FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Student and Support Services
2022 - 2023 Self-Study
Three-Year Program Review Template
Financial Aid Office

Division of Enrollment Services
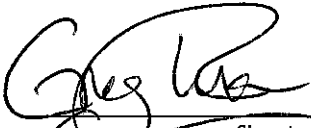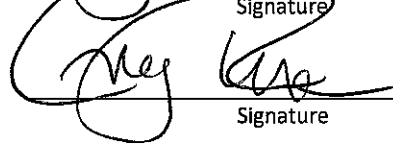
Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Greg Ryan		Director of FA	12/20/22
Printed name of Principal Author	Signature	Title	Date
Greg Ryan		Director of FA	12/20/22
Printed name of Department Manager	Signature	Title	Date
Albert Abutin	Albert Abutin	Dean, Enrollment Services	Jan 17, 2023
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

Gilbert Contreras (Jan 17, 2023 12:55 PST)

VPSS, Dr. Gil Contreras

1.0   Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission:
The Financial Aid Office supports students to be successful learners by assisting them to fund their educational goals and provide financial literacy skills that will continue to assist them throughout their academic, professional, and personal lives.

Vision:
The Financial Aid Office encourages students to ask questions, seek information, and gain life- long skills necessary to navigate through life. We are devoted to the educational goals of all individuals in the college community and strive to accommodate the varying specific needs of our students within the letter of the law.

Core Values:
The Financial Aid Office strengthens the campus community by respecting the diversity of our student population and striving to ensure we are accessible to all students. We are consistently exploring innovative ways to ensure compliance and simplicity of the financial aid process to ensure we are assisting all students fund their education and become educated members of society.

College Goals:
The Financial Aid Office advocates student success by advising students on how to successfully fund their education, allow aid for remedial/ESL coursework, and provide an opportunity for Disqualified students to appeal for aid. Financial aid is awarded to students solely based on income and enrollment history which provides an opportunity for low-income students to gain an education and obtain a valuable job. We provide inclusive outreach to the campus community and the surrounding communities to encourage strong connections between the two.

2.0   Program Description/Data & Trends Analysis

2.1   Describe the purpose, components, and staffing of this program.

Purpose & Title IV Programs
The Financial Aid Office (FAO) was established at Fullerton College shortly after the implementation of the Higher Education Act of 1965 and the beginning of the Federal Pell Grant Program. Since then, the number of students in need of financial assistance has greatly increased right alongside with the rules, regulations, and laws governing Title IV aid. The role of the FAO is to determine eligibility, disburse funds, and be in compliance with all Federal and State regulations. This entails processing, verifying, determining eligibility, awarding, and disbursing all Federal and State financial aid program funds available at Fullerton College.

Fullerton College's Title IV Programs include the Federal Pell Grant, Federal Supplemental Education Opportunity Grant (FSEOG), Federal Work-Study, and Direct Loan Program. State Programs are the California College Promise Grant (CCPG), Grant A, Student With Dependents and Foster Youth, Cal Grant B, Cal Grant C, Student Success Completion Grant (SSCG), and Chafee Grant. Also included are scholarships and AmeriCorps.

Determining Eligibility

The financial aid process works on an 18-month cycle starting on January 1st preceding the start of the subsequent Fall semester through September 30th. At certain times of the year, the FAO is working with two separate "aid years." The 18-month cycle causes the processing, verifying, determining eligibility, and awarding for far more students than are enrolled in Fullerton College. This may be due to the fact that the student may not get into the required classes or may be accepted into another college. We are required to process every application we receive and retroactively pay any student who subsequently submits a valid financial aid application and completes their file, if otherwise eligible.

A prospective student will complete the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA), depending on citizenship status. Once completed, the results, which are called an Institutional Student Information Record (ISIR) or Cal ISIR, are imported by staff into Banner. The student is then put into a budgeting group and is either selected for verification or not, which is determined by the Department of Education or the California Student Aid Commission (CSAC), depending on the application. Financial aid is solely determined by income and enrollment history. Beginning in the academic year 2013/2014, verification was split up into six different groups. Currently, there are three "V" groups that a student can be selected for and they all require different documentation depending on the student's situation. When a student receives their Student Aid Report (SAR) or Cal SAR via email or in the mail after completing the FAFSA or CADAA, it will indicate if the student is selected for verification as well as being notified through myGateway. Selected Verified students are required to submit additional documentation such as proof of income, verify household size Selective Service registration, or citizenship verification. The staff must then do their due diligence to verify the information reported by the student and/or parent on the FAFSA or CADAA before determining aid. If a student is non-selected, the FAO still has to ensure the student is eligible for aid. A student can be flagged for not having a U.S. high school diploma, close to reaching Lifetime Eligibility Used (LEU), or for having Unusual Enrollment History (UEH). These flags are processed by staff and may require the student to turn in other required documentation. Staff must also resolve any conflicting information which may include discrepancies from a FAFSA or CADAA Application versus what is on the student's Admissions Application. Each student has to be processed on a case by case basis as every student situation is different.

The FAO offers consortium agreements for students to receive aid at Fullerton College for classes taken at another college or university. A student will have to complete a Consortium Agreement before the freeze date and the Financial Aid Technician verifies the units before the Director approves it, per Federal regulations. This allows students who may not be able to get into a required class at Fullerton College to complete their program in a timely manner if the class is available elsewhere.

Disburse

If a student is eligible for aid, completed their file, and is meeting the SAP Policy requirements, the FAO will disburse funds to the student through BankMobile, a separate bank used for financial aid funds. Per Federal regulations, there are two disbursement dates for the Pell Grant and one disbursement date for Direct Loans, FSEOG, and Cal Grants each Fall and Spring semester to assist with student budgeting and compliance. During Summer session, there is one

disbursement date for the Pell Grant and Direct Loans. After the first Pell Grant disbursement date of each semester, the FAO subsequently disburses Pell Grant funds daily for students who have completed files after the first or second disbursement date, added classes before the freeze date, or have late start classes. The District "sweeps" the funds on a weekly basis for any refund to be paid out to the student. Direct Loans, FSEOG, and Cal Grants are disbursed on a daily basis also following the first disbursement date.

FSEOG (Federal Supplemental Educational Opportunity Grant) is a campus-based program which means that funding is limited and students are awarded on a first come, first serve basis. The grant provides up to a maximum of $1,000 per year. FSEOG is automatically packaged to eligible students who have completed their financial aid file by May 31st, have a low Expected Family Contribution (EFC), are meeting the SAP Policy, and are enrolled in at least 6 units will be awarded. The grant is paid in two installments, half in the fall and the other half in the spring.

The Federal Work-Study (FWS) program provides jobs, both on and off campus, for undergraduate students with financial need to help pay educational expenses. FWS allows students to work up to 20 hours per week, usually at minimum wage or above, and must be reasonably available to all eligible students at the school. To the maximum extent practicable, the FAO must provide FWS jobs that complement and reinforce each recipient's educational program or career goals. In awarding FWS jobs, the FAO must consider the student's financial need, number of hours per week the student can work, the period of employment, the anticipated wage rate, and the amount of other assistance available to the student. While there is no minimum or maximum award, the amount for each student should be determined based on these factors. The FAO is also required to place at least 7% of Work-Study students in community service jobs as well as at least one Work-Study student in a local elementary school. Contracts and partnerships must be cultivated, developed, and maintained with outside organizations on an annual basis to ensure we comply with this requirement.

The FAO participates in the Federal Direct Stafford Loan Program through the Federal Direct Subsidized Loan Program, and the Federal Direct Unsubsidized Loan Programs. Students who have completed the FAFSA and their financial aid file may complete a Direct Stafford Loan Request Form via myGateway. Students may request up to the maximum amount of subsidized and unsubsidized loan, depending on their grade level. The student is then responsible to accept the loan by completing the Direct Stafford Loan Request Form via myGateway, complete the Entrance Counseling, and complete a Master Promissory Note (MPN). Once completed, the FAO will disburse the loan to the student. Once a student graduates, transfers, or leaves Fullerton College, the student must complete Exit Counseling. From there, the FAO will track the student to ensure timely payments of loans, as part of our Default Prevention Initiative.

A student can apply for the California College Promise Grant (CCPG) by either completing the FAFSA, CADAA, or completing the CCPG Application available through myGateway. Students must meet California residency, AB540 or SB68 eligibility with Admissions and Records. The CCPG waives the enrollment fees for eligible students for a full academic year, including Summer session. Once a student completes an application and is considered eligible, it will be processed daily and awarded to a student's account to waive any enrollment fees within 72 hours.

Cal Grant A, B, and C are State grants offered to students who are California residents attending a college or university in California. Students must complete the FAFSA or CADAA and GPA Verification by March 2nd to be considered for an "entitlement" Cal Grant. If the deadline is missed, students attending a community or junior college can complete the FAFSA or CADAA and GPA Verification by September 2nd to be considered for a "competitive" Cal Grant. The FAO works with CSAC to ensure proper application requirements are fulfilled before the award is posted to a student's account. For students receiving a Cal Grant A, B, C and who are attending school full-time (12 or more units) will be considered for an additional Student Success Completion Grant (SSCG) offered through the State Chancellor's Office.
The Student Success Completion Grant (SSCG) is available for students who are receiving Cal Grant A, B, C and are attending school full-time. This is to encourage full-time enrollment and provide students an extra $2596 up to $8,000 a year. A report will be run on full-time students eligible for Cal Grant A, B, C and the award will manually be placed onto their account.

Chafee Grant is a Federal and State funded grant subject to yearly availability of funds. The grant is for current or former foster youth who are under the age of 26 and. Eligible students have to complete a FAFSA or CADAA, a California Chafee Grant Application, and have the California Department of Social Services (CDSS) to verify foster status of the student. Afterwards, the FAO has to complete a Needs Analysis Report and any verification items to complete the student's file. If the student is awarded, a paper check will be mailed directly to the Bursar's office who will then contact the Financial Aid Office for approval to disburse the check to the student. The FAO must verify the student has a completed financial aid file, enrolled in at least half-time, meeting the Federal SAP Policy, and still have financial need.

Be In Compliance
The FAO has to be aware of new and changing Federal and State rules, regulations, and laws to ensure compliance and proper disbursement of funds to students. This includes having an assigned staff person responsible for varying special projects to handle the day to day occurrences.

- FAFSA retrieves income information using the prior prior year income information. During this time, a student can have a drastic change of income that could affect their eligibility. Federal and State regulations allow the Director to use professional judgment in regards to these matters by having a student submit a Special Conditions Appeal regarding their income status that provides proof of the change.

- According to Federal and State regulations, a student is considered Independent if they are 24 years of age or older, are married, have dependents they support more than 51%, were in foster care or in a legal guardianship at any time since turning age 13, at risk of homelessness, or currently serving on active duty in the U.S. armed forces. If a Dependent student cannot provide parental information due to safety reasons, deceased parents, or other circumstances, the student can complete a Dependency Override Appeal with supporting documentation. If approved, the Director will use his professional judgment and recalculate eligibility based on their new dependency status.

- Effective July 1st, 2011, all students are required by Federal regulations to meet the new requirements of the Financial Aid Satisfactory Academic Progress (SAP) policy. The

requirements are maintaining a cumulative GPA of 2.0 or above, completing 67% of cumulative attempted units, and completing the selected educational program within the maximum timeframe for financial aid which is 150% of the published program's required units at Fullerton College. If a student does not meet one or more of these requirements, the student may be placed on Financial Aid Warning status which indicates that the student is still eligible for aid but has one semester to meet the SAP Policy requirements. If the student does not meet the SAP Policy requirements by the end of the semester, the student will be placed on Financial Aid Disqualification status and will not be eligible for aid at Fullerton College or Cypress College until all the SAP Policy requirements are met. Students are offered the opportunity to appeal for financial aid. The student will be required to meet with a financial aid academic counselor before completing an official online SAP appeal where the student will need to document extenuating circumstances for not being able to meet the SAP Policy requirements. Students who are disqualified due to maximum timeframe have an added step of submitting a major/program change request to Admissions & Records. Students are highly encouraged to attend an online SAP workshop, but this is not a required step in the appeal process. Per Federal and State regulations, the Director will use professional judgment to determine eligibility.

- AB540 was signed into State law in October 2001. It provides an opportunity for students who attended a California high school for 3 or more years, has graduated from a California high school or received an equivalent high school degree, and has completed an affidavit as part of their Admissions application, to be exempted from paying nonresident tuition at the California Community Colleges and California State University. The California Dream Act became law in 2011 through the passage of two Assembly Bills, AB130 and AB131. AB130 allows students who meet AB540 criteria to apply for non-state funded scholarships for public colleges and universities. AB131 allows students who meet AB540 criteria to apply for state- funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grants. A DACA (Deferred Action for Childhood Arrivals) student has received deferred action under the Deferred Action for Childhood Arrivals process. Most DACA students are also granted work authorization; and if a student has work authorization, the student may be eligible to obtain a social security number but this does not mean the student is eligible for federal funds. If they also meet the AB 540 standards, then they will be eligible to apply for financial aid with the California Dream Act Application (CADAA), not the FAFSA. Awards will be updated on the student's myGateway account.

- To combat the increase in fraudulent FAFSA applications and stolen identities, the FAO has had to create protocols to identify and report suspicious cases. Each semester, the FAO runs an Argos report to check addresses and verify any cases where there are 3 or more students reporting the same address. These addresses are reported to the Director and investigated to see if this is explainable or a case of potential fraud. All fraud cases are reported to the Office of Inspector General (OIG) and the Vice President, Student Services. To protect the campus of fraudulent Distance Education students, the FAO has

created the process to disburse all aid to these students after the Freeze Date. This will allow the instructors the ability to drop any students that are not participating or attending class before any aid will be paid out and minimizes fraudulent cases of Distance Education disbursements.

- During the pandemic, the Financial Aid Office became the main office to administer COVID assistance grants to students under the Federal HEERF and several State programs. Because of the changed criterion to award these grants, many students were not required to have gone through the verification process, making them less likely to have received other Federal and State aid, which meant they were less likely to have funds deposited electronically to Bank Mobile, and more likely to be issued via paper check. When this occurs, students do not always cash or negotiate the check in the required time line of 180 days, after which time the check goes stale. We had 800 stale checks on the list at one point and they were mostly HEERF checks. We have more grants to disburse and pullback without sufficient staff. We have to cancel the checks, work with the student to reissue if they can be reached, and funds reconciled and placed back for re-awarding to other students. Since we disburse funds daily, checks stale date each week, and it is an on-going task.

- The State Chancellor's Office is increasing emphasis on the need to have Financial Literacy as an integral part of a student's college education. They are advocating for colleges to promote the culture of greater financial capability as a campus-wide initiative with administrators, faculty, counselors, and staff involved in providing these essential resources to students. This is to educate students about key financial concepts to assist in making sound decisions about budgeting, borrowing, and loan repayment. The FAO has established a Financial Literacy Committee and the Director serves as chair. This committee will be brainstorming the best options to help students become financially literate and provide them with the tools necessary to handle their financial future. This may include presentations, workshops, budgeting materials, and more. Currently, we are in our third year of a texting campaign that we participated in as a pilot school in 2020.

- The College Cost Reduction and Access Act (CCRAA) expanded the definition of "Independent Student" to include unaccompanied, self-supporting, homeless, and/or at risk of homelessness youth. The CCRAA uses the McKinney-Vento Act's definition of homeless which includes youth who lack a fixed, regular, and adequate nighttime residence and youth not in the physical custody of a parent or guardian. At-risk of homelessness refers to students whose housing may cease to be fixed, regular, and adequate. In determining the status of students claiming "Independent Student" under these provisions who do not have proper documentation to advocate their status, the student will be interviewed by a staff member in a private location. Every student interviewed will be asked the same questions but may be asked to provide additional information. The status will then be presented to the Director who will make the final determination as authorized by Federal regulations.

- Rising default rates (student loans through colleges that go into default) are a concern for many schools, including Fullerton College whose default rate rose above 20%. This meant

that Fullerton College had to submit a formal Default Prevention Plan to the State to show that we are working on lowering the rate. According to the Federal government, Federal Direct Loans are considered a part of financial aid as they offer a better rate for students than private or educational loans. Therefore, if a student is eligible for a loan, we are required to offer it to them. The FAO formed a Default Prevention Committee and put together a plan that included putting a hold on "high risk" loan borrowers until they meet with a Financial Aid Counselor and complete an online orientation. The plan includes working with a web-based cohort management tool called Loan Tracker with ECMC (Educational Credit Management Corporation). This software will allow the FAO to contact "high risk" students before they go into default and in turn, lower Fullerton College's default rate.

- The FAO receives, imports, and exports Federal Student Aid data from Banner to COD (Common Origination Disbursement system) to NSLDS (National Student Loan Data System) and back again. All Banner screens and processes for the FAO are tied to an aid year, a period and a term, which requires an annual setup for each new academic year. As Federal and State regulations change and are implemented, Banner and other financial aid software must be updated to accommodate the changes. There are a total of four Banner upgrade releases per year and as problems arise, patches are released to maintain functionality. For example, the Summer Release streamlined Direct Loan Processing which resulted in new screens and different procedures for origination Direct Stafford Loans. Additional setup was required for the new process as well as training staff involved with the processing and reconciling of loan funds. LEU and UEH require the FAO to have the ability to receive, process, and report financial aid data timely and accurately. ISE, a scheduling software, was recently purchased to assist with Banner automation of jobs used in every step of the awarding process and required school reporting.

- According to the State Complaint Process and State Authorization, each state is required to have a process in place to review and address any complaints for all institutions in the State. This pertains to Distance Education students taking a class at Fullerton College but living out of the state. Such complaints might be that an online class requires a physical presence for a student or a student may have an issue with the course content. The FAO will establish a link on our website that would provide the necessary contact information for all states should a student have a complaint with their Distant Education coursework. Not every state has a permanent state authorized website for such complaints and the process can vary from state to state.

Staff & Roles
Currently, the FAO includes the Director of Financial Aid and 21 staff members . The "21 staff members" includes 3 coordinators, 1 clerical, 5 counselors, and 12 techs. This team is responsible for understanding, implementing, and communicating Federal and State rules, regulations, and laws. The FAO has to keep up with software application upgrades, following established policies and procedures, participating in office and campus committees, attending trainings and conferences in regards to financial aid, providing accurate information to the campus community, and hosting campus and community outreach events. We work with students, parents, faculty, and staff to answer any questions regarding financial aid programs,

provide information about our services, address eligibility concerns, and resolve problems and complaints.

The Director is responsible for understanding, interpreting, and implementing Federal and State regulations for all financial aid programs and services. He serves on various committees including Banner Steering and chairing the District Financial Aid Workgroup Committee. He oversees a budget of 50 million dollars of Federal and State funds, sets policies and procedures for the office, determines the decision on various appeals as authorized by Federal regulations, completes all required operational reports, and ensures the office complies with all directives and regulations from the Federal and State governments.

There are currently 12 Financial Aid Technicians who complete verification, verify flagged records, and process awards for a caseload of a little over 4,000 students each year per technician. They are also assigned under the leadership and guidance of the Director to oversee various special projects as mentioned above that require implementation and compliance.

The Accounting Specialist is responsible for reconciliation of all funds, Return to Title IV (R2T4), billing, and working closely with District Accounting to ensure proper disbursement of student aid.

We have lost the position of Administrative Assistant who assists the Director, handles travel requests, schedules appointments, orders office equipment, maintains all staff schedules, coordinates outreach materials, and handles student complaints. This work has been absorbed by the Accounting Specialist, Clerical Assistant, and FA Coordinators.

The Clerical Assistant is assigned to the front counter and the phones where they answer questions regarding financial aid, provide information on the process, and address concerns. They are responsible for the office filing system, ensuring up to date information in the area outside of the office, and assisting the office with any projects as needed, and as noted above.

The Webmaster maintains the FAO website year-round. This position was a Professional Expert that we lost during the pandemic due to the vaccine mandate, and has been absorbed by a FA Technician.

2.2   Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification **(Include position titles)**	**# of staff in each position title**	**Percent of employment**	**Months per year of employment**	**Source of funding (General / Categorical)**	**FTE**
Managers					
Director of Financial Aid	1	100%	12	General	1
Classified					

Financial Aid Technician	12	100%	12	General and Categorical	12
Financial Aid Coordinators	3	100%	12	General and Categorical	3
Clerical Assistant	1	40%	12	Categorical	.40%
Faculty (full-time)					
Faculty (Adjunct)					
Financial Aid Counselor	5	50%	12	Categorical	0
Hourly – Adult					
Hourly – Student					
Professional Experts					
				Total FTE	

2.3   Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
SIG Consultant	Banner Setup	96	$15,480	Categorical
Volunteers				
Interns				
Total Hours & Costs				
			Total FTE	

2.4   Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

Our student population continues to grow which is challenging as Federal and State regulations become increasingly complex and new grants are added. In order to keep up with the influx of students we receive annually, we have automated as many processes as possible, including verification and the SAP Policy procedure, to ensure timely disbursement. During the COVID-19 pandemic, we transitioned into providing virtual services (i.e., Zoom appointments, text messaging, and virtual outreach), which we continue to provide now after we have mainly returned to campus. Even with the automation, our current staffing makes it difficult to keep up with the amount of students we need to assist. Approximately, 75% of enrolled students at Fullerton College are on some type of financial aid.

We expect the student population for financial aid to continue to grow and coupled with more upcoming Federal and State verification changes, the FAFSA and CADAA being available to students earlier in the year, more staff is needed to complete verification, process disbursements, assist students, and ensure compliance. The FAO would benefit from adding three full-time Financial Aid Technicians, one full-time Financial Aid Counselor, one full-time Administrative Assistant, and one full-time Financial Aid Programmer.

Financial Aid Technicians are responsible for special projects, specific grant programs, and student verification. The FAO has had the same number of Financial Aid Technicians since 2005. In 2022/2023, a Financial Aid Technician had a caseload of approximately 3,000 students. Currently, a Financial Aid Technician has a caseload of approximately 3,200 students, not including the various projects, committees, and programs that they are responsible for. As of 12/20/2022, we currently have 38,033 ISIR's in the system for 22/23 academic year, and 6,322 already for the 23/24 school year, we have not even begun processing yet. Adding two Financial Aid Technicians would spread the caseload more reasonably throughout the staff and allow more direct focus on required special programs and grants. Specifically, we would like additional Technicians to assist in the areas of fraud, BankMobile disbursements, and Learning Alligned Employment Program (LAEP).

The FAO has five Adjunct Counselors to work with disqualified students and "high risk" student loan borrowers. In previous years, when we had two Adjunct Counselors, we would be booked four to six weeks out. To relieve this pressure, the Director added an additional three Adjunct Counselors as well as opened more counseling appointments. This has allowed students more access to a Financial Aid Counselor. Since Covid-19 hit in 2020, our numbers of disqualified and "high risk" students grew which is causing an increase in appointments, even with five Adjunct Counselors. Having a full-time Counselor with a financial aid background specifically working with financial aid students would ensure the student is given more options for appointments and that the correct information is being relayed to the student regarding their financial aid status. This may also allow the FAO to require students on Financial Aid Warning status to meet with a Counselor to ensure they are on the right track before even being disqualified.

In the last couple of years, the FAO has purchased new software to facilitate all aspects of the awarding process, transmission of data, dataload to Banner, verification, origination, and disbursement of awards. With the implementation of new technologies, issues arise that require immediate attention from both the FAO and District IS. A system fail may result in a complete shut-down of automated processes as well as affect our ability to send and receive data to and from the federal database which ultimately delays the processing of financial aid

awards. It also requires the Director and several Financial Aid Technicians to be pulled away from their work to solve the issue as soon as possible. We currently require a consultant to visit campus at least twice a year for a week to set up new Banner processes which costs over $15,000. As most of our processes are automated, it is essential that these programs work correctly and efficiently and problems are fixed in a timely manner. In order to continue to automate key processes and ensure functionality, a Financial Aid Programmer is needed. This position would ideally have a financial aid background and understanding of the Banner Financial Aid module. This position would assist District IS with Banner upgrades, implement new financial aid software and perform setup every year in order to maintain system functionality which would provide better service to students as solutions would be available "in house" instead of waiting on others.

2.5   How many students are served? How has this number changed since the last review?

There are many ways for the FAO to quantify the number of students served. The three main ways we believe students are served are: in person/phone assistance, processed applications, and awards offered/paid.

<u>In Person/Phone Assistance</u>
In 2012, the FAO partnered with QLess to lessen the wait time and eliminate lines for students by joining a virtual queue. Although we serve students throughout the year in person and over the phone, our peak time is July through October.

Year	Phone Total	Monthly Average	Counter Total	Weekly Average
2019	20,898	426	18,472	395
2020	18,006	346	1,361	26
2021	14,469	342	1,833	36
2022*	6030	N/A	1,337	NA

*As of DATE 12/20/2022

<u>Processed Applications</u>
The FAO is required to process every application received even if the student never attends Fullerton College. Although a majority of our students file a FAFSA, we also work with students who are only applying for certain grants by using the CCPG Application or the California Dream Act Application (CADAA). Those students are not reflected below.

Aid Year	Number of ISIR's	Variance	Selected for Verification	% Selected for Verification
2018/2019	28,551 and 827 CAL	NA	12,024	NA
2019/2020	27,071 and 882 CAL	4% Decline	7,536	37% decline
2020/2021	31,626 and 836 CAL	16% increase	9,715	28% increase
2021/2022	30,675 and 704 CAL	.03% decline	10,596	.09% increase
2022/2023*	38,033 and 572 CAL	NA	4,225	NA

*As of DATE 12/20/2022

Awards Offered and Awards Paid

California College Promise Grant (CCPG, formerly BOG Fee Waiver) (FAFDA and CADAA)				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	31,758	NA	NA	$11,565,416
2019/2020	32,440	NA	.02% increase	$11,087,669
2020/2021	29,967	NA	.007% decrease	$8,969,425
2021/2022	23,219	NA	.22% decrease	$8,037,554
2022/2023*	17,081	NA	NA	$3,115,603

*As of DATE 12/20/22

Cal Grant A, B, and C (FAFSA and CADAA)				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	2,357	2,010	NA	$2,596,188
2019/2020	2,538	2,055	.02% increase	$2,890,521
2020/2021	2,333	1,844	10% decrease	$2,715,131
2021/2022	2,377	2,045	10% increase	$2,704,188
2022/2023*	2,765	1,676	NA	$1,484,776

*As of DATE 12/20/22

Direct Loans				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	1521	1254	NA	$4,036,034
2019/2020	2067	1327	05% increase	$4,644,799
2020/2021	1748	1159	12% decrease	$4,215,093
2021/2022	1104	657	43% decrease	$2,334,064
2022/2023*	808	525	NA	$1,151,729

*As of DATE 12/20/22

Student Success Completion Grant (FAFSA and CADAA)				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	1,525	1,525	NA	$2,353,213

2019/2020	1,499	1,498	.017% decrease	$2,407,635
2020/2021	1,445	1,440	.003% decrease	$1,868,071
2021/2022	1,259	1,240	.13% decrease	$1,868,071
2022/2023*	1,044	1,032	NA	$2,069,950

*As of DATE 12/20/2022

Pell Grant				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	18823	6348	NA	23,139,662
2019/2020	17272	7299	14% increase	27,643,471
2020/2021	16644	7357	.7% increase	25,325,462
2021/2022	11846	5722	22% decrease	21,337,130
2022/2023*	10881	4686	NA	10,556,120

*As of DATE 12/20/22

SEOG Grant				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	1239	792	NA	624,500
2019/2020	1088	828	.04% increase	669,500
2020/2021	1398	1226	48% increase	874,500
2021/2022	1540	1504	22% increase	767,000
2022/2023*	439	313	NA	153,500

*As of DATE 12/20/22

Federal Work-Study				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2018/2019	884	87	NA	295,631
2019/2020	257	71	18% decrease	282,492
2020/2021	198	20	71% decrease	86,537
2021/2022	194	44	100% increase	178,390
2022/2023*	133	37	NA	85,439

*As of DATE 12/20/22

Higher Education Emergency Relief Fund (HEERF)

Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2020/2021	23,491	23,006	NA	$12,172,000
2021/2022	10,375	10,357	NA	$17,117,485
2022/2023*	6	6	NA	$3,000

*As of DATE 12/20/2022

Other COVID-19 Emergency Aid				
Aid Year	Number of Awards Offered	Number of Awards Paid	Number of Awards Paid Variance	Amount of Awards Paid
2020/2021	4,486	4,303	NA	$2,128,900
2021/2022	1,518	1,512	NA	$1,400,870
2022/2023*	4	4	NA	$2,000

*As of DATE 12/20/2022

2.6   Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

Since academic year 2013/2014, students who have enrolled at multiple schools in a brief time period may be flagged by the Department of Education for Unusual Enrollment History (UEH). In order for the student to be considered for aid, the student must turn in copies of official transcripts from all colleges and/or universities attended within the past four years. The Financial Aid Technician will have to verify the information on the transcripts before removing the flag. This is to assist in preventing fraud and abuse of federal funding.

Since academic year 2012/2013, all students may receive the Pell Grant for only 12 semesters of full-time enrollment or the equivalent (600%). This is called Lifetime Eligibility Used or LEU. A student who is getting close to the 600% will be flagged by the Department of Education. The Financial Aid Technician will need to contact the student to ensure they understand that they are getting close to LEU before removing the flag. If a student has no knowledge of using Pell Grant, then the FAO would have to launch a fraud investigation with COD.

Verification is becoming increasingly complex with new and changing Federal regulations. Beginning in 2013/2014, students selected for verification were sorted into "V" groups to assist with reporting which increased necessary documentation. In addition to verification which has specific guidelines, C-Codes can be another part of the verification process. For example, if a student completes a FAFSA and citizenship is not confirmed with Homeland Security, the Financial Aid Technician will have to include that as part of the verification process. C-codes can include LEU, UEH, citizenship, foreign high school diploma, and more for a total of 404 C-codes a student could possibly be flagged for.

Since the last Program Review, Federal and State regulations have become more stringent on who is eligible for financial aid. Students who have a foreign high school diploma must have it

evaluated to indicate it is equivalent to a U.S. high school diploma. All Federal aid recipients must have a U.S. high school diploma or equivalent.

Starting in academic year 2015/2016, the State Chancellor's Office implemented a new grant for Cal Grant A, B, and C recipients called the Student Success Completion Grant (SSCG). This grant is based on units enrolled and only Cal Grant A, B, and C recipients are eligible.

Since the last Program Review, the FAO has taken on several new special projects due to new Federal and State requirements. Projects include, but are not limited to, fraud, financial literacy, homelessness liaison, default prevention, suspended ISIRs, Dreamer Service Incentive Grant Program (DSIG), out of state address verification, emergency grants, and Cal Grant A. The office also undertook, and is still undertaking, the awarding of all Federal and State emergency aid or direct aid to students from the pandemic. Each project has an assigned Financial Aid Technician and is overseen by the Director. Each project requires research, implementation, and follow-up of various degrees.

2.7   Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The FAO is completely governed by Federal and State regulations. Since the Higher Education Reconciliation Act (HERA) legislation was enacted in 2005, the FAO has experienced a wave of new legislation affecting Title IV aid such as Ensuring Continued Access to Student Loans (ECASLA), College Cost Reduction and Access Act (CCRAA), HERA in 2008, and Program Integrity regulations. The Director receives daily emails regarding upcoming Federal and State changes and weekly for Title IV aid. These changes are required and must be implemented in a timely fashion to ensure that Fullerton College can still administer Title IV financial aid programs. As more regulations are placed on financial aid, there will be more to verify, process, regulate, award, disburse, and reconcile. The FAO is consistently trying to stay ahead and monitor more procedures, reports, and processes on top of a 32,000+ student caseload.

2.8   Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

All students requesting to receive federal financial aid must meet the Satisfactory Academic Progress (SAP) Policy. If they are unable to meet these requirements at the end of the semester may become disqualified from receiving any federal financial aid. SAP disqualification does not impact CCPG eligibility, as the CCPG has its own set of academic and progress standards.

Disqualified Students			
Year	Quantity	+/-	%
2020/2021	3,301/2507	NA	NA
2021/2022	2,616/2136	NA	NA

2022/2023*	1,234/1096	NA	NA

*As of DATE 12/20/2022
NOTE: First figure is SAP, second figure is CCPG A&P Standards

Return to Title IV (R2T4) is the calculation of unearned Title IV aid that a student will need to payback if they do a complete withdrawal which is mandated by federal law. By law, every two weeks, the FAO has to run a report of students who did a complete withdrawal, reconcile the funds, bill back the student, place a hold on the student's account, and inform the student of the charge. After 45 days of the student doing a complete withdrawal, the bill must be turned over to Collections. If a student does not show up to class and is coded as a No Show, those funds have to be reconciled and charged back to the student following the same process as mentioned above. All students receiving financial aid must have discrepancies reconciled throughout the year. For example, if a student gets married in the fall and change their name, they will have issues receiving funds in the Spring semester.

R2T4 Costs			
Year	Amount	Amount Variance	% Variance
2019/2020	$42,931	NA	NA
2020/2021	$60,894	$17,963	41% increase
2021/2022	$62,123	$1,229	2% increase
2022/2023*	$27,661	NA	

*As of DATE 12/20/2022

No Show Students			
Year	Students	Student Variance	% Variance
2019/2020	$95,732	NA	NA
2020/2021	NA	NA	NA
2021/2022	NA	NA	NA
2022/2023*	$7,738	NA	NA

*As of DATE 12/20/2022

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

QLess
The FAO had been facing the challenge of how best to reduce the long wait time for our student population especially during peak times during the academic year around July through October. Students experienced wait times of three hours or more and, at times, would be turned away due to time constraints.

Beginning with academic year 2012/2013, the FAO partnered with QLess to provide a way to expedite and reduce the wait time for students. Since the implementation of QLess, it has reduced the wait time and long lines. QLess allows students to join a virtual line, either on the phone, at the counter, or at the computer lab, which will notify the student once they are next in line via text. If a student is running behind, they can push themselves back in line until they arrive. If a staff member calls a student and the student is not able to answer, we simply "recycle" the number so when the student calls back, they will be first in line.

This system has greatly reduced the lines and complaints from students. During our peak time, the FAO experiences high call, counter, and computer lab volume. The QLess system will automatically close if it has reached its maximum number of students that can be assisted during that timeframe. This means if we have 100 students in the queue at 2:00 PM, the queue will close because staff could not serve any more than 100 students before 5:00 PM when the office closes. This has allowed students to be aware that the office is closing and staff is able to close the office at 5:00 PM.

When the FAO is short staffed for various reasons, the wait time can be several hours thus causing the system to shut down which then requires staff to stay behind in order to return all calls as part of our goal of good customer service. Although it is possible to adjust the wait time per student to possibly assist in ensuring all students can be assisted by 5:00 PM, this would mean assisting fewer students on a daily basis which would increase our peak period.

Prior to March 2020, the FAO had to reserve lab rooms to provide financial aid workshops to students and because of limited availability, the FAO was not able to provide consistent workshop hours.   The FAO opened a computer lab in February 2020 to assist students with any pending financial aid documents or completing a FAFSA or CADAA application. The computer lab has a total of 12 desktops, one having a scanner to upload any required financial aid documents. There is also a printer available for students to print required financial aid documents, such as a parent signature page that must be mailed to the Department of Education for some students.

Automation
In previous years, the FAO processed all documents on paper. This paper process for the different programs in the FAO was not effective for several reasons. The process of verification would take roughly 4 to 6 weeks to complete, depending upon the caseload of each technician. The process could take even longer if the student did not submit the right paperwork, if more documentation was required, or if they made a correction to their FAFSA. The process for SAP would take 6 to 8 weeks to complete as every student had to be researched manually and properly documented both on paper and in Banner. The FAO would also accumulate mountains of files which had to be archived for several years, per Federal regulations, before they could be shredded. The FAO was constantly running out of space for these files, along with the prohibitive cost of paying a company to shred these years of files. Worst of all, during peak times, students would be lined out the door and the voicemail would be full of students to callback.

In order to provide better and expedite service, the Financial Aid Director has been working diligently on automating as many processes as possible to ensure a smooth flow of work.

In academic year 2014/2015, the FAO partnered with CampusLogic to move the verification process online. This would allow a student to create an online account and complete verification on a website. All documentation required to a student would be available online and they have the option of uploading documentation with a smart phone, tablet, or laptop. Once completed, the information would be accessible to the Financial Aid Technician who would review the file. If there was any other documentation required, the Financial Aid Technician could easily add it to the student's account along with a message regarding the update. The student would then get a text message or email regarding the change so they can update their file. This has enabled the FAO to reduce the turnaround time to 2 to 3 weeks for processing a student file thus ensuring that the student would be able to receive their aid in a timely manner. We have certainly seen mostly positive results with this online verification as it has expedited the entire process for both staff and students. This also allows our neediest students to be able to meet the priority deadline and be eligible to receive an early disbursement.

In prior years, the SAP Workshop was in person and mandatory. This would not allow us to accommodate all student schedules as we would not be available during evenings or weekends. To allow equal access for all students, the SAP process was automated. As of Fall 2022, students are no longer required to complete an online SAP workshop as part of the SAP appeal process. However, we do highly encourage students to attend the online SAP workshop to learn about the SAP policy.

The Federal Work-Study program was automated for academic year 2015/2016 using JobX. Before, departments would have to type up their job descriptions and students would have to physically come into the office to see what jobs were available including completing the process in person. JobX provides a simplified and quick application process including online job postings, applications, hiring and reporting features. If a student is offered Work-Study, they can accept the award before being directed to the JobX website. The student would then create an account and browse the jobs posted by departments. Departments can easily customize their job posting and require documents such as a resume. Students will receive Interview Requests, Rejections, and Hire Approvals through emails keeping them informed throughout the employment recruitment process. The new process has also helped to reduce lines at the front counter of students seeking to sign up for employment on campus. Students are able to submit their timesheet electronically through HEET on myGateway simplifying the process for employer and the student.

As of academic year 2015/2016, the Direct Loan program has been automated. Every eligible student who has completed a Direct Stafford Loan Request Form through myGateway may request a specific loan amount up to the maximum based on their grade level. The student logins to myGateway, accepts the loan by completing a loan request form in our Student Forms portal, completes Entrance Counseling, and files a Master Promissory Note. Once completed and verified, the loan would be disbursed to their BankMobile Disbursement selection.

As mentioned previously, the FAO has been successfully using QLess to cut down on the lines and to be able to serve students more efficiently. We have also rolled out various online workshops on financial literacy, student loans, and the SAP Policy. General financial aid information can now be accessed on our website via YouTube style videos that can answer most questions. Our financial aid home page was just updated in Fall 2021 making it easier to

navigate and get answers about different programs and publications. We introduced a new version of a Financial Aid Offer Letter that is easier to understand and provides interactive options throughout the document.

With almost every process in the FAO automated, students almost never have to visit the office. Everything is completed online and we rarely take any paper documents at the front counter. This allows the student to be able to complete their file on their own time instead of waiting on us.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

The FAO continues to monitor the Satisfactory Academic Progress (SAP) Policy for well over 10,000 students each academic year. This is a major requirement from the Department of Education and California Student Aid Commission which oversees the financial aid program. It is critical for every school receiving Title IV Aid or particular State funding to confirm, through an audit process, the academic progress of their recipients before their aid is disbursed. All students must meet the SAP Policy put in place by the FAO.

A new procedure that was implemented for academic year 2015/2016 pertains to maximum timeframe students. When grades are posted at the end of each semester and SAP has run, a student who has over 90 attempted units, but has a 2.0 GPA and 67% completion met, will automatically have up to 30 remedial or ESL units removed from their attempted units. This benefits many students because it eliminates the need for them to go through the SAP Appeal Process and they will receive their aid early in the semester. To implement this process, the Director worked with both District IS and Admissions and Records to ensure a seamless process for students in this situation.

Even with this new policy, we have thousands of students that are required to see a Financial Aid Counselor before funds can be released which leads to the proposal of hiring a full-time Counselor for the FAO. This would help ease the workload and allow more options for Disqualified students to see a Counselor in the short time allotted.

We have recently moved our SAP Appeal Process completely online to allow easier access for students and to continue to automate the process for quicker disbursements. This has allowed students to get a decision quicker however some students did not understand the SAP Policy or SAP Appeal Process which resulted in a denied appeal.

Lastly, the SAP Policy implemented by the FAO is governed by the continually-changing Federal regulations and standards. This can be confusing for Disqualified students as our academic progress standards set by the Department of Education are different than the academic progress standards set by the College. This confusion has only increased as since the CCPG has its own set of academic progress standards that differ from both the Federal SAP Policy and the College.

Verification

The FAO is required to perform a process called verification which is the method used to determine if a student is eligible to receive Federal Title IV aid for a given academic year. Once a

student has submitted a FAFSA or CADAA, the FAO receives this information and the student may be required to submit certain documentation for verification in order to determine the amount of aid that the student qualified for. The student will also receive a Student Aid Report (SAR) or Cal ISIR in the mail indicating they were selected for verification and they will be required to turn in paperwork.

Verification has moved to an online process and the FAO continually tweaks the program as much as possible to ensure students are receiving accurate information. Verification is extremely complex and students are still unaware of how in-depth the verification process can be. Currently, there are 3 "V" groups of which students can be selected for and depending on the student situation, they may or may not be asked to provide more documentation. This is not including if a student has a C-Code on their account such as UEH, LEU, foreign high school diploma, citizenship, etc.

If a student answers a question differently than what their actual situation is on the FAFSA or the online verification, it may automatically trigger a requirement that the student is unable to complete. Every student situation is different and we are unable to provide an overall checklist of what is needed for a student which causes confusion when a student's friend, partner, or even sibling, is not being asked to provide the same documentation. Federal regulations will only become more complex and more files are being selected for verification every year. For academic year 2022/2023, 15% of the received ISIR's were selected for verification.
There is also an issue with students not knowing that they have required documentation to turn in before they are eligible to receive funds even though it is indicated on their SAR and in myGateway. That causes an issue if the student completes verification a week after school starts and their file won't be completed for another three weeks. Since the last Program Review, the FAO has implemented Targeted Announcements sent to students which indicates if they have an unmet requirement on a nightly basis and the verification software will send updates via email or text message depending on what the student opted into.

3.3   Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

Outreach
The FAO consistently provides outreach services, as requested, to many different organizations both on campus and in the community. We provide classroom presentations, informational booths, and workshops. For example, we recently participated at the "La Habra Goes to College" and "Buena Park Goes To College" events along with Cash for College workshops located at a variety of local high schools and, more recently, providing information to students at the Cadena Center Transfer Awareness Week.

The FAO decided to stop in-person Financial Aid Workshops and FAFSA/CADAA Labs. At first, it was a helpful idea to have time set aside to outline the process for students to ensure visibility and understanding. After providing these services for a few years, the number of students that were interested consistently dwindled before the Director decided to use those resources elsewhere. From our understanding, students want bites of information that are personal to them and available when they are ready. This is why the Financial Aid Computer Lab is

beneficial to the students we service. Students have the option of checking into the computer lab for one on one assistance.

Outreach does have the possibility of being more than it is now. We will continue to work with other departments on campus, as requested, to ensure proper information is circulating to our students.

We have only one staff member dedicated to outreach, with a second staff member that assists with events as needed. These staff members also have a 4,000+ caseload of students, handle Cal Grant, enrollment management, and have designated phone, counter, and computer lab shifts. As we look to provide effective outreach to students, we would like to assemble a team of staff members that are responsible for outreach which would preferably consist of one Financial Aid Technician and two to three Financial Aid Specialists. This way, the Financial Aid Specialists would be known as the "face" of the FAO and would make a friendlier transition from outreach to the front counter.

Website
The FAO's website includes all pertinent information regarding financial aid as mandated by Federal and State regulations. Almost every question that is asked at the front counter or on the phone can be answered by the information on the website. From what Google Analytics show on the site, we continue to get site visits but students are not digesting the information. The information on the website is primarily maintained by one Financial Aid Technician. Providing a more user-friendly interface that has easily accessible information may provide easier student access.

Currently, the Campus Communications Department is offering the use of WordPress to recreate department websites. This would allow our website to fall in line with other departments to ensure uniformity as a campus but also to provide "bites" of information that would be easily accessible for our student population while continuing to provide full access to more in- depth information in other parts of the site.

Basic Needs

With recent rises in cost of living and inflation, we are experiencing an in increase in students facing basic needs challenges, food and housing insecurities and homelessness. While the FAO strives to help every student, due to limitations on funding and Federal and State regulations, we are not well equipped to provide basic needs services to all students who need them. However, we are strategizing with ways to better assist our student population, including partnering more with other offices on campus who provide wrap around services.

3.4   Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

AB540/AB131/DreamAct
Instead of the FAFSA, Dream Act students complete a Dream Act Application. This can cause confusion when a Dream Act student completes a FAFSA because they have a social security number but are not considered a U.S. Citizen or Eligible Non-Citizen. This requires the FAO to be vigilant in ensuring Dream Act students are accessing the correct application and are being awarded State funds that they are eligible for. If a student gets selected for verification by

CSAC, the verification must be completed prior to disbursement. If a student has not completed an AB540 Affidavit with Admissions & Records, disbursement can be delayed. In academic year 19/20, we had 882 Dream Act students apply for State based financial aid through the CADAA.

To better serve our AB540 students, the FAO has included information regarding the California Dream Act Application (CADAA) in our office and on the Financial Aid website. We continue to offer presentations as we have done in the past through the Cadena Center, the Counseling Center, and at the CSUF AB540 Conference. We did ensure that AB540 students were disbursed the same way as other students and in the same format via BankMobile. We will continue to provide outreach and strive to upgrade our systems as much as possible to ensure these students are receiving the same quality of service.

Staff Workload
With the continuous Federal and State regulatory changes, additional special projects, and increase in the student population needing financial assistance, the FAO has had to focus more on verifying, processing, and compliance. The Financial Aid Director continues to automate processes and provide easier access to information so students do not need to come into the office but understands that some students want to speak with someone face to face.

During the peak time, the FAO was working with less staff and more students. Not only do we have thousands of students a week coming into the office, but we have hundreds of files coming in waiting to be verified. During this time, the most common question was, "When is my file going to be completed?" To accommodate the influx of students, other staff members, such as Financial Aid Technicians, had to assist on the phones, the counter, and computer lab which pulls them away from completing their files which then increases the amount of students asking "When is my file going to be completed?" This would also mean staff having to put aside their special projects for months to accommodate the influx of students during this time. This would also cause problems if there were technical issues with any of the software implemented within the FAO. Financial Aid Technicians and the Director would have to be pulled away from assisting students to fix the issue and ensure it was working properly. As mentioned before, a full-time Financial Aid Counselor would assist with the number of Disqualified students we receive every academic year.

When the FAO is closed, staff still has plenty of work to do with verifying student files, running reports, fixing technical issues, providing outreach, working on special projects, and ensuring compliance. All information regarding financial aid for students is available to them online or in paper at the FAO. In order to better serve the students, the FAO needs uninterrupted time to complete the above-mentioned projects and have all staff meetings to ensure every member of the team is on the same page to ensure quality customer service.

In previous years, the FAO has staffed 2 to 4 Work-Study students to assist on the phones and on the counter. In June of 2015, the Director made the decision to no longer have Work-Study students working for the FAO. This decision was made because when a student asks a question, they expect whoever they are speaking to, whether it's a Work-Study student or the Director, will provide a complete and thorough answer. It was too much to expect a part-time student worker to keep up with all the increasing changes and updates, especially since they were unable to make it to most staff meetings due to their school schedule. The same has been true

as we move away from Clerical Assistants to having no position less than a FA technican at the front counter and phones.

The Director has worked on some solutions regarding the increase in student contact. For example, adding a message once a file is submitted to indicate a processing time of two to three weeks and automating the FERPA form that allows release of information over the phone. Since the COVID-19 pandemic, the FAO provided students with the option to text message their assigned Financial Aid Technician, request a one-on-one Zoom appointment with their Technician, in addition to the usual phone and email options. The FAO has also brought back a customer service email to allow students to contact us in different formats. We will also be working on providing more "bite size" information to students in different ways at outreach events, and through our website.

New Programs:

The landscape of financial aid is continually changing and evolving. Once the pandemic hit, the FA Office, like the rest of the campus, had to quickly pivot overnight to serve students. While the FA Office was already heavily automated and had electronic forms, certain procedures had to be changed within flexibility provided by the U.S. Department of Education. Some of this allowed us to accept identity verification documentation electronically for the first time, whereas previously it had to be presented in person at our counter, additional overrides for professional judgement for income reduction requests due to widespread layoffs and furloughs due to work related shut downs and unemployment receipt, flexibility for students with SAP due to EW's and other withdrawals due to COVID, including appeals having to be implement for COVID R2T4 withdrawals. This was all done without any new or additional staff. As already noted, the FA Office was also responsible for implementing and awarding the HEERF and other emergency relief to students.

At the same time, we had to modify our Q Less flex appointment system to email out Zoom meeting ID's to students, implemented text messaging as another way for students to reach us, and pivoting more to phone, chat bot, and email volume since the front counter and in person services remain closed. As noted previously, we opened Room 117 in February 2020, a month before moving to remote work. We had to also pivot to allow these lab computer services to be conducted via Zoom for all students. While the office is now reopened, we continue to offer all COVID virtual services to students, and are effectively trying to run an in person and a virtual office. Additionally, per the Federal government the COVID pandemic is still in effect, so we are still required to offer all the COVID FA flexibilities to students.

While many of the on line and remote options have been great for students, allowing more flexibility and choice, and while we acknowledge we are never going back to 2019, it has also led to a huge and tremendous increase in financial aid fraud, which has now dedicated one technician's time to reporting fraud to the Office of Inspector General office. Per the Federal government, and part of our agreement with them to participate in the financial aid programs "we are committed to be a strong steward of the taxpayer's investment in the student assistance programs and to ensuring program integrity. As such, the Department is determined to update our process on distance education fraud rings, and we ask for your continued partnership to help reduce fraud in federal student aid programs. It is imperative that institutions comply with all existing statutory and regulatory requirements to disburse aid only

to eligible students, to identify and resolve discrepancies in student information, to ensure that all requirements regarding "regular student" status are met, and to report any suspected fraud to the Department's OIG. In doing so, your efforts will help curb program abuse and ensure that federal student aid is provided to students as intended."

For the 19/20 academic year, 33 files for fraud were referred to the OIG. In 20/21, this grew to 186 files. In 21/22 it ballooned to 1,776 student files. To date for fall 2022, 213 student files have already been referred. This has led to a huge increased workload in the FA Office, one that unfortunately, without any new staffing, forces us to choose between doing our required duty with our Federal financial aid participating agreement to report suspected fraud and abuse, and redirect staff time from working with current and prospective "real" students to handling fraud inquires and investigations. It should be noted that it is not only reporting to OIG but working with court subpoeanas, police reports, identity theft, student complaints and "person" complaints of individuals who have loans taken out in their names under a stolen imposter fraudster, and ultimately the investigation by Federal Student Aid, and the loan servicers to discharge debt, and hopefully result in arrest and prosecution of the fraud rings.

Finally, we are all aware of the enrollment declines in higher education since COVID. As part of the reengagement plans for the State of California, six new financial aid programs have been created in the last year. These programs, most of which are required for us to participate in due to existing contracts with the California Student Aid Commission (CSAC) and the California Community Colleges Chancellor's Office (CCCCO), have only provided direct aid to students, not monetary support for staffing to administer these programs. This has led the FA Office to a breaking point continually taking on new projects and programs, never retiring old ones, only adding to our collective plates. It should be noted that each program also has reporting requirements to both the State and Feds on a regular basis (some as frequently as quarterly.) While we can all agree these programs are wonderful and much needed for students, The State and Federal government are expecting the College and District to adequately staff and grow their financial aid offices, which has not been happening, beyond replacement positions. Some of the new programs for this academic year include the Learning Alligned Employment Program (LAEP), which requires us to develop and place students in off-campus employment, and the new California Virtual College (CVC-OEI) consortium agreement, Dreamer Service Incentive Grant (DSIG), Golden State Education and Training Grant (GSETG), not to mention other College initiatives that impact financial aid, such as posting resources that other departments are providing to students as part of their financial aid offer, the Disney Guild program, and others. Each program requires staff time to set up in Banner, set policies and procedures, training staff on the new programs, then absorbing the duties into their already full plates, since new funding for new staff has appeared, updating websites and brochures to make the College and student population aware of the new programs, and finally awarding, disbursing, and administering the programs and doing any required reconciliation and reporting. We have reached the point where we cannot continue to take on new initiatives without a corresponding increase in staffing, or some other duties being taken off our plates.

4.0 Outcome Assessment

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	The FAO will continue to work with our Virtual Advisor platform to enhance remote services and self service for students.	Fall 2022	Spring 2022	Fall 2022	1 academic year
2.	Create communications for new CCPG Application via CCC Apply	Fall 2022	Spring 2022	Fall 2022	1 academic year

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	1. To allow the processing of the CCPG Application to be completed fully online.	Number of processed and paid CCPG	The number of CCPG has increased since implementation.	**NEW QUESTION**	Automation has provided positive results for students and staff.
2.	2. To ensure students do not get dropped while waiting to get a paper form signed, turned into the FAO, and processed.	Number of students dropped for non-payment.	The number of dropped students for non-payment because of missing signature page has decreased to 0.	**NEW QUESTION**	Automation has allowed student enrollment fees to be waived as soon as they are registered.
3.	We were forced to switch this fall to a new CCC Apply platform which requires us to create new email notifications. This is ongoing.	Students are aware of status of their submitted application	Feedback from student	**NEW QUESTION**	We will continue to communicate with students directly in an electronic format.
4.	2. Reduce student concerns and questions regarding their financial aid status as all	Number of student visits and calls.	Students continue to visit office and call.	**NEW QUESTION**	We will continue to try and provide

notifications will be sent through CCCApply				relevant information to the student body.

4.3   How has assessment of program outcomes led to improvements in services provided to students by this program?

By allowing the entire CCPG Application be completed online, students will be instantly notified if they are eligible to receive the CCPG which may encourage them to register in a timely fashion and get into required classes for their educational program. It also means the student does not need to come into the FAO and cuts down on paper forms turned in that need to be processed.

We have already had an on line CCPG for several years, but just transitioned to a new CCC Apply version in time for Spring 2022 registration.

4.4   How has assessment of outcomes led to improvements in student learning and achievement?

Many students believe that completing the FAFSA or CADAA is the only step in receiving financial aid. This is not always the case and can cause a delay in disbursement if the student is not actively aware that they have other requirements due. By sending Targeted Announcements anytime a requirement is due, it notifies the student to check their Student Requirements through myGateway and ensure a timely disbursement to be able to purchase school materials in a timely fashion. This will also reduce student concerns in regards to when they will be receiving their funds.

4.5   What challenges remain to make your program outcomes more effective?

The program outcomes have been completed successfully and no more challenges exist.

The program outcomes can be made more effective by ensuring all students are checking myGateway or have an email attached to their account so they are reading the communications.

4.6   Describe how the program's outcomes are linked to the college's goals.

The program's outcomes will promote student success by allowing the CCPG to be awarded to students quicker and ensure they are not dropped from classes required for their educational goal. This will also allow students who may not have the funds up front to pay for their classes still register in a timely fashion.

The program's outcomes will promote student success by ensuring all students are actively aware of their financial aid status and any student requirements that may be due before they can receive a disbursement to aid their education.

4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.

The SAO support the institution SLO's by providing an easier, electronic process for students to register for classes without the fear of getting dropped.

The SLO will support the institution SLO's by providing active communication on student requirements and requiring personal responsibility in ensuring their file is complete before any funds can be disbursed.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Although we stopped the survey during the pandemic, we have a chatbot installed and also text messaging that we regularly receive feedback from students on.

The Director frequently checks in with staff regarding automation to ensure all processes are running smoothly and asks for suggestions on how to make it better.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Staff Input
Once a process has been automated, the Director checks in with the staff periodically to see what improvements could be made and how to make the process easier for both staff and students.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

Survey
The Director met with the staff in regards to providing better customer service to students. For example, if a student turned in the wrong document or needs to provide more information, the Financial Aid Technicians are expected to explain this clearly to the student through the software which then sends an email or text to the student. Before, the FAO would experience many students coming in who did not understand what the Financial Aid Technician was talking about. The Financial Aid Technicians are limited in the amount of characters used to communicate with the student. This is currently being addressed.

4.9 At least one outcomes listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

We have chosen to look at Pell amount offered and paid for the academic year 2018/2019, as well as the California College Promise Grant (CCPG) from 2018/2019 for offered awards, to break down by ethnicity, as well as gender.

FC19 Pell Amount Offered		
Race/Ethnicity	Count	Percetange
Asian	696	9.5%
Black/African American	392	5.3%
Filipino	96	1.3%
Latina/o/x	4532	61.7%
Am. Indian/Alaskan	20	0.3%
Pacific Islander	34	0.5%
Two or More	353	4.8%
White	1012	13.8%
Unknown/Not Stated	209	2.8%
Grand Total	7344	100.0%

FC19 Pell Paid Amount		
Race/Ethnicity	Count	Percetange
Asian	534	9.0%
Black/African American	324	5.5%
Filipino	80	1.3%
Latina/o/x	3701	62.3%
Am. Indian/Alaskan	15	0.3%
Pacific Islander	25	0.4%
Two or More	290	4.9%
White	799	13.4%
Unknown/Not Stated	176	3.0%
Grand Total	5944	100.0%

FC19 Promise Amount Offered		
Race/Ethnicity	Count	Percetange
Asian	1554	10.2%
Black/African American	633	4.2%
Filipino	254	1.7%
Latina/o/x	9557	63.0%
Am. Indian/Alaskan	33	0.2%
Pacific Islander	53	0.3%
Two or More	697	4.6%
White	1982	13.1%
Unknown/Not Stated	411	2.7%
Grand Total	15174	100.0%

C. Identify a process for using outcome assessment data to improve student services programs

FC19 Pell Amount Offered		
Gender	Count	Percentage
Female	3994	54.4%
Male	3158	43.0%
Unknown/Not Stated	192	2.6%
Grand Total	7344	100.0%

FC19 Pell Paid Amount		
Gender	Count	Percentage
Female	3205	53.9%
Male	2577	43.4%
Unknown/Not Stated	162	2.7%
Grand Total	5944	100.0%

FC19 Promise Amount Offered		
Gender	Count	Percentage
Female	8196	54.0%
Male	6568	43.3%
Unknown/Not Stated	410	2.7%
Grand Total	15174	100.0%

D.   Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

The data appears to closely mirror our enrollment patterns at the College overall.

4.10   Outcomes Equity Analysis

A.   Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

No. The data appears to closely reflect the ethnic and gender background of the overall College population.

5.0   Evaluation of Progress Toward Previous Strategic Action Plans

5.1   List the goals from your last self-study/program review.

1. Maintain a professional website which presents accurate, up-to-date information accessible to students around the clock

2. Increase the number of students who successfully appeal disqualification of financial aid
3. Decrease the default rate for Fullerton College
4. Continued use of QLess to provide a more organized system to serve our students in person and by phone
5. Help staff provide quality service and meet the needs of students

5.2   Describe the level of success and/or progress achieved in the goals listed above.

1. With the continued on demand assistance from the FAO's Webmaster, we are able to update our website to ensure up to date information. In regards to the number of inquiries received, it doesn't seem like many students visit the website. One reason could be because they do not know the FAO has a website or because it is not mobile friendly.
2. The SAP Appeal process has moved online which has allowed quicker processing time. There seems to be a higher approval rate as the student can take their time to write their statement and provide documentation. If the student has not uploaded the correct paperwork, the Director can reject and ask for more clarification which provides the student a "second chance" in ensuring they are following this formal process correctly.
3. When the default rate rose above 20%, the Director assembled a Default Prevention Committee and submitted a Default Prevention Plan to the State. We receive annual updates on our default rate and for 2014, we have decreased to 15%.
4. QLess has continued to work by decreasing lines and ensuring all students who call in receive a callback from the FAO. It has been implemented with other departments on campus which has assisted students in understanding how it works.
5. The staff continues to strive towards providing quality customer service to students to meet their needs. The FAO is currently working on solutions to provide uninterrupted work for staff.

5.3   How did you measure the level of success and/or progress achieved in the goals listed above?

1. The website is attached to Google Analytics to provide numbers on how many hits the website receives and from what sources. It looks like most students find the website through Google although when we speak to students to ask if they have looked at our website, many say no.
2. Starting in academic year 2015/2016, the SAP Appeal process is done online through the software used for verification. Appeals are processed faster and in future years, we will be able to measure to number of approved appeals.
3. Colleges are provided with their default rate on an annual basis. The FAO is currently working with ECMC, a loan tracker software company that also provides our default rate that can be accessed throughout the year to ensure we are on track.
4. QLess provides monthly usage reports that indicate how many phones and in person students we received which allows to monitor our progress of assisting students.
5. Starting in academic year 2015/2016, the FAO has implemented an annual customer survey for students. This has allowed the FAO to gain input on any process changes that have been implemented and see what improvements can be made. The survey has been temporarily suspended during the pandemic.

5.4   Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

The student population is changing and accessing more information online. By focusing our attention on today's student and moving our information and processes online, it has allowed easier access, faster disbursements, and easier compliance. For example, the SAP Appeal process used to take at least 8 weeks but now, an appeal can be processed within 24 to 48 hours. All of our appeal options are available online, including CCPG appeal, income appeal, and dependency override appeal.

5.5   In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

N/A

5.6.   If funds were not allocated in the last review cycle, how did it impact your program?

We are at capacity in the FA Office, as we continue to take on every new initiative and program that is given to us by the State and Federal government, without additional staffing.

6.0   Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Fully implement Virtual Advisor Chat Bot
List College goal/objective the plan meets:	College Goal #: Goal 1 Objective #: Objective 1 and Objective 2
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Although we have had VA for several years, we have not been able to fuilly deploy it due to staffing challenges and the pandemic. We would like to get this back on track.
What *Measurable Outcome* is anticipated for this SAP?	Having this staffed allows live chat, staff to monitor questions and answer where chat bot fails, and can be taught, and also to integrate more fully into myGateway to allow bot to answer specific questions of student accounts.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	1 FTE Tech	

Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$80,000	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Fully deploy more financial wellness programming and other workshops in our Lab 117
List College goal/objective the plan meets:	College Goal #: Goal 1 Objective #: Objective 1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Our Room 117 opened one month before the pandemic. Although the room is reopened since last spring 2022, we have not yet offered in person workshops, which the lab space was also designed for. As staff return on campus fully, we would like to increase these value added offerings.
What *Measurable Outcome* is anticipated for this SAP?	Students would be more aware of financial literacy and wellness, to hopefully decrease drop or stop outs of enrollment.
What specific aspects of this SAP can be accomplished without additional financial resources?	This SAP can be accomplished without any additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$0	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Dedicated Outreach Staff
List College goal/objective the plan meets:	College Goal #: Goal 1 Objective #: Objective 1 and Objective 2

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The goal of Room 117 was to hire dedicated FA Specialists to assist with working the room, staffing outreach and in-reach events and providing customer service. Although the room came to fruition, we never hired staff, so technicians are serving triple duty, processing files, conducting outreach and working the room and phones.
What *Measurable Outcome* is anticipated for this SAP?	Staff would not be spread so thin, and we would no longer have to pick and choose which things to say yes to and which to say no too, since we do not have enough staffing to do all the College wants to do, while maintaining Federal and State compliance AND processing student applications.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	$400,000 for 6 FA Specialists	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	$400,000	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

To accommodate the influx of students needing financial assistance and the constantly changing Federal and State regulations, the FAO would like to add the following positions: (2) Financial Aid Technicians, (6) Financial Aid Specialists, (1) Administrative Assistant, (1) Full-Time Counselor and (1) Financial Aid Programmer. Adding these staff positions would decrease the workload on current staff and allow the FAO to serve more students with better quality. As time goes on, we may be able to either reclassify or reorganize our current staffing to meet the needs of the FAO, students, and the institution as a whole but at this point in time, it may be necessary to add additional staff members. Some options to review may be having higher level technician positions to assist with more complex, technical work, and higher level customer service positions, that as aforementioned, may also include outreach/in-reach duties.

The FAO is completely run by Federal and State regulations that require understanding and ability to implement necessary changes. Currently, there are at least 7 national and state conferences that revolve around financial aid and the ever changing regulations concerning the programs. It is essential for financial aid staff members to be able to attend these conferences and keep updated on new policies, regulations, laws, and processes that other financial aid offices are doing around the country. Not only does this allow the FAO to stay in compliance and ensure staff are trained properly, but it provides avenues to implement positive changes that can assist our students in the financial aid process.

Automation has proved to be a great success for the FAO and our student population. The FAO will continue to look for ways to automate processes and provide easier access to students. In 2022, we will be working on automating the Cal Grant process for all students. This project will continue on to ensure student success.

8.0   Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Mission of the FAO at Fullerton College is to provide information and financial aid support to all eligible students attending Fullerton College. The FAO administers nine financial aid programs to students, both Federal and State, as well as a few other smaller programs. Every financial aid program has experienced an increase since the last Program Review and shows no signs of slowing down. With our current enrolled students, 97% are receiving some type of financial aid.
Coupled with student growth, Federal and State legislation, regulations, and laws are continuously added, changed, and updated throughout the year. These changes are required processes the FAO must implement to ensure compliance and continuation of financial aid programs offered to eligible students. To keep up with the workload, the FAO will look at hiring new staff or reorganizing the current staff structure as well as continuously looking to implement automation and ensure the easiest process possible for students allowable by law.

9.0   Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Financial Aid Newsletter – Fall 2022	August 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/09/Fall-2022-FA-Newsletter-updated.pdf
Changes to Financial Aid 2022/2023	July 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/Changes-to-Financial-Aid-2022-2023.pdf
How Financial Aid Gets to You 2022/2023	June 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/06/274721-HowFinancialAidGetsToYou_Disbursements_Postcard_2022-23-WR.pdf
Cal Grant Brochure 2022/2023	September 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/09/Cal-Grant-Brochure-2022-23-WR.pdf
Federal Direct Stafford Loans 2022/2023	July 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/Federal-Direct-Stafford-Loan-Info-2022-2023.pdf
Where is My Financial Aid 2022/2023	July 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/Where-Is-My-Financial-Aid-2022-2023.pdf
CA Dream Act Service Incentive Grant Program (DSIG) 2022/2023	September 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/09/California-Dream-Act-Service-Incentive-Grant-Program-DSIG-2022-2023-Updated.pdf
Golden State Educatino & Training Grant Program (GSETGP) 2022/2023	April 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/Golden-State-Education-Training-Grant-Program-GSETGP.pdf
Financial Aid Consumer Brochure 2022/2023	June 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/12/Financial-Aid-Consumer-Brochure-2022-2023-WR.pdf
Steps to Financial Aid at FC 2022/2023	June 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/06/274721-5-Easy-Steps-To-Financial-Aid-2022-2023-WR.pdf
California College Promise Grant (CCPG) Flyer 2022/2023	November 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/11/277258-CCPG-Flyer-2022-23-WR.pdf
California College Promise Grant	May 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/CCPG-Fact-Sheet-2022-2023.pdf

(CCPG) Fact Sheet 2022/2023			
How to Activate VerifyMyFAFSA Account 2022/2023	April 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/05/Activate-VerifyMyFAFSA-Account-2022-2023.pdf
Satisfactory Academic Progress (SAP) Policy 2022/2023	October 2022	Yes	https://financialaid.fullcoll.edu/wp-content/uploads/sites/77/2022/10/277258-SAP-Satisfactory-Academic-Progress-Policy_2022-2023-WR.pdf

Routing & Response Page
Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Printed name of IMS	Title	Date

☐ *I concur with the findings contained in this Program Review.*

☐ *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

☐ *I do not concur with the findings contained in this Program Review (include a narrative explanation):*

_____

_____

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name	Signature	Title	Date

Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.

VALUES

Community
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity
We embrace and value the diversity of our entire community.

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

Inclusivity
We support the involvement of all in the decision-making process.

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility
We accept our responsibility for the betterment of the world around us.