GAVILAN COLLEGE

Research, Planning, and Institutional Effectiveness

Program Integrated Planning and Review

Administrative and Student Services

Program Name:	**Financial Aid Department**
Academic Year:	**2018-2019**

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Gavilan College

Administrative and Student Services Program Planning and Review

Academic Year 2018-19

Contents

Purpose, Standards and Resources

Purpose

The general purpose of this self-study and three-year program strategic plan is to provide each program with a roadmap for focusing on and improving student success and completion.

Specifically, program review facilitates:

- Creation of a three-year plan for each program
- Institutional & program improvement through the comprehensive self-study, peer review, and planning process
- Creation of a three-year budget request plan, including data to support annual budget requests
- Creation of a living document that provides all basic information and forward planning for each program; can be referenced by stakeholders via public website
- Provide program leadership continuity of expertise (e.g., a department chair change)
- Provide a baseline for the integrated planning process and cycle
- Program viability assessment
- Accreditation compliance; board policy / administrative procedure compliance (c.f. BP/AP 4020)

Definitions and Terms:

- Program Integrated Plan and Review (PIPR)
- All data should be based on three-year history and trends
- **Retention –** Students who stayed through the end of the term
- **Success –** Students who complete with a C or above

Resources:

You will find information to complete this report in the following locations:

- Gavilan Course Catalog

- Gavilan College Website
  a) Educational Master Plan
  b) Gavilan College ILOs
  c) Mission Statement
  d) Strategic Plan

- PIPR Website
  a) Previous Departmental Planning and Review Report
  b) Previous Annual Plans

- Gavilan Intranet
  a) SLO Website
  b) GavData :
    - (Equity Tab) Complete Program Review Data Sheet
    - Other GavData (paths listed in the document)

4) CCCCO Scorecard

Program Plan and Review Timeline

When	Description	Participation
Sept	Program Lead training, including website 'tour', GavData and other data site overview. PIPR support team is assigned to each Peer Review team (Week 2). Program Lead provides budget codes to PIPR for submission to Business Office (Week 2). Program Lead recruits and assembles Peer Review Team members by Week 4; submits Member List to PIPR (Week 5) Program Leads meet with Peer Review Team to parse out 'assignments' as needed by Week 5.	PIPR Chair All program Leads in Review Cycle Peer Review Team
Sept - Oct	Program Lead seeks assistance from support team, department faculty, supervising administrator, others to gather information for report (on-going, as needed). Inform team of data review and report suggestion deadlines. Write Program Report draft (Weeks 2 – 10).	Program Lead Peer Review Team
Nov	Initial draft due to peer review team to read (Week 10). Program lead meets with peer review team to review report, make suggestions, and identify areas of improvement (Week 11). First Draft revision begins (Week 12).	Program Lead Peer Review Team
Dec	2nd draft due to Supervising Admin to review, request additions/ clarifications (Week 16). Report sent to Peer Review team for signature (Week 16)	Program Lead Peer Review Team Supervising Admin
Feb	Supervising Admin-reviewed document returned to Program Lead with revision and planning recommendations, if needed. If report is complete and approved, Supervising Admin signs and forwards completed report to PIPR (Week 1)	Program Lead PIPR Supervising Admin
Feb - March	**If needed**, Program Lead makes edits as needed to report (Weeks 2-5). Final report sent to Supervising Admin for approval and signature (Week 6). Supervising Admin forwards approved document to PIPR (by Monday of Week 8).	Program Lead Supervising Admin
Feb - May	PIPR reviews final documents. Approves final report (weeks 2-16).	PIPR
June	PIPR Chair presents annual report to Board	PIPR Chair, Board
June- Aug	Final reports submitted to Dean's Council and President's Cabinet as information item.	Deans Council, Cabinet
Sept	Final documents to Academic Senate and ASGC as information item.	Academic Senate, ASGC

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Executive Summary

Please provide a brief (500-600 word) executive summary regarding program trends and highlights that surfaced in the writing of this report. Summarize, using narrative, your program goals for your next three years. Your audience will be your Peer Review Team, the PIPR, President's Council, Budget Committee and Board of Trustees.

Performance based funding, guided pathways and financial aid reform are among the many topics being discussed to improve completion rates. The Chancellor's *Vision for Student Success* outlines seven core commitments for addressing achievement gaps: 1.) Focus relentlessly on students' end goals; 2.) Always design and decide with student in mind; 3.) Pair high expectations with high support; 4.) Foster the use of data, inquiry, and evidence; 5.) Take ownership of goals and performance; 6.) Enable action and thoughtful innovation; 7.) Lead the work of partnering across systems.

Meeting the ambitious goals outlined in the *Vision for Student Success* and maximizing funding under the new Student Centered Funding Formula, will require bold changes to staffing plans, and how we serve high school and Gavilan students.

At Gavilan College, addressing a downward trend in Pell and BOG award levels will require proper resource allocation. To demonstrate the urgency of this issue let us consider baseline data as of January 2019:

- More than **1,700 enrolled Spring 2019 credit students** (non-JPA) have not yet filed FAFSA or California Dream Application.

We need to examine why Gavilan students choose not to file financial aid applications and develop strategic plans to address the barriers to filing FAFSA or Dream applications.

Adequate staffing levels remain the biggest challenge as they did five years ago for the last program review. The urgency of the Student Centered Funding Formula, with a supplemental allocation of 20% tied to the number of annual Pell and BOG awards requires significant staff resource allocations to increase the number of first-time to college students.

With the current staffing model, the financial aid department is not equipped to provide comprehensive follow-up services to an additional 1,700 Gavilan students. Meeting this new charge will require more than one additional staff member. With a planned reorganization of student services division and guided pathways planning underway, the opportunity to meet students where they are would increase enrollments, application levels, awarding, maximize SCFF dollars, and improve completion.

Program Mission and Accomplishments

Gavilan College Mission Statement

Through innovative practices, Gavilan College cultivates learning and personal growth and prepares students of all backgrounds and abilities for success.

Provide a brief overview of the program and how it contributes to accomplishing the mission of Gavilan College. In addition to a basic overview of your program's structure and services, be specific in connecting your program's services to elements of the mission statement.

Financial Aid supports students in pursuit of educational goals, through grants, tuition waivers, work study, student loans and scholarships.

The Financial Aid mission statement, located online at http://www.gavilan.edu/finaid/mission.php reads:

Through a shared commitment to students and families, we strive to eliminate financial barriers of postsecondary education. We make a conscious effort to reach out to those with exceptional financial and educational needs. We provide the highest quality of service by providing a fair, sensitive and confidential environment to all individuals, regardless of background, culture or lifestyle.

To accomplish this mission, the Financial Aid Department establishes the following program objectives:

1. Process aid packages efficiently, in an accurate and timely manner.
2. Make timely disbursements of aid to all eligible students.
3. Provide quality advising services by responding to student inquiries in a timely manner, and provide quality publications.
4. Maintain regular contact with students and parents related to financial aid awards, and statuses.
5. Provide individual student/parent assistance in completing necessary applications and make referrals as appropriate, to the Welcome Center.
6. Exercise professional judgment to ensure access to financial aid in extenuating circumstances.
7. Publish required consumer information concerning financial aid program expenses, appeal process, application requirements, eligibility criteria, award procedures, student rights and responsibilities, important deadlines and other pertinent information.
8. Provide up to date training and information opportunities to all financial aid staff through in-house training and attendance to professional training events and workshops.
9. Maintain active working relationships and communication with all campus offices involved in the provision of financial aid programs: Student Accounts, Admissions and Records, Business Office, MIS, General counseling, Athletics, EOPS, DRC, TRIO, MESA, CalWORKs, Mailroom, Instruction.
10. Comply with all federal, state and local regulations, laws and policies in the administration of financial aid and scholarship programs.

Response and follow-up to previous program reviews

On the **PIPR website**, locate and review your previous program plan and review (self-study) and subsequent program plan updates. After studying, please complete the following questions:

Briefly describe the activities and accomplishments of the department with respect to
        a) PIPR recommendations; and
        b) each goal since the last program plan and review.
Have the services of your program changed over the past three years? Feel free to include additional program accomplishments/ milestones that were not a part of your previous plan here.

The three PIPR recommendations made in April 2014 focused on integrated planning, staffing needs, and default management:

1. **Continue to actively participate in discussions associated with new SB 1456 policies and procedures.**
   This recommendation was met through participation in SSSP Task Force and coordination with general counseling to streamline procedures for probation level 2 and academically dismissed students. Providing regular training to Banner end users on probation overrides, to award BOG Fee Waivers, for students with approved readmission were other accomplishments.

2. **Hire additional staffing to address student service access, particularly for veterans and off-sites.**
   This recommendation has not been met.

   Resource allocation and adequate staffing levels remain the biggest challenge at a time of major state funding changes. 20% of new Student Centered Funding Formula (SCFF) will be tied to the number of annual Pell and BOG awards. At a time when the department has been down one full-time position for over a year, due to a hiring freeze and lower enrollment levels than in prior years, our ability to maximize supplemental allocation dollars is in jeopardy.

   In January 2019, with the help of IT Programmer, we identified more than **1,700 enrolled credit students**, non-JPA, for Spring 2019 semester who have not filed FAFSA or California Dream Application. With current staffing levels, providing comprehensive follow-up services to this cohort is not realistic. The College could potentially see increase in SCFF dollars, when we consider that for 2017/18 year, we awarded 1,716 Pell Grants and 3,198 California College Promise Grants (formerly BOG). We have a real opportunity to increase awards with viable staffing plan.

3. **Continue to examine and develop strategies to reduce likelihood of student loan default.**
   This recommendation was met.

   In December 2014, the College contracted with a third-party vendor for default management services. In the last four years, Ed Financial has been instrumental in stabilizing the default rate from 27.9% to 13.3%, a decrease of more than 50%. At a department level students are provided with extensive loan advising while reviewing educational goals, My Degree Works Education Plans, and career objectives to make informed loan decisions.

   The college's latest default rate of 13.3% is significantly lower than the statewide average of 17.2% and lower than Region 4 loan default rate of 14.3%.

Departmental milestones include:

1. **Modernization project** through Measure E funds created an ADA compliant counter space for combined financial aid and admissions services as of May 2017. The idea to combine counter spaces was result of student feedback during interim housing in MP building, when counter areas for both departments were housed in same office, proving convenient for students seeking services from both areas.

   The modernization project also provided new office space in Admissions area for three Financial Aid staff. The director office space was relocated from general counseling back to Administration building.

   The Welcome Center remodel was complete with installation of new equipment funded by Financial Aid, including a kiosk and large screen for use of SARS walk-in.

2. **New equipment, technology improvements** through implementation of SARS Anywhere in January of 2018. SARS Anywhere tracks students by Gavilan ID for walk-in visits.

   After purchasing new Wi-Fi drops, the Financial Aid department acquired three I-Pads with keyboards for student walk-ins. I-Pads are used by students for completing FAFSAs, online Verify My FAFSA, viewing award letters and any other online transaction. These new services were launched Summer 2018.

   In September 2018, the Financial Aid Office went live with "Verify My FAFSA – Online" for Gavilan FAFSA filers selected for verification. This new service allows students to complete verification forms and requirements online through mobile phone, tablet and PC, including document upload and e-signatures for parent and student.

   New equipment was purchased an installed in October 2018, which included new SARS kiosk and large, wall mounted screen displaying student names waiting for service.

   In November 2018, the e-award letter HTML format was finalized, and more than 3,000 students were emailed and texted a current award letter, which using the guided pathways framework, include current overall GPA and primary major as listed in Banner. The HTML award letter also includes four informational videos on FAFSA renewals, budgeting, California Dream Applications. Links at the bottom of the award letter are provided for disbursement calendar, academic requirements, My Degree Works, registration calendar, and online job board.

3. **Baseline data on student contact** through use of SARS Anywhere we now have the ability to generate monthly reports on student visits. Monthly data is shared with Welcome Center for peer mentor scheduling, and used to demonstrate need for resource allocations.

Financial Aid Dept – Student Walk-Ins for 2018												
Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	TOTAL
532	569	318	228	583	531	881	1389	859	457	455	395	7197

4. **Changes to reporting:** After eight years of responsibility for producing, submitting and editing enrollment and graduate reporting to National Student Clearinghouse, consensus was reached and cross training began to reassign this duty to evaluator as of August 2018. This reassignment allows for financial aid staff more time to review financial aid documents, and follow up with students in timely manner.

5. **Position reconfigured:** After nearly three years of split position with both outreach and financial aid responsibilities, outreach portion was reassigned to placement position as of February 2019.

6. **Enhanced IT support:** The hire of new full-time Programmer in April 2016 has provided technical support to Financial Aid department like:
   - Development of robust reports tool using Argos: More than 20 Argos reports related to financial aid term based awards, annual awards, academic progress statuses, veterans and GI bill certifications, and extensive script writing
   - Annual professional learning opportunities have also been made available to IT programmer and Financial Aid technical analyst (Ellucian Live).
   - Technical support in development of Campus Logic forms, e-award letters, and e-SAP appeals.

7. **Enhancing outreach** to local area high school seniors through Super Saturday. Since May 2017, the College has hosted a Saturday event for seniors and families to complete FAFSA or Dream Application, enroll in Fall semester classes, participate in campus tour, with lunch provided. At the May 2018 event, staff assisted 70 seniors in Business Skills lab with FAFSA and Dream applications.

   Through partnerships with Cal-SOAP, the college staff and peer mentors assist at several Cash for College events in both Fall and Spring.

   Educational Forums at eight local high schools have provided local families an evening with college instructional and support staff, as well as President's Office, with information on degree and certificate programs, as well as student services.

8. **New Gavilan Promise Program** launched in Fall 2018 term for first time college students and California residents without financial need for California College Promise Program (formerly BOG), provides one year of free tuition. Expanding services to new cohort of students and providing follow up services is being completed by director due to staff workloads.

9. **Classification and salary study** completed in June 2017 resulted in title reclassification for three current positions, Senior Specialists. A new classification and higher salary track for Technical Analyst was created which adequately outlines technical demands and skill sets of previous Senior Specialist position. The classification study did not yield an increase in additional staffing but rather reclassify job title based on job scope. Finally, the financial aid director position was reassigned to higher track on salary scale to address position scope and responsibility, offering competitive salary range similar to colleges of similar size.

Student and Program Outcomes

College Goal for Student Achievement

Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 46% to 53.5% on the **CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022.** The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a **degree, certificate, or transfer-related outcomes (60 transfer units).**

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the Gavilan College Degree, Certificate, and Transfer Completion rate by 7.5 percentage points on the CCCCO Scorecard by 2022.

Success

The following questions refer to data regarding student achievement.

Use GavData's Student Outcomes Milestone pages for overall Gavilan College rates of success.

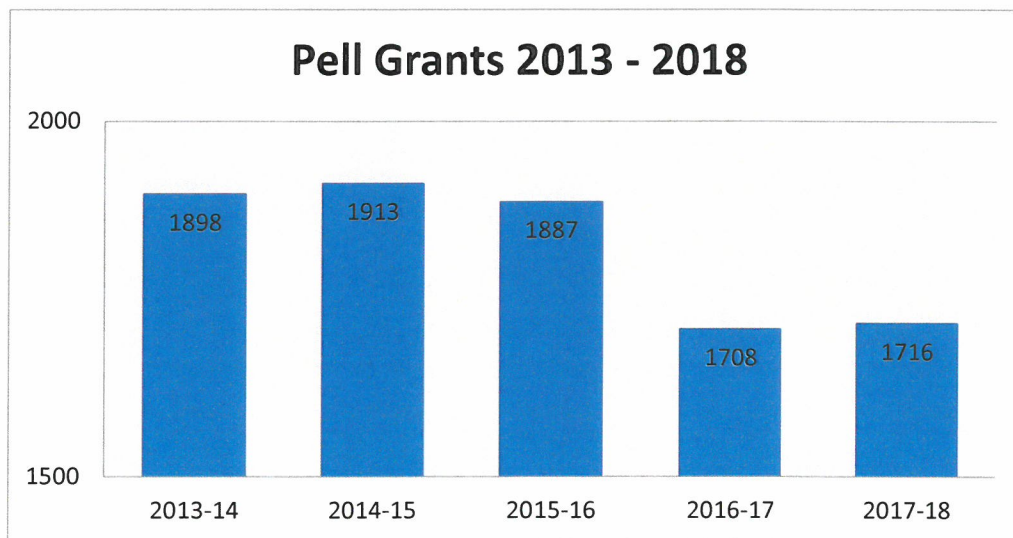**Path -from link above: Gavilan Fact Book → Student Outcomes → Milestone Tracking Summary. Now, explore data.**

1. If your area regularly interfaces with or provides direct services to students, please answer the following question:

> Given the data, what is your set goal for success? If your department does not have set goals, please determine this now. Do you meet your goal?

If your area does not regularly interface with or provide direct services to students, skip to question 3.

Our goals for success are measured in the number of students who receive Pell Grants and California College Promise Grants (formerly BOG), and a low default rate.

Participation in the Pell Grant program reached peak levels in the 2011-12 aid year, with 2192 students. In subsequent years, award levels have declined as demonstrated below:

Pell Grants 2013 - 2018

Year	Students
2013-14	1898
2014-15	1913
2015-16	1887
2016-17	1708
2017-18	1716

Similarly the California College Promise Grant program, which waives tuition for financially eligible students has also experienced decline in participation, in years following peak levels reached in 2011-12.

California College Promise Grants 2013-2018

| 2013-14	2014-15	2015-16	2016-17	2017-18
3865	3601	3582	3414	3198
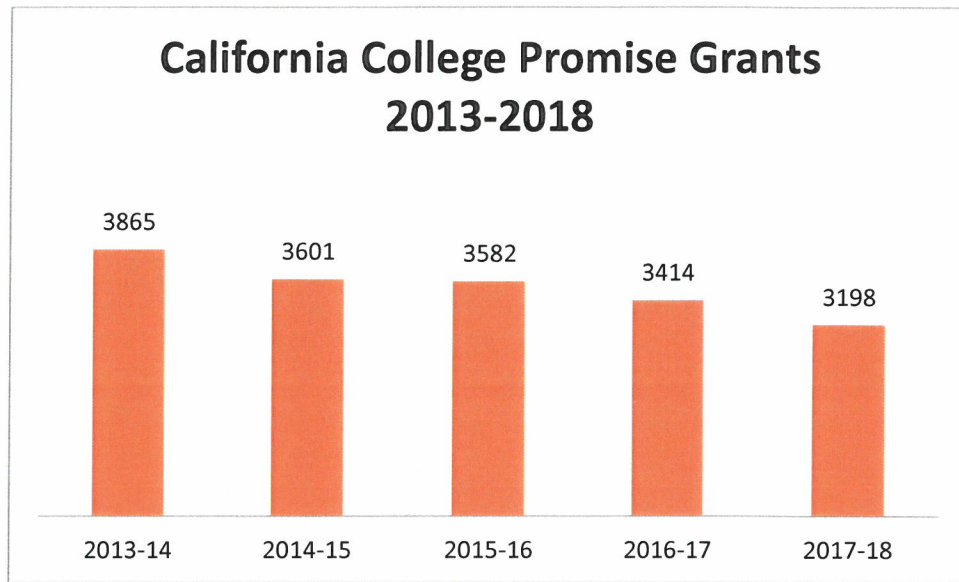
In 2012, the Department of Education moved from two-year default rates to three-year rates with the release of FY 2009 rate. This change in the default measure was significant as it produced the highest rate to date for the College. A default prevention plan was required of colleges with rates in excess of 30%, with a penalty of loss of loan program for colleges with multi-years of rates in excess of 30%. Several meetings resulted in work with Institutional Research to identify commonalities in defaulters. Factors like first year borrowers, official and unofficial withdrawals, Education Plan status, and developmental education were identified among defaulters. As result, the department moved from an automatic loan packaging and disbursement, to a comprehensive loan packet to be completed by student. Each loan request continues to be reviewed on case-by-case basis, to measure default risk. If default risk exists based on identified factors, loan request is denied using professional judgement. The most significant change made included contracting with the third party agency for default management services. Since 2014, the College has contracted with Ed Financial for such services, which coupled with local loan request review, have made strong gains to stabilize the default rate.

Cohort Default Rates

Federal Fiscal Year	2011	2012	2013	2014	2015
	27.2%	27.9%	27.3%	15.9%	13.3%
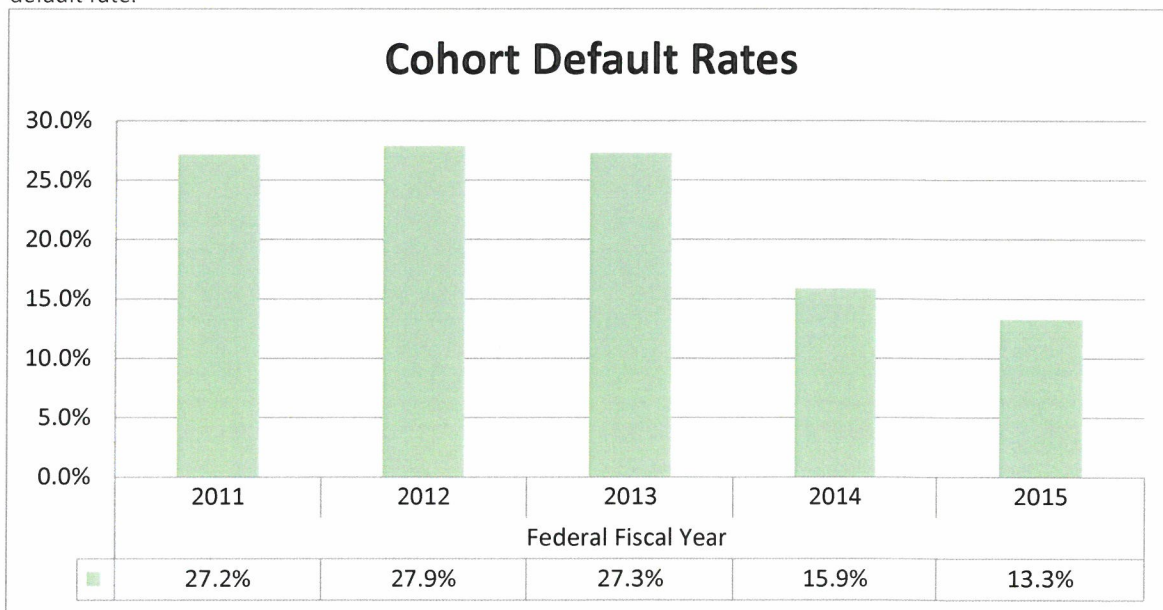
2. What percent of students does your area serve? How did they perform in comparison to those that did not use your services, if applicable? Given this information, how has your service or area supported student success and retention over the past three years?

- For comparison data information, supply student ID numbers to RPIE. **Plan Ahead**: Please allow one month for comparison analysis results.

Student Achievement

Data demonstrates that by and large, students who receive a Pell grant progress academically. Of the Fall 2017 cohort of 1440 Pell grant students, **63%** (or 909) finished fall 2017 with an overall GPA of at least 2.0, earned at least 67% of units attempted for fall 2017 term as well as cumulatively earning at least 67%. Student types for this subset of 907 students are as follows:

- 20% First Time (184 students)
- 10% First-Time Transfer (93 students)
- 1% Returning (2 students)
- 69% Continuing (630 students)

A closer look at first-time Pell grant students who progressed academically with fall 2017 grades indicate that 74% (137 students) graduated from local area high schools: San Benito High School (41), Christopher High School (41), Gilroy High School (32), Live Oak High (9), Ann Sobrato High (5), local continuation schools (5), GECA (2) and Anzar High (2). Providing more targeted financial aid outreach efforts at area high schools for seniors who plan to attend Gavilan will strengthen award numbers for Pell Grant.

Another **19%** of Fall 2017 Pell grants students (266 students) moved to a warning status due to GPA below 2.0, earning less than 67% term and/or overall pace. Students on warning status for Spring 2017 semester remained eligible for Pell grant, with the requirement to meet GPA and pace requirements.

More than half of Spring 2018 students on warning status were considered first time to college. Based on this analysis, targeted interventions and follow up services for first time to college students need to be explored with special programs and general counseling.

- **51% First Time (135 students)**
- 11% First-Time Transfer (30 students)
- 1% Returning (2 students)
- 37% Continuing (99 students)

Similarly an additional **18%** of Fall 2017 Pell grants students (265), who prior to the fall 2017 semester were on warning status, moved to a disqualification status due to second semester of GPA below 2.0, earning less than 67% term or overall pace. For these students a disqualification status resulted in loss of Pell grant for Spring 2018, unless extenuating circumstances were documented and professional judgment is used to instate Pell grant. Below is student type breakdown for 265 students who moved to disqualification as of Spring 2017 term

- 1% First Time (12 students)
- 22% First-Time Transfer (58 students)
- 1% Returning (3 students)
- 72% Continuing (192 students)

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3. Refer to your previous three-year plan for your stated outcomes and initiatives that were evaluated. Consider and comment on the following questions.

- What were the measured outcomes of specific initiatives over the past three years?

o   What groups are you measuring? Is there a comparison group—for example, against the college average or students who do not participate in your activity?
o   What indicators are you measuring?

The 2013-14 IEC executive summary listed the following concerns and trends based on last program review:

1. Decrease in participation of students in Pell grant program.
2. Lack of services at off-sites, especially in Hollister.
3. Lack of resources for the Veteran's Services program.
4. Lack of space for meeting with students and handling case work.
5. SB 1456, by Fall 2016, will require students participating in the BOG Tuition Waiver program to demonstrate academic progress.
6. Other regulatory changes including AB 540 (Dream Act) and Student Success act will affect office operations.
7. High student loan default rate.

The 2013-14 IEC executive summary also included plans for addressing concerns:

1. Hire additional Program Services specialist to help with Hollister and Veterans Services, and to address new documentation required for SB1456 students.
2. Increase screening and outreach to student loan applicants to prevent default.
3. Offer additional outreach and education to AB 540 students.

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4. The following question pertains only to the following programs: EOPS, AEC, CalWORKS, MESA, TRiO, Puente, and VRC:

Using the GavDATA Milestone Tracking Summary, compare your program's results to the college-wide average. Are your success rates what you expected? Where are the opportunities for improvement? Explain identified gaps in detail.

For All: Given the preceding sections, what goals need to be set and what initiatives need to be developed to support success and retention? **Address these initiatives in your Three-Year Program Plan at the end of this document.**

Equity

Gavilan College has identified the following populations as experiencing disproportionate outcomes: Males, African American, Native American, Students with Disabilities and Foster Youth.

Path: GavData→Program Review/ Equity→Disproportionate Impact with Margin of Error by Year→locate your department→Filter by Year

1. For EOPS, AEC, CalWORKS, MESA, TRiO, Puente, and VRC: Using the path above, locate your program in GavData. Examine your equity results over the last three years. If there are differences in success across groups, identify achievement gaps. Contact your support team for any needed assistance in using GavDATA.

For all other areas, comment on the college-wide disproportionate impact report. Contact your support team for any needed assistance in interpreting these data.

The Financial Aid department works closely with special programs to increase financial aid awareness, assist with application process and file completeness. A representative speaks at orientations for programs like EOPS, each semester.   With programs like TRIO Summer Bridge, classroom presentations combined with individual advising with new to college students have promoted the FAFSA and Pell awards to eligible students.

A review of demographic information for 2018/19 Pell grant recipients, as of March 2019, indicates the following:

- Of 4236 FAFSAs received to date **36%** (or 1529) are Pell Grant eligible, enrolled and paid. Pell profile includes:

    - ✓ Student Types for Fall 2018:
        25% First Time to College
        17% First Time Transfer
        58% Continuing

    - ✓ Average fall 2018 Pell award paid is $2017, with an average Expected Family Contribution of 702
    - ✓ 49% of students who were paid Pell grant were selected for verification (585 students)
    - ✓ 63% are female; 36% Male; 1% Not reported
    - ✓ Average age of Pell grant recipient is 25
    - ✓ 52% of students are considered independent while 48% are dependent.
    - ✓ 3% are veterans receiving benefit certifications.
    - ✓ 75% are Hispanic or Latino, 24% Not Hispanic or Latino, and 1% None
    - ✓ 61% of Pell Grant recipients were identified as first generation college students, with at least one parent having an educational level of middle school/junior high or high school.

- Another 13% of students (500) are Pell grant eligible and enrolled but have incomplete verification files, or appeal requirements. Due to stringent verification requirements, students are required to transfer tax information using IRS Data Retrieval Tool, or provide tax transcript. These additional IRS requirements are frustrating to eligible students, who oftentimes give up on the financial aid process, ultimately leaving a Pell Grant on table.

    To address this issue, the department launches a calling campaign each semester to confirm receipt of application, Pell Grant eligibility and tasks required for award disbursement. Phone calls in addition to regular emails and mailed notices are used to follow-up with Pell eligible, enrolled students with incomplete files.

- Finally, 57% who filed FAFSA didn't qualify for Pell Grant due to factors like not enrolling at Gavilan, insufficient financial need, and incomplete applications, as well as other outliers like having Bachelor's Degree, defaulted loan, choosing to keep Pell grant on hold for transfer. More analysis of this cohort of 2194 students would prove beneficial to understanding application trends. Due to current demands and workloads, this analysis is on hold.

As of Spring 2019, two hourly technicians have begun monitoring FAFSA data loads and calling each Pell eligible student to confirm application receipt and to discuss outstanding documents.

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2. BP 3420 (Equal Employment Opportunity) states:

The Board supports the intent set forth by the California Legislature to assure that effort is made to build a community in which opportunity is equalized, and community colleges foster a climate of acceptance, with the inclusion of faculty and staff from a wide variety of backgrounds. It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding and respect, harmony and respect, and suitable role models for all students. The Board therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program

How do you meet the District's Equal Opportunity Goals?

> The department's strengths are in the team of employees who work towards the common goal of providing critical financial aid services to eligible students. All of our current employees share a commonality of being former Gavilan students, financial aid recipients and graduates. Although this is not a qualification in the hiring process, this perspective has proven beneficial in daily student interactions and customer service efforts. The department prides itself in having very minimal student complaints.
>
> Staff regularly participate in hiring committees where they receive EEO training.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on closing achievement gaps across student populations? How do you plan to address EEO outcomes in your employee hires? Address this in your Three-Year Program Plan at the end of this document.

currIQunet

1. ~~Are your SAOs mapped in currIQunet?~~ (Skip this question; pending update in 2019)

~~**Yes:** ☐~~ ~~**No:** ☐~~

2. Are your SAOs up to date in currIQunet <u>AND</u> on the reporting website?

Yes: ☒   **No:** ☐

3. Are your SAOs results reports up to date?

Yes: ☒   **No:** ☐

4. Have you reviewed all of your SAOs to ensure that they remain relevant for evaluating the performance of your area?

Yes: ☒   **No:** ☐

SAOs/ ILOs

Services Area Outcomes (SAO)
1. What is your set goal for SAOs success for each SAO?

> SAO success requires identifying clear key performance indicators, determining how they will be measured, and then measuring the outcome and reviewing results.

Institutional Learning Outcomes (ILO)
1. How do your SAOs support the college ILOs? Be specific.

A scan of key performance indicators over the last four years reveals an alignment with August 2018 institutional learning outcomes: think critically and creatively, communicate effectively, practice social responsibility, cultivate well-being.

Common actions deployed in our daily work within the organization at large include:

- Define issues, problems or questions to be researched or examined
- Find, synthesize, and evaluate information
- Communicate effectively, ethically and creatively
- Listen actively and respectfully
- Collaborate with individuals and groups to reach common goals
- Practice respect for diverse people and cultures
- Practice honesty and apply consistent ethical standards.
- Demonstrate growth and self-management to promote lifelong learning and personal well-being
- Develop job readiness and pursue career goals

Gap Analysis
1. Are you meeting your SAO success goals? What patterns stand out in your results?

Many of the challenges discussed in the last Program Review, five years ago, have not been resolved. Among them:

1. Inadequate staffing levels
2. Regulatory changes requiring use of IRS Data Retrieval or IRS request of tax transcripts affecting Pell grant award levels.
3. Lower award levels coupled at time of enrollment decline.

If your LO results are lower than your goals, what are your plans to improve them? Address this in your Three-Year Program Plan at the end of this document.

Program and Resource Analysis

Program Personnel

1. Please list the number of Full and Part Time faculty, staff and/ or managers/ administrators in this program over the past three years. Focus on your individual department.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Additional comments or narrative can be added below, such as faculty with reassigned time, projected retirements and sabbaticals in the next three years.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
2018-2019	Director (M)	X		100%
2018-2019	Technical Analyst (S)	X		100%
2018-2019	Senior Specialist (S)	X		100%
2018-2019	Senior Specialist (S) **50% veterans; 50% financial aid**	X		100%
2018-2019	Senior Specialist (S)	X		100%
2018-2019	Program Specialist (S)	X		100%
2018-2019	Technician (S)	X Vacant position		100%

Sept. 2018: Second hourly part-time Technician hired to assist students at Fin Aid counter (23 hours per week)

July 2018: Hourly part-time Technician hired to assist students at the Fin Aid counter (16 hours per week)

June-Aug 2018: Staff from Hollister and Morgan Hill Sites assisted at the front counter, as pilot.

April 2018: Current vacancy for Technician position as of April 2018.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
2017-2018	Director (M)	X		100%
2017-2018	Technical Analyst (S)	X		100%
2017-2018	Senior Specialist (S) **50% outreach; 50% financial aid**	X		100%
2017-2018	Senior Specialist (S) **50% veterans; 50% financial aid**	X		100%
2017-2018	Senior Specialist (S)	X		100%

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
2017-2018	Program Specialist (S) **vacant 6 months: Oct 2017-March 2018**	X		100%
2017-2018	Technician (S)	X – Vacant position		100%

April 2018: Technician position currently vacant as of April 2018.

Oct 2017 –March 2018: Program Services Specialist position vacant for six month.

July 2017-May 2018:   Hourly part-time Technician hired to assist students at the Fin Aid counter.

As of July 2017, one hourly employee hired as short term assignment as Technician, position works 16 hours per week. Due to HR requirements, each hourly employee is required to take 8 weeks off during the fiscal year.

Academic Year	F = Faculty S = Staff M= Mgr/ Administrator	Full Time	Part time	Percentage Full to Part-time
2016-2017	Director (M)	X		100%
2016-2017	Technical Analyst (S)	X		100%
2016-2017	Senior Specialist (S) **50% outreach; 50% financial aid**	X		100%
2016-2017	Senior Specialist (S) **50% veterans; 50% financial aid**	X		100%
2016-2017	Senior Specialist (S)	X		100%
2016-2017	Program Specialist (S) **vacant 11 months: Jan. – Nov. 2016**	X		100%
2016-2017	Technician (S) **vacant 4 months: June – Sept. 2016**	X		100%

June 2017:   With board approval of classification study, Senior Specialist reclassified as Systems Analyst to distinguish position focus on Banner and other systems processing.

Nov 2016-March 2017: Hourly part-time Technician hired for scanning

Nov 2016:   Full-time Program Services Specialist hired after vacancy of 11 months

Sept 2016: Full-time Technician hired after vacancy of four months.

July 2016 – Nov 2016: Hourly part-time Program Specialist hired for Cal Grant awarding

July 2016:   Financial Aid director reassigned as interim dean for 1 year period, July 2016-June 2017

Feb 2016 – Nov 2016: Hourly part-time Technician hired for 20 hours per week to assist at financial aid counter.

Departmental Productivity Measurements

1. Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student.

Academic Year	Total Number of student contacts	Total departmental allocated budget	Total departmental spending	Total cost per student (Student Contact/ Total Spending)
Ex: 1999	715	$15,000	$14,500	$20.28 per student
Calendar Year: Jan-Nov 2018	7197	$706,329	$774,942	**$0.009 per student**

Comment on your overall trends in efficiency and cost, anomalies and unexpected results.

> Implementation of online SARS Anywhere in January 2018 has allowed the department to track students by Gavilan ID, who visit the Financial Aid counter, VA certifying official, and Program Specialist. In our first year of SARS usage, the department recorded more than 7,100 student visits to the office, demonstrating the demand for financial aid services. This technology has allowed us to monitor student traffic and identify peak processing months of May-September.
>
> Based on student contacts to the Financial Aid Office and overall expenditures for 2017/18 per student spending is close to nothing. Consistent staff turnover, time and effort spent training temporary employees, vacancy duration, and hiring freezes over the last four years remain the biggest challenge to sufficiently meet student needs and increase award levels to meet SCFF funding goals.
>
> Students who visit the Welcome Center are assisted by trained peer mentors with creation of Federal Student Aid (FSA) ID and password, credentials required to file and submit a FAFSA. Due to space and computer limitations in the Welcome Center, students often file applications elsewhere. Confidentiality issues related to income tax information, length of time creating FSA IDs, passwords and submitting applications, students are reluctant to use laptops in busy Welcome Center. A larger lab space is needed to fully serve students seeking assistance with application process.
>
> ### Student Experience with Complex and Lengthy FAFSA
>
> The regulatory body of federal aid programs, the US Dept of Education/Federal Student Aid, continues to change how students and parents file and submit Free Applications for Federal Student Aid, or commonly referred to as FAFSAs. Long gone are the days of simple four-digit Personal Identification Number (PIN) to sign FAFSA, replaced with required student and parent account creation for Federal Student Aid (FSA) usernames and passwords, which were launched in May 2015. Students and parents are required to have unique emails for account authentication. New features to unlock FSA accounts allow for text validation if applicants list mobile phone numbers as part of account creation. With creation of FSA IDs and passwords, applicant Social Security and citizenship information are confirmed with Social Security Administration and Department of Homeland Security. When SSN or citizenship data are not verified, college financial aid offices require students to verify statuses. Part of the FSA ID process also requires students to select and answer five challenge questions, for FSA ID or password retrieval.

FAFSA applicants whose parents cannot provide valid Social Security numbers are unable to create parent FSA ID accounts, and are required to report Social Security numbers in an all zero format, versus listing Tax ID numbers. Common errors exist, causing application delay, when parents list Tax IDs on FAFSA. In these situations, absent of an FSA ID and password, parents are required to print hard copy of FAFSA signature page, sign and mail to Federal Student Aid for processing.

Creation of FSA ID accounts oftentimes take longer than completing the application itself. Once the FSA IDs and passwords are created, students may begin filing FAFSA and reporting tax information. Families are encouraged to use IRS Data Retrieval to transfer tax return information from the IRS to the FAFSA. However, due to system glitches, many times students and parents are unable to use this feature, which puts the student at a disadvantage should the FAFSA be selected for process called verification. At Gavilan College, 49% of Pell Grant students for fall 2018 semester were selected for verification, and are required to verify tax status by use of IRS Data Retrieval, requesting IRS tax transcript (we cannot accept copies of returns), and/or IRS letters of non-filing. As of January 2019, Federal Student Aid has allowed colleges to accept signed copies of federal tax return and written statements in lieu of IRS letters of non-filing.

Creating FSA IDs, completing the FAFSA properly, and being selected for verification make for an overly complex application process for families to navigate in confusion and frustration. The student experience of the FAFSA application process can be discouraging, and eligible students abandon the process at various stages. For Fall 2018 semester, there were 500 enrolled students who submitted a FAFSA and are Pell grant eligible, but have yet to submit required documentation for awarding.

State Funding linked to Pell and BOG award levels

The 2018/19 state budget provided funding under new **Student Centered Funding Formula** (SCFF), which links 20% of future funding to number of students awarded Pell Grants and California College Promise Grants (formerly BOGS) via supplemental allocations. Funding levels linked to award numbers for Pell Grants, BOG awarding, special populations like AB540 students and completion outcomes (degree and certificate attainment) will measure effectiveness of service delivery and achievement outcomes. The potential for significant gains or losses through SCFF requires the organization plan for resource allocations for a department which been under resourced for multiple years as discussed in this report.

Evaluation of Resource Allocations

1. List the resource allocations from all sources (e.g., annual college budget request appropriations, Guided Pathways funds, grant funds, etc.) received in the last three years. For annual college budget request appropriations, reference your previous three-year plan and annual updates.

Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion? For college budget request appropriations, list the result of the evaluation strategy outlined in your previous three-year plan and annual updates. For all other sources of funding, list the results of the evaluation strategy contained within the program or grant plan.

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Resource Allocated	Academic Year	Evaluation / Measured Effectiveness
General Fund $600,952	2017/18	Budget allocations are fiscally conservative, lean.
Categorical BFAP $206,665	2017/18	Budget allocations are fiscally conservative, lean.
Categorical AB-19 $218,083	2018/19	New funds for 2018/19 target, for local college promise program providing free first year of college.
Financial Aid Technology	2018/19	New financial aid technology dollars; colleges have three

Resource Allocated	Academic Year	Evaluation / Measured Effectiveness
$162,299		years to spend monies; spending deadline June 2021.

Integrated Planning and Initiatives

What other areas is your unit partnering with in new ventures to improve student success at Gavilan College? What is the focus of this collaboration?

1. **New and improved award letters** are emailed and texted to Gavilan students. These e-award letters include college branding and incorporate the guided pathways model by including non-financial data points like overall GPA, student's current major, links to My Degree Works, Registration Calendar, and Online Job Board.

2. Participation in **Financial literacy** project through Title V grant to increase financial literacy to Gavilan students. Ideas include redesign of financial aid materials to be used at outreach events and in daily interactions with prospective FAFSA applicants. Recent approval has been granted for purchase of Chat-bot functionality on department homepage to allow students to ask questions online.

3. **Enhancing outreach** to local area high school seniors through Super Saturday in May. Since May 2017, the College has offered a Saturday event for seniors and families to complete FAFSA or Dream Application, enroll in Fall semester classes, participate in campus tour, instructional program showcase and tabling, as well as lunch were provided. At the 2018 Super Saturday event, Financial Aid staff assisted 70 seniors in Business Skills lab with completion of FAFSA or Dream application.

   Partnerships with local Cal-SOAP and high school advisors have resulted in staffing for Fall and Spring events for Cash for College, to assist local seniors with FAFSA and Dream application completion.

   Participation in Educational Forums at local area high schools, where Dr. Rose meets with local seniors and parents and instructional programs are highlighted.

4. **Education Planning:** Financial aid students are regularly referred to counselors for development of Education Plans for requests for extensions.

5. **Modernization project** through Measure E funds created an ADA compliant counter space for combined financial aid and admissions services as of May 2017. The idea to combine counter spaces was result of student feedback during interim housing in MP building, when counter areas for both departments were in same office, proving convenient for students seeking services from both Admissions and Financial Aid.

   Additional office space in Admissions back office area, allowed for work stations for three Financial Aid staff members. The director office space was relocated from general counseling back to Administration building.

   The Welcome Center remodel was complete with installation of new equipment funded by Financial Aid, including a kiosk and large screen for use of SARS walk-in.

6. **Launch of Cranium Café** in October 2018 to provide online video meetings with students, with goal of serving students who prefer to use video chat for financial aid services.

What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.

Additional Information:

Provide any additional information that has not been mentioned elsewhere in this program plan and review, such as environmental scans from the Educational Master Plan for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

There are several new home developments underway in Hollister. The area of San Benito and Monterey counties expect growth of 15% due to demands for affordable housing. With passage of Measure X and planned construction of campus in Hollister, an increase in financial aid services in Hollister will be necessary.

The Educational Master Plan highlights educational attainment of adults who live in our service area, for 2016:

Adult Educational Attainment	Morgan Hill	Gilroy	Hollister	San Martin
Less than high school	11.2%	21.6%	26.2%	22.1%
High School Graduate	19.1%	19.4%	25.4%	16.8%
Some College, No Degree	21.8%	21.9%	24.4%	25.7%
Associate Degree	9.7%	10.1%	8.0%	7.3%
Bachelor's Degree	22.7%	18.2%	12.8%	18.7%
Graduate Degree	15.6%	8.9%	3.3%	9.4%
Less than HS or HS Grad	**30.3%**	**41.0%**	**51.6%**	**38.9%**

Table 15: Census Places Adult Educational Attainment, 2016.

As demonstrated in table above, there is need for Gavilan programs to increase college attainment levels, and coupling finanical aid awareness and application assistance to this population would increase award levels.

Locally, student types for Pell grant program over the last three years are listed below. Three year trends indicate losses in first-time and continuing students for Pell grant program, with slight gain in percentage of continuing students. When we consider that 1,700 enrolled credit students, for Spring 2019, have yet to file FAFSA or Dream Application, our Pell numbers would fluctuate with adequate staffing levels.

	Fall 2015 Term		Fall 2016 Term		Fall 2017 Term	
	Students	Percentage	Students	Percentage	Students	Percentage
First Time:	363	23%	352	25%	331	23%
First Time Transfer:	170	11%	207	15%	181	13%
Returning:	45	3%	16	1%	7	0.5%
Continuing:	1004	64%	834	59%	921	64%
	1582		1409		1440	

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, etc.

1. Reorganization of student services for 2019/20 academic year
2. Filling vacancy for full-time Technician
3. Increase financial aid presence in Hollister.
4. Reassigning veteran certifications to non-financial aid position. A proposal to fund a part-time position, to be housed at the Veteran Resource Center, using state VRC dollars will be presented to leadership.
5. Anticipation and planning of at least one retirement of professional support staff
6. Launch of online BOG application through CCC Apply.
7. Successful transition to Banner 9
8. Provide continued professional learning opportunities for staff
9. Targeted financial aid services at local area high schools, for early application and file completion.
10. Continued financial aid training for Welcome Center peer mentors
11. Coordination with special programs and general counseling for students on warning status, with focus on first-time to college students.
12. Utilize technology dollars to move from paper checks for students to offering direct deposit
13. Utilize technology dollars for enhancements to business processes, greater use of work flow to eliminate manual job submissions.
14. Continuing third-party contract services on default management to maintain low default rate
15. Participation in guided pathways discussions and planning
16. Participation in financial literacy planning efforts with instruction

What are the departmental plans for the next three years? Address this in your Three-Year Program Plan at the end of this document.

Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

Does your division (or program) provide any training/mentoring for faculty and/ or classified professionals regarding professional development?

Yes. Regular FAFSA and Dream Application training is provided to Welcome Center Peer Mentors. Mentors have also participated in regional training sponsored by state financial aid association.

Professional development opportunities are made available for department staff to attend:

- California Association of Student Financial Aid Administrators annual conference
- Ellucian Live conference
- Western Association of Veteran Education Specialist conference
- Academic Works (scholarship management system)
- National Scholarship Providers Association conference
- Campus Logic conference
- Cal Grant training

Is there a need for more faculty and/ or classified professional support in your area, please provide data to justify request. Indicate how it would support the college mission and college goals for success, and completion.

Yes based on student contacts, and per student funding, there is documented need for additional staffing in the department to expand both in-reach and outreach efforts.

Financial Aid Dept – Student Walk-Ins for 2018												
Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	TOTAL
532	569	318	228	583	531	881	1389	859	457	455	395	7197

What, if anything, is your department doing to assist the District in attracting and retaining faculty and classified professionals who are sensitive to, and knowledgeable of, the needs of our continually changing constituencies, and reflect the make-up of our student body?

Review Process Feedback

Please share any recommendations for improvements in the Program Integrated Plan and Review process, analysis, and questions. Your comments will be helpful to the PIPR Committee and will become part of the permanent review record.

I found the Peer Review process very helpful. Not only did my peer reviewer return the report with suggested edits and feedback, he also met with me to discuss the report. Discussing the process and feedback, I was able to incorporate many of the edits suggested.

Writing the executive summary, and putting together charts was probably the hardest part for me.

It would have been ideal to get staff feedback, but with a vacancy, my staff are pressed with time.

Sydney was incredibly helpful when questions came up, and was very accessible.

I enjoyed the orientation and overview of what the report asked.

I went back and made several edits to this report in an attempt to include most current information.

Departmental and Collaboration Three-Year Program Plan Goal Setting Worksheet

To add additional rows, click in the bottom cell on the right and push 'tab' on the keyboard.

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
E X A M P Increase proportion of EOPS students completing degrees by five percentage points	Mission statement: works to prepare students from all backgrounds. Strategic Plan: Strategy 2, Goal 1 SAO Results: Outcome 1; 76% of students completed 3 counseling visits	Increase counseling touch points from three times per semester to five times per semester by restructuring appointment and communication schedule	Associate Dean of EOPS and CalWORKS	None	December 2020	In three years, compare EOPS student graduation rates from before the touchpoint increase to graduation rates after the increase
L E S Decrease average response time for IT requests from three days to two days	Mission statement: Supports innovate practices Strategic Plan: No direct connection SAO Results: Outcome 3: End-user problems will be responded to in a timely manner and resolved effectively by MIS staff. No results yet.	Implement new workflow management software	Director of Information Technology	$7,500 for software package	September 2019	Compare average response times from one year before software implementation to one year after implementation

| Goal

One sentence limit. | Connection of Goal to Mission Statement, Strategic Plan and SAO Results.

Use one sentence for each item. | Proposed Activity to Achieve Goal

One sentence limit. | Responsible Party

One sentence limit. | Fund amount requested. If a collaboration, what % required from each partner?

If applicable, list each budget partner / source separately | Timeline to Completion Month / Year | How Will You Evaluate Whether You Achieved Your Goal

Two sentence limit. |
|---|---|---|---|---|---|---|
| Increase proportion of students who receive Pell grant. | Mission statement: Gavilan College cultivates learning and personal growth in students through support services to prepare students for success.

Strategic Plan: Strategy 2, Goal 1 SAO Results: Outcome 1; Increase number of Pell awards by 20. | Measure the impact of implementing Campus Logic. | Financial aid director | | December 2020. | In two years, compare Pell grant student numbers before Campus Logic and post Campus Logic. |

Goal One sentence limit.	Connection of Goal to Mission Statement, Strategic Plan and SAO Results. Use one sentence for each item.	Proposed Activity to Achieve Goal One sentence limit.	Responsible Party One sentence limit.	Fund amount requested. If a collaboration, what % required from each partner? If applicable, list each budget partner / source separately	Timeline to Completion Month / Year	How Will You Evaluate Whether You Achieved Your Goal Two sentence limit.
Increase proportion of students who receive Gavilan College Promise Grant (first year free tuition).	Mission statement: Gavilan College cultivates learning and personal growth in students through support services to prepare students for success. Strategic Plan: Strategy 2, Goal 1 SAO Results: **Outcome 1**; Increase the number of Gavilan College Promise Grants over Fall 2018 level.	Create outreach and follow-up procedures for newly admitted students who don't file FAFSA or Dream Application.	Financial aid director		December 2020.	Evaluate numbers of students served term to term.

| Goal

One sentence limit. | Connection of Goal to Mission Statement, Strategic Plan and SAO Results.

Use one sentence for each item. | Proposed Activity to Achieve Goal

One sentence limit. | Responsible Party

One sentence limit. | Fund amount requested. If a collaboration, what % required from each partner?

If applicable, list each budget partner / source separately | Timeline to Completion Month / Year | How Will You Evaluate Whether You Achieved Your Goal

Two sentence limit. |
|---|---|---|---|---|---|---|
| Increase proportion of students who receive California College Promise Grant (previously BOG). | Mission statement: Gavilan College cultivates learning and personal growth in students through support services to prepare students for success.

Strategic Plan: Strategy 2, Goal 1 SAO Results: Outcome 1; Increase the number of California College Promise Grants (previously BOG) by 50 over 2017/2018 levels. | Launching online BOG through CCC Apply for new admits to file online BOG. | Financial aid director and IT | | December 2020. | Evaluate numbers of students served term to term after implementation of online BOG application. |

Departmental Goal Setting Worksheet

Program being reviewed: __Financial Aid__

Date: 03/11/2019

Use this form twice:

1. Team member list due to PIPR no later than Fall - Week 5

2. Team Member sign off after final review
(Peer Reviewers: Spring Week 9; Dean: Spring Week 10)

Role	Name	Assignments/ research assigned, if any	Date and Initial upon **final** review
Team Lead/ Chair	Veronica Martinez *(signature)*		3-11-19
Supervising Admin	Kathleen Moberg *(signature)*		
Peer Reviewer	Kyle Billups		
Faculty Peer Reviewer			
Student			
PIPR Support Team			
PIPR Support Team			