Student Services Program Review
Berkeley City College Office of Financial Aid
2012-2013

Executive Summary

Over 60% of BCC students received financial aid in 2010-11. The process of applying for Federal and State financial assistance in theory should be fairly easy for college students in general. However, the process is perceived confusing and complicated for many Berkeley City College (BCC) students who are from a disadvantaged background and who are not familiar with important information for Financial Aid application, e.g., filing income tax return on time.

Success Stories:

- In 2010-11, in total of $6.87 million of various financial aid was awarded to BCC students, an increase from $6.34 from prior year. (refer to appendix B)
- The number of Pell Grant recipients increased by 43% from 1,098 in 2009-10 to 1,571 in 2011-12.
- The amount of Pell award increased by 47% from $3.45 million in 2009-10 to $5.07 million in 2011-12.
- More than 80% of financial aid recipients are from an ethnic minority background

Action Plan:

- Decrease the number of adverse audit findings by implementing policies and procedures for processing of student financial aid files in accordance with Peralta District policies.
- Create an outreach program by offering 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.
- Distribute the SLO surveys on the months of October, November, December, and January. The information obtained from the surveys will be used to improve the financial aid program for upcoming years.
- Increase financial aid recipients by implementing a financial aid appointment system to facilitate faster completion of student files which would result in quicker disbursements for students.

Additional Needs. In order to continue providing an effective and efficient service to all BCC Financial Aid applicants so that they receive financial support to continue their higher education in a timely fashion, the BCC financial aid office would like to request the following:

Human Resources: Staff to be increased to 6 FTE from the current 4.5 FTE.

Office Space: 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.
Equipment:	Three additional monitors, three phone lines, one laptop, and three small printers.
High Technology:	*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 account. *Automatic phone messages:* to remind students about important financial aid updates.

Program Review Narrative

I.   Background Information

A. Describe (the unit, history, purposes and needs assessed, current components)

Unit

Students are VIPs: 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.

History

Operation challenge due to software changes: The software used to generate disbursement checks was changed in fall 2008 from SAFE to Regent Financial Services Management System. Unfortunately, the Regent software did not interface with our PeopleSoft software. This created numerous problems involving student disbursements for the 2008-2009 financial aid award year. Students did not receive disbursements on time, paid the incorrect amount, and many did not get disbursements until the semester had ended. We discontinued using the Regent Financial Services Management System; therefore, our office was in the process of

entering in the award amounts, units taken, and reconciling the disbursements amounts into the SAFE system for 2008-2009 FA award year. This was a major undertaking and required our staff to spend numerous hours on data entry and compiling data on over-payments that students received for the 2008-2009 award year. The District planned to implement new web based systems for the 2012-2013 academic year; however, it did not work as intended. Therefore, we are currently using the SAFE system to deliver Financial Aid disbursements. At this time, it has not been determined which system will be used for upcoming years.

Purpose

Provide financial aid in a timely fashion to enable economically disadvantaged students to receive a college education. The process of receiving Federal and State financial assistance for the first time is fairly easy for most students because, as we pointed out earlier, we try our hardest to assist them as efficiently as possible. Our aim is always to get the funds into our students' hands within the smallest possible time frame. It is the area of maintaining financial aid eligibility that, unfortunately, is problematic for many students due to their failure to maintain satisfactory academic progress.

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. Being able to focus on the paperwork and data entry/receiving operations with no student interference/distractions has become much more efficient, and less prone to errors than ever before. Thus, by being more efficient and productive, we are in better conditions to serve our V.I.P. students.

Needs Assessed

Human Resources Needs: an increased staffing. It is in the area of adequate staffing for our multi-million dollar operation that we come up short. We have 4.5 regular classified staff members which consist of 1 full-time Supervisor, 2 full-time Specialists, and 1.5 part-time Clerical Assistant II to serve our quickly growing student population. We have 4 student workers who help with filing, making labels, shredding obsolete materials, photocopying, and other duties as assigned. However, this is not sufficient. Our two part-time classified positions need to be converted to two full-time positions and we also need a full-time Placement Assistant Position in order to meet our current needs. In addition, there should not be any limitations on the workdays of the 65 day temporary staff. Adequate 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.

Technology Needs: Electronic Imaging, new Financial Aid system, and automatic phone calls

Equipment Needs: An up-to-date filing system, storage area, computer room, and front counter.

Current Components

Offering online and in-person services. Students are able to access their account via online through PeopleSoft system and to see exactly what their balance, what holds that place on their account and where to go to remove these holds. Their financial aid paper documents will be scanned, and then entered into our virtual space tracking environment. This will mainly eliminate missing or lost student paperwork since it will enable us to storage it electronically.

Current Federal Regulation that impact students' eligibility for Financial Aid include:

- The change of the Pell grant life time limit.
- Elimination of the ATB test and the 6 degree eligible units are to fulfill High School requirements; students must have a High School diploma or a GED in order to receive Financial Aid.
- IRS Tax Transcript. Student need to wait longer to complete their file since now they are required to submit the IRS Tax Transcript instead of their personal tax return.

Our federal government has never been more responsive to the needs of our students enrolled in higher education, especially those students who lack the financial means to meet their college-related expenses. We look forward to assisting our students by informing them of the new provisions of the law and ensuring that they are able to take advantage of the new benefits being introduced.

We are providing as an addendum to this document statistics gathered from both the State Chancellor's office and our own SAFE system which will show the number of students served and the amounts of funds disbursed since 2001. The funding sources

include Board of Governors Fee Waivers (BOGFW), Pell Grants, Cal Grants, Campus-Based Aid, and Direct Federal Stafford Loans.

B. Describe unique aspects of the program.

3/5 (7,446) of BCC students received Financial Aid in 2010-11. The unique aspects of the financial aid program are that three-fifths of Berkeley City College student received financial aid in the form of the Board of Governor's Fee Waiver, Pell Grant, Cal Grant, Care, Chafee, SEOG, and ACG grants in 2010-11. Therefore, our services enable students to have access to a college education. That education comes in many forms, whether it is a vocational certificate, A.A degree, A.S. degree, and/or transferring to a four year university.

C. Describe your current resources.

Human Resources
We currently have:
 2 (1.5 FTE) permanent part-time classified Clerical Assistant II,
2.0 FTE Specialists, and
1.0 FTE full-time Supervisor.

Equipment
We currently have:
8 PC computers,
3 laptops
2 scanners
6 printers and
1 copier machine/fax machine
Filing equipment consists of filing cabinets.

D. Describe your program goals and show how they are measured.

Our primary goals are to:
(a) Increase the number of financial aid awards in proportion over all financial aid applicants,
(b) Provide a fast and efficient service, and
(c) Educate students on the different types of financial aid including but not limited to Pell Grants, BOGFW, Federal Stafford loans.

In order to fully achieve our objectives we would like to convert our two part-time 30 hour, 11 month, Clerical Assistant II classified staff to full-time 40 hour, 12 month employees and we need a full-time Placement Assistant. In addition, we would like to

have more full-time staff so we can implement financial aid informational workshops and individual appointments. We promote our program by doing financial aid presentations at classrooms and during the college hours we set the FA information table to address students' questions and concerns. We communicate with students via email/phone calls/mail and we have implemented the triage system to decrease students' waiting time in line. Our goals are measured based on the number of processed students and their satisfaction with our service.

Exhibit 1.

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

E. How do you know that the program is meeting its goals?

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.

F. What are the indicators that measure your present goals?

As stated before, we measure our goals mainly by looking at the number of processed students. For the 2011-2012 academic year, we had a total of 1,571 processed students; so far we have 743 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:

Exhibit 2.

**Pell Grant only	2009-2010 year	2010-2011 year	2011-2012 year	Fall 2012-Spring 2013, Unduplicated Counts (as of October 9,2012)
Number of students processed	1,098	1,264	1,571	743
Total Aid Amount	$3,447,460.26	$4,148,301.20	$5,067,424.19	$826,353.74

Exhibit 3.

FINANCIAL AID UPDATE AS OF SEPT 24, 2012 Fall 2012 Semester					
Students enrolled and with FAFSA	Files evaluated	Incomplete Files	Disqualified Files	Completed and Paid	Files Left to be Evaluated
2,738	1,006	126	270	601	284

II. **Student Demographics of those using your services.**

A. Who do you serve?

The financial aid office serves all students who have the need of financial aid program and services to help them meet their educational costs. Below is the most current data available on California Community Colleges Chancellor's Office -Data Mart.

Berkeley City College
Student Demographics
Financial Aid by Ethnicity
2010-2011

Exhibit 4.

	Total		AFRICAN AMERICAN		ASIAN		HISPANIC/LATINO		MULTI-ETHNIC		AMERICAN INDIAN/ ALASKA NATIVE		PACIFIC ISLANDER		WHITE		PILIPHINO		UNKNOWN	
Non Financial Aid	4,880	39.6%	155	3.2%	1,026	21.0%	693	14.2%	158	3.2%	(1)	-0.02%	4	0.08%	1,970	40.37%	122	2.5%	753	15.4%
Financial Aid	7,446	60.4%	2,256	30.3%	1,002	13.5%	1,214	16.3%	263	3.5%	56	0.75%	43	0.58%	1,392	18.69%	130	1.7%	1,090	14.6%
Total Students	12,326	100%	2,411	19.56%	2,028	16.45%	1,907	15.47%	421	3.42%	55	0.45%	47	0.38%	3,362	27.28%	252	2.04%	1,843	14.95%

**Percentages in the total column are of total students. Category percentages are of row totals. Figures for a term still in progress may be lower than for terms which have end-of-term data.

Berkeley City College
Student Demographics
Financial Aid by Gender
2010-2011

Exhibit 5.

	Total		Female		Male		Unknown	
Non Financial Aid	**4,880**	39.6%	2,487	51.0%	1,938	39.7%	455	9.3%
Financial Aid	**7,446**	60.4%	4,137	55.6%	2,914	39.1%	395	5.3%
Total Students	**12,326**	100%	6,624	53.74%	4,852	39.36%	850	6.90%

**Percentages in the total column are of total students. Category percentages are of row totals. Figures for a term still in progress may be lower than for terms which have end-of-term data.

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Berkeley City College
Student Demographics
Financial Aid by Age
2010-2011

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Exhibit 6.

	Total		<18		18-19		20-24		25-29		30-34		35-39		40-49		50+		UNKNOWN	
Non Financial Aid	4,880	39.6%	269	5.5%	488	10.0%	1,655	33.9%	724	14.8%	376	7.7%	297	6.1%	358	7.3%	711	14.6%	2	0%
Financial Aid	7,446	60.4%	179	2.4%	1,516	20.4%	2,376	31.9%	1,341	18.0%	685	9.2%	396	5.3%	570	7.7%	383	5.1%	0	0%
Total Students	12,326	100%	448	3.63%	2,004	16.26%	4,031	32.70%	2,065	16.75%	1,061	8.61%	693	5.62%	928	7.53%	1,094	8.88%	2	0.02%

**Percentages in the total column are of total students. Category percentages are of row totals.
Figures for a term still in progress may be lower than for terms which have end-of-term data.

<u>All demographic sources from:</u> "California Community Colleges Chancellor's Office - Data Mart." *California Community Colleges Chancellor's Office - Data Mart*. N.p., n.d. Web. 26 Sept. 2012.
<http://datamart.cccco.edu/Services/FinAid_Summary.aspx>

III.   Student Performance and Feedback

A. How do students who receive services perform?
B. How do their counterparts who do not receive services perform?

 Below is the most current data from the Berkeley City College Instructional Review documents showing how student who receive financial aid perform opposed to those students who do not receive financial aid.

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

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Exhibit 7.

	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%**

*Total graded

Berkeley City College
Retention Outcome Measures
Financial Aid- <u>Fall 2010</u> (Course status: Credit)

	All Enr	Retention	Retention Rt
Total enrollments	15,095	11,519	**76.3%**
Non Fin. Aid	7,327	5,827	**79.5%**
Fin. Aid	7,768*	5,692	**73.3%**

*Census

Source: California Community College Chancellor's Office. Retrieved Monday October 15, 2012. https://misweb.cccco.edu/mis/onlinestat/ret_sucs.cfm
Berkeley City College Instructional Review. Retrieved October 15, 2012. http://web.peralta.edu/indev/research-data/documents/

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

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%**

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/

C. What do student have to say about student services?

With the increase in staffing, the Berkeley City College Financial Aid Office (FAO) plans to conduct a student survey to collect feedback about our services. Meanwhile, based on the verbal feedback thus far students don't feel completely satisfied, and usually express their disappointment by consistently coming back to the front counter, talking among themselves, and even posting their frustration on the College's social networking page, Facebook.

D. Have you used statewide or national assessment instruments to assess your programs?

The office uses financial aid related data and reports as comparisons to improve our services. For example, data and reports include Board Financial Assistance Program (BFAP) and Common Origination & Disbursement (COD) weekly and annual reports are used to reconcile monies received from state and federal agencies. In addition, the office uses the special report entitled "Green Lights and Red Tape", published by The Institute for College Access and Success

IV. Program Effectiveness

A. Interdepartmental /Program/Campus Collaboration

1. Please provide a list of memberships in standing committees and governance groups.

Financial Aid Supervisor - Bookstore Committee
                    Student Services Council
                    Various Hiring Committees

Dean of Student Service- Student Services Council
                    Various Hiring Committees
                    Leadership Council
                    Bookstore Committee
                    Project Integration Team (PIT)
                    Health Services Committee
                    Department Chairs Committee
                    Roundtable
                    EOPS Board Committee
                    Peralta Vice Presidents and Deans Committee
                    Associated Students
                    Financial Aid Appeal Committee

2. How does the units (and committees in which unit participates) support other administrative, student services and academic units in the college?

The Financial Aid department At Berkeley city college supports other departments' programs by providing, and even placing student workers when needed.

Under the Vice President of Student Services, the Vice President works with the Financial Aid Office to collaborate on decision making with Academic Dismissal Appeals. In addition, the Vice President of Student Services resolves any complaints from students.

The counseling unit supports students who need specific forms filled out by an academic counselor to aid in their financial aid. Counselors evaluate student's transcripts who have attended colleges outside of the Peralta District to determine the total amount of units that are transferable towards their current educational goal. In addition, counselors develop Student Educational Plans (SEP) for students who are on academic dismissal. The SEP is an important component for students who are on academic dismissal because it outlines future semesters and classes so that they are set up for success in achieving good grades.

Extended Opportunity Programs and Services (EOPS) and Financial Aid work closely together to provide EOPS students with specific funds for child care and transportation (CARE and EOPS Grants). EOPS students are first generation college students that may need additional financial aid support in order successfully in obtain their educational goals.

Admissions and Records functions are essential in record keeping of student's high school graduation information and the confirmation of California State residency. This information is a key component in the processing of student's Board of Governor's Fee Waivers (BOGFW) which is only for instate residents. High school information is a vital factor in the verification of student's eligibility to receive financial aid.

Prior to July 1, 2012; Assessment and Orientation unit ensured that students who did not have a high school diploma or GED were able to take the Ability-To-Benefit (ATB) test. Students who passed the ATB test demonstrated that they had at least a 12th grade level in English and math and would benefit by attending college. A weekly ATB report was generated by Assessment and Orientation and given to the Financial Aid Office for recordkeeping.

The Financial Aid Office serves the better good of the entire college. Because our office serves three-fifths of the student population we have a direct impact on the success of students and their contribution to the college. We enable students who do not afford a college education to pursuing their education goals by providing financial aid assistance.

3. If your program does have an impact on other programs/dept/service, please describe the nature of the relationship with the program/dept/service and the effectiveness of the relationship.

   Financial Aid works as the instrument that aids the EOPS and TRIO department to verify their students are eligible; in addition to that our department disburses funds from our common shared budget. In the same way, the financial aid department relies on counseling, and Admissions and Records on the process of paying and educating students. Counseling and Admissions and Records are an integral unit that supports several student components in the financial aid process. Counseling provides a great deal of support to students who are applying for financial aid. Cooperative participation and effective communication among departments within Student Services will ensure quality service to our students.

B. Quantity of program/dept/service delivered (student utilization of services and student engagement).

1. How many students do you serve?
   - 2,738 students for the 2011-2012 academic year.

2. How many appointments do you have on any given day?
   - We currently see a limited number of students on a request basis.

3. How many contacts do you make with students?
   - For the spring 2012 semester, approximately 2,365 students have visited the front counter for questions regarding their financial aid status. In general, about 100 students visit the front counter on a daily basis. We communicate with students by email, phone calls, and mail (approximately 100 in a daily basis).

   Positive Impact. Compared to the 2010-11 academic year, the total number of Pell grant recipients and the total Pell awarded amount increased in the 2011-12 academic year (Appendix-1). Additionally, young students represent a higher proportion of financial aid recipients (exhibit 6) and more than 80% of financial aid recipients are from an ethnic minority background (refer to exhibit 4).

V. Student Learning Outcomes

A. List the students learning outcomes that are presently being assessed. Describe the activities that will or have been implemented to achieve the SLOs.

   Four SLO outcome measures are being assessed through three surveys:

   Information competency
   Critical thinking

Self awareness and
Interpersonal skills

Through information provided by the Financial Aid Office the prospective student
and his/her family will demonstrate knowledge of the FAFSA online application
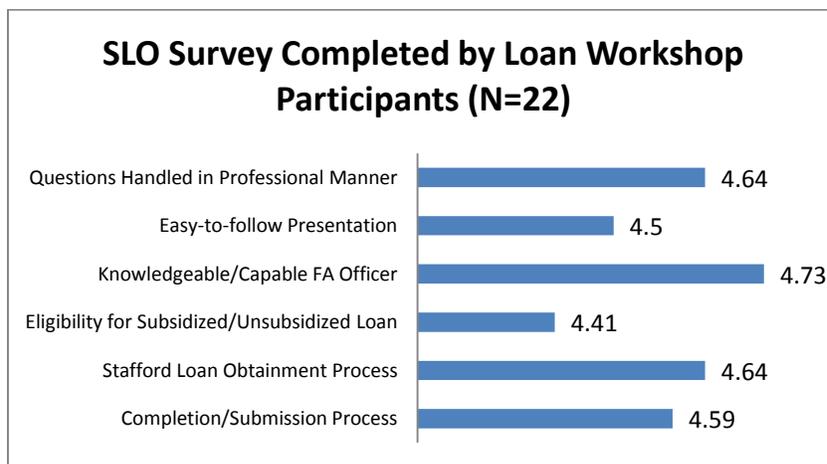process.

Through information provided by the Financial Aid Office prospective students
demonstrate knowledge of the Stafford Loan process.

Through information provided by the Financial Aid Office from various printed, and
electronic information, the prospective student and her/his family will understand the
types, sources and amounts of financial aid available, the applications required and
deadline dates.

In Fall 2012, SLO surveys are being administered to three financial aid groups:
FAFSA workshop participants, Loan workshop participants, and in-person services
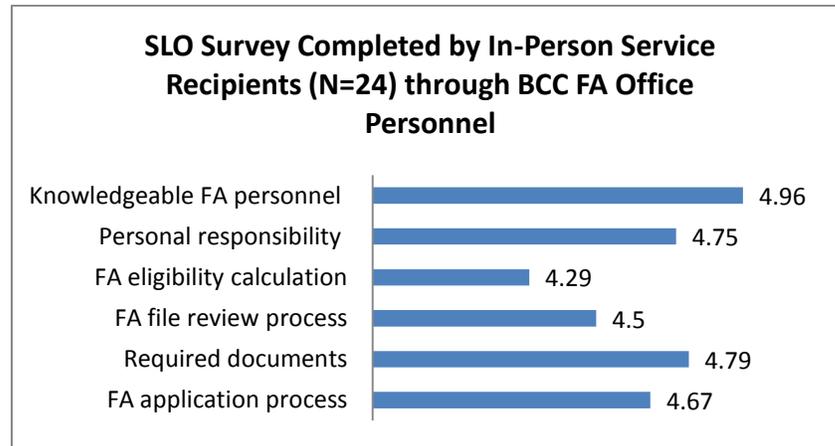recipients.

Loan Workshop Participants SLO

As illustrated in the Chart below, on a 5-point scale, the six areas that were assessed
averaged between 4.41 and 4.73. This overall high ranking demonstrated high
student learning outcomes after attending the Loan workshop. While "I perceived the
facilitator as knowledgeable and capable to inform me of my rights and
responsibilities as a borrower" ranked the highest of 4.73, FA officers may need to
assist students in learning more about their eligibilities for subsidized and
unsubsidized loan.

SLO Survey Completed by Loan Workshop Participants (N=22)

Category	Score
Questions Handled in Professional Manner	4.64
Easy-to-follow Presentation	4.5
Knowledgeable/Capable FA Officer	4.73
Eligibility for Subsidized/Unsubsidized Loan	4.41
Stafford Loan Obtainment Process	4.64
Completion/Submission Process	4.59

In-person services SLO

Shown in the chart below, BCC Financial Aid services are ranked quite high by in-person service recipients. On a 5-point scale, the 6 surveyed areas averaged between 4.29 and 4.96. "The facilitator answered my questions and/or concerns in a professional manner" ranked the highest at 4.96, while the Officer professionals may need to further assist students in "understanding how financial aid eligibility is calculated."

SLO Survey Completed by In-Person Service Recipients (N=24) through BCC FA Office Personnel

Category	Score
Knowledgeable FA personnel	4.96
Personal responsibility	4.75
FA eligibility calculation	4.29
FA file review process	4.5
Required documents	4.79
FA application process	4.67

B. What additional student learning outcomes should be considered to demonstrate what your student should know and/or be able to do as consequence of the service provided by your unit?

- Demonstrate the utilization and navigation of the financial aid website to access forms and information.
- Recognize and understand the process and procedures of the financial aid office.

C. Describe the widespread institutional dialogue about the results of assessment and identification of gaps, including the existing assessment reports.

Please see BCC Financial Aid SLO at: http://www.berkeleycitycollege.edu/wp/student_service_programs/files/2011/08/Financial-Aid-SLO-2012-13.pdf

The support needed by the unit in order to address issues resulting from the self-study, including appropriate resources continues to be allocated and fine-tuned.

The decision-making process includes dialogue on the results of assessment and will be purposefully directed toward aligning institution-wide practices to support and improve student learning.

VI. **Action Plan: Using the results of the data collected and discussed in the self-study, identify:**

A. The future needs of the program.

Even though we have managed to better our service, in order to ultimately reach our goals, we need:
- Accruing sophisticated electronic imaging equipment to eliminate lost paperwork and increase the effectiveness and efficiency of the staff. The benefits of supplying the front counter with a scanner for each work station will eliminate student and staff frustration with missing and misfiled documents because the financial aid staff will be able to electronically access student information from their workstations when reviewing files.
- More staff to process all paper work, assist students, enables the department to actively interact with other departments and to provide informational workshops.
- Physical space: due to the heavy work load our department has, it relies on several people to be completely and efficiently functional. Among those people we need specialists, clericals and student workers.
- Increase in program funding such as Board Financial Assistance Program (BFAP) in order to increase our resources.

B. The future goals and methods of assessment of the program, including students learning outcomes:

- Decrease the number of adverse audit findings by implementing policies and procedures for processing of student financial aid files in accordance with Peralta District policies.
- Create an outreach program by offering 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.
- Distribute the SLO surveys on the months of October, November, December, and January. The information obtained from the surveys will be used to improve the financial aid program for upcoming years.
- An increase in staff is needed; specifically a full-time Placement Assistant. Ultimately, we would like the two part-time Clerical Assistants II positions to be

increase from 30 hours a week to 40 hours a week and extent the working days of the 65 day temporary staff.

- Implementation of a financial aid appointment system to facilitate faster completion of student files which would result in quicker disbursements for students.
- Increase financial aid recipients.

C. The strategies and actions to be taken by the unit over the next six years to strengthen the program and meet the strategic goals of the program and college.

- Increase in staff
- Increase in financial aid recipients.
- Online loan and Financial Aid processing.

D. The support needed by the unit in order to address issues resulting from the self-study.

- Institutional Effective Coordinator to develop surveys and compile results.
- IT department to develop and publish online student survey.
- College administrative support.
- Financial support.

VII. Department recommendations

In order to maintain quality educational programs and services, the financial aid department recommends the following:

- High technology improvements: We need to have an automatic system; especially in the Financial Aid department. The lack of an automatic system impacts both staff and students since it slows down the process and it takes longer for students to find out their current financial aid status.
- HigherOne: The PCC District needs to works with HigherOne to implement a more efficient and effective process. There are students who have experienced some issues with their HigherOne account. For instance, there are many students who did not receive their HigherOne card; this situation mainly leads to a delay in students' Financial Aid disbursements.
- People Soft: People Soft needs to be reprogrammed to make it more convenient and user-friendly for both staff and students.

The Financial Aid Department needs to develop new strategies for handling the large increase in the number of students attending BCC. The following is an action plan to try to address the challenges faced by the department:

BCC Student Financial Services is a three-part operation: we provide front counter information and intake services; we have a "behind the scene" processing center and we assist with outreach and recruitment by doing Financial Aid presentations. We also provide in-depth Loan Entrance Interviews to the students in our college who wish to borrow through the Federal Stafford Loan program.

Since it is at the front counter that most students are introduced to us and our services, it is of vital importance that we make a good first impression. We do this by treating each student as an individual and not as a number. We also help match students with various internal and external scholarship resources.

Our financial services operations center is a welcomed addition and was created when we received our new designated space at the college. It is in our operations that we communicate weekly with the Pell Grant Processing Center to report funds disbursed and to request additional funds; we also use this area to certify Federal Stafford Loans, work on lengthy federal and state reports, and communicate with students via US mail, e-mail, and phone calls.

The third part of our operation, financial aid presentations, began some years ago when we first sent out a team representing all aspects of student services to our local high schools. Each team member would discuss a particular facet of student services, and we were well received by the high school students and their administrator. Since that time we now use our Student Ambassadors to go to our "feeder" high schools on a regular basis to discuss the benefits of community college education, and particularly why Berkeley City College might be the best choice for some students.

In previous years, representatives from the various banks who provide our students with the Federal Stafford Loans conducted the mandatory Loan Entrance and Loan Exit Interviews. We decided that we would conduct the Loan Entrance sessions ourselves and ask the lenders to assist with the Loan Exit sessions only. In doing this we are able to provide our students with better services in this area.

We are planning to implement appointments for students using our SARS system; this process will significantly reduce student wait time and make financial aid more efficiency.

Questions to address accreditation Recommendation #5.

a. If your department experienced a reduction in resources, describe the impact of that reduction on the overall educational quality of your unit and the College.

   Financial Aid Office at BCC did not experience a reduction in resources.

   Increased Personnel. To respond to the increase of students from disadvantaged background, BCC financial aid (FA) staffing increased from 3.5 FTE to 4.5 FTE in spring 2010. The staffing increase has shortened the turn-around service time slightly and students have been receiving a more efficient service.

b. How does the department plan to sustain the quality of instruction and/or services offered through your department in the current environment of reduced resources?

   See VI Action Plan above.

c. What does the department recommend that the college do to maintain quality educational programs and services?

   See VII Department recommendations above.

Appendix A

School year totals: Berkeley City College.
 Award year: 2012-2013

	Total Awarded as of 10/10/12	Total Disbursed as of 10/10/12	Recipients as of 10/10/12
Total Pell Awards	$4,044,709.75	$826,353.74	**743**
Total subsidized loans	$213,462.00	$78,698.00	41
Total unsubsidized loans	$168,190.00	$67,590.00	33

Award year: 2011-2012

	Total Awarded	Total Disbursed	Recipients
Total Pell Awards	$7,680,607.50	$5,067,424.19	**1,571**
Total subsidized loans	$680,929.00	$643,429.00	180
Total unsubsidized loans	$520,669.00	$491,038.00	134

Award year: 2010-2011

	Total Awarded	Total Disbursed	Recipients
Total Pell Awards	$6,030,947.97	$4,148,301.20	**1,264**
Total ACG awards	$17,881.25	$16,762.50	29
Total subsidized loans	$454,310.00	$445,460.00	142
Total unsubsidized loans	$334,810.00	$332,560.00	96

Award year: 2009-2010

	Total Awarded	Total Disbursed	Recipients
Total Pell Awards	$4,829,706.89	$3,447,460.26	**1,098**
Total ACG awards	$22,925.50	$22,188.00	38

Source: U.S department of education. Common Origination & disbursement. Retrieved October 10, 2012
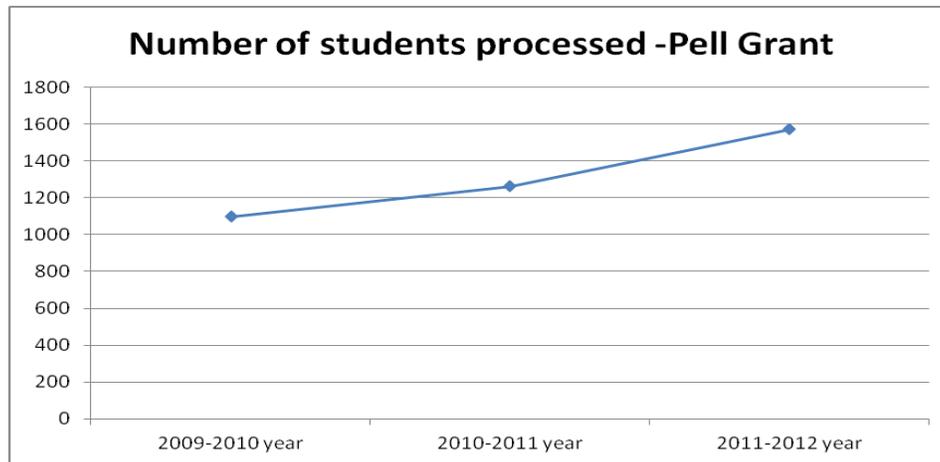
Appendix B

Berkeley City College, Financial Aid Award data,
2009-10, and 2010-11
Financial Aid Summary Report

	Annual 2009-2010	Annual 2009-2010	Annual 2009-2010	Annual 2010-2011	Annual 2010-2011	Annual 2010-2011
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
	4,437	8,595	**$6,340,916**	5,414	9,989	**$6,866,261**
Board of Governors (BOG) Enrollment Fee Waiver Total	4,336	6,540	$1,374,451	5,335	7,889	$1,443,273
BOGW - Method A-1 based on TANF recipient status	107	162	$36,686	96	144	$29,354
BOGW - Method A-2 based on SSI recipient status	223	377	$72,202	246	398	$70,993
BOGW - Method A-3 based on general assistance recipient status	29	52	$14,573	25	40	$9,958
BOGW - Method B based on income standards	1,358	2,211	$520,793	1,470	2,326	$456,183
BOGW - Method C based on financial need	2,643	3,738	$730,197	3,494	4,959	$871,884
Fee Waiver – Dependent of (children) deceased or disabled Veteran				15	22	$4,901
Grants Total	1,083	1,636	$3,755,001	1,245	1,770	$4,465,210
Academic Competitiveness Grant	35	35	$23,117	29	29	$16,763
Cal Grant B	114	114	$124,838	121	121	$145,986
Cal Grant C	5	5	$1,612	2	2	$648
CARE Grant	18	18	$24,385	20	20	$29,577

	Chafee Grant	2	2	$10,000	3	3	$12,500
	Pell Grant	1,074	1,075	$3,451,090	1,234	1,234	$4,135,496
	SEOG (Supplemental Educational Opportunity Grant)	387	387	$119,959	361	361	$124,240
Loans Total		164	292	$982,124	148	238	$802,864
	Federal Direct Student Loan - subsidized				139	139	$443,353
	Federal Direct Student Loan - unsubsidized				95	95	$330,940
	Other loan: non-institutional source	4	4	$22,100	4	4	$28,571
	PLUS loan: parent loan for undergraduate student	2	2	$16,608			
	Stafford Loan, subsidized	148	148	$455,860			
	Stafford Loan, unsubsidized	138	138	$487,556			
Scholarship Total		52	52	$82,911	48	49	$69,224
	Scholarship: non-institutional source	16	16	$38,815	17	17	$37,499
	Scholarship: Osher Scholarship	5	5	$5,000	10	10	$5,000
	Scholarship: source unknown	31	31	$39,096	22	22	$26,725
Work Study Total		75	75	$146,429	43	43	$85,690
	Federal Work Study (FWS) (Federal share)	75	75	$146,429	43	43	$85,690

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Appendix C

Berkeley City College
Success Rate For 2010 Fall term

Discipline: All

Program Type	Total Enrollments	Succeeded	Success Rate(%)
Biological Sciences (04)	458	326	71.18
Business and Management (05)	447	282	63.09
Education (08)	480	296	61.67
Fine and Applied Arts (10)	1,225	817	66.69
Foreign Language (11)	833	457	54.86
Health (12)	49	39	79.59
Humanities (Letters) (15)	3,149	1,973	62.65
Information Technology (07)	461	238	51.63
Interdisciplinary Studies (49)	757	525	69.35
Mathematics (17)	1,925	1,038	53.92
Media and Communications (06)	1,948	1,317	67.61
Physical Sciences (19)	332	203	61.14
Psychology (20)	552	358	64.86
Public and Protective Services (21)	125	82	65.60
Social Sciences (22)	2,354	1,569	66.65
Grand Total	**15,095**	**9,520**	**63.07**

Berkeley City College
Retention Rate For 2010 Fall term

Discipline: All

Program Type	Total Enrollments	Retained	Retention Rate(%)
Biological Sciences (04)	458	369	80.57
Business and Management (05)	447	359	80.31
Education (08)	480	355	73.96
Fine and Applied Arts (10)	1,225	996	81.31
Foreign Language (11)	833	540	64.83
Health (12)	49	41	83.67
Humanities (Letters) (15)	3,149	2,358	74.88
Information Technology (07)	461	312	67.68
Interdisciplinary Studies (49)	757	639	84.41
Mathematics (17)	1,925	1,360	70.65
Media and Communications (06)	1,948	1,553	79.72
Physical Sciences (19)	332	237	71.39
Psychology (20)	552	437	79.17
Public and Protective Services (21)	125	90	72.00
Social Sciences (22)	2,354	1,873	79.57
Grand Total	**15,095**	**11,519**	**76.31**

Students who received financial aid in fall 09, fall 10 fall 11 success and retention rate

Term	CAMPUS_ID	HEADCOUNT	CENSUS	TOTAL_GRADED	RETAINED	% RETENTION	SUCCESS	% SUCCESS
fall 09	2	3599	8480	7791	6277	74.0%	5091	65.3%
fall 09	5	6545	19449	17556	13944	71.7%	11043	62.9%
fall 09	6	3332	8670	7984	6608	76.2%	4878	61.1%
fall 09	8	2605	6601	6136	4840	73.3%	3738	60.9%
fall 10	2	3847	8534	7773	6458	75.7%	5085	65.4%
fall 10	5	7071	19241	17564	14587	75.8%	11869	67.6%
fall 10	6	3772	9209	8594	7075	76.8%	5474	63.7%
fall 10	**8**	**3218**	**7768**	**7161**	**5692**	**73.3%**	**4558**	**63.7%**

Source: Berkeley City College Instructional Review. Retrieved October 15, 2012.
http://web.peralta.edu/indev/research-data/documents/

Berkeley persistence fall 2010 to spring 2011
Date run: 8/2/2012

Cohort Term	Cohort	Persistence	Persistence Rate
F08	6,454	4175	65%
F09	7,649	5127	67%
F10	7,457	4928	66%
F11	6,979	4741	68%

Students who received financial aid -Persistence rate

Students who received financial aid in fall 09 Persistence rate

college	fall 09	fall 10	Persistence rate
Alameda	3638	2180	59.9%
Laney	6593	3734	56.6%
Merritt	3344	1858	55.6%
Berkeley	**2628**	**1461**	**55.6%**

Students who received financial aid in fall 10 Persistence rate

college	fall 10	fall 11	Persistence rate
Alameda	3908	2168	55.5%
Laney	7095	3952	55.7%
Merritt	3786	1999	52.8%
Berkeley	**3233**	**1700**	**52.6%**

Students who received financial aid in fall 11 Persistence rate

college	fall 11	fall 12	Persistence rate
Alameda	3964	2231	56.3%
Laney	7267	3909	53.8%
Merritt	3793	2030	53.5%
Berkeley	**3318**	**1809**	**54.5%**

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