

Plans for Financial Aid >> 2023 - 2024 Financial Aid CHC Student Services Program Review 2023-2024

Name : 2023 - 2024 Financial Aid CHC Student Services Program Review 2023-2024

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Planning Participants : Veronica Lehman

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Instructions

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

- a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.
- b. Alignment with the college Mission: **Rubric Item (Mission Alignment):** The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

Program Mission

Our mission is to empower students in their pursuit of higher education by providing equitable access to financial resources and guidance, ensuring that financial barriers do not impede their academic dreams. We are dedicated to delivering comprehensive, transparent, and student-centric financial aid services that promote affordability, foster inclusivity, and cultivate a supportive environment.

We align our mission with the college's mission of changing lives, advancing education and success in a quality environment.

Crafton Hills College Mission

Our mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a transformational learning environment. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Our mission statement conveys the essential values and objectives of the Financial Aid Office, emphasizing accessibility, equity, inclusivity, guidance, and continuous improvement in service to students. We are accessible to students in-person, online, by telephone, and by appointment. Our commitment is to:

Our commitment is to:

Facilitate Accessibility: We strive to make higher education financially accessible to all eligible students, irrespective of their economic background, by offering a range of financial aid options and support.

Promote Educational Opportunity: We believe that every individual deserves the opportunity to achieve their academic and career aspirations. Our office is dedicated to helping students access the resources they need to fulfill their potential.

Ensure Equity: We are committed to ensuring that our financial aid processes are fair, impartial, and unbiased. We work to bridge the financial disparities that may exist among our student body, promoting a more equitable educational experience.

Provide Guidance: We offer expert guidance and counseling to help students and their families navigate the complex world of financial aid. We believe that informed choices can lead to better financial outcomes for our students.

Foster Inclusivity: Our office is an inclusive and welcoming space, valuing diversity in all its forms. We are dedicated to embracing the unique needs and circumstances of each student and providing tailored solutions.

Strengthen Financial Literacy: We aim to enhance financial literacy and responsibility among our students with Financial Aid Newsletters, workshops, presentations, empowering them to make informed decisions about their educational investments and financial future.

Continuous Improvement: We commit to ongoing assessment and adaptation of our practices to better serve our students through point of service surveys and communication. We actively seek feedback and stay up-to-date with industry best practices.

2. Description of Program

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service
- d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients

Crafton Hills College Financial Aid Office
Program Review 2023-2024

Name of Unit: CHC Financial Aid Office
Name of Person Preparing Document: Veronica Lehman
Mission Statement Developed by: Veronica Lehman

Organization (staffing and structure):

Veronica Lehman - Director of Financial Aid & Scholarships

Juanita Sousa - Financial Aid Office Coordinator - Primary function: Transmittals, Cal Grant, Reconsolidate grants awarded, Federal Work-study program, & budgets.

JManuel Villegas- Financial Aid Coordinator - Primary function: Scholarships, in-reach & outreach coordinator, student appointments, workshops & presentations, front office support, back-up transmittals, Chafee Grant coordinator.

Gabriela Garcia - Financial Aid Coordinator - Primary function: Loans, Federal Work-Study, transmittals, and award entries.

Christin Moore - Financial Aid Specialist - Primary function: Verification, awarding students, front counter, maintaining student files.

Claudia Hayton - Financial Aid Specialist - Primary function: Verification, awarding students, front counter, maintaining student files.

Jeanette Fruausto - Interim Financial Aid Specialist - Verification, awarding students, front counter, maintaining student files.

Program History, Description, and Process:

Crafton Hills College (CHC) Financial Aid Office (FAO) is charged with: assisting students complete the necessary financial aid applications, process all student financial aid files, award grants, scholarships and loans to eligible students, disbursing financial aid in a timely manner, securing, maintaining all student financial aid records and report accountability to college administration and governmental agencies.

The FAO serves prospective and existing students, and the community at large. Services to current students include the entire financial aid process from applying, financial literacy, to disbursing funds. In addition, the FAO assists students with the FAFSA or Dream Act application even if they are planning to attend other higher education/vocational institutions. It is the position of the FAO to assist everyone seeking an education regardless if it is at CHC or elsewhere.

The FAO administers multiple Federal and State financial aid grants and scholarships. Federal financial aid programs include the Federal Pell Grant, Direct Loans, Federal Work-Study (FWS), and Supplemental Educational Opportunity Grants (SEOG). California-funded grants include Cal Grants B & C, the California Promise Grant (Board of Governor's Fee Waiver - BOGW), Student Completion Grant (SSCG), Chafee Grant for former foster youth, Middle-Class Scholarship, Golden State Grant, CalKids, DSIG, and Emergency funds. In collaboration with CARE & EOPS additional state grants are available based on unmet student need.

Students receive assistance in the filing of applications, corrections to the applications, reviewing, and completion of verification documentation. Students are assisted in person, online, and on the telephone. The financial aid process is complicated and requires personal and sensitive information from students and their parents for dependent students. The FAO staff is trained and dedicated to treating each individual with respect and courtesy while offering the best possible service in a timely manner. The FAO utilizes FA Self-Service through Colleague to reach students who submit a FAFSA. Students are able to access their FA Self-Service account through Web-Advisor or by simply clicking on a link on our website. This account allows student to see missing items, award letters, and descriptions of awards. It also provides eligibility, requirements, and cost of attendance information. This platform is also used to request and accept Direct Loans from the FAO.

The FAO must review and process financial aid applications in accordance with federal, state, and institutional regulations, guidelines, and procedures. Major office functions include:

- Disburse and monitor all grants, scholarships, and work-study awards.
- Monitor and interpret all federal, state, and institutional regulations, guidelines, and policies.

- Interpret and implement new federal, state, and institutional regulations, guidelines, and policies.
- Review, develop, implement, or modify internal policies and procedures as necessary to ensure compliance with said regulations, guidelines, and policies.
- Prepare accurate and timely submittals of a variety of federal, state, and institutional reports and participation agreement applications.
- Represent CHC in responding to questions, findings, and recommendations from federal, state, and institutional auditors in regards to CCCC's compliance with regulations, guidelines, and policies.
- Review and update the FAO Policy and Procedures Manual, Policies, Verification Manual which is used as a resource tool for staff and as a training tool for new staff.
- Consumer information as required by the Department of Education to be posted on our web page at all times.
- Self-evaluate office effectiveness on a yearly and two-year and 4-year basis (through Program Review).
- Provide proof of financial aid received by a student as requested by state or county public assistance agencies.
- Assist students with the financial aid process.
- Conduct in-reach and outreach events to educate, familiarize, and assist students with the financial aid process.
- Determine all Promise Grant eligibility for EOPS students attending Crafton Hills college
- Assist under represented students including, but not limited to Foster Youth, Homeless Youth, Disabled and Undocumented students, with identified department liaison (Veronica Lehman) and FA staff.
- In-reach and outreach efforts to educate students and the community on Financial Aid
- Financial Aid for third and fourth-year students in the Bachelor program - Middle-Class Scholarship, 3rd & 4th-year loans.

Demographics and Three-Year Data Trend:

Student demographics and three - year data trend are detailed in supporting documentation attachments A, B, and C. Years provided: 2019 - 2021. Data for the academic year 2022-2023 is not reported due to unavailable data in the MIS DataMart reporting system.

Note: The COVID-19 pandemic influenced college demographics by reshaping enrollment patterns, exacerbating existing disparities, and altering the mix of online and in-person education, ultimately impacting how financial aid was distributed and who had access to higher education.

In addition to serving our student population, we serve our partners in the community which include;

- High Schools in the area including, but not limited to Yucaipa High, Redlands East Valley, Redlands High School, Citrus Valley, Beaumont High School, San Geronio, Colton High School, Redland Adult School, and other local schools in the area as requested or needed.
- Mexican Consulate, Inland Empire Girl Scouts of America, Local Career & Resource Fairs, San Bernardino transitional housing.
- San Bernardino County Superintendent of Schools (Homeless & Foster Youth divisions)
- Youth Hope
- Mojave River Academy
- GIA - Growing Inland Achievement
- Cash for College Events
- Community Colleges in Region 9: San Bernardino Valley College, Chaffey College; Victor Valley, College of the Dessert, Riverside Community College, Moreno Valley, Norco, Palo Verde, Barstow, Copper Mountain, Mt. San Jacinto.

Students are able to receive and/or access financial aid services online or in person.

Modalities include:

- Online via Cranium appointments
- Online via Knock on Door (live chat)
- In-person
- Telephone (Student selected routing to their FA Specialist)
- Financial Aid Self-Service
- Video (Zoom or Teams)
- Email (FA office email or direct staff email)

Location: Building 6 / CCR-121 CCR-125 (Outreach)

Hours: (Academic Year)

Monday - Thursday 9:00 am to 6:00 pm

Friday - 9:00 am to 1:00 pm

Summer Hours:

Monday - Thursday 8:00 am to 5:30 pm

Friday Closed

3. External Factors with Significant Impact

What external factors have a significant impact on your program? Please include the following as appropriate:

- a. Budgetary constraints or opportunities
- b. Competition from other institutions
- c. Requirements of four-year institutions
- d. Requirements imposed by regulations, policies, standards, and other mandates
- e. Job market
 - i) Requirements of prospective employers
 - ii) Developments in the field (both current and future)

Budgetary constraints/ opportunities:

The increase in aid and inflation has made it challenging for financial aid offices across the country, to award all aid due to limitation on the cost of attendance. As a result monitoring student unmet need has caused an increase of workload for the financial aid office.

Each year the Federal Government has increased the amount of PELL a student receives. The 2023-2024 Pell Grant maximum award amount increased to \$7395, which is a \$500 increase from 2022-2023. The State has also funded colleges with Emergency Grants, and other assistance aid to disburse to students. The California Student Aid Commission has also increased the Student Success Completion Grant to \$1298 and \$8000 per academic year.

Developments in the field:

The final phase of the new FAFSA Simplification process will be launched in 2024-2025 academic school year. The new process will change the calculation of eligibility from EFC (Expected Family Contribution) to SAI (Student Aid Index). The entire financial aid information systems, reports, and programs will need to be modified to accommodate the new application, process, and calculation. Policies, regulations, and legislation are a constant moving target in financial aid.

****Requirements imposed by regulations, policies, standards, and other mandates:**

Changes in Federal and State regulations can significantly impact a college financial aid department by altering the rules and requirements governing the distribution of financial assistance to students. These regulations can affect various aspects of the department's operations, including eligibility criteria, application processes, award amounts, and disbursement timelines. Additionally, regulations can influence the availability of federal and state-funded grant programs and scholarships, which can directly impact the institution's ability to support students financially. This is demonstrated by the challenges the FAO faces in not over-awarding students. Financial aid departments must continually adapt to these changing regulations, ensuring compliance and effective communication with students while also making necessary adjustments to their aid programs to align with the evolving state requirements, which can be a complex and resource-intensive process.

Each year the single most significant factor that affects the FAO are regulatory changes made by the state and federal government. Federal changes including, but not limited to: Satisfactory Academic Progress (SAP), Verification and Eligibility requirements are the main continuous moving parts in Financial Aid. The Financial aid office must consider various external factors, including funding opportunities, competition, transfer requirements, regulatory changes, and labor market dynamics, to tailor their financial aid programs to the evolving needs of their students and the broader educational landscape.

The Department of Education (DOE) has continued to create consumer information disclosure requirements. There are numerous facts/information that must be readily available to consumers like completion, transfer, and employment rates just to name a few. While the FAO is not responsible for the reporting or accuracy of such data, failure to disclose will result in the loss of Federal Financial Aid funding for the institution.

Changes in State regulations: (A few are listed below of dozens of changes continuously evolving.)

1. The Chancellors' office now offers an additional \$4000 annually to all students who have been awarded a Cal Grant B and are enrolled in 15 or more units. Foster Youth students may now receive \$5250 for taking 12 units or more per semester.
2. Chafee Grant recipients are now through an EFT - transmittal process which requires extra steps for our office, but students receive their money more efficiently.
3. Professional judgement offers students that may not qualify the ability to present extenuating circumstances to allow an adjustment in their financial aid calculations. Due to the increase in changes in legislation, the FAFSA & Dream Application are not able to make many adjustments leaving it to the Director or staff in the FAO. This has caused an increase in workload for appeals and professional judgment (PJ) calculations. It is projected by NASFAA - National Association Student Financial Aid Administrators that PJ's and appeals will more than double in 2024-2025 and moving forward.
4. Increase in number of grants to the college have increased the workload for the FAO. The FAO must check to unmet need prior to awarding, and then enter awards for all departments. Grants such as CalKids, NextUp, DSIG, SFRF, HEERF, FinishLine, College Corp, Basic Needs (all gift cards) , Golden State, LAEP (Learning Alignment Employment Program), EOP&S (grants and gift cards), foundation awards.

Job Market/Competition from other institutions:

The increase in inflation has placed additional financial strain on students and their families, impacting their ability to cover the rising costs of education. As a result, more students seek financial aid to bridge the gap between their available resources and the increasing expenses associated with attending college. This underscores the importance of robust and accessible financial aid programs to ensure that students can access and complete their higher education despite economic challenges.

The location of CHC creates a challenge in outreach efforts due to the college's location. SBVC, Mount San Jacinto, Riverside City College (RCC, Norco & Moreno Valley) all compete for the same students. Outreach efforts are extremely challenging for CHC due to limited zoned high schools.

4. Progress on Outcomes Assessment

Rubric Item: [Service Area and Student Learning Outcomes Process](#).

- Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- If your program has SLOs, please address b and c above in relation to the SLO assessment results.

done

Section: A

Outcomes: 2022-2023

SAO #1: An increase of financial literacy efforts will be launched to increase knowledge of upcoming changes, regulations, and money management, and FAFSA/Dream application completion.

Measurement:

- Number of Open Hour Workshops
- Number of classroom presentations
- Number of financial literacy presentations

Target:

- 6 Financial Literacy Workshops per semester.
- 16 open-hour workshops per semester.(This does not include one-on-one appointments already occurring.
- 4 classroom presentations per semester.

Findings: (All targets were exceeded)

- 41 Number of Open Hour Workshops
- 15 Number of classroom presentations
- 10 Number of financial literacy presentations

SAO #2 The financial aid office is measuring disproportionately impacted students such as our Hispanic and African American students who have not completed a FAFSA.

Measurement: Informer Report - Streamline Project. The report lets us know which African American and Hispanic students are enrolled and how many units they are enrolled in. We then target the students close to the Student Completion Grant. For example: students in 9 units will be contacted to enroll in another class to reach 12 units and receive the SCCG grant.

Target: Increase the percentage of African American students to 80% completion of the financial aid process.

Findings: Add information from streamlining. Target was met.

Outcomes: 2021-2022

SAO #1: Students will report satisfaction with Financial Aid service.

Measurement: POS Point of Service Survey

Target: 80% Satisfaction with FA services.

Findings: Looking at data for (FA21-SP22) Due to a low response rate of a total of (8) responses, totaling an average of 87.5% for all services, this survey data is not being provided. Target was met.

The survey was updated to reflect online services. The surveys were distributed by way of Cranium Café. The process for financial aid was changed a few times to meet both office and student needs. We went 98% telephone appointments through Cranium Café and 2% video appointments. Due to this, we had issues with survey distribution and a low response rate, resulting in only having data for Summer 2021 and Fall 2021. The financial aid began a new process to log calls through Cranium to capture students and send a survey through email automatically.

SAO #2 Financial aid will improve student satisfaction by maintaining a low financial aid processing time. The Financial Aid department will increase the number of students who complete their files by priority deadline.

Measurement: Disbursement Data for students meeting July priority deadline. This is measured by the number of students disbursed financial aid in the 2020-2021 academic school year versus 2021-2022 academic school year.

Target: Number of disbursements totaling 529 as was observed in Fall 2020.

Findings: The total number of priority disbursements were 452 for Fall 2021. Target was not met.

Section: B

My 2022-2023 efforts were influenced by my efforts and findings in 2021-2022.

SAO #1: An increase of financial literacy efforts will be launched to increase knowledge of upcoming changes, regulations, and money management, and FAFSA/Dream application completion.

Review number of students in attendance at workshops and make adjustments to advertising as needed. Increase classroom presentations. Capture one-on-one student workshops.

SAO #2 The financial aid office is measuring disproportionately impacted students such as our Hispanic and African American students who have not completed a FAFSA.

Review report twice a semester for African American students to conduct follow-up activities with such students. Activities include; additional email notifications, phone calls, and Starfish alerts.

Section B: 2021-2022

SAO #1: Students will report satisfaction with Financial Aid service.

Gather data for 2022-2023 and compare targets and findings.

SAO #2 Financial aid will improve student satisfaction by maintaining a low financial aid processing time. The Financial Aid department will increase the number of students who complete their files by priority deadline.

Maintain and display a disbursement schedule online. Restructure rules in Colleague to disburse communications to students monthly versus weekly for five consecutive notifications.

Section: C
All of my work is section B will be listed as part of my objectives in question 10.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

- i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.
- ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

A good indicator of efficiency and effectiveness is the turnaround time from the time a file is completed to the time funds are disbursement to the student. The FAO takes three to six to process a completed file which is under the time frame of similar colleges in Region IX. The FAO uses priority deadlines to establish a guarantee that students who complete the financial aid process by the priority deadline will receive a disbursement at the beginning of the semester. The turnaround time has been greatly improved with our paperless process, automated services, fully staffed office, and increase in disbursement dates. Students who complete their file by the priority deadline will receive funds in the first disbursement.

External Partnerships:

Federal and State Government Agencies/FA Organizations: Community colleges often collaborate with federal and state government agencies, such as the U.S. Department of Education and state higher education commissions. These partnerships are crucial for accessing funding, grants, and information related to federal and state financial aid programs. They help ensure the financial aid office can offer students a wide range of aid options and stay updated on regulatory changes. Financial Aid organizations such as California Community College Student Financial Aid Administrator Association (CCCSFAAA), National Association of Student Financial Aid Administrators (NASFAA), the California Student Aid Commission (CSAC), and the California Community Colleges Chancellor's Office (CCCCO) are also crucial to financial aid processing, networking, and reporting.

Local Employers and High schools: Partnerships with local employers and high schools can lead to the creation of scholarship programs, internship opportunities, and co-op programs. These collaborations not only provide financial aid but also offer students valuable work experience and potential job placement opportunities after graduation.

Nonprofit Organizations and Foundations: Nonprofit organizations and foundations often offer scholarships and grants to students. Establishing partnerships with these entities can expand the pool of financial aid resources available to students. These organizations may have specific criteria and priorities, so aligning with them can benefit students with unique needs and aspirations. We have received scholarships from Growing Inland Achievement (GIA), California Student Aid Commission, California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA), Cash for College.

Internal Partnerships:

Faculty: Close collaboration with faculty members is vital for aligning financial aid services with students' academic goals. Faculty can play a role in identifying students who may need financial assistance.

Student Services and Advising Centers: Partnerships with student services and academic advising offices are critical for providing comprehensive support to students. These departments can refer students to the financial aid office, assist with FAFSA completion, and help students understand the financial implications of their academic choices. Collaborations here ensure that students receive holistic guidance throughout their educational journey.

Information Technology (IT) and Data Management Teams: In the digital age, IT and data management teams are crucial internal partners in the financial aid office. They help maintain secure and efficient databases, automate processes, and provide students with user-friendly online tools for accessing and managing their financial aid information. Effective IT solutions streamline the financial aid process and improve the overall student experience.

These external and internal partnerships play a significant role in enhancing the quality of services provided by the financial aid office at a college. They expand the range of financial aid options, provide students with valuable opportunities for work experience and scholarships, ensure students receive comprehensive support, and streamline processes through technology and data management, ultimately contributing to the success and satisfaction of students.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only)

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies? **Click [HERE](#) to view program and college demographics by year.**

b. Summarize the results of any quantitative or qualitative measures not provided in any previous questions that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Click [HERE](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

Student demographics and three - year data trends are detailed in supporting documentation attachments A, B, and C. Years provided: 2019 - 2021. Data for the academic year 2022-2023 is not reported due to unavailable data in the MIS DataMart reporting system.

Breakdown of the demographics for the California Community College Promise Grant for 2021-2022 is broken down in the chart below. Supporting documentation D and E is also in the attachments.

The overall grant distribution shows that approximately 46% of the total students received the California Promise Grant in 2021-2022 academic year. To increase this number, the financial aid office can consider expanding the outreach and accessibility of the grant to increase the number of eligible students who benefit from it. Outreach efforts is listed as one of the goals in this plan.

There are disparities in grant distribution among different ethnic groups. For instance, Hispanic students have a 62% grant rate, while African-American students have a 60% grant rate. However, White Non-Hispanic students have a lower grant rate at 43%. There is an opportunity in the Asian/Filipino population which average 45%. To address these disparities, the financial aid office will conduct a thorough analysis to understand the reasons behind these discrepancies. The areas of interest would be FAFSA completion and FAFSA eligibility for each of the ethnic groups showing disparities.

While the financial aid office has increased its number of California Promise Grants in the recent academic years, there are areas for improvement in terms of equity and outreach to underserved populations. By analyzing data, addressing disparities, and expanding their communication and support efforts, the office can work towards more equitable grant distribution and improved access for all eligible students.

Below you will find the demographics for academic year 2021-2022 which is the most current year available in the Data Mart system.

California Community Colleges Chancellor's Office Report (CA Promise Grant) - See attachments D, E, and chart below.
Annual **2021-2022**

	<u>Student Count (%)</u>	<u>CA Promise Grant</u>	<u>CA Promise Grant (Ethnicity %)</u>
<i>Crafton Hills Total</i> 7,488	100.00 %	3426	46%
African-American 301	4.02 %	182	60%
American Indian/Alaskan Native 18	0.24 %	10	56%
Asian 363	4.85 %	158	44%
Filipino 166	2.22 %	76	46%

Hispanic	3,841	51.30 %	2369	62%
Multi-Ethnicity	419	5.60 %	220	53%
Pacific Islander	17	0.23 %	10	59%
Unknown	62	0.83 %	23	37%
White Non-Hispanic	2,301	30.73 %	981	43%

Three-year trend on Pell Grant Disbursements:

(Source: Common Organization & Disbursement Website (COD))

2022-2023 = 903

2021-2022 = 826

2020-2021 = 1034 (1st pandemic year)

7. Evaluation

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g.: early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Alternative Modes and Schedules of Delivery

- Offers service hours to accommodate students' diverse schedules. We currently have 4 staff members starting their shifts before doors open and 2 staff members available for closing.
- Provides virtual and online services, appointments, in-person, live chat, email, and phone services.
- Began implementing appointment services to reduce wait times and enhance accessibility.

Innovation and Implementation of Best Practices

- The FAO actively seeks and implements innovative solutions to improve the financial aid process, such as adopting advanced software for more efficient document management (Laserfiche), yearly sessions with consultants to implement new rules and regulations to the new and current process in Colleague.
- The FAO stays updated on best practices in financial aid and shares knowledge with colleagues.

Efficiency in Operations

- Regularly reviews and streamlines internal processes to reduce bureaucracy and speed up response times.
- Utilizes technology for efficient data management, including electronic forms and document submission.

Efficiency in Resource Use

- Manages financial aid resources effectively to maximize support for students.
- Seeks external funding opportunities and partnerships to enhance available resources.

Staffing

- Maintains a diverse and qualified team, ensuring staff members are trained and knowledgeable about financial aid regulations and services.
- Regularly assesses staffing needs to address increased demand during peak enrollment periods.
- Implement cross-training where job descriptions allow to maximize the efficiency of the office.

Participation in Shared Governance

- Actively involves financial aid staff members in the planning and decision-making processes.
- Encourages and engages in college governance committees, ensuring the financial aid office's perspective is considered in broader institutional decisions.

Professional Development and Training

- Supports ongoing professional development for financial aid staff, including attending conferences and workshops.
- Provides training sessions to keep staff updated on changing regulations and best practices.

Group Dynamics

- Fosters a collaborative and inclusive work environment, encouraging open communication and teamwork among unit members.
- Holds regular team meetings and forums for feedback and idea-sharing.

Compliance with Applicable Mandates

- Ensures that the financial aid office complies with all relevant federal and state regulations.
- Conducts regular internal audits of staff work progress in Perceptive Content, Laserfiche, and FA email to verify compliance and address any issues promptly.

This outline illustrates how the Crafton Hills College financial aid office contributes to various aspects of its operations, ensuring effective services, innovation, resource management, staff development, and adherence to regulatory requirements while actively participating in the college's shared governance.

8. Vision

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item (Vision Alignment)**: The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

Program Vision

The vision of the Financial Aid Office is to create a future where every student can pursue their educational dreams without financial obstacles. We strive to be a beacon of hope, offering unwavering support and resources to ensure access, equity, and success in higher education for all.

We align our mission with the college's mission of advancing education and success in a quality environment.

College Vision:

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

The Financial Aid College Department is committed to aligning with our overarching vision of empowering the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. To realize this vision, we leverage a range of services and channels to ensure accessibility and support for all.

Through Cranium, we provide an innovative and user-friendly platform for students and the community to access the financial aid staff in a quick and easy manner. This technology fosters engagement by making the financial aid staff readily available through a convenient telephone appointment or live chat with students and guests.

Our FAO email system serves as a convenient means of communication, enabling us to promptly address inquiries, provide updates, and deliver important announcements. By leveraging email, we maintain an open line of communication with students and staff, enhancing transparency and accessibility.

To accommodate diverse needs, our department offers online telephone appointments and "knock on door" live chat options. These flexible appointment options ensure that everyone, regardless of their location or circumstances, has access to personalized financial aid guidance. This aligns with our vision of empowerment, as it ensures that our services are easily accessible and tailored to individual needs.

In every aspect of our work, we strive to empower our community through education, engagement, and innovation. We continuously seek ways to improve our services, making them more inclusive and responsive to the evolving needs of our students and the broader community. By utilizing Cranium, email, online telephone appointments, live chat, in-person, and direct phone calls, we demonstrate our commitment to fostering an empowered and informed community that thrives through education and innovation.

9. Progress on Prior Goals

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

• **1 - Goal - To run the financial aid office student process 100% paperless.**

Priority Rank: 1

Objectives:

- **1.1 - Objective - To hire 1 1/2 front counter staff to assist students returning paperwork and questions. The current front counter staff will be opening files online as per the new paperless process. As of Fall 2020 the financial aid office has gone paperless. We are using self-service to process files and scanners to upload paperwork into Perceptive Content. We no longer use paper files.**

Priority Rank: 1

Original Start Date: 03/01/2019 **Original End Date:** 07/01/2020

Revised Start Date: 03/01/2019 **Revised End Date:** 07/01/2022

Responsible Person: Veronica Lehman

Strategic Direction : 7. Develop Programs and Services

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **1.1.a1 - Training for the paperless process**

Ensure our staff is fully trained to change our current process to paperless.

Start Date: 12/01/2019 **End Date:** 07/01/2020

Responsible Person: John Muskavitch, Veronica Lehman, Tess

Status Code: Work is Completed

Progress Description:

Training is complete.

Measurements/Documentation of Progress:

All front counter stations and work stations have scanners.

• **2 - Goal - The financial aid office be fully trained and staffed to offer loans to students. Note: Since given the responsibility of CHC Foundation scholarships, loans and scholarships will be the responsibility of the new FA Coordinator.**

Priority Rank: 2

Objectives:

- **2.1 - Objective - To hire a Financial Aid Coordinator in charge of all CHC scholarships and loans.**

Priority Rank: 5

Original Start Date: 04/15/2020 **Original End Date:** 08/01/2023

Revised Start Date: 04/15/2020 **Revised End Date:** 08/01/2023

Responsible Person: John Muskavitch

Strategic Direction : 1. Promote Student Success

Impact Type: Only Students

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Completed

Progress Description:

Gabriela Garcia was hired 10/10/22.

Resource Requests:

- **2.1.r1 - Financial Aid Coordinator**
Description

This person will train staff to answer questions. They will be in charge of maintaining the loan and scholarship program and adhering to state and federal compliance. This person will also be responsible for establishing financial literacy workshops.

Rationale

This position will be taking over all of the scholarships from the CHC Foundation office along with the current scholarships from the financial aid office.

Resource Type: Ongoing

Expenditure Category: Classified Unit Member Non-Instruction (2181)

Funded: No

Funding Source:

First Year Cost/Savings: \$99,482.60/\$0.00

Second Year Cost/Savings: \$102,644.20/\$0.00

Third Year Cost/Savings: \$105,972.20/\$0.00

• **3 - Goal - The financial aid office will maintain a disbursement period of 5 weeks or under from the time the student completes their file with timely corrections.**

Priority Rank: 3

Objectives:

- o **3.1 - Objective - Awards to be entered at the time of awarding once we go paperless. Since we are now paperless, we have been able to implement Financial Aid Self-Service, which auto packages FAFSA students that are not verified.**

Priority Rank: 3

Original Start Date: 03/01/2020 **Original End Date:** 05/01/2020

Revised Start Date: 03/01/2020 **Revised End Date:** 05/01/2020

Responsible Person: John Muskavitch and Financial Aid Staff

Strategic Direction : 1. Promote Student Success

Impact Type: Department

Institutional Learning Outcome: -- Pick One --

Actions/Activities:

- **3.1.a1 - Establish a disbursement schedule.**

Establish a schedule of disbursements occurring every 2 weeks to ensure students receive funding within 5 weeks and decreases the amount of confusion on disbursement dates, awarding cut-off dates, and last date to enter awards.

Start Date: 07/01/2020 **End Date:** 06/30/2023

Responsible Person: Juanita Sousa

Status Code: Work is Completed

Progress Description:

Completed. The disbursement schedule is being added to the Consumer Guide.

Measurements/Documentation of Progress:

The disbursement schedule is being added to the Consumer Guide.

- **4 - Goal - Increase point of service survey to 90% or above on all questions for agree and strongly agree. Reduce disagree and strongly disagree to under 10%. See attachment.**

Priority Rank: 4

- **5 - Goal - The financial aid office will advance efforts to increase financial aid enrollment and literacy both on and off campus.**

The financial aid coordinator will implement more classroom presentations, workshops, one-on-one appointments and local high school visits.

Priority Rank: 5

Objectives:

- o **5.1 - Objective - Continue to increase efforts both in-reach and outreach. Increase classroom presentations throughout campus. Advertise workshops and appointments efficiently and in a student/faculty friendly manner. Increase accessibility to Financial Aid coordinator-outreach for faster FAFSA completion time for students.**

Priority Rank: 4

Original Start Date: 12/01/2019 **Original End Date:** 12/01/2023

Revised Start Date: 12/01/2019 **Revised End Date:** 12/01/2023

Responsible Person: Veronica Lehman

Strategic Direction : 1. Promote Student Success

Impact Type: Site

Institutional Learning Outcome: -- Pick One --

Status Code: Work is Underway

Progress Description:

JManuel "Manny" Villegas has been hired to replace Veronica Lehman's Coordinator position. He is teaming up with the new Outreach department to attend at least two events a month with them along with FA events.

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - The financial aid office is measuring disproportionately impacted students such as our Hispanic and African American students who have not completed a FAFSA or Dream Act application.**

Priority Rank: 2

Objectives:

- o **1.1 - Objective - Maintain or increase the percentage of African American and Hispanic students who complete the financial aid process.**

Priority Rank: 2

Start Date: 03/01/2020 **End Date:** 06/30/2027

Responsible Person: Veronica Lehman & Financial Aid staff

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Only Students

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **1.1.a1 - Maintain or surpass SSCG recipients in the Financial Aid Streamline project by contacting students prior to late start classes.**

Continue to meet or exceed the Streamline initiative to service disproportionately impacted students under the FAFSA/Dream Act completion and SSCG efforts. By contacting students prior to late start classes, it will allow students to add classes to meet the SSCG (Student Success Completion Grant) requirements of 12 and 15 units.

Start Date: 03/01/2022 **End Date:** 06/30/2027

Responsible Person: Veronica Lehman & Financial Aid staff

- **2 - Goal - Increase of financial literacy efforts will be launched to increase knowledge of upcoming changes, regulations, and money management, and FAFSA/Dream application completion.**

Priority Rank: 1

Objectives:

- **2.1 - Objective - To increase the number of open hour workshops, classroom presentations, and financial literacy presentations to assist in navigating the FAFSA & Dream Act Simplification process.**

Priority Rank: 1

Start Date: 07/03/2023 **End Date:** 12/31/2023

Responsible Person: Veronica Lehman, JManuel Villegas

Strategic Direction (Goal): 1. Increase Student Enrollment

Impact Type: Only Students

Institutional Learning Outcome: Not Applicable

Actions/Activities:

- **2.1.a1 - Advertisement of workshops and presentations**

An increase in advertisement which includes, but is not limited to flyers, classroom announcements, newsletter advertisements, Crafton Now, and posters.

Start Date: 11/06/2023 **End Date:** 06/30/2027

Responsible Person: Veronica Lehman, JManuel Villegas

- **3 - Goal - Complete and publish a complete Consumer Information Guide to meet the compliance regulations and requirements for program reviews and audits.**

Priority Rank: 3

Objectives:

- **3.1 - Objective - Gather information from all sites. Maintain consumer guide throughout changes.**

Priority Rank: 3

Start Date: 07/10/2023 **End Date:** 12/31/2023

Responsible Person: Veronica Lehman, JManuel Villegas

Strategic Direction (Goal): 3. Increase Student Success and Equity

Impact Type: Site

Institutional Learning Outcome: 5. Information Literacy

11. Comments

This space is provided for participants and managers to make additional comments. Comments are not required.

There are no comments for this plan.

12. Supporting Documents

This question is for attaching supplemental materials. Supporting documents are not required.

- [\(C\) Financial Aid 2021-2022 Award & Ethnicity.xls](#)
- [\(B\) Financial Aid 2020-2021 Award & Ethnicity.xls](#)
- [\(A\) Financial Aid 2019-2020 Award & Ethnicity.xls](#)
- [\(D\) CAPromise Grant-Ethnicity 2021-2022 \(2\).xls](#)
- [\(E\) Student Headcount 2021-2022.xls](#)

