Non-Instructional Guided Pathways Program Review

As Hartnell College is embarking on a journey to join a growing national movement aiming at improving student success called “Guided Pathways,” the Guided Pathways framework is incorporated into the Spring 2018 Program Review. The Guided Pathways framework “creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success. The Guided Pathways framework also integrates support services in ways that make it easier for students to get the help they need during every step of their community college experience.” (California Community College Guided Pathways, http://cccgp.cccco.edu/About-Guided-Pathways)


Please note that resource requests will occur in fall 2018.

<table>
<thead>
<tr>
<th>Service/Office/Non-Instructional Program</th>
<th>Date Submitted to VP (Deadline by 4/27/18)*</th>
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</thead>
<tbody>
<tr>
<td>Financial Aid &amp; Scholarship Program</td>
<td>June 8, 2018</td>
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*Please note that you should work with your colleagues and supervisor/director/dean to ensure that this report is completed, revised as needed, in its final form and submitted no later than April 27, 2018.

List of Contributors, including Title/Position

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
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<tr>
<td>Jessica Tovar</td>
<td>Financial Aid Lead</td>
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A. STUDENT SUCCESS

1. As Hartnell is a student-focused college, how does your service/office/non-instructional program focus on students?

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The purpose of financial aid programs is to remove financial barriers that may prevent students from pursuing their educational goals. The Financial Aid staff
helps students understand how to pay their way through college to reach their goals more quickly.

Financial Aid programs attempt to fill the gap that may exist between the cost of education and the money available to students from family, employment, savings, and other resources. Hartnell’s Financial Aid programs assist students who might otherwise be unable to continue their education due to financial hardship.

We offer a variety of financial aid programs that are funded by government and private sources to help get students through college. These include grants, work-study opportunities, and scholarships. Since there are so many ways to finance a student’s education, Hartnell's Financial Aid Office provides key information to help students access the kind of assistance that will meet each student’s unique needs.

2. **How does your service/office/non-instructional program interact with prospective students in the community and assist/support students to enroll? Is there more that it can do?**

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The Financial Aid department is one of the busiest departments that provide outreach services by way of hosting a number of financial aid workshops throughout each year. During the 2016-2017, the financial aid department held 173 workshops and 2017-2018 year, 162 workshops. Every Monday afternoon between the hours of 3pm-6pm, the financial aid staff is available to assist our current and prospective students in our Money Mondays lab to complete the FAFSA application or to assist students with making corrections to their FAFSA application.

   In addition, throughout the months of October – March every year, financial aid workshops are scheduled at each of our feeder high school to conduct financial aid workshops for future students and parents. The result of this outreach event is completion of the FAFSA application.

   We also participate in financial aid outreach events at several community agencies and adult schools throughout our services area such as Rancho Cielo, MCOE, Epicenter, mi Casa, Cesar Chavez Library, and community center in Greenfield.
We also are actively involved with “in reach” events on campus such as Counseling 1 sections, transfer day/college night, MiCasa, TRiO program, ASHC, EOPS, etc. We also host our annual Cash for College Day on the Saturday before the March 2nd FAFSA application deadline. We schedule this date intentionally in case there are students or community members who need our assistance to complete the FAFSA by the all-important March 2nd deadline. Workshops are available in both English and Spanish.

3. How does your service/office/non-instructional program support students in choosing their pathway? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The Financial Aid does not assist students in choosing their pathway; however, one of the main purposes of the financial aid department is to provide students with the financial resources that they need to start, continue, and complete their instructional program. The federal regulations that govern the federal financial aid programs also has completion standards through the Satisfactory Academic Progress (SAP) checks each semester to ensure that the student is progressing through their academic program on pace.

4. What does your service/office/non-instructional program do to impact and/or support students’ learning in the classroom? Is there more that it can do?

[Enter your response in the table cell below. The box will expand as you enter text:]

The financial aid department has a large impact on the support of students in the classroom. The staff processes of approximately 4,500 financial files each year. The staff makes it their priority to ensure that students have access to their financial aid funds by the first or second day of the semester. This helps to ensure that students can purchase their books and supplies so they can begin their studies with the resources that they need to get started on the right foot. We also disburse financial aid funds a total of 12-14 times per semester which also assist the student’s to manage their funds throughout the semester as we have multiple grants that a student could be eligible for.
5. How does your service/office/non-instructional program support students to
   a. Complete their program?
   b. Complete their program on time?
   Is there more that it can do?

   [Enter your response in the table cell below. The box will expand as you enter text:]

   The Department of Education (DOE) requires that they approve all programs funded by Title IV aid prior to any disbursement of funds. The Financial Aid staff must coordinate with the Academic Affairs-curriculum staff to ensure that all programs both degrees & certificates must be approved through the appropriate Chancellor’s Office process. Once approved, the Dean of Student Affairs/Enrollment Services needs to have all of the documentation required to support a new or change in program. The program documentation goes to the DOE for their approval. Title IV aid cannot be disbursed to any student until the College receives their approval; otherwise the College is responsible for paying the DOE for the unauthorized funding expenditure. So as you can see, it is vitally important that good communication and collaboration is important to ensure that we stay in compliance with the DOE so that we can provide financial support to students.

   Another area that financial aid assist students in time to completion of their program is the Department of Education’s regulation that student satisfactory academic progress (SAP) must be run at least annually so that students are notified that they may lose their eligibility for Title IV aid if they are not completing or passing their courses. The loss of financial aid for students can be a driving force to ensure students stay on track to complete their program.

6. What does your service/office/non-instructional program do to assist students in
   a. Transferring to a four-year institution (finding the right institution and determining what needs to be done to get there)?
   b. Finding employment opportunities in their field (finding the right employment opportunities and determining what needs to be done to get there)?
   Is there more that it can do?

   [Enter your response in the table cell below. The box will expand as you enter text:]
The Dean of Student Affairs/Enrollment Services attending this year’s CA Community College Student Financial Aid Administrators Association Conference (CCCSFAAA) in March and learned that the Transfer Entitlement Grant is being underutilized.

We need to ensure that our students who are transferring to CSU/UC’s the following year are applying for the California Student Aid Commissions (CSAC) Transfer Entitlement Grant. The deadline to apply for this grant is March 2\textsuperscript{nd} of every year.

Because of having attended this session, the Dean has already reached out to the Transfer Center Counselors in hopes of collaborating during the transfer application workshops scheduled for 2018-2019. These workshops held annually in August for spring transfers and October for fall transfers. One or two of our financial aid staff members would be present during each of the transfer center workshops to ensure that the student has applied for the Transfer Entitlement Grant by helping them at the workshop complete the application.

B. SERVICE AREA OUTCOMES

Each service unit/office/non-instructional program develops its own Service Area Outcomes (SAOs). The outcomes should be directly related to the work of the service unit/office/non-instructional program, challenging but attainable, and measureable. SAOs should articulate what specifically is to be achieved; their measurement should assess how well the service unit/office/non-instructional program is performing.

http://www.hartnell.edu/service-area-outcomes

Please answer the following questions:

1. Which service area outcome did you assess? How did you assess it?

[Enter your response in the table cell below. The box will expand as you enter text:]
2. Describe how service area outcomes were specifically addressed by the service/office/program during the past year.

Was there review and analysis of the data? How did the staff engage in discussion? Were any interventions conducted? Are there any plans to make changes/improvements in the service/office/program? What did you find?

[Enter your response in the table cell below. The box will expand as you enter text:]

The data showed that the financial aid department continues to refine their processes in order to be efficient in the first disbursement to students each fall semester. Before the start of a new fiscal year, we review all of the upcoming changes that the Department of Education has created and go through our current processing of financial aid files to see what we need to adjust. This year, we are

<table>
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<tr>
<th>Intended Outcomes</th>
<th>Assessment Tool Criteria for Measurement, Target Semester for Assessment, and Procedure</th>
<th>Assessment Results</th>
<th>Refinements/Modifications</th>
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<td>Financial aid processes and services will be such that students will be able to receive financial aid disbursements in a timely manner.</td>
<td>Assessment Tool: We will be using data gathered from our student information system, Educator, in order to determine on which of the Grant Lists students receive their first disbursement of Pell Grant. <strong>Criteria for Assessment:</strong> The percentage of students receiving their first disbursement of Pell Grant for the semester on the first, second, or third grant lists will be higher when compared with the same semester of the previous school year. <strong>Target Semester for Assessment:</strong> End of Fall 2017 and Spring 2018 <strong>Procedure:</strong> We would track the entire disbursement process from start to finish identifying any gaps in the processing.</td>
<td>The following semesters were used to make the comparisons of financial aid disbursements: Fall 2014, Fall 2015, Fall 2016, and Fall 2017. There was an 81% growth in the first three disbursements from Fall 2013 (511 total) to Fall 2014 (2,691). Then a 5% growth from Fall 2016 (2,797) to Fall 2017 (3,024).</td>
<td>With continued enhancements to the financial aid file processing that have been made in the last several years, we have been able to process files at a much more efficient rate. Next Steps: To continue to maintain the same level or higher of the first three financial aid disbursements for each semester. Reassess the process again in Fall 2019</td>
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going to give students with a “zero” EFC priority review over non “zero” EFC students put still following the first-come; first-serve processing model.

c. PREVIOUSLY SCHEDULED ACTIVITIES (Linked to previous PPA)

1. Evaluate the success of each completed activity since your last PPA. What measurable outcomes were achieved? Did the activities and subsequent dialog lead to significant change in student learning or program success? Your previous PPA can be found through this link: [http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1](http://www.hartnell.edu/2017-program-planning-and-assessment-reports-1)

[Enter your response in the table cell below. The box will expand as you enter text:]
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<td>6. <strong>Continue to develop better queries/reports for FA analysis</strong></td>
<td>Access and understanding is key to utilizing our data. We know have consistent query reports that have been created that we can run on our financial aid students each year.</td>
<td>As an example, one of the queries that was created is pulling out the data on students who have a Zero (0) EFC. As a result of this report, we will be processing student financial aid awards for students who have a ZERO EFC starting in the 2019-2020 year as these are our headstart students that have access to no other means of support.</td>
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<td>7. <strong>Develop and implement the consortium agreement process that supports the Online Education Initiative (OEI) that the College is a member of.</strong></td>
<td>Matt Bell signed the consortium agreement as part of the mandate of the OEI in November 2017, however this project was put on hold by the Chancellor’s Office in April 2018.</td>
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