

Program Review

Each program or service area of Santa Monica College is expected to engage in an ongoing process of self-reflection and assessment of program effectiveness. Program review is designed to facilitate and document this process, with program improvement as the intended outcome. Programs and service areas must complete an in-depth report every 6 years; a shorter report covering more limited information is due annually. Certain information included in the annual reports will be automatically aggregated in the 6 year report.

Information submitted in both the 6 year and annual report will be considered by the Program Review Committee. Annual reports will be reviewed by the area vice-presidents and relevant information shared with appropriate planning bodies. Through an annual report to the District Planning and Advisory Committee (DPAC), the Program Review committee forwards information and makes recommendations that are considered in annual institutional planning processes.

Program Information

Program name: Financial Aid/Scholarships

Academic year: 2012-2013

Program contact: Steve Myrow Extension: 4871

Program Type

Check all boxes that apply to your program.

- Instructional
- Career Technical Education (CTE)
- Student or Instructional Support Service
- Administrative Service

Review Period

X Six year

A. Program Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

Program Description:

The Financial Aid operation oversees 18 different aid programs—with funding provided by federal, state, institutional, and private sources. Those funded by the Federal Government include the Pell Grant, SEOG Grant, Federal Work Study, Direct Subsidized Stafford Loan, Direct UnSubsidized Stafford Loan, and Direct Parent Loan programs. Those funded by the State of California include the Cal Grant B, Cal Grant C, BOG A Enrollment Fee Waiver, BOG B Enrollment Fee Waiver, BOG C Enrollment Fee Waiver, Chaffee Grant, and CalWORKS Work Study programs. Those funded by Santa Monica College include the SMC Emergency Loan, SMC Book Loan, and SMC Foundation Scholarship programs. Financial Aid also administers outside scholarships and a limited number of private loans.

While Financial Aid and Scholarships will provide over \$45,000,000 of assistance in 2013-14 (for the third consecutive year,) the primary focus of the operation goes beyond the awarding and disbursing of aid. The true goal of the operation is helping students succeed in their academic endeavors. Furthermore, Financial Aid supports the mission of Santa Monica College by assisting students with their educational expenses—which includes fees, books, supplies, transportation, food, and housing.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Goals and Responsibilities

- A) Provide federal, state, and institutional financial assistance that helps students pay for their education expenses. In addition, to help the students achieve their educational objective.
- B) Maintain compliance with federal and state processing requirements and adherence to Federal and State law.
- C) Manage the accounting requirements for both federal and state aid programs and regularly reconcile the Pell, Cal Grant, and Direct Loan Programs. Federal financial aid and Cal Grant programs need to be reconciled on both a monthly and annual basis.
- D) Complete the annual Federal FISAP Report—which addresses the use of Federal funds in the previous academic year.
- E) Work with Information Management to complete the college's annual submission of Federal and State MIS information to the State of California.

F) Complete the annual BFAP report to the Chancellor's Office. The BFAP report addresses the use of State funding for staff, technology, training, and outreach materials.

G) Manage the substantial transfer of data between the U.S. Department of Education and Santa Monica College. This includes the downloading of FAFSA applications and corrections, the reporting of Pell originations and disbursements, and the submission of Federal Direct Loan certification and other processing files.

H) Manage the assessment of Federal Return of Title IV calculation and Federal Aid Overpayments, the notification to students of overpayment status, the return to Federal Aid Programs of overpayments, and the reporting of overpayment data to the U.S. Department of Education.

3. *If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.*

ILOs, Supporting Goals, Strategic Initiatives

The Financial Aid operation provides comprehensive support services to students, which is one of Santa Monica College's Supporting Goals.

4. *If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex. Margin of Excellence).*

Outside Funding

The Financial Aid Office receives annual funding from the State of California for various financial aid related expenses. The funding, which come from the Board Financial Aid Program (BFAP), is allocated to California Community Colleges for only four purposes: 1) financial aid office staffing 2) technology expenses that help in the processing and awarding of federal and state financial aid, 3) training for financial aid staff, 4) outreach materials.

BFAP funding began when the Board of Governors Enrollment Fee Wavier Program was created in 1984-85. The funding for California Community Colleges, though, was substantially increased ten years ago—as the BFAP allocation went from \$134,000 in 2003-04 to \$776,770 in 2004-05. In recent years, Santa Monica College has received over \$800,000 annually—which is used, primarily, for Financial Aid staffing and technology expenses. The actual amount of BFAP funding is tied to both FTE and the number of BOG Enrollment Fee Waivers awarded to students in the prior year.

The BFAP funding pays for 40+% of the Financial Aid Office's annual staffing expenses. BFAP funds pay for the salaries and benefits of four full time Student Services Clerks, two full time Student Services Specialists, two to three temporary Students Services Clerks, and the contracts of two part time academic counselors. In addition, BFAP funding also pays the maintenance charges for our Banner Financial Aid Software.

B. Populations Served

In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)

1. *Describe who your area serves (students, staff, etc.) – both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.*

Financial Aid reviewed the ethnicity, gender, and age demographics for the Pell Grant and BOG Fee Waiver Programs from the past six years. The following data was taken from the CCCC Data Mart.

Note: some Data Mart program recipient information is slightly different from that in ISIS.

Ethnicity & Gender Student Demographics: Pell Grant Program

The Pell Grant Program continues to see growth among Hispanic students—with more than 50% of the 2012-13 Pell recipients identifying themselves as Hispanic. This is an increase from the 37.8% that self-identified as Hispanic in 2007-08. Women still comprise the majority of Pell recipients, but the percentage of female Pell recipients dropped from 58% in 2007-08 to 54% in 2012-13. Also of note is the creation of the multi-ethnicity category in 2008-09. Only two students indicated that they were multi-ethnic that year. In 2012-13, 300 students identified themselves as multi-ethnic

Ethnicity	Pell Grant Recipients – Female Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	476	626	714	723	745	631
American Indian	11	13	14	6	13	9
Asian	195	228	303	378	390	353
Filipino	30	37	30	51	55	59
Hispanic	963	1181	1654	2072	2432	2540
Multi-Ethnicity			52	107	167	178
Pacific Islander	9	11	21	19	12	15
White Non-Hispanic	519	549	700	811	850	821
Unknown	210	233	189	132	94	65
Total	2413	2878	3677	4299	4758	4671

Ethnicity	Pell Grant Recipients – Male Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	320	431	519	569	662	570
American Indian	10	10	14	14	6	3
Asian	198	177	250	319	371	345
Filipino	19	27	24	38	49	46
Hispanic	615	824	1168	1550	1871	2012
Multi-Ethnicity		2	47	99	118	122
Pacific Islander	16	17	13	12	13	11
White Non-Hispanic	406	456	581	685	787	764
Unknown	159	213	166	106	73	48
Total	1753	2157	2782	3392	3950	3921

Ethnicity	Pell Grant Recipients – All Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	796	1057	1233	1292	1407	1201
American Indian	21	23	28	20	19	12

Asian	393	405	553	697	761	698
Filipino	59	64	54	89	104	105
Hispanic	1578	2005	2822	3622	4303	4552
Multi-Ethnicity		2	99	206	285	300
Pacific Islander	25	28	34	31	25	26
White Non-Hispanic	925	1005	1281	1496	1637	1585
Unknown	369	445	355	238	167	113
Total	4166	5035	6459	7691	8708	8592

Ethnicity & Gender Demographics: BOG Enrollment Fee Waiver Program

Key ethnicity and gender demographics for the BOG program are very similar to those for the Pell Grant Program. Almost 50% of all BOG Waiver recipients were Hispanic—in 2012-13. As with Pell Grants, this percentage has grown since 2007-08. In addition, most recipients were female. The female/male percentages in 2007-08 (58% to 42%) and 2012-13 (54% to 46%) mirrored those with the Pell Grant program.

Ethnicity	BOG Fee Waiver Recipients - Female Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	1374	1552	1726	1640	1669	1754
American Indian	51	45	38	23	35	29
Asian	648	753	875	892	891	950
Filipino	132	137	111	173	181	197
Hispanic	2545	2931	3792	4386	4904	5595
Multi-Ethnicity			151	322	412	488
Pacific Islander	32	39	43	46	33	38
White Non-Hispanic	1529	1717	1955	2092	2127	2183
Unknown	701	785	497	330	235	209
Total	7012	7959	9188	9904	10487	11443

Ethnicity	BOG Fee Waiver Recipients - Male Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	874	1043	1182	1203	1362	1411
American Indian	28	26	35	27	19	17
Asian	557	580	713	736	780	885
Filipino	83	89	77	102	118	143
Hispanic	1828	2141	2767	3206	3724	4557
Multi-Ethnicity			127	220	271	328
Pacific Islander	28	43	87	26	30	30
White Non-Hispanic	1067	1279	1433	1572	1766	1884
Unknown	570	628	382	267	178	125
Total	5035	5829	6753	7359	8248	9380

Ethnicity	BOG Fee Waiver Recipients - All Students					
	07/08	08/09	09/10	10/11	11/12	12/13
African-American	2258	2595	2908	2843	3031	3165
American Indian	79	71	73	50	54	46
Asian	1205	1333	1588	1628	1671	1835
Filipino	215	226	188	275	299	340
Hispanic	4373	5072	6559	7592	8628	10152
Multi-Ethnicity			278	542	683	816
Pacific Islander	60	82	80	72	63	68
White Non-Hispanic	2596	2996	3388	3664	3893	4067

Unknown	1271	1413	879	597	413	334
Total	12047	13788	15941	17263	18735	20823

Age Group Demographics: Pell Grant Program & BOG Fee Waiver Programs

The vast majority of Pell Grant recipients are in the 18 to 24 age group. 78% of 2012-13 Pell recipients were in the 18 to 24 age range. In 2007-08, this age group comprised 73% of the total Pell recipients. The 18 to 24 age group is also the largest recipient group for the BOG Fee Waiver Program. From 2007-08 to 2012-13 we see a slight increase in this group—going from 65.4% of the overall recipient pool (in 2007-08) to 68.8% last year.

Age Group	Pell Grant Recipients Per Academic Year					
	07/08	08/09	09/10	10/11	11/12	12/13
Under 18	217	260	368	367	335	341
18 & 19	1765	2219	2985	3602	3950	3,764
20 to 24	1273	1465	1751	2154	2822	2,944
25 to 29	420	512	593	721	700	720
30 to 34	169	216	299	298	340	296
35 to 39	109	119	165	189	180	162
40 to 49	139	161	190	230	243	211
50+	74	83	108	130	138	154
Total	4166	5035	6459	7691	8708	8592

Age Group	BOG Waiver Recipients Per Academic Year					
	07/08	08/09	09/10	10/11	11/12	12/13
Under 18	414	452	568	528	550	607
18 & 19	3652	4262	5335	5984	6311	6608
20 to 24	4227	4695	5145	5643	6561	7735
25 to 29	1815	2126	2774	2384	2412	2807
30 to 34	709	857	1005	1069	1131	1216
35 to 39	403	453	588	593	618	618
40 to 49	485	590	622	657	708	747
50+	342	353	404	405	444	485
Total	12047	13788	15941	17263	18735	20823

2. Compare your student population with the college demographic. Are the students in your program different than the college population? Reflect on whether your program is serving the target student population.

The college “at large” population has seen an increase in the percentage of Hispanic students and a decrease in African American, Asian, and White-non-Hispanic students. This general trend is consistent with the demographics in both the Pell and BOG Waiver Programs.

The college “at large” gender breakdown is almost identical with that of the Pell Grant and BOG Waiver populations. Interestingly, the “at large” percentage of female students dropped from 58% in 2007-08 to 55.4% in 2012-13. This slight dip mirrors the decline in female recipients of Pell and BOG Waivers over that same period of time.

The program is certainly serving the target population.

Gender and Ethnicity Demographics for College-At-Large						
	07/08	08/09	09/10	10/11	11/12	12/13
Headcount	51347	54877	53514	50475	45931	45024
Female	29980	31721	30539	28550	25731	24888
Male	21354	23143	22975	21925	20197	20135
Unknown	13	13			3	1
Ethnicity						
African American	5162	5435	5381	4740	4168	4028
American Indian	238	247	188	134	110	106
Asian	8364	8760	8747	7933	6835	5750
Filipino	1194	1194	794	816	763	775
Hispanic	11425	12337	13772	14530	13961	14486
Multi-Ethnicity			827	1471	1496	1550
Pacific Islander	287	330	290	288	222	177
Unknown	6493	6866	4410	2711	2484	3547
White Non-Hispanic	18171	19695	19105	17856	15889	14604

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

As noted earlier, the Hispanic sector of the financial aid recipient pool continues to increase. This was also the case at the time of the last program review.

C. Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. Please indicate the number of different disciplines or functions for which information will be provided, and copy, insert and answer one set of questions per discipline, function, or program.

1. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- Volume of unit activity
- Efficiency (responsiveness, timeliness, number of requests processed, etc.)
- Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)
- Compliance with external standards/regulations
- Client/customer satisfaction with services

Administrative Unit Outcomes

- A. Student will be awarded their financial aid package earlier.

Criteria for success: The number of aid packages disbursed by the first day of the semester will be higher than in previous years.

B. Students will have their financial aid applications processed faster.

Criteria for success: The volume of disbursements will be higher than in previous years.

2. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

UO Assessment

Financial Aid assesses the processing, awarding, and disbursing of aid at various points in the eighteen months “financial aid processing year.” The processing year for 2012-13 began on January 1, 2012, extended through Fall 2012, Winter 2013, Spring 2013, Summer 2013, and ended on October 1, 2013—with the submission of the 2012-13 Federal FISAP Report.

For our assessment of the Financial Aid Office’s Administrative Unit Outcomes, we wanted to determine if our internal changes and efforts were resulting in our intended outcomes. Our first UO addresses the institutional desire to have as many Federal financial applicants awarded (and disbursed) by the beginning of the Fall and Spring terms—as possible. We have known that academic success for high-need students is tied to their ability—early in the term—to purchase books/supplies, pay for transportation expenses, and have money for food.

By looking at the amount of grant checks (and the dollar amounts) disbursed by Week 1 of the Fall and Spring terms (over the past seven years), the data definitely demonstrates that the intended outcome for our first UO was accomplished.

Our second UO was to package federal aid at a faster pace. The Fall check disbursement data (below) was also used to assess that outcome. Both first week and mid-term disbursement figures indicate that awards have been generated at a faster pace—each ensuing year. This outcome was also achieved.

Fall Check Disbursement Comparisons: Fall Semesters 2006 to 2012

	1st Week of Fall Check Disbursement Data	Fall Mid-Term “Full Payment” Disbursement Data
Fall 2012	5348 grant checks / \$3,637,358	9098 grant checks / \$6,111,033
Fall 2011	5043 grant checks / \$3,444,246	7971 grant checks / \$5,803,662
Fall 2010	4050 grant checks / \$2,616,447	7009 grant checks / \$4,944,943
Fall 2009	3866 grant checks / \$2,479,186	5642 grant checks / \$3,786,827
Fall 2008	3286 grant checks / \$1,907,256	4986 grant checks / \$2,753,514
Fall 2007	3032 grant checks / \$1,504,480	4741 grant checks / \$2,670,580
Fall 2006	2286 grant checks / \$1,148,255	3503 grant checks / \$2,008,303

Spring Check Disbursement Comparisons: Spring Semesters 2007 to 2013

	1st Week of Spring Check Disbursement Data	Spring Mid-Term “Full Payment” Disbursement Data
Spring 2013	9165 grant checks / \$6,299,524	9248 grant checks / \$6,281,468
Spring 2012	8414 grant checks / \$6,363,120	7857 grant checks / \$5,806,793
Spring 2011	6762 grant checks / \$5,236,438	7934 grant checks / \$5,495,371

Spring 2010	6266 grant checks / \$4,344,128	6295 grant checks / \$4,252,982
Spring 2009	5271 grant checks / \$2,976,455	5188 grant checks / \$2,927,093
Spring 2008	4731 grant checks / \$2,427,367	4352 grant checks / \$2,287,607
Spring 2007	4400 grant checks / \$2,199,815	3940 grant checks / \$1,985,799

3. *What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.*

Evaluation Measures/Planning

Financial Aid annually reviews federal and state regulatory changes, office operating procedures, and internal policies. Initial planning meetings between the Assistant Financial Aid Director and the Associate Dean are scheduled each spring—before the kick-off of the new processing year. Changes in federal and state regulations are addressed, as are system issues, internal processes, and specific staff assignments. Additional meetings that include Financial Aid Specialists are then scheduled. Changes for the upcoming financial aid processing year are addressed at these meetings and integrated into the office operation.

Financial Aid Target Goals for 2012-13:

A) Continue the implementation of the Banner Financial Aid Software Module

The primary goal in 2012-13 was to implement and utilize Banner Financial Aid software. This was accomplished. The staff’s knowledge of Banner has increased dramatically. Training is on-going—as is development. In addition, with the development of the SMC Financial Aid Portal (within Corsair Connect), the Financial Aid Office is able to communicate with students on processing updates, awards, disbursements, and SAP status.

B) Maintain the general amount of assistance to SMC students with the Pell Grants and BOG Waivers Programs

This goal was accomplished. The size of the Pell Grant program in 2012-13 was similar to that in 2011-12. Last year, 8680 students received Pell Grants totaling \$28,714,923. In 2011-12, 8708 students were paid Pell Grants totaling \$28,721,948. The 2012-13 BOG Waiver numbers exceeded those from last year—with 20,777 students having their fees waived—for a total of \$15,238,443. In 2011-12, 18,732 students had their fees waived for a total of \$10,834,375.

C) Keep Stafford Loan Cohort Default Rates low

The Department of Education ties Stafford Loan Cohort Default Rates (CDR) to participation in Federal Financial Aid Programs. The threshold for sanctions or loss of federal aid programs has been 25% for the “2 Year CDRs. Financial Aid has been addressing the loan default rates for several years with borrower education, annual entrance and exit meetings. Financial Aid also integrates a financial literacy exercise into the loan request process.

Historically, the Federal CDR calculated student loan default in the first two years after a student goes into repayment. Schools with “Official 2 Year CDRs” of 25% for three consecutive years—would lose Pell and Direct Loan eligibility.

SMC’s most recent “Official 2 Year CDR (released on July 27, 2013) is very low: 5.5% for Fiscal Year (FY) 2011. The five previous “Official 2 Year CDRs were 11.3% for FY2010, 10.2% for FY2009, 7.7% for FY2008, 6.4% for FY2007, and 9.8% for FY2006. SMC’s cohort default rates for these years were well below the sanction threshold of 25%.

Default loan analysts have long considered the two year window—after repayment begins—to be too short a span to accurately assess whether a student loan borrower would default on his/her loan. Beginning in 2009 the Department of Education began releasing “Draft 3 Year Cohort Rates” to colleges. The Department of Education anticipated that default rates would increase by approximately 50 to 75%-- over the 2 Year Rates. Nationwide, the “Draft 3 Year Cohort Default Rates” released in 2009, 2010, 2011, and 2012 demonstrated that this was, indeed, true. SMC’s “Draft 3 Year Default Rates” were generally around 50% higher than the “Official 2 Year Default Rates.”

Finally in 2013, the Department released the first “Official” 3 Year CDRs and SMC’s FY2010 “Official 3 Year CDR was 17.1%. (The FY2010 “Official” 2 Year CDR was 11.3%.) The sanction threshold for the “3 Year Rates” will be 30%. We anticipate that the next 3 year rates (for FY2011) to be quite low— since the 2 year rates were quite low. In spite of the countries deep recession, SMC’s default rates have remained relatively low. This goal was also accomplished.

D) Continue work on Policy and Procedure Manual

This is certainly a task that needs to be completed. Updates to the following sections were completed this past year: verification, dependency documentation, SAP, Pell Recalculations, and systems security policy. Work remains on the larger Policy and Procedure Manual draft.

E) Create a Cal Grant-Web Grant Software Solution

Cal Grant disbursements are reported manually to the Cal Grant WebGrants System. (Pell Grants are reported electronically.) Both Information Management and Financial Aid have committed to creating a Cal Grant reporting process. Banner demands, though, have taken precedence.

D. Program Improvement

In this section, please document what you did last year as a result of what you described in Section C and what you are planning to do for the coming year.

Part 1: Looking back

In this section, please summarize your response to last year’s planning efforts.

1. *Note the status of the previous year’s objectives.*

[This relates to an automated response feature expected with the future online submission. If your program set specific objectives for the previous year, please summarize them and indicate whether each objective has been completed, is still in progress, or has been eliminated. Add comments if you feel further explanations are

needed. If your program did not set yearly objectives, you may omit this item for the 2012-2013 review.]

2. *List accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.*

Increases in Applications, Regulatory Changes, Total Financial Aid

Since the last Program Review, the SMC Financial Aid Office has seen an explosion of federal aid applications. Driven by the nation’s economic downturn, the number of federal aid applicants has almost tripled over the past six years—going from 16,171 students in 2007-08 to 45,720 students in 2012-13.

Federal Financial Aid Applicants: 2006-07 through 2012-13

Academic Year	Number of Federal Aid Applicants
2012 - 2013	45,720
2011 - 2012	39,206
2010 - 2011	32,215
2009 - 2010	26,042
2008 - 2009	20,392
2007 - 2008	16,171
2006 - 2008	15,546

In addition, the office has seen the elimination of one federal grant program and all federally backed bank funded loan programs. Financial Aid also had to respond to a substantial number of regulatory changes since 2009—including those in verification, satisfactory academic progress rules, “ability to benefit” rules, and documentation of high school graduation.

With the backdrop of these unprecedented changes in the Financial Aid landscape, the SMC FA Office, (over the past six years) has generated a significant amount of assistance to SMC students. While the Financial Aid Office has long provided assistance to a substantial portion of the SMC student population, the number of aid recipients has also grown over the past six years. In 2012-13, the Financial Aid Office funded more SMC students than before—with 20,891 students receiving some type of Federal and/or State aid. This represents almost 50% of the credit population at SMC. Note that this is a considerable increase in the overall percentage of SMC students receiving assistance—which historically has been in the 20-25% range.

Federal and State Financial Aid Recipients: 2006-07 through 2012-13

Academic Year	Total Aid Recipients	% of SMC Students Receiving Aid
2012-13	20,891	49.6%
2011-12	18,923	44.3%
2010-11	17,557	37.8%
2009-10	16,092	32.4%
2008-09	14,051	27.7%
2007-08	12,293	26%
2006-07	11,255	24.5%

In addition, the total financial aid is noteworthy, with SMC closing in on \$50,000,000 of annual assistance.

Total Federal and State Financial Aid Dollars: 2006-07 through 2012-13

Academic Year	Total Aid
2012 / 2013	\$48,720,576
2011 / 2012	\$45,462,380
2010 / 2011	\$39,484,636
2009 / 2010	\$33,533,842
2008 / 2009	\$24,403,380
2007 / 2008	\$20,085,514
2006 / 2007	\$18,423,845

Pell Grants and Board of Governors (BOG) Enrollment Fee Waiver Programs

SMC’s two largest aid programs, the Pell Grant and the BOG Enrollment Fee Waiver, have grown dramatically since 2006-07. The Pell Grant Program is approaching 9000 recipients annually and disbursements have exceeded \$28.5 million in the last two school years. In addition, the number of students receiving BOG fee waivers has almost doubled since 2006-07, with over 20,000 students receiving fee waivers in 2012-13. (See Pell and BOG data below.)

Pell Grant Program: 2006-07 through 2012-13

Academic Year	Number of Students Receiving Pell	Total Pell Disbursed
2012 / 2013	8680	\$28,714,923
2011 / 2012	8708	\$28,721,948
2010 / 2011	7691	\$26,105,070
2009 / 2010	6448	\$21,320,224
2008 / 2009	5052	\$14,575,948
2007 / 2008	4160	\$10,957,399
2006 / 2007	3733	\$9,255,219

BOG Fee Waiver Programs: 2006-07 through 2012-13

Academic Year	Number of Students With Fee Waiver	Total Enrollment Fees Waived
2012 / 2013	20777	\$15,238,443
2011 / 2012	18732	\$10,834,375
2010 / 2011	17266	\$7,421,973
2009 / 2010	15790	\$6,460,966
2008 / 2009	13747	\$4,575,640
2007 / 2008	12017	\$4,036,700
2006 / 2007	11053	\$4,306,968

Other Federal, State, Institutional, and Outside Programs

While we have seen dramatic increases in the Pell and BOG Waiver programs, other financial aid programs have had subtle fluctuations. Federal Work Study funding, other than in the year SMC received additional stimulus money (2009-10), has remained fairly consistent. The SEOG Grant Program has actually seen a reduction in funding after 2007-08. Cal Grant awards, which are determined by the California Student Aid Commission, have been increasing since 2009-10. SMC Scholarships are based on Foundation funding levels. In addition, outside scholarships are determined by many factors, including the state of the economy. Student loan amounts have been very similar over the past four years. Student Help, which predominately comes from departmental funds, has not seen a considerable increase in funding.

Federal Stafford Loan Programs: 2006-07 through 2012-13

Academic Year	Number of Students Receiving Stafford	Amount Paid
2012 / 2013	503	\$2,056,269
2011 / 2012	563	\$2,219,427
2010 / 2011	580	\$2,311,459
2009 / 2010	538	\$2,249,517
2008 / 2009	522	\$1,719,801
2007 / 2008	394	\$1,264,463
2006 / 2007	335	\$844,452

Federal Supplemental Educational Grant (SEOG) Program: 2006-07 through 2012-13

Academic Year	Number of Students Receiving SEOG	Amount Paid
2012 / 2013	5272	\$766,373
2011 / 2012	3038	\$821,114
2010 / 2011	3455	\$931,925
2009 / 2010	3429	\$869,100
2008 / 2009	3052	\$869,234
2007 / 2008	2799	\$1,007,609
2006 / 2007	2696	\$1,042,574

CAL Grant Program: 2006-07 through 2012-13

Academic Year	Number of Students Receiving CAL Grants	Amount Paid
2012 / 2013	1093	\$1,237,175
2011 / 2012	1118	\$1,349,573
2010 / 2011	857	\$1,040,992
2009 / 2010	634	\$764,077
2008 / 2009	579	\$701,750
2007 / 2008	724	\$881,276
2006 / 2007	845	\$1,031,623

Federal Work-Study (FWS) Program: 2006-07 through 2012-13

Academic Year	Number of Students Receiving FWS	Amount Paid
2012 / 2013	382	\$742,724
2011 / 2012	396	\$717,480
2010 / 2011	362	\$674,556
2009/ 2010	430	\$829,842
2008 / 2009	386	\$739,092
2007 / 2008	391	\$751,360
2006 / 2007	319	\$577,521

Student Help (SH) Program: 2006-07 through 2012-13

Academic Year	Number of Students Receiving SH	Amount Paid
2012 / 2013	588	\$916,496
2011 / 2012	575	\$844,164
2010 / 2011	588	\$906,392
2009/ 2010	576	\$833,472
2008 / 2009	575	\$879,916
2007 / 2008	586	\$875,984
2006 / 2007	589	\$818,289

Scholarship Program— SMC Foundation Funded: 2007-08 through 2012-13

Academic Year	Number of Students Receiving Foundation Scholarships	Amount Paid
2012 / 2013	426	\$381,910
2011 / 2012	378	\$367,795
2010 / 2011	397	\$363,300
2009/ 2010	408	\$313,650
2008 / 2009	360	\$312,726
2007 / 2008	263	\$292,000

Scholarship Program—From Outside Entity

Academic Year	Number of Students Receiving Outside Scholarships	Amount Paid
2012 / 2013	137	\$189,049

2011 / 2012	144	\$225,976
2010 / 2011	128	\$213,185
2009 / 2010	152	\$226, 539
2008 / 2009	119	\$219,380
2007 / 2008	154	\$321,268

Financial Aid Software Implementation

Another accomplishment that should be noted is the implementation of new financial aid software. The FA Office actually implemented two new software systems since the last program review. Financial Aid first implemented Regent Financial Aid Software before the 2009-10 processing year. The Regent software, however, did not provide the needed technical sophistication—nor did it work well with SMC’s Oracle system.

After a series of meetings between SunGard (now Ellucian) Software Systems and Santa Monica College, an agreement was made to purchase the Banner Financial Aid module—along with a “slice” of Banner Student and a “slice” of Banner Finance. Banner, it should be noted, works only on an Oracle platform. Although Banner systems usually take a year or two (or more) to set-up, SunGard and SMC scheduled an intensive 6 month implementation—beginning in Fall 2011. SMC FA kicked off the 2012-13 processing year in April of 2012-13—with our new Banner Financial Aid system.

One advantage of Banner software is its sophistication. Banner allows trained end users to create population selections and run complex jobs like batch packaging, assessing student data in ISIS and posting tracking requirements in Banner, Pell reporting, Direct Loan processing, Summer Pell awarding, and NSLDS file processing. Prior to the Banner implementation, each Federal Aid application had to be assessed manually—and awarded manually. Now, non-verifications for recent high school graduates and continuing students can be processed electronically—and quickly.

In addition to the Banner implementation, Financial Aid and Information Management created an online Student Financial Aid Portal for the 2012-13 award year. Within the Financial Aid Portal, students can see details about their financial aid application processing, including required documents and actions, Federal and State awards, actual disbursement amounts and check mailing dates—and satisfactory academic progress status.

Stafford Loan Default Management Plan

Participation in Federal Financial Aid programs is tied to the annual Cohort Default Rate for Stafford Loans. Schools with high default rates are not eligible to participate in either the Pell Grant or Direct Stafford Loan Program. For years, the Financial Aid Office has taken a proactive approach to keep default rates low—requiring annual loan entrance and loan exit meetings. In addition, the loan request process (as noted earlier) has a financial literacy component.

California Dream Act

The Financial Aid Office created a dual processing system in Spring 2013 (within Banner) to accommodate the processing of the new California Dream Act applications—which provides BOG Enrollment Fee Waivers and Cal Grants to student with AB540 status. AB540 status was created by the California Legislature to help undocumented college students with the cost of college—initially by

charging these students California Resident Fees. Beginning in Spring 2013, AB540 students became eligible for the BOG Fee Waiver. Qualifying AB540 students became Cal Grant eligible in 2013-14.

Consumer and Safety Information Webpage

The Financial Aid Office built a comprehensive Consumer and Safety Information page on the Financial Aid website. This webpage has links to all of consumer and safety information which SMC is required to post—per the Higher Education Act. It includes links to the US Bureau of Labor, Department of Education sites, and a wide cross-section of the SMC website with information ranging from accreditation, to disability resources, to student fees, and transfer requirements.

3) Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

The Program Review Committee made the following recommendations for Program Strengthening. Program Review comments are noted below the recommendation.

a) Continue development and improvement of Financial Aid website.

The Financial Aid operation (Financial Aid, Scholarships, Student Employment, and Loans) has continued to develop and improve the related webpages. The Financial Aid webpage has a tremendous amount of useful information—including an on-line orientation, a financial aid handbook, financial aid forms, FAQs, links to the FAFSA, links to the California Dream Act Application, links to the Financial Aid Portal, a Scholarship page, a Student Employment page, a Loans page, and a Net Price Calculator.

b) Complete the staff training handbook

The Policy and Procedure manual continues to be a work in progress. SMC does have a draft of an earlier Policy and Procedure manual. In addition, SMC Financial Aid policies continue to be written and are included in the older manual as addendums. This is still a priority. However, the Office lacks sufficient resources to dedicate one person to completing the task.

c) Insure SLOs and assessments cover the wide variety of aid and processes administered by office.

SLOs are not required for administrative units such as FA. UOs are included in this program review.

d) Include the scholarship and student employment functions more completely.

Scholarships and student employment are included in this program review. Please note that Scholarships will join FA in the new Financial Aid Office in Dresher Hall—by the holiday break in 2014.

e) Work with IR to improve the quality, validity, and reliability of information gathered for the purposes of improving services to students

FA has worked with IR on several occasions, including the Federal Gainful Employment requirements.

- f) Continue to search for ways to streamline processes, where appropriate, especially those that currently take a lot of staff time.

FA continues to streamline processes and expedite awards—in spite of the dramatic increase in student applications.

4. *Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors that triggered the changes, and indicate the expected or anticipated outcomes.*

None to note.

5. *If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).*

Not applicable.

Part 2: Moving forward

In this section, please indicate what your plans are for the coming year(s).

6. *Discuss and summarize conclusions drawn from data, assessments (SLO, UO), or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s), including:*
- *how the assessment results are informing program goals and objectives, program planning, and decision-making*
 - *specific changes planned or made to the program based on the assessment results*

The conclusions drawn from data, UO assessments, and FA Management evaluations indicate that the Financial Aid Office is accomplishing a majority of the program's goals and objectives.

7. *List the objectives or target goals your program or service area has identified for the coming year. Indicate the number of objectives identified. 3__ Use the comments*

section to indicate the reason for the objective (assessment results, changes in data, changes in external factors, etc.). Indicate how each objective or goal links to the division goals. Boxes for reporting three objectives have been included here. Please copy and insert boxes if additional objectives are proposed.

Objective 1: Effectively process the 45,000 +/- Federal and (Dream Act) applications that SMC will receive in 2013-14. Also, begin 2014-15 processing in January 2014.		
Area/Discipline/Function Responsible: Financial Aid		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below) FA Management assessment.
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #__	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: This will be an ongoing objective. The 2013-14 Financial Aid processing year stretches from 1/1/2013 to 9/30/2014. The 2014-15 year overlaps—and goes from 1/1/2014 to 9/30/2015.		
Describe how objective will be assessed / measured: By the amount of total awards and payments—and by the amount of money/checks delivered early in the Fall and Spring terms.		
Comments: Processing of the applications and providing funding helps Enrollment Development attract students to SMC. It also helps students succeed.		

Objective 2: Train staff, especially Financial Aid Specialists, on higher level Banner Functions.		
Area/Discipline/Function Responsible: Financial Aid		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data	<input checked="" type="checkbox"/> x Other data or observed trends (briefly describe in the comments field below)
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective # ____	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Banner Training is an ongoing task.		
Describe how objective will be assessed/measured: Evaluate growth and development in Spring 2014.		
Comments: A more skilled group of Specialists will help expedite awards for the large number of applicants—and help students stay enrolled—and succeed academically.		

Objective 3: Train staff on federal financial aid regulations.		
Area/Discipline/Function Responsible: Financial Aid		
Assessment Data and Other Observations:		
<input type="checkbox"/> SLO Assessment Data and/or <input type="checkbox"/> SUO Assessment Data and/or <input checked="" type="checkbox"/> UO Assessment Data	<input type="checkbox"/> TIMS Report Data <input type="checkbox"/> Institutional Research Data <input checked="" type="checkbox"/> Other data or observed trends (briefly describe in the comments field below)	FA Management assessment: It has been observed that FA and Scholarship Staff need a better understanding of federal regulations.
External Factors:		
<input type="checkbox"/> Program Review Committee Commendation	<input type="checkbox"/> Program Review Committee Recommendation	<input type="checkbox"/> Program Review Recommendation for Institutional Support
<input type="checkbox"/> SMC Strategic Initiative (indicate specific initiatives in the comments section below)	<input type="checkbox"/> SMC Master Plan for Education Objective #___	<input type="checkbox"/> Advisory Board Recommendation (for CTE only)
<input type="checkbox"/> Other Factors (briefly describe below):		
Timeline and Activities to accomplish the objective: Training is ongoing, but the optimal time for a scheduled set of training sessions would be in Winter and early Spring. Friday afternoons are the only time that FA is not open.		
Describe how objective will be assessed / measured: Evaluations will be made in Spring 2014. Some type of pre and post-training testing would provide management with deficiencies.		

Comments: A more informed staff member is better equipped to communicate with students and parents on financial aid policy and less likely to make any kind of processing error that could lead to a college liability.

E. Community Engagement

1. List the engagement of program members in institutional efforts such as committees and presentations, and departmental activities.

Committees

Steve Myrow—DPAC HR Committee
Stacy Neal—EOPS Advisory Committee
Tamorah Thomas—Honor Council
Nilofar Ghasami—DPAC Budget Committee

Student Services Scheduled Workshops

Kim Clark—Financial Aid
Marcia Fierro—Scholarships

College Wide Events

Stacy Neal—VIP Welcome Day
Adelante/Black Collegians Workshop
Summer Bridge (JAMS)
High School Counselor Seminar

Counseling 20 Presentations

Kim Clark
Taryn De La Rosa
Jennifer Reza
Stacy Neal

Nursing FA Workshops

Carolyn Dammer

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Various staff member attended financial aid conferences and workshops. Most of these events were sponsored by either CASFAA (California Association of Student Financial Aid Administrators or CCCSFAAA (California Community College Student Financial Aid Administrator Association)

Steve Myrow

- CASFAA and CCCSFAAA Annual Conferences (Anaheim, December 2012)
- CCCCCO All Directors Conference (Sacramento, April 2013)

Stacy Neal

- CASFAA and CCCSFAAA Annual Conferences (Anaheim, December 2012)
- CCCCCO All Directors Conference (Sacramento, April 2013)

Kim Clark

- USA Funds Spring 2013 FA Workshop (Pasadena)

Carolyn Dammer

- Banner Annual Conference (Philadelphia, April 2013)

Jennifer Reza

- Jim Briggs Tax Workshop

Nina Gomez

- CASFAA and CCCSFAAA Annual Conferences (Anaheim, December 2012)
- Jim Briggs Tax Workshop

Maria Ong

- CASFAA and CCCSFAAA Annual Conferences (Anaheim, December 2012)
- Jim Briggs Tax Workshop

Taryn De La Rosa

- Jim Briggs Tax Workshop

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

The Financial Aid operation works closely with all student services/student support units. Financial Aid and Admissions address many student related issues—especially with non-residents. Financial Aid and Outreach also collaborate with the funding of non-residents and some residents. Financial Aid communicates regularly with Auxiliary Services/Bursars Office regarding financial aid check matters. Financial Aid also communicates with Business Services several times a week on disbursement, reconciliation, reimbursement, and check cancellation issues. Information Management and Financial Aid collaborate very closely on a host of daily

system, aid processing, and disbursement issues. In addition, Financial Aid and EOPS share a common space and a close working relationship.

As far as interacting with faculty, it should be noted that both Student Employment and Scholarships actually works with the academic side the most frequently.

F. Future Trends, Program Planning, Conclusions and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Present any conclusions and recommendations resulting from the self-evaluation process.

The Financial Aid operation has done an outstanding job with its primary responsibility--which is to process the vast number of federal and state aid applications and to provide federal and state funds in a timely manner. It has also done an outstanding job in the implementation of a top tier financial aid software system that can serve the processing requirements of SMC. The work on the Financial Aid Portal should also be acknowledged--providing students with a real-time update on financial aid status, awards, disbursements, satisfactory academic progress, and required documents/actions.

From a regulatory perspective, the operation has also performed well in its adherence to federal financial aid guidelines. Verification, SAP assessment, Pell reporting and reconciliation, Direct Loan processing and reconciliation, and campus based aid management are all areas that meet stringent federal standards.

While Financial Aid has certainly succeeded on many fronts, it has not been easy for the Financial Aid staff or management in recent years. With a staff size that was adequate in 2008-09, when SMC had 16,000 Federal Aid applicants and 4000 Pell recipients--the same cannot be said in 2012-13 with the number of applicants rising to over 45,000, the number of Pell recipients well exceeding 8000, and the number of SMC students exceeding 20,000. (Note: the issue of staffing will be further addressed below.)

In addition, in an ever shifting regulatory reality, where programs come and go (Academic Competitive Grants and FLEP Student Loans), questionable Federal policies are mandated and then eliminated (Year round Pell), actions to eliminate abuse and/or fraud in proprietary/vocational education (Gainful Employment), and new Satisfactory Academic Progress requirements, the administrative burden becomes even more pronounced. This administrative burden is especially an issue with two parts of the financial aid operation: a)

Return of Title IV Calculations and Overpayments and b) appeals of financial aid disqualification. (Note: these are also staffing related issues and will be addressed below.)

While the recently created inner-face between Banner and ISIS certainly functions, the additional time and effort to synchronize the two systems highlights the need for a better solution. In addition, the on-going lack of student accounts and inherent issues with the accounting side of ISIS also point to the need of better systems.

The physical spaces for both Financial Aid and Scholarships are less than optimal for serving students. (Note: this should be addressed by the new Financial Aid space in Dresher Hall, which will house Financial Aid, Student Employment, Student Loans, and Scholarships staff.)

CURRENT TRENDS, PLANNING, RECOMMENDATIONS

- 2. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

Financial Aid will be asking IT to help create an automated system for running Return of Title IV Calculations. While this will not have a direct cost, it will take SMC resources.

- 3. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Financial Aid will be looking into additional Banner software/services which allow SMC to “automatically” download Federal Aid Applications (ISIRS), Pell Grant, and Direct Loan files during “off hours” and to then import them into Banner, run population selections, run document application jobs, and then email tracking letters--also during “off hours.” This would free SMC high level staff to do other functions during the day.

The costs have not been determined. Hopefully, BFAP funding would pay for these services.

- 4. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Note: Staffing is addressed below.

FUTURE TRENDS, PLANNING, RECOMMENDATIONS

5. *List all current positions assigned to the program*

- Associate Dean of Financial Aid and Scholarships
- Assistant Financial Aid Director
- Student Services Specialist—Cal Grants/Student Employment
- Student Services Specialist—Loans
- Student Services Specialist—Scholarships
- Student Services Specialist—Financial Aid (6)
- Administrative Assistant
- Students Services Clerks (5)
- Academic Counselors (2) Part-Time Permanent

6. *Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?*

For Financial Aid, the future will likely be similar to recent history. The numbers of Federal Aid applications will likely remain high--and the number of AB540 California Dream Act Applications will almost certainly increase. Substantial Federal and State regulatory changes will also likely continue. The Board of Governors Enrollment Fee Waiver Program is scheduled to go through significant changes in 2013-14--with BOG recipients required to maintain academic progress. Those who fail to maintain the GPA or completion rate requirements will be placed on Probation. Those who fail to improve their academic efforts after two probationary periods will be placed on Disqualification. Students on BOG Waiver Disqualification will be allowed to go through an appeal process for BOG Waiver Reinstatement.

With 18,000 to 20,000 annual BOG Waiver recipients, the assessment, notification, and appeal processing will further add to SMC's administrative responsibilities.

From an operational perspective, the Financial Aid Office will surely become more skilled in using Banner Financial Aid. To use Banner Financial Aid optimally, however, SMC will need to also implement Banner Student and Banner Finance modules. These Banner modules would provide student accounts--which would allow SMC to apply financial aid and scholarships to student's charges. Remaining amounts, after charges are paid, could be transferred to a student's bank account or debit card. This would eliminate lost checks and stale dated warrants.

The Banner automated services noted above may not be feasible for 2013-14, because of costs or required development time. This would definitely be a way to maximize high level staff.

7. *If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

To be determined.

8. *If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Using the NASFAA staffing model, which is based on 2010-11 financial aid applicants and recipient figures, the recommended staffing model is 23.9 full time staff members. Financial Aid has 16 full time employees. However, using 2012-13 applicant and recipient numbers, the NASFAA staffing model recommends 29.6 full time staffers.

While Banner Financial Aid helps expedite processing, the SMC Financial Aid Office needs more high level staff—above the Financial Aid Specialist level. These staff would need leadership skills and the ability to run complex technical processes. One such position has already been created and recruitment will close soon. However, another position—one that deals with regulations/compliance and fiscal management would help the FA operation. In addition, the “front counter/intake” area likely needs a Student Services Assistant position to help the Assistant Financial Aid Director with higher level tasks. There is also need for Regulatory/ Compliance Specialist.

It should be noted that Financial Aid has almost no down (slow) periods. In each regular academic year (July through June), the Financial Aid Office is processing three distinct “financial aid years.” When factoring in the significant increases in financial aid applicants, increased regulatory requirements, increases in appeals, R2T4 calculations, over-payments, over-payment reimbursements, lost checks, ongoing long lines of students, and staff working overtime to get all the applications processed—fatigue does become a factor.

9. *If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.*

The Financial Aid Office funds a good portion of its operating expenses with BFAP funding from the State of California. Support of BFAP funding for community college financial aid offices remains high in the California Senate, Assembly, and with the Governor.

10. *Please use this field to share any information the program feels is not covered under any other questions.*

G. Executive Summary

These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.

Can this be done automatically?

Narrative

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Resources, note on appendices etc.

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CalPASS

Chancellor's Office Data mart

TIMS reports

SLO Assessment Data

ISIS data

Placement data

RESOURCES

Program Review website

Institutional Effectiveness website

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Mission, Vision, Goals

ILOs

Strategic Initiatives

Definitions for course and program SLOs & SUOs

VTEA Core indicators

CPEC- Transfer data

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