**Peralta Community College District**

## Revised Annual Program Update Template 2011-2012

(without data)

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| Overview | |
| Date Submitted: | 10/5/2011 |
| Data Download Date: |  |
| Program/Department: | Office of Financial Aid |
| Campus: | College of Alameda |
| Administrator: | Alexis Montevirgen |
| Department Chair; Coordinator: | Dave Nguyen, Financial Aid Supervisor |
| Mission Statement: | The primary purpose of student financial aid is to ensure all students have an opportunity to obtain a college education, and that no student will be denied that opportunity because of lack of funds. |

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| Student Data (Include service area data such as the number of students served by the program or service. Include data and recommendations from program review). | | | |
| 1. Enrollment | Fall 2009 | Fall 2010 | Fall 2011 |
|  | In the 2009/2010 school year, Financial Aid processed applications for approximately 5,125 students enrolled in credited courses. Additionally, 4,382 awards from the Board of Governor’s enrollment fee waivers, and a total of 5,166 duplicated financial aid awards that are closed to 6 million dollars in student assistance from all sources. | In 2010/2011, there were 13,772 total students enrolled at College of Alameda. Financial Aid processed applications for approximately 5,101 students enrolled in credited courses. Additionally, 4,478 awards from the Board of Governor’s enrollment fee waivers, and a total of 5,562 duplicated financial aid awards that are totaled  $ 6,313,433.08  in student assistance from all sources. | Currently, Financial Aid processed applications for approximately 2294 students. (data as of 9/22/11) |
| 1. **Retention** | The Retention Rate data also indicates that 74.9% of financial aid students completed their courses by the end of the term, compared to 71.9% of non-financial aid students.  \*data from fall 2007. Current data has been requested from office of instruction\* | The Retention Rate data also indicates that 74.9% of financial aid students completed their courses by the end of the term, compared to 71.9% of non-financial aid students.  \*data from fall 2007. Current data has been requested from office of instruction\* |  |
| 1. Success | The Success and Persistence Rate that 60% of financial aid students complete a credit course with a recorded grade of A, B or C or Credit compared to 43.7% of students who are not receiving aid;  \*data from fall 2007. Current data has been requested from office of instruction\* | The Success and Persistence Rate that 60% of financial aid students complete a credit course with a recorded grade of A, B or C or Credit compared to 43.7% of students who are not receiving aid;  \*data from fall 2007. Current data has been requested from office of instruction\* | N/A |

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| 1. **Faculty Data** | |
|  | **Fall 2011** |
| Contract FTEF | n/a |
| Hourly FTEF | n/a |
| Extra Service FTEF | n/a |
| Total FTEF | n/a |
| % Contract/Total | n/a |

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| Faculty Data Comparables F2011 –N/A to all | | | | |
|  | Alameda | Berkeley | Laney | Merritt |
| Contract FTEF | data | data | data | data |
| Hourly FTEF | data | data | data | data |
| Extra Service FTEF | data | data | data | data |
| Total FTEF | data | data | data | data |
| % Contract/Total | data | data | data | data |

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| 1. **Staff Data** | |
|  | **Fall 2011** |
| Contract FTEF | Financial Aid Supervisor (1.0)  Financial Aid Program Specialist (2.0)  Financial Aid Sr. Clerical Assist. (1.0) = Total 4.0 FTE |
| Hourly FTEF | 0 |
| Extra Service FTEF | 0 |
| Total FTEF | 4 |
| % Contract/Total | 4.0 FTE; 2 part time hourly; 8 student assistants |

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| 1. **Accomplishments and Goals - Course SLOs and Assessment** | |
| Number of active courses in your discipline | N/A |
| Number with SLOs | N/A |
| % SLOs/Active Courses | N/A |
| Number with SLOs that have been assessed | N/A |
| % Assessed/SLOs | N/A |
| Describe assessment methods you are using | N/A |
| Describe results of your SLO assessment progress | N/A |

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| 1. **Accomplishments and Goals - Program Outcomes and Assessment** | |
| Number of degrees and certificates in your discipline | Data for number of students who receive financial aid and have obtained a degree or certificate is currently not available. See success and retention rates as an indicator of effectiveness and impact of financial aid program on student receiving degrees and certificates.  However, it must be noted that all financial aid recipients must be striving towards a degree/certificate or transfer in a financial aid eligible program. |
| Number with Program Learning Outcomes | N/A no data compiled |
| Number assessed | 43 completed FAO survey; 94 completed the FA evaluation form |
| % Assessed | N/A |
| % Assessed/SLOs | N/A |
| Describe assessment methods you are using | 1. Success and Persistence Rate 2. FAO Student Survey 3. Financial Aid Workshop evaluation forms |
| Describe results of assessment progress  FAO SLO  In assisting students in understanding the different types of financial aid available will help them gain:   1. Reading, listening, and research skills 2. Knowledge of other forms and deadlines 3. Knowledge of institutional policies, their rights and responsibilities.   By accepting and receiving aid students will learn:   1. The existence of different policies (institutional, local, state, and federal)   By understanding the process and the requirements of Satisfactory Academic Progress students will learn:   1. Personal as well as institution’s rights 2. An awareness of institutional policies as well as student rights and responsibilities. | Assessment results  FAO Student Survey:  -51% of financial aid recipients researched online or read literature about financial aid.  -47% of financial aid recipients think they are eligible for aid when they first submitted the FAFSA.  -After completing the FAFSA 70% of financial aid recipients found it easier to complete other financial aid forms.  -After completing the FAFSA 60% of financial aid recipients found it easier to complete employment applications.  -60% of financial aid recipients are aware of the requirements of Satisfactory Academic Progress.  -67% of financial aid recipients are aware of eligibility requirements of financial aid.  -60% of financial aid recipients are aware of the requirements of Satisfactory Academic Progress.  Financial Aid Workshop Evaluation results  -85% answered that the workshop was effective and they learned about the FA process  -68% of students answered that they can complete the FAFSA process on their own after they attended the workshop  -66% of students answered that the workshop was worth attending and informative  Success and retention rates:  See data from section II B & C |
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| 1. **Accomplishments and Goals – Strategic Planning** | |
| Advance Student Access, Success, & Equity | Program Goals:   1. Remove financial barriers to help students finance their education and provide access to higher education. 2. Provide information on the FAFSA, grants, and loans through orientations, fliers and workshops, in order to help all students understand financial aid. 3. Provide information about the student’s rights and responsibilities once they accept an award and receive their financial aid. 4. Help students understand the requirements of Satisfactory Academic Progress (the lack of knowledge of this policy will disqualified students from receiving financial aid). 5. Help every student’s needs in a timely and efficient manner. 6. By administering financial aid to all needy students, we are impacting student success in the classrooms. |
| Engage our Communities & Partners | The financial aid office wants to continue to increase financial aid outreach activities outside in the community to promote awareness of financial aid programs to not just high school students but all members of the community. Working together with outside organizations to promote school awareness is part of College of Alameda strategy. |
| Build Programs of Distinction | The financial aid office is and plans to further facilitate students learning and goal attainment by utilizing premier student support services developmental education and foundation skills to:   * Continue to deliver financial aid services * Increase financial aid outreach activities on and off campus * Develop a uniform communication mode to disseminate information to all students at College of Alameda. (E-mail, website, & social media) * Ensure that the Office of Financial Aid has the adequate staff to continue its effectiveness and efficiency |
| Create a Culture of Innovation & Collaboration | Because eligibility determination and delivery of student aid involve complex requirements for coordinating, monitoring, and verifying students' awards, the Financial Aid Office works closely with many on-campus offices and off-campus agencies to ensure both strict compliance with regulatory requirements and efficient service for students. We must team together with counseling, EOPS, DSPS, Admissions and records, the campus business office, and IT to ensure a seamless and integrated process with the ultimate goal of serving, retaining, and ensuring success for every student. |
| Develop Resources to Advance & Sustain Mission | The Financial Aid office at College of Alameda must develop additional technological and staffing resources to sustain our mission of ensuring all students the opportunity to obtain a college education. We must be equipped with up-to-date technology to better serve all students in an efficent and effective manner. |

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| 1. **Accomplishments and Goals – Strategic Plan Relevance** | |
| New Programs Under Development | N/A |
| Programs Integral to Overall College Strategy | The financial aid office is an integral part of overall college strategy. Financial aid is used as an outreach tool to entice students to enroll at the College of Alameda. Without the assistance of financial aid, students will not be able to afford rising tuition,book, and other school costs. Financial aid helps ensure students stay on the path to success towards their educational goals. Based on success and retention data, financial aid plays a key role in student success and retention. |
| Programs Essential for Transfer | The financial aid program is essential for all students who plan to attend and complete an educational goal at the community college level or plan to transfer to a 4 year university. |
| Programs that Serve a Community Niche | N/A |
| Programs where student enrollment or success has been affected by extraordinary external factors, such as barriers due to housing, employment, childcare, etc. | Financial aid helps those who are in dire financial constraints and still want to pursue an educational goal and objective. We offer sources of grants that help those who are in hardships and face obstables that hinder there chances in acheving their educational goals. |

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| 1. **Accomplishments and Goals - CTE, Transfer, Basic Skills** | |
| CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc. | Financial Aid is vital for all students in a CTE and vocational program. Financial Aid encompasses all students – including those who are in a CTE and vocational. Advocating and promotion of financial aid in the community through outreach events is an important step and goal to serve students in vocational programs. |
| Transfer and Basic Skills: Describe how course offerings address transfer, basic skills, and program completion | Financial Aid is vital for all students in a transfer and/or basic skills program. Financial Aid encompasses all students – including those who plan to transfer to a 4-year university or are starting off in a basic skills program. Advocating and promotion of financial aid in the community through outreach events is an important step and goal to serve students in these programs. The financial aid office will continue to collaborate with the transfer and counseling centers to better serve the student population. Additionally, the financial aid office plans to participate in transfer day events for prospective transfer students as well as conduct FA workshops in classrooms. |

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| 1. **Action Plans and data sources (indicate which data sources used)** | |
| Describe action plans for responding to the above data. Consider curriculum, pedagogy/instructional, scheduling, and marketing strategies. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. | The Financial Aid Office plans for responding to the above plans/goals the following action steps:  -Support internal and external communication by providing the necessary tools and information to student seeking financial aid  -Increase and maintain in/out-reach connections; particularly with high schools. Community and non-profit organizations to ensure effective communication and aces to College of Alameda  -Support persistence and retention by providing explicit financial aid eligibility information and requirements particularly to educational and economical at-risk students.  -Secure general funds for a Financial Aid Specialist full time (40 hours per week), two (2) Financial Aid Placement Assistant (40 hours per week)  -Advancement in technology to better serve students. PCCD is currently in the process of implementing a new FA web-based system that will give students and staff better access to vital information. FA processes must be streamlined in order to maximize efficiency and processing time. This is a important project as our current old SAFE FA system is old, out-dated and does not perform functions and tasks that other competing schools offer. |
| Data Source – Assessment Findings |  |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |

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| 1. **Needs and data sources (indicate which data sources used)**   **Please prioritize in each category, with highest priority first.** | |
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| Please describe any **faculty/classified/student assistant** needs. | **The need for 3 additional permanent FTE staff is necessary: Financial Aid Specialist (1), Financial Aid Placement Assistant (2).** |
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| Please describe any **technology** needs. | The district is currently addressing the technology needs of the financial aid office with the implementation of a new financial aid software system. |
| Please describe any **equipment, material and supply** needs. | No new equipment is needed at this time. The financial aid office has currently placed an order in to refresh all equipment (scanners, fax, computers, and printers) using BFAP funds. |
| Data Source – BI Data |  |
| Data Source – Institutional Goals |  |
| Other Data Sources |  |