

## **Program Efficacy Report**

**Spring 2019**

### **Remediation Report**

**Name of Department: Financial Aid**

**In spring 2016 Financial Aid received a “conditional” rating on its full efficacy review. A remediation document was submitted and reviewed by the committee. At that time the committee voted to move the document from “conditional” to “probational.” The department needs to address the following areas.**

Strategic Initiative	Institutional Expectations	
	Does Not Meet	Meets
<b>Part I: Access</b>		
<b><i>Pattern of Service</i></b>	<i>The program's pattern of service is not related to the needs of students.</i>	<p><i>The program provides <u>evidence</u> that the pattern of service or instruction meets student needs.</i></p> <p><i>If warranted, plans or activities are in place to meet a broader range of needs.</i></p>

**Program Review Committee Response to the Remediation Report:** There is no substantial change in the remediation document. The committee understands that problems existed in the collection of data; however, it suggests that qualitative data be collected in order to address student needs. The committee suggests that the program implement a system of data collection and might look at the Library's model for data collection. The committee also proposed a student satisfaction survey. Does not meet in this category is still the consensus of the committee.

**Response:**

The California Community Colleges Chancellors Office Data Mart reports that the total number of California College Promise Grant statewide had a 5% reduction in awards from 2015-2016 to 2016-2017, and an additional decrease of 2% from 2016-17 to 2017-2018. A total of 7% decrease in California College Promise Grant Awards in a period of 2 years. In comparison, San Bernardino Valley college received a 1% increase in California College Promise Grants from 2015-2016, and a decrease of 3% from 2016-2017 to 2017-2018.

In addition, the total Pell grant totals statewide decreased 5% from 2015-2016 to 2016-2017, and 2% decrease in Pell Grant awards from 2016-2017 to 2017-2018. A total of 7% decrease in Pell Grant Awards in a period of 2 years. San Bernardino Valley College had a 14% decrease in Pell Grant Awards from 2015-2016 to 2016-2017 and an additional 2% decrease in Pell Grant Awards from 2016-2017 to 2017-2018.

The decrease in both the CCCPG and the Pell Grant is a statewide trend, and there are a number of factors that contribute to this. The FAFSA does not take into account the high cost of living in California or the higher minimum wage. When factoring the higher wages in California in comparison to the national average minimum wage, students that apply for financial aid via the FAFSA application are less likely to qualify for the Pell Grant in California when compared to the national average.

According to the QLess, the financial aid office has serviced 21,511 students for the year of 2017-2018. Although this number is significant, it is important to look at other factors to determine if this population of student is receiving the services needed. When looking at the total number of students served, this is in reference to students that received one-on-one interaction with the financial aid staff. This does not take into account phone calls, emails from students, or students that left the queue while waiting to receive assistance at the financial aid office. When looking at the total amount of students that signed into QLess versus the total amount of students served, we can get a better understanding of areas of improvement.

For the 2017/2018 academic year, 8950 students had signed into QLess, but either left the queue or were a 'no show'. This brings the total amount of students that could have been assisted for this year to 30,461. Of this total, only 70% of the students received face to face interaction with the financial aid staff. Possible reasons why students leave is due to extended wait times. In 2016-2017, a total of 22,245 FAFSA applications were received by the Financial Aid Office. In 2017-2018, 25,965 FAFSA applications were received by the Financial Aid Office. This is a 15% increase in the total number of applications. As a result, staff are impacted, and still expected to process and assist students in a timely manner. The extended wait times are the result of increased number of applications, with no additional staff to support the volume of student applications.

QLess reports that 56% of students that signed into the queue experienced a wait time of more than one hour for the 2017/2018 year. When considering student priorities, our hours of operation, students may have limited time to visit the financial aid office to submit documents or receive an answer to questions.

With heavier wait times, students may be reluctant to wait to submit additional documents or request additional assistance.

When considering the pattern of service for the financial aid office, we have to review the processing time from the day the student submits their required documentation to when the student is awarded and disbursed financial aid. There were 25,965 FAFSA applications received for the 2017/2018. Some students are selected at random to submit documentation to verify the accuracy of the information the student provided on the FAFSA application. Of this total, 4917 were awarded financial aid, and 3338 of this population of students were selected for verification. Of the students that were selected for verification, 15% did not follow up with the office to submit their documents, or had incomplete documents, 5% of students files were processed in 1 week or less, 8% of student files were processed between 2 and 4 weeks, 1% of student files were processed between 4 and 8 weeks, 69% of students took 8 weeks or more to process. Currently, the financial aid processing time is one week, but this will increase when we begin processing applications for the 2019-2020 academic year. The extended processing time can cause students to be reluctant and not enroll in courses, withdraw from their courses, or end up not meeting federal satisfactory academic progress requirements and lose financial aid eligibility as a result of receiving financial aid assistance in a timely manner. Additionally, the process of requesting documents such as IRS tax information can be a burden to students, as this information may take several weeks to receive upon being requested from the IRS.

In addition to the Pell Grant, the Financial Aid staff are required to package, award, and disburse the Supplemental Educational Opportunity Grant, Federal Work Study, Cal Grant, Full Time Success Grant, scholarships, and private or alternative loans.

The financial aid staff are required to review Satisfactory Academic Progress each term, to ensure students are meeting a minimum 2.0 GPA, completing each term with a minimum 67% rate of completion, and not exceeding the maximum timeframe of 150% of the total units required to complete a program.

In addition, the Financial Aid staff had to process and award new awards for the 2017/2018 year; the AB540 Emergency Grant, and the California Community College Completion Grant which required review of students Student Education Plan, and verification that the student was enrolled in courses listed on the SEP and continued each term with a minimum of 15 units.

Additional workload, with no additional staff or support will increase the wait time for students to receive a financial aid payment during the term. Lastly, the financial aid office is in the process of reestablishing roles and responsibilities for staff, to improve the services that our provided to students. The delay in this process, can create a burden to the financial aid office as specific duties are limited to the information that is provided on outdated job descriptions.

**Part II: Student Success**

**Student Learning Outcomes and/or Student Achievement 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 college since their last program efficacy.*

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**Program Review Committee Response to the Remediation Report:** The remediation report stated “There was no need for improvement...” in this area. If all is satisfactory, then data is needed to support this. There needs to be evidence to show that Financial Aid is meeting and discussing the SAOs. Does not meet in this category is still the consensus of the committee.

**Response:**

In order to ensure success, the financial aid office needs to be adequately staffed, and staff need to be able to provide full assistance at the front counter.

To determine if financial aid students are successful, we can measure the satisfactory progress of all financial aid students. For 17/18, 641 students did not meet Satisfactory Academic Progress for at least one term. Students need to maintain a minimum 2.0 GPA each term, maintain a 67% rate of completion every term, and not exceed the maximum timeframe of 150% of their declared Program. Students that do not meet Satisfactory Academic Progress for two terms will lose financial aid eligibility. A total of 467 students lost their financial aid eligibility for the 2017/2018 year.

The Financial Aid Office implemented an interactive online Satisfactory Academic Progress Counseling that provides an overview of the requirements needed to re-instate eligibility and maintain Satisfactory Academic Progress to ensure student success. Of the students that lost their eligibility, 334 students completed the online SAP counseling. A total of 121 students reinstated their eligibility by the SAP Appeal Process, and 85 students reinstated eligibility on their own by meeting the Satisfactory Academic Progress requirements in following terms. This is a 44% improvement on the success of students that did not meet the federal requirement needed to continue receiving Federal and State Financial Aid.

To increase this number, the financial aid office will make the online SAP counseling available to students that do not meet Satisfactory Academic Progress for one term, placing them on a warning status. Students may still receive a financial aid payment while on financial aid warning, but are at risk of losing their eligibility the following term if they do not meet the SAP requirements. With the addition of SAP counseling for this population, students will gain a better understanding of the SAP requirements and reinstate their financial aid eligibility to a satisfactory status.

**Relevance, Currency, Articulation**

*The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate.*

*Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.*

*The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program.*

*Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.*

**Program Review Committee Response to the Remediation Report:** The committee recommends that Financial Aid needs to address its relevance by at least presenting catalog documentation.

**Response:**

A Department of Education Program Review Audit Finding issued October 5, 2016 found that San Bernardino Valley College did not report all new programs and changes to curriculums to the state for approval. Furthermore, these programs were not submitted to be approved for Title IV funds. During the 2018/2019 academic year, the Financial Aid Director worked with curriculum to submit new programs and any changes to curriculum, to be approved by the Department of Education. SBVC resolved this finding by establishing procedures, systems and process to ensure that SBVC’s programs are approved by the California Community College’s Chancellors office and that the programs were reported to the Department of Education prior to disbursing Title IV program funds. This process and information was determined sufficient by the Department of Education and the recertification application submitted on September 22, 2017 was approved by the Department of Education.

All Title IV eligible programs must be federally approved by the Department of Education. Every AA/AS/and Certificate programs offered in the college catalog must meet a minimum of 10 weeks, 18 units, must be state approved prior to being submitted to the Department of Education. Curriculum is responsible for ensuring this information is reconciled between the State Chancellors Office Curriculum Inventory and the College Catalog. Any changes to course curriculum must be updated with the Curriculum Inventory and the College Catalog. The Financial Aid Director is required to submit all changes to curriculum as well as any new programs to the Department of Education for approval prior to disbursing Title IV funding. Changes not submitted to or approved by the Department of Education may subject the institution to federal penalties. All programs at the college must be submitted to the college’s Program Participation Agreement (Department of Education) and reconciled with the College Catalog and the Curriculum Inventory.

**Part IV: Planning**

<p><b>Trends</b></p>	<p><i>The program does not identify major trends, or the plans are not supported by the data and information provided.</i></p>	<p><i>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.</i></p>
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**Program Review Committee Response to the Remediation Report:** The report does not cite future trends and changes on which data will be collected. The program needs to state (identify and describe) specifics, i.e. trends and legislation. Does not meet in this category is still the consensus of the committee.

**Response:**

With California Community College Pathways, there may be changes to the course curriculum offered at SBVC. These changes must be submitted for state approval by curriculum prior to disbursing Title IV funding. Curriculum will need to communicate with the Financial Aid Director so that changes can be submitted to the Department of Education to ensure compliance.

The Student Centered Funding Formula will base district allocations on the total number of Pell Grants awarded and disbursed to students. In addition, district funding will be determined by total number of California College Promise Grants and Ab540 students. As San Bernardino Valley College increases enrollment, and increases the total number of financial aid applications received, additional Financial Aid Specialist will be crucial for the Financial Aid Office to meet the burden of additional applications. Services will need to be improved, processing and wait times will need to decrease to ensure the success of students. At the current state, the Financial Aid office will not be able to manage this without additional staffing and assistance.

District College Promise Campaign will require the financial aid office to process at minimum an additional 700 students prior to students participating in the program. These applications will need to be processed prior to any student participating in the District College Promise and receiving benefits from the program. The total unmet need is a determining factor to whether students can receive Campus-Based Aid. Our current process will need to be changed to accommodate this, and the Financial Aid Office cannot process applications in favor of a specific program. Additional Financial Aid staff support will be needed.

The district is considering participation of AB 19, the California College Promise. A requirement to receive funding for this program is that all colleges within the district participate in the Federal Loan Program. Currently, we do not award or disburse federal loans due to a history of a high default rate. A default rate of 30% places the district at risk of losing Title IV funding. If the district chooses to participate in the Federal Loan Program, an additional Financial Aid Coordinator would be needed to implement the program, and manage the program. This would consist of creating the application process, administering loan counseling, default management, reporting of loan periods and academic year reporting, monitoring of subsidized loan usage, monthly reconciliation of the program, and additional duties required to maintain the federal loan program. At our current state, the financial aid office would not be able to support this program with a goal of increasing the total number of Pell Grant and California College Promise Grant recipients.

**Weaknesses/challenges**

*The program does not incorporate weaknesses and challenges into planning.*

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**Program Review Committee Response to the Remediation Report:** The committee recommends use of data to support the discussion. There is no data to support that workshops improve services to students. If the rest of the document had analyzed what is happening in the program, it would have been better able to identify challenges and a plan to address them.

**Response:**

In reviewing the data within the document, the challenges of the financial aid office are processing times and wait times so that students receive financial aid payments in a timely manner. Another challenge is that students will need to maintain Satisfactory Academic Progress for continued eligibility of financial aid programs. Given the information, the financial aid office will need the following staff to increase growth within our programs. This is to the district's benefit as funding is dependent upon the success of the financial aid office;

Financial Aid Coordinator (Loan Officer)

Financial Aid Specialist II (Promise Program)

Financial Aid Specialist II (Front Counter Support)

Without additional support, the financial aid office faces the challenge of not increasing Pell Grant and California College Promise Grant figures. Without the support, this can subject the district to losing funding needed to support the college overall.