

BREKELEY CITY COLLEGE

STUDENT SERVICES ANNUAL PROGRAM UPDATE

PROGRAM X 2013-2014 Program Review

Unit/Area: Financial Aid Office

Mission/History and Description of Service Provided *Brief, one paragraph.*

Students are Very Important People (V.I.P.): Berkeley City College Student Financial Services conducts its business per the philosophy that each student who comes through our front door is a V.I.P. and we aim to treat each student in a respectful, caring, and efficient manner. Our service reflects the mission of the college, in that we are committed to our students’ success by providing those who meet federal, state, and institutional requirements the financial means to help defray their educational costs. By playing a vital role in our students’ retention and completion, we are likewise supporting our students’ transformation to become productive, valuable, contributing members of our rich, thriving, multi-cultural community.

Student Learning Outcomes (SLOs)
 (or Service Area Outcomes-SAOs, or Program Learning Outcomes-PLOs)

Goal	How is The Goal Measured (Indicators)	What Are Expected Outcomes
Increase the number of financial aid awards	Total number of students awarded over all financial aid applicants	Increase in ratio of financial aid recipients over applicants
Provide a fast and efficient service	Student files are processed in four to six weeks	Greater customer satisfaction
Educate students on financial aid matters	Total number of student attendance at workshops	Higher student proficiency and a decrease in mistakes when filling out the FAFSA and Stafford loan packets

SLO/SAO/PLO
Mapping to Institutional Learning Outcomes (ILOs)

We understand the importance of serving the community and the diversity of our student body by taking the time to communicate with our students should they have any questions regarding the financial aid process. The Financial Aid Office recognizes that many of our students would not be able to afford college without our services. Therefore, we take personal responsibility for each and every student and maintain the highest ethical standards to minimize institutional and student liability.

Action Plan for Continuous Improvement
Please describe your plan for the continuous improvement of your units/area

We strive to increase the number of financial aid awards and provide a fast and efficient service. The program has improved its performance on meeting its goals. However, it has not been able

to provide its ideal service due to understaffing. The financial aid department has gained stability after having to deal with system and administrative changes. We now have a consistent and organized work flow that has allowed us to improve our service, especially in the areas of waiting time for processing and disbursement. Every week we have financial aid disbursements, which indicate that we are, undoubtedly, moving towards the right direction. In regards to our third goal, “educate students on financial aid matters”. We also conduct Stafford loan workshops and have seen an increase in attendance from prior years. Students who attend the workshop are more successful in submitting their loan packets without errors and have a clearer understanding of the Federal Stafford loan process than students who do not attend the loan workshops. In addition, students who attend the Financial Aid workshop are more likely to complete their FAFSA application error free because of the information they gain by attending the workshop. We will continue to conduct more financial aid workshops to increase the awareness of eligibility for financial aid in order to increase the amount of recipients who receive the BOGFW and Pell Grants.

II. ASSESSMENT, EVALUATION AND PLANNING

Quantitative Assessments

Include service area data such as number of students served by your unit/area. Include data and recommendations from program review.

Include data used to assess your SLO/SAO/PLOs.

Compared to the 2011-12 academic year, the total number of Pell grant recipients and the total Pell awarded amount increased in the 2012-13 academic year (Appendix-1).

Appendix-1

Pell Grant only	2010-2011 year	2011-2012 year	2012-2013 year	Fall 2013-Spring 2014, Unduplicated Counts (as of November 22, 2013)
Number of students processed	1,264	1,571	1,576	1,101
Total Aid Amount	\$4,148,301.20	\$5,067,424.19	\$5,134,996.39	\$2,296,214.86

For the 2012-2013 academic year, we had a total of 1,576 processed students; so far we have 1,101 processed students. This suggests that by the end of the current semester we will have more processed students because we are continuously working on disbursing student awards. Refer to the following data:

FINANCIAL AID UPDATE AS OF NOV 22, 2013					
Fall 2013 Semester					
Students enrolled and with FAFSA	Files evaluated	Incomplete Files	Disqualified Files	Completed and Paid	Files Left to be Evaluated
2,928	1155	160	257	1067	60

Qualitative Assessments

Present evidence of community need based on advisory committee input, student surveys, focus groups, etc.

Include data used to assess your SLO/SAO/PLOs.

We would like to develop surveys and data collection methods to ensure that we are accurately measuring our SLO's.

Identifying Strengths, Weaknesses, Opportunities, and Limitations

Strengths

What are the STRENGTHS of your unit/area?

Strength of the Financial Aid Department is our separate behind-the-scene space devoted to processing our paperwork and handling the intricate details involved with obtaining our funds from the federal and state agencies and meeting our reporting requirements to these same funding sources. By being able to focus on the paperwork and data entry/receiving operations with no student interference/distractions, this part of our operation has become much more efficient, and less prone to errors than ever before. Being more efficient, we are better able to serve our V.I.P.

Weaknesses

What are the current WEAKNESSES of your unit/area?

We currently use two separate computer software systems to complete financial aid files. This requires manually printing out documents and hands-on reviewing of students' files. In addition, students must visit our front counter to find out the status of their file instead of being able to access the information through their Passport account. The lack of an automatic system such as automatic phone calls, electronic imaging system cost impacts on both staff and students since it slows down the process. We need a bigger office space, supplies and file storage, computer room for FA workshops and a better front counter set up area.

Opportunities

What are the OPPORTUNITIES in your unit/area?

The district is in the process of acquiring new software that is compatible with our current PeopleSoft/Prompt system in order to automate our processing procedures. Our campus is located in the heart of the City of Berkeley and is easily accessed by several different types of public transportation. Our location affords students a high level of ease to access our campus, especially students with disabilities.

Limitations

What are the current LIMITATIONS of your unit/area?

Our limitations are in the areas of space. The current physical front desk set-up does not address the issue of students standing in line. During peak enrollment we experience a "bottleneck" phenomenon due to the proximity to the Cashiers Office and Admission. The students have no room to line up for services and when they do the lines become enmeshed. Our staff must consistently manage the line to ensure that they do not get tangled, create a fire hazard, and allow access for wheelchairs. Front counter set up station is another area that limits our efficiency. There is distance from the financial aid counter to the main financial aid office. Our staff need to spend longer time to locate students' financial aid files and to discuss financial aid issues with specialists if needed also we need to have more temporary staff to cover the front counter to serve our students in a faster and inefficiency ways during the peak enrollment time.

Additional Planned Educational Activities Towards FTES, Student Success, Persistence, and Completion

Describe your unit/area's plan to meet district FTES target and address student success, persistence, and completion, especially for unprepared, underrepresented, and underserved students. (see Student Success

Meet District FTES Target for AY2013-2014 of 18,830

We begin to process fall financial aid awards in May which is 3 months prior to fall classes starting. This early reviewing and packaging encourage students to attend our college.

Increase Student Success

Berkeley City College
Success Outcome Measures
Financial Aid- Fall 2010 (Course status: Credit)

	All Enr	Success	Success Rt
Total enrollments	15,095	9,520	63.1%
Non Fin. Aid	7,934	4,962	62.5%

Fin. Aid	7,161*	4,558	63.7%
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Increase Persistence

Percentage of degree and/or transfer-seeking students who enroll in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.

**Berkeley City College
Persistence Outcome Measures
Financial Aid**

Note: Persistence Rate is defined as the percentage of students enrolled in at least one class at the college at fall census of the cohort year who were then enrolled in at least one class on the following fall opening day in District. Source: Berkeley City College Instructional Review. Retrieved October 15, 2012.

<http://web.peralta.edu/indev/research-data/documents/> Students who received financial aid persistence rate

FALL 2009	fall 09	fall 10	Persistence rate
	2,628	1,461	55.6%
FALL 2010	fall 10	fall 11	Persistence rate
	3,233	1,700	52.6%
FALL 2011	fall 11	fall 12	Persistence rate
	3,318	1,809	54.5%

Increase College Completion

Percentage of degree and/or transfer-seeking students who complete a degree, certificate or transfer related outcomes.

We do not have any current data that correlates students who receive financial aid and their completion of a degree, certificate, or transferring.

III. RESOURCE NEEDS

Human Resource/Personnel

Please describe any human resource/personnel needs for your unit/area.

We currently have:

- 1 FTE permanent full-time classified Clerical Assistant II,
- .75 FTE permanent part-time (11 month, 30 hours) classified Clerical Assistant II,
- 3.0 FTE Specialists, and
- 1.0 FTE full-time Supervisor.

Equipment

We currently have:

- 2 tablets
 - 18 monitors
 - 8 PC computers,
 - 4 laptops
 - 2 scanners
 - 6 printers and
 - 1 copier machine/fax machine
- Filing equipment consists of filing cabinets.

Narrative:

Describe the current staffing level in relation to the relative need for effective delivery of your unit/area's programs and services.

Discuss any current position vacancies, the need for additional personnel, the need for permanent faculty/staff instead of adjunct/hourly personnel, etc.

Describe implications of the current staffing level in your unit/area to overall service delivery

We have made great strides in staffing our operation. Currently, we have 5.75 regular classified staff members. This is an increase from 4.5, previously. We have three full-time Specialists, one full-time Supervisor, one full-time Clerical Assistant II, and one part-time 11 month, 30 hours Clerical Assistant II. In order to serve students more efficiently, we need to further increase our staffing. Converting the part-time Clerical Assistant II to full-time is necessary for adequate front counter coverage. Also creating a new position for a full-time Placement Assistant would increase the productivity of the office. In addition, we have four student workers who help with scanning, filing, shredding obsolete material, and label making. We supplement our staffing needs with hourly workers who are limited to 65 days, this creates a significant amount of turnover in personnel. Each time a new 65 day hourly employee is hired they must be trained. Providing accurate information to the student is critical for our operation and we are severely limited by the amount of time spent on training new part-time staff. Adequately trained staff is critical to provide good service to our students, but also to limit financial liability to the institution. If, administration of federal and state funds do not comply with regulations the institution may be required to pay financial Penalties. Staff stability is also critical to the continued success of the office. Constant use of temporary staff creates additional training demands on limited permanent staff and takes time away from serving our students.

Human Resource/Personnel

Requests

List your human resource/, personnel requests in prioritized/ranked order.

Human resource/personnel requests will go through the established. College and District planning

Convert the part-time, 30 hours, 11 months Clerical Assistant II to full-time 12 months 40 hours.
Long-term part-time hourly staff-180 day employment time

Facilities/Infrastructure

Please describe any facilities/infrastructure needs for your unit/area.

Narrative:

Describe the current facilities/infrastructure of your unit/area in relation to the relative need for effective delivery of programs and services.

Describe implications of the current state of facilities/infrastructure in your unit/area to overall service delivery.

As our operation has expanded, our need for more space has also been necessary. We moved to our new office in order to accommodate the entire staff but we still need additional space. Our front counter is located away from our main office which requires staff to leave the counter in order to access student files, specialists, and student workers.

Facilities/Infrastructure Requests

List your facilities requests in prioritized/ranked order.

Facilities requests will go through the established College and District planning and budgeting process

A storage area, a quality filing system, the FA front counter to be located outside the FA office, a computer room to conduct the Financial Aid workshops. In addition, we need a viable solution to the ongoing line issue. The present conditions are awkward and present ingress and egress issues.

Narrative:

Describe the technology needs of your unit/area in relation to the relative need for effective delivery of programs and services. Describe implications of the current state of technology in your unit/area to overall service delivery.

In order to serve students more efficiently, it is imperative that the financial aid component of Passport and the imaging systems to be implemented for the 2014/2015 academic year. This will save our time and reduce the need for students to make multiple visits to our front counter in order to complete their files.

Technology requests:

List your technology requests in prioritized/ranked order.

Technology requests will go through the established College and District planning and budgeting process

Electronic Imaging: computers and/or specialized hardware/software to capture (copy), store, process, manipulate, and distribute flat information' documents, (transcripts, Student Educational Plan (SEP), and educational supporting documentation) through digitization.
New system: new financial aid system that enables students to check their FA status from their student accounts on Passport. Automatic phone messages remind students about important financial aid updates.

OTHER

Please feel free to provide any additional information about your unit/area below.