 nd deadline.	
Strategic Initiatives aligned with the SAO.	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Student Success <input type="checkbox"/> Facilities <input checked="" type="checkbox"/> Communication, Culture, & Climate <input type="checkbox"/> Leadership & Professional Development <input checked="" type="checkbox"/> Effective Evaluation and Accountability	
SAO Assessment Tool	Student surveys	
Criteria – What is “good enough”? Rubric	The department believes that receiving 85% of surveys with positive remarks is good enough for the department. We strive to increase positive remarks to 90% by the next evaluation period.	
What are the results of the assessment? Are the results satisfactory?	<p>The department handed out 631 surveys and we received 628, of which the results were as follows:</p> <p>40.85% were male, 59.11% were female and .04% did not indicate their gender.</p> <p>86.71% of students indicated they were aware of the March 2nd priority deadline.</p>	
Were trends evident in the outcomes? Are there gaps?	This is the first set of data collected on the awareness of the March 2 nd deadline. However, the analysis of the survey’s received indicates that an acceptable amount of students are aware of the priority deadline.	
What content, structure, strategies might improve outcomes?	In order to continue with improving services to students with the best services possible, the Financial Aid Office will continue looking at trends and creative ways to provide more communication about the services available to students. The department will strive to provide the utmost customer service to students.	
Will you change evaluation and/or assessment method and or criteria?	No change is planned at this time. This is the second semester students submitted surveys. We will continue to asses and enhance the program through the feedback provided.	
Evidence of Dialogue (Attach representative samples of evidence)	<p><i>Check any that apply</i></p> <p><input checked="" type="checkbox"/> E-mail Discussion with <input type="checkbox"/> FT Faculty <input type="checkbox"/> Adjunct Faculty <input checked="" type="checkbox"/> Staff Date(s): April 17, 2015</p> <p><input type="checkbox"/> Department Meeting. Date(s): <input type="checkbox"/> Division Meetings. Date(s):</p> <p><input type="checkbox"/> Campus Committees. Date(s): (ex: Program Review; Curriculum; Academic Senate; Accreditation & SLOs)</p> <p>SLO Dialogue focused on: Feedback and the SAO Evaluation and the results of the surveys.</p>	
Will you rewrite the SAOs	NO	
Response to program outcome evaluation and assessment? How were/are results used for program improvement.	<p><input type="checkbox"/> Professional Development <input type="checkbox"/> Intra-departmental changes</p> <p><input type="checkbox"/> Curriculum action <input type="checkbox"/> Requests for resources and/or services</p> <p><input checked="" type="checkbox"/> Program Planning /Student Success</p> <p>Continue to provide workshops to students. Work collaboratively with other departments to continue providing services to students to assist them in reaching their educational goals.</p>	

See [Strategic Goal 2.11](#)

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Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	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.
Productivity	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.
Relevance, Currency, Articulation	<p>The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.</p> <p>Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.</p>	<p>The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.</p> <p>Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.</p>

Mission and Purpose

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

What is the mission statement or purpose of the program?

<p>The Financial Aid Department’s mission is to provide various financial aid resources to assist students with limited funds meet their college expenses while accomplishing their educational goals.</p>
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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, and gender or disability status. The Financial Aid 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

Explain how your program defines and 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
 - i. staffing levels
 - ii. 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

During the Fall 2014 semester, financial aid applicants were experiencing a 28 week processing timeframe. As of Fall 2015, financial aid applicants were experiencing a 10 week processing timeframe during peak registration season. This processing timeframe during non-peak season was as short as 4 weeks. This dramatic reduction in processing timeframe was a result of the implementation of auto-packager and streamlining the processes within the financial aid office.

An audit of the 2013/2014 award year, which was conducted in Summer 2014 found several compliance issues with state, local and federal regulations. These deficiencies were addressed and an audit of the 2014/2015 award year, which was conducted in Summer 2015 found no deficiencies. This was a result of implementing a policy and procedure handbook for staff to refer to, to ensure compliance with state, local and federal regulations. The implementation of auto-packager and revamping the financial aid Datatel system with adding automatic checks within Datatel to ensure compliance with state, local and federal regulations also contributed to the increase in compliance for the Financial Aid Office.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

Not Applicable

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

Not Applicable

CURRICUNET REPORT IS PROVIDED (IF APPLICABLE)

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC
Not Applicable		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Not Applicable

Currency

Follow the link below and review the last college catalog data.

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

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Not Applicable

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

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

The trends that impact program planning include, the number of students who are not meeting satisfactory academic progress and being terminated from financial aid funding is increasing. Many students continue to attend SBVC after reaching the maximum time frame to earn an AA degree. Once this occurs, students are terminated from financial aid funding, except for the BOG fee waiver. While students have the right to appeal the termination status, not all appeals are approved and thus students are not eligible to continue receiving financial aid assistance. Effective the Fall 2016 semester, students will also lose their BOG eligibility if they are not meeting academic standing requirements and it is anticipated that students will stop enrolling at SBVC if they are not eligible for the BOG fee waiver.

The changes to Assembly Bill 130 and 131 which allows AB540 students to receive the BOG fee waiver and state aid has increased the number of AB540 students applying for financial aid. As a result, we are seeing an increase number of students who are receiving the Cal Grant.

Accomplishments and Strengths

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?

Over the past couple of years the Financial Aid Office has made many accomplishments and strengths associated with the services the office offers. The Financial Aid Office has increased productivity in ensuring timely processing of student files. We have streamlined the Satisfactory Academic Progress process to allow students to know their SAP status once their grades have posted at the start of a semester. Historically, students were not informed of their SAP status until their file was processed which was after the semester started. The Financial Aid website has been updated and now includes a student handbook which assists students in understanding the financial aid processes. The website also includes a disbursement schedule so students know when they can anticipate their disbursement. Whereas before, students did not know when to expect disbursement and would have to regularly check in with the Financial Aid Office to determine when they may receive their money. With the implementation of auto-packager, the number of files that staff need to review have been cut in half which allows more time spent with students and ensuring files are process in compliance with federal and state regulations. Additionally, the Financial Aid Office hosts an annual Financial Aid Awareness Fair to increase student knowledge of financial resources on campus. The Financial Aid Office also has a series of workshops throughout the year to increase student knowledge of financial aid processes.

Challenges

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?

One of the challenges that the Financial Aid Office is challenged with is the Datatel system and the continuous updates that have been made. While the TESS staff does an amazing job at assisting the department, they are also assisting the rest of the District. There are times were financial aid cannot wait for problems to be fixed because a delay in transmitting aid means a delay in disbursing funds to students. It would be a great asset to have a designated IT staff member dedicated to the financial aid office. This would allow the financial aid office to be able to handle their own reports, Datatel rule issues and additional automated improvements rather than having to bring in an outside consultant each year or rely on the TESS staff. This would also assist the TESS staff to focus on the other departments that need assistance.

Another challenge the Financial Aid Office is challenged with is the number of computers within the computer lab. The current financial aid computer lab is limited on space and

there is only room for a limited number of people in the lab. Given the number of students we have applying for financial aid each year, it would be beneficial to have the lab expanded to accommodate the growing number of financial aid applicants that financial aid is experiencing.

Another challenge that the Financial Aid Office is faced with is the limited space and current design of the office. The safety of the staff at the front counter is jeopardized due to the fact that the front counters are fully exposed to students, the doors that separate the lobby area to the back area are not secure and can just be opened by anyone. Staff desks are small for the amount of work they do and are not ergonomic in the sense of the flow of the work that needs to be completed each day. The number of staff has grown while the space has not and this is a challenge for day to day operations. Specialists are not able to meet with students one on one and this is not beneficial to the student, nor does it promote student success.

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

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
Part V: Technology, Partnerships & Campus Climate		
	<p>Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.</p> <p>Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate</p>	<p>Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p> <p>Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.</p>

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Financial Aid Office uses technology to the fullest extent possible through the use of its current equipment and programming availability. We have recently implemented auto-packager which allows clean student files to be automatically processed without staff intervention. SAP is now checked automatically by the system and no longer requires staff to print transcripts and manually add up a student's sap standards. Additionally, the financial aid office implements technology within the website by providing interactive videos, made possible by FA-TV to assist students in general questions and concerns they may have.

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, First Year Experience & 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 CCCCCO 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 CCCCCO 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 Cal Grants 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 Cal Grants 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

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.” Address each area, by either describing below how your program has remedied these deficiencies, or, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Program Review 2012 team efficacy report does not identify any department deficiencies.