



Program Review All Fields

Student Services - Financial Aid - 2023 - 2024

Main

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Overview

Academic Year 2023 - 2024

Originator Bostwick, Kelli

Division Non-Instructional Admin Units

Department Student Services

Program Financial Aid

Program Type Student Services

Co-Contributors

Questions? Find answers in CurricUNET User Manual. (http://www.Gavilan.edu/en/employee-services/office-of-instruction/curricunet/program_reviews/create_pr.html)

Contributor

- Dereza, Rocio
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Program Mission and Accomplishments

Gavilan College Mission Statement

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Provide a brief overview of how the program 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 (300 words or less).

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Financial Aid supports students in pursuit of educational goals, through grants, tuition waivers, work study, student loans and scholarships. Through a shared commitment to students and families, we strive to eliminate financial barriers of post-secondary education needs. Providing the highest quality of services in a fair, sensitive and confidential environment for all individuals, regardless of background, culture or lifestyle.

The Financial Aid Department establishes the following program objectives:

Process aid packages efficiently, accurately, equitably, and in a timely manner

Maintain regular contact with students and parents related to financial aid awards, and statuses.

Provide individual student/parent assistance in completing necessary applications.

Exercise professional judgment to ensure access to financial aid in extenuating circumstances.

Publish required consumer information concerning financial aid program expenses, appeal process, application requirements, eligibility criteria, award procedures, student rights/responsibilities, important deadlines and other pertinent information.

Provide training and information for financial aid staff through in-house training and attendance at professional training events, workshops, and conferences.

Maintain active working relationships and communication with all campus offices involved in the provision of financial aid programs.

Comply with all federal, state and local regulations, laws and policies in the administration of financial aid and scholarship programs.

On the PIPR website, locate and review your previous program plan and subsequent annual updates. After studying, please list

Response and follow-up to previous program reviews

1. **Increase number of students who receive Gavilan College Promise Grant (first year free tuition).**

Aid Year	# Awarded Gavilan College Promise Grant (RPIFAWD)
2020-2021	181
2021-2022	224
2022-2023	169
2023-2024	166 (pending in progress)

This goal was met.

The FA team will continue to utilize outreach and follow-up procedures for enrolled students who have not submitted FASFA or California Dream Act Application (CADAA), to include regular email communication, keeping students informed of deadlines, and other important information.

From 2020-2021 to 2022-2023, Peer Mentors and FA Technicians made phone calls to students advising them to submit their FAFSA or CADAA applications.

Cash 4 College workshops were offered at Gavilan College & at local high schools, in partnership with South County Cal-SOAP.

Smart Start (Registration Events) 2020-21 to 2022-2023

Super Saturday (Registration Events)- effective 2023-2024

Gavilan College Outreach Specialist promotes application completion and Gavilan College Promise Grant during Admissions application workshops at local high schools.

Financial Aid Technician reviews report of students who have a complete FAFSA/CADAA application and meet all other program criteria to award the Gavilan College Promise Grant. Student notification is sent to students with potential FA awards and requirements to maintain award.

2. **Increase number of students who receive California College Promise Grant (previously BOG) by 50 awards.**
3. **To provide an alternate method of disbursement of student financial aid funds.**
- 4.

Have the services or courses of your program changed over the past three years? Please explain (300 words or less).

Over the past 3 years, the focus of the department has been to concentrate on improving efficiency and equity in our work with students.

Departmental milestones include:

- Financial Aid has continued to offer services to students via in-person, phone, and zoom. Calendly is used as a scheduling tool for students to make appointments with Financial Aid.
- In-person drop-in services are also available for students.

- Financial Aid continues to use other technology to communicate and serve students, which include zoom, Microsoft Teams, Google Voice, FATV, & Campus Logic (Student Forms).
- Implementation of TD Client & Atomic system to automate the process of loading timely ISIRS (FAFSA/CADAA) to Banner and run automatic processes for: Tracking, Satisfactory Academic Progress, Packaging, and CCPG eligibility 3 times per week. This has increased the efficiency of the department in providing early student notification, assistance, and awarding.
- Welcome Center Peer Mentors continue to triage student referrals to Financial Aid. Peer Mentors will provide assistance for application completion at Welcome Center and will refer students to the Financial Aid front counter for additional services.
- A full-time technician was hired in November 2021 to serve as initial contact for students and review Gavilan College Promise Grant eligibility.
- From 2021-2023 to present, Financial Aid has provided 28 Cash 4 College events in partnership with South County Cal-SOAP.
- Financial Aid continues to review & award CCPG eligibility using FAFSA/CADAA applications.

Student and Program Outcomes

College Goal for Student Achievement

The following questions refer to data regarding student achievement.

Success

The following questions refer to data regarding student achievement.

What are your set goals for course success? Do your individual course and department rates meet this goal?

Helpful Question: If your rates for success are lower than your goals, what are your plans to improve them (200 words or less)?

Path: Tableau - Program Review/ Equity - D3. Course Rates by Unit

N/A

How many students did your area serve (if you don't have an exact count, please provide an estimate)? 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 (200 words or less)?

See Success and Retention dashboard in Tableau's Program Review section.

Based on DataMart, a total of 8111 unduplicated students received financial aid (CCPG, State and Federal Grants, Federal Loans, Scholarships, & Work study) and were served during 2020-21, 2021-22, 2022-23. Final numbers for 2023-24 are not available on DataMart as the academic year is still active. In addition to the students who were awarded, other students were contacted regarding appeals, applications filed, those with a high EFC or Estimated Family Contribution, etc.

It is understood that when students receive financial aid, their retention, course completion, and degree completion increase, in comparison to those students not receiving financial aid.

In your area, what goals need to be set and what initiatives need to be developed to support success and retention? (200 words or less).

Each of the following goals support student success and retention.

Goal 1 - Continue to work with A&R on activating new terms in CCCApply, to align with the new year financial aid application release date.

Goal 2 - Continue to complete Early Banner set-up for data loads after A&R has activated new terms in CCCApply. Financial Aid will be able to continue early loads of FAFSA/CADAA, student notification (requirements), complete file review, determine eligibility and notify students of awards.

Goal 3 - Train and utilize Peer Mentors & Senior Program Specialists in the Welcome Center, to assist with Cash4College events at local high schools, in conjunction with CalSOAP. This will allow Financial Aid office staff to focus on processing. FA technicians will work on student follow-up. FA specialists and senior FA specialists will work on file review, appeals, and compliance.

Goal 4- Coordinate with student accounts re: balances due and timely holds. We would like the Business Office to apply holds after the add/drop deadline beginning Fall 2024. This communication will alert students with high account balances, allowing them time to pay their balances, or to apply for financial aid resources, and if eligible, to update their account balance. This could result in student success and retention.

Equity

Equity

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

For EOPS/ CalWORKs, MESA, TRiO, Puente, and VRC: LOCATE Success and Retention dashboard in Tableau's Program Review section. Examine your equity results over the last three years. If there are differences in success rates and/ or retention across groups, comment on any differences in success rates across groups. Helpful Questions: What current factors or potential causes can be connected to these areas of disproportional impact? How might your program or department address student equity gaps (200 words or less)?

For all other areas, how can your area help increase disproportionate student success? Contact your support team for any needed assistance in interpreting these data (200 words or less).

Please find Equity information in Tableau's Success and Retention dashboard.

Contact your support team for any needed assistance in using Tableau.

Financial Aid can help increase disproportionate student success by collaborating with other support services departments. In order to ensure we are providing services and activities that will address disproportionately impacted student populations, by practicing equity-minded principles, to include diversity, equity, and inclusion in all of our policies and procedures. Understanding our student population, and meeting students where they are, to make sure there are opportunities for all students to receive financial aid, and assistance in completing applications, appeals, and any other special assistance they may need.

The Financial Aid department continues to work closely with special programs to increase financial aid awareness, assist with application processes and file completion. A representative provides support in financial aid workshops and at program orientations for programs that include, but are not limited to VRC, NextUP, EOPS, CalWORKS, Athletics, Basic Needs/EI Centro, TRIO Summer Bridge and Puente. Classroom

presentations combined with individual advising for new college students have promoted the FAFSA/CADAA completion to identify eligibility for Pell grant, CCPG (California College Promise Grant), Gavilan College Promise Grant and most recently, Gav 4 Free eligible students.

We are also able to assist special programs such as Foster Youth, to assist them in completing the CHAFEE application. As a newly hired Director of Financial Aid, it is my goal to continue to increase our ability to assist all students, with an equity lens, to ensure we are assisting those students that are historically underserved.

Our Equal Employment Opportunity (EEO) Plan States

"Ensuring equal employment opportunity involves creating an environment that fosters cooperation, acceptance, democracy, free expression of ideas and is welcoming to persons of all gender expressions, persons with different abilities, and individuals from all ethnic and other groups protected from discrimination."

What is your area doing to support district efforts in creating an inclusive college environment? With what departments are you partnering? Did you identify barriers and institute change? How is you creating/ ensuring diversity in your department or in the classroom?

Some examples might be sponsoring cultural events and diverse speakers on issues dealing with diversity, exploring how to infuse diversity into the classroom and curriculum, integrating diversity into the evaluation of employees, promoting learning opportunities and personal growth in the area of diversity, or evaluating how the physical environment can be responsive to diverse employee and student populations.

The Financial Aid office works with the Admissions & Records office to resolve the "unknown residency" status for students. We partner with Peer Mentors to assist students in completing their FAFSA/CADAA applications to ensure students have the best opportunity to get the financial aid they are entitled to, and allow them the best start to achieving their educational goals. Financial Aid collaborates with General Counseling, to provide services such as comprehensive education plans, petitions, and major selection, which allows FA to determine financial aid eligibility. We also work with Counseling to assist in the SAP appeals process, which is another way we work equitably with our students.

The Financial Aid office partners with El Centro to coordinate monthly application workshops, allowing those students with the most need to get prompt and continuous service. We send correspondence to students that are enrolled in the college, but do not have a FAFSA/CADAA application on file, to attend workshops providing assistance and answering any questions. Students are also notified about Cafecito y Consejo, who offer free immigration resources.

We partner with South County CalSOAP, local high schools, EOPS, the Continuing Ed Department, Puente and other special programs on and off campus, to provide financial aid information and application workshops in both English and Spanish, as well as scholarship workshops, and participation in campus outreach events, such as Super Saturday and Ram O Rama.

Additionally, the financial aid office staff participate in diversity, equity, and inclusion training that includes topics on serving our undocumented students, Foster Youth, Homeless/Unhoused, LGBTQ+, first time college students, both in person and online. Most of these trainings are offered through CCCSFAAA, CASFAA, NASFAA, FSA, CSAC, and COLEGAS.

How do you plan on addressing issues of student and employee equity? In other words, how do you plan on creating opportunities for success of students who have historically been underserved? How do you plan to address EEO outcomes in your employee hires?

The financial aid office will continue to address issues of student and employee equity, creating opportunities for student success in those historically underserved populations in many ways, including:

Regularly running reports to identify those students who have not yet submitted a FAFSA/CADAA, and encourage them to do so by getting assistance from the Welcome Center, or by attending one of our monthly application workshops.

Continued collaboration with Student Support Services programs such as, EOPS, El Centro, Foster Youth Liason/NextUP, UndocuLiason, Basic Needs, and Veterans Center to provide services geared toward the needs of each student in those historically underserved populations.

Participating in hiring committees to ensure that there is diversity, equity, and inclusion at the forefront of each candidate pool and interview panel process. This ensures that our staff will be as diverse as the students we serve. When there is an open position in the Financial Aid office, we will work with HR to ensure that all EEO policies are followed in the recruitment, hiring, and onboarding process as well.

Learning and Area Outcome

Have you reviewed all of your Service Area Outcomes (SAOs) to ensure that they remain relevant for evaluating the performance of your area?

Are your SLOs, PLOs, SAOs, and ILOs mapped in CurriQunet?

No

Are your SLOs, PLOs or SAOs up-to-date in CurriQunet?

Yes

Have all of your SLOs, PLOs or SAOs been assessed in the last five years?

Yes

Have you reviewed all of your SLOs/SAOs to ensure that they remain relevant for evaluating the performance of your program?

Yes

If you answered no to any of the above questions, what is your plan to bring SLOs/PLOs/SAOs into compliance?

Financial aid plans on mapping SAOs in CurriQunet in the upcoming year.

Outcome Assessments

Review Outcomes data located in the Course and Program Reports for your area (path below).

After you have examined your results, reflect on the data you encountered.

Student Learning Outcomes (SLO) or Service Area Outcomes (SAO)

Review the SLOs or SAOs data located in CurriQunet. What is your department's acceptable achievement score goal for each outcome?

1. Goal 1 - Increase the number of students who receive Pell grant by 20 awards.

- Measure the impact of implementing Campus Logic.
- Continue collaboration with CalSOAP to work with local high schools in assisting students with completing their FAFSA/CADAA applications.

2. Goal 2 - Increase the number of students who receive Gavilan College Promise Grant (first year free tuition).

- Create outreach and follow-up procedures for newly admitted students who don't file FAFSA or Dream Application.

3. Goal 3 - Increase the number of students who receive the California College Promise Grant (previously BOG).

- Change process to award CCPG based on completion of FAFSA or Dream Act Application by 50.

4. Goal 4 - Provide an alternate method of disbursement of student financial aid funds.

- Continue conversation and collaborate with Business Office to implement new method such as BankMobile, to be implemented by Fall 2025.

Institutional Learning Outcomes (ILO)

How do your SLOs/SAOs support the college ILOs or how do your PLOs support the college ILOs? Be specific.

This office works continuously to stay in alignment with the Institutional Learning Outcomes (ILO's).

A. Think Critically & Creatively - Develop and apply critical and creative thinking skills, including information literacy and aesthetic responsiveness.

B. Communicate Effectively - Express and exchange ideas effectively through listening, speaking, reading, writing and other modes of interpersonal communication.

C. Practice Social Responsibility - Develop ethical, social, and civic awareness

D. Cultivate Well-Being - Construct personal, educational and career goals and identify lifestyle choices that promote mental, emotional, physical, and social health.

The actions taken to ensure this in our day-to-day activities within the financial aid office include:

- Define and address any problems, questions, or changes that we encounter.
- Research and evaluate information with regard to changes in policy, procedure, and most recently, the FAFSA simplification process.
- Communicate effectively with students, staff, stakeholders, and other departments on campus, in a clear, empathetic, and educated manner.
- Use active listening skills to better serve our students and collaborate with others on campus and off.
- Include diversity, equity, inclusion, and anti-racism in our communication, hiring, and understanding of students and their needs. Including professional development, to ensure staff are able to learn and develop skills in these areas.
- Outreach to our local high schools, to assist students in completing FAFSA applications, which can lead to lifestyle choices that promote education and social health.
- Practice honesty and work ethically.

Are you meeting your SLO/SAO success goals? What patterns stand out in your results? If your SLO/SAO results are lower than your goals, what are your plans to improve them?

As the new FA director, I will be working with staff to ensure that we meet our SAO's moving forward.

Curriculum and Course Offerings Analysis

Program and Resource Analysis

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

Program and Resource Analysis

1. **2020**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

3000

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

3

Part Time Staff

2

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

2. **2021**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

3500

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

4

Part Time Staff

1

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

3. **2022**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

3500

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

6

Part Time Staff

0

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

4. **2023**

How many students did your area serve in this year (if you don't have an exact count, please provide an estimate)?

3500

Full Time Faculty

0

Part Time Faculty

0

Full Time Staff

6

Part Time Staff

1

Full Time Mgr/Admin

1.00

Part Time Mgr/Admin

0.00

Faculty Percentages

Percentage Full to Part Time Faculty

Year:2020

FT = 0%

PT = 0%

Year:2021

FT = 0%

PT = 0%

Year:2022

FT = 0%

PT = 0%

Year:2023

FT = 0%

PT = 0%

How have and will those with reassigned time, grant commitments and activity, projected retirements and sabbaticals affect personnel and load within the past in the next three years? What future impacts do you foresee (200 words or less)?

August 2021 - Financial Aid hired a Director

November 2021 - 1 FT Technician was hired

January 2023 - Financial Aid Director resigned

Financial Aid team experienced temporary staff reassignments:

Interim FA Director & Senior Program Specialist that required training and cross training.

All staff helped to cover the front counter during the Technicians temporary assignment to Senior Program Specialist.

November 2023 - Part-time FA Technician was hired to assist with front counter coverage, scanning documents, reviewing emails, phone calls, etc.

November 2023 - FA Director was hired

Additional Comments

Evaluation of Resource Allocations

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.

Did you receive additional funds?

Yes

Resource Allocation

1. **821,760.00**

Funding Source

District

Academic Year

2021 - 2022

Purpose of Funding

Operation & Staffing Needs for the FA Department

Result

Staffing and Delivery of Financial Aid Services

2. **926,986.00**

Funding Source

District

Academic Year

2022 - 2023

Purpose of Funding

Operation & Staffing Needs for FA Department

Result

Staffing and Delivery of Financial Aid Services

3. **930,075.00****Funding Source**

District

Academic Year

2023 - 2024

Purpose of Funding

Operation & Staffing Needs for FA Department

Result

Staffing and Delivery of Financial Aid Services

Program Productivity

Program Productivity Measurements

Determine the number of students you assist annually. Using the data provided by the business office, calculate your average cost effectiveness per student. **If you do not have student contact, please fill out Total allocated budget and Total spending.**

- **2025 - 2026**

Total Number of student contacts

Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

- **2024 - 2025**

Total Number of student contacts

Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

- **2023 - 2024**

Total Number of student contacts

2235

Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

- **2022 - 2023**

Total Number of student contacts

3131

Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

- **2021 - 2022**

Total Number of student contacts

3279

Total allocated budget

Total spending

Total cost per student (Student Contact/ Total Spending)

Year and Student count

Evaluate your program costs. Are your costs in alignment with your budget? If not, what improvements can be made? Please explain any trends in spending, inconsistencies and unexpected results.

Integrated Planning and Initiatives

What other areas is your program partnering with (i.e. guided pathways, grant collaboration, etc.) in new ventures to improve student success at Gavilan College? What is the focus of this collaboration? Helpful question: What are the department and your Integrated Planning/ Guided Pathways partners' plans for the next three years (200 words or less)?

Financial aid is collaborating with A&R, Basic Needs, El Centro, Guided Pathways, the UndocuLiason, EOPS, Higher Aspirations, VA, Counseling, Outreach, the Welcome Center, CalSOAP/Cash4College, and any other support programs we can work with, to ensure the greatest chance of student success. We work with CalSOAP in supporting outreach workshops at the local high schools, to assist students in completing their FAFSA/CADAA applications, correctly, and in a timely manner. This allows potential students to connect with our FAO staff, feel supported, and hopefully decide to attend Gavilan. We work with Guided Pathways and the CAPs to also assist the overall student experience, and to guide students to a path of educational success. The collaboration among the many departments supporting GP is one way to best serve students in achieving their desired educational goals in a timely and successful manner. We collaborate with other departments to provide support to students during the outreach, onboarding, and matriculation process to ensure student success. Events include Super Saturday, Cash4 College, Educational forums, El Centro workshops and others to assist our students with completing their FAFSA/CADAA applications, make corrections, and educate them on financial aid programs or scholarships they may be eligible for.

Other Opportunities and Threats

Review for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve. Examples may include environmental scans from the Educational Master Plan, changes in matriculation or articulation, student population, community and/ or labor market changes, EMSI data and etc. Helpful Question: What are the departmental plans for the next three years (200 words or less)?

The department's plans for the next three years include additional follow-up with emails and phone calls to those who have submitted a FAFSA/CADAA but have not yet completed verification or correction tasks. Grow our outreach activities, to ensure that all high school seniors, incoming students, and continuing students have submitted a FAFSA/CADAA, and are able to understand the importance of completing any outstanding requests for verification or corrections. Students are more likely to stay and complete their degree when they have financial support. The financial aid office is looking to continue to collaborate with support services across campus, to ensure we are reaching all students equitably, and focusing on those historically underserved populations. As the future is assuredly full of change, we are here to support students and staff in understanding those changes, and navigating them effectively. The Financial Aid office plans to grow the number of Pell recipients, by maintaining our outreach and follow up with students and their financial aid application process. Currently, the 2024/25 FAFSA application has changed drastically, with the idea to simplify the process. Unfortunately, there have been many obstacles that have come from the change, some we can help our students with, and most others, are out of our control. We will work diligently in learning and educating students and staff about those changes and assist them in getting their applications submitted in a timely manner.

What are you discovering about instruction and/or services in a remote environment that you would want to maintain post-pandemic?

Services that are provided to students that are remote, such as zoom appointments, orientations, etc., are not only convenient for staff, and students, but make for a more equitable option. Meeting students where they are, is a great opportunity for us to retain students who may otherwise not be able to attend college.

What kinds of issues are exacerbated or emerging that are likely to remain, unless addressed?

The opportunity for fraud is exacerbated and is likely to remain, unless addressed at the state level (CCC apply). When students are able to complete all applications (CCC apply, FAFSA/CADA, CalGrant, etc.) online, this leaves the opportunity for bots or 'bad actors' to apply, enroll, and potentially receive financial aid, as well as enroll into classes, taking away seats for actual students that want to learn.

Additional 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.

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

The Financial Aid department does provide training to the Welcome Center/Peer Mentors on FAFSA/CADAA applications. Peer Mentors have participated in regional training sponsored by the State Financial Aid Association. FA staff conducts financial aid presentations to faculty and staff at bi-annual convocation and new faculty orientations, as well as to individual departments that request training. Professional development opportunities are made available for FA staff to attend, including: CCCSFAAA annual conference and online trainings, CSAC webinars, NASFAA annual conference and online trainings, National Scholarship Providers Association conference, Campus Logic annual conference, CalGrant training, COLEGAS conference, and many other online professional development trainings and webinars. FA staff look to attend as many training and conferences that will educate us on Federal, State, and local financial aid.

2. If there is 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.

Based on the number of student contacts and the SCFF, there is a documented need for additional staffing in the FA department. There has been a great deal of turnover and changes in the staffing of the FA department, leaning to the need for more professional development, so we can not only provide the ultimate in student services, but retain our employees. The need for a dedicated financial aid outreach technician is also supported by the goal of increasing the number of Pell recipients, and the new requirement that all high school seniors submit a FAFSA application prior to graduation. We would be able to focus more on the processing of financial aid in the office, if there were a dedicated outreach person that could facilitate in house Cash4College workshops, departmental workshops, and community outreach to bring in more students to the college, while assisting with FAFSA applications. This additional staff member would allow in-house staff to focus on student follow-up and completion of their file review in a timely manner, leading to more Pell and CCPG application completion and funding to students.

3. What, if anything, is your program 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?

Financial aid staff have been actively participating in various hiring committees as well as EEO training. FA staff are dedicated to hiring qualified professionals who have a demonstrated understanding and sensitivity in working with students from educationally and economically disadvantaged backgrounds. FA staff participate in professional development training and conferences, and seek input and guidance from the Chancellor's office, to continually develop their knowledge of our increasingly diverse student body. This awareness will better position us to serve on hiring committees, review applications, and help develop diversity, equity and inclusion in interview questions. The majority of the staff in the FA office are Gavilan College alumni, many are bilingual/ Spanish speaking, and being that we are a Hispanic Serving Institution, allows for increased communication and greater student buy-in with our staff and students. Continued collaboration between the FA office and all departments on campus builds trust, morale, and that support allows for staff, faculty, and classified professionals to build a sense of community and belonging, leading to employee retention.

4. Are there program accomplishments/ milestones that have not been mentioned that you would like to highlight?

Despite the challenges of the past few years, with the pandemic, and staff turnover, our office has maintained the number of students receiving Pell, all while improving efficiency and equity in our work with students. We have successfully changed our training techniques by focusing on cross-training and creating effective documentation procedures that are shared among staff.

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.

As a new Director that is required to complete a PIPR, I would like to see more intensive training and clear expectations of the process, and most importantly, access to reliable data, so I may feel more sure that the information provided is accurate. I believe that the PIPR is a great resource for the department as well as the institution as a whole. However, I do not feel that I was given sufficient training or resources to complete the PIPR effectively.

Goals

Three-Year Program Plan Goals

- 1. Increase number of students who receive Pell Grant by 5%**

Connection of Goal to Mission Statement, Strategic Plan**(http://www.gavilan.edu/administration/master_plan/docs/SP_GoalsStrategiesDraft-final.pdf)****and SAO Results**

Mission:

Strategic Plan: 1: Increase Achievement; 2: Improve Efficiency; 4: Improve Equity

SAO Results

Proposed Activity to Achieve Goal**

Collaboration with Outreach and other Student Services Programs to assist students in completing FAFSA application and submit required documentation.

Responsible Party

FAO staff

Fund amount requested. If a collaboration, what % required from each partner?

Staff time/OT, outreach materials/swag, and additional personnel for outreach

Total Three Year Resource Allocation Request

30000

Timeline to Completion Month / Year

June/2025

How Will You Evaluate Whether You Achieved Your Goal

Use Argos Reports & Banner Data to show increase of Pell Grant awards

Executive Summary

Please provide a brief 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 Committee, President's Cabinet, Dean's Council, ASGC, Academic Senate, Budget Committee and Board of Trustees (300 words or less).

The FAFSA simplification act has caused a change in the FAFSA application, that has been very difficult for staff and students to navigate. With the urgency of the SCFF, and a supplemental allocation of 20% tied to the number of Pell and CCPG awards requires a significant staff resource allocation to increase the number of awards. We need to look at adding a dedicated outreach person for the financial aid department, so that we will be able to meet or exceed our goals of increasing the number of Pell recipients. There will need to be further analysis as to why there are so many students that do not or have not yet completed a FAFSA/CADAA application, and to develop a strategic plan to address the possible barriers to completing these applications. The department has continuously, for the past few years, had staff turnover and changes in leadership. As a result, the department has been in a survival mode, and now with the stability of 6 full-time staff and a new Director, we are working to catch up and build the department to a place where the workflows are being completed efficiently and in a timely manner, to ensure our students receive their financial aid they need to be successful. Meeting the Chancellor's Vision for Student Success will require the evaluation of additional staff needs, to include an outreach person. This would provide an opportunity to meet students where they are to increase enrollment, application and document/verification completion levels, awarding, maximize SCFF funding, and improve overall retention and completion rates. Additional funding for staff professional development are needed, as conferences are back to an in-person modality, and that includes an increase in the cost for travel.

Attach Files

Attached File