

**Office of Financial Aid  
Program and Service Review  
July 2006**

**Program Description and Scope**

The Office of Financial Aid of Ohlone College provides financial aid for all eligible students, utilizing federal, state, and institutional funds. These funds come in the form of grants, scholarships, and loans.

The Office of Financial Aid provides:

- a. Guidance and assistance in completing all required documents to determine student's eligibility.
- b. The awarding of federal, state, and institutional monies to all eligible applicants in an accurate and timely manner.
- c. An automated system which tracks all funds disbursed in compliance with state, federal, and institutional guidelines.
- d. Internal controls and procedures which ensure program integrity.

The Office of Financial Aid works in conjunction with numerous offices within the college, including EOPS, Counseling, Admissions and Records, Financial Services, and the Ohlone Foundation to ensure efficient and effective services to our students.

**Relationship to Ohlone College Mission and Goals**

The mission and goals of the Office of Financial Aid reflects those of the College by:

- a. Providing life-long learning opportunities for student.
- b. Providing open access to higher education to underserved populations by providing funding to eligible students.

The Office of Financial Aid encourages life skill development necessary for the success of students reaching their educational goals. Students are instructed in the importance of managing their financial records to ensure they receive the maximum amount of aid for which they are eligible. After receiving the aid, students are instructed on the necessary steps they must take in order to maintain their aid. Workshops are provided throughout the academic year to reinforce to students the importance of satisfactory academic progress and students are encouraged to meet with members of the Financial Aid team to discuss problems or concerns they face.

The Financial Aid team is experienced in working with the diverse student population of Ohlone College. The team reflects the diversity of the campus as closely as possible, and makes a conscious effort to maintain that reflection when staffing the office.

## **List of Strengths and Areas Needing Improvement**

The mission of the Office of Financial Aid is to award and deliver federal, state, and institutional funds to all eligible applicants. This mission is being accomplished by its dedicated, experienced team. The relationships team members have developed with the Ohlone students remains the program's major strength. A restructuring of the office flow and staff responsibilities, as well as ongoing training, is the key to maintaining this strength. By identifying a specific team member as one who will work with the student throughout their Ohlone career, students will receive more consistent customer service because they will have someone who is extremely familiar with their academic and financial aid history.

There is in need of another Financial Aid Advisor to work with students who need extensive assistance with either their academic progress or other barriers which endanger their receipt of financial aid. Currently, one counselor initially began working with the Office of Financial Aid, but her responsibilities have grown within the counseling department and other areas, thus limiting the time she has to spend with students. Having an Advisor full-time to assist students individually and through workshops will increase student support to ensure success.

Determination letters are sent to Ohlone students informing them of decision made by the Financial Aid Advisory Committee. The Financial Aid Advisory Committee has been inactive for 2 years. This purpose of this committee is to assist the Financial Aid Director and staff in reviewing policy and procedures and, when necessary, serve as a committee of final appeal for students who have questions, concerns or complaints relating to financial aid matters. Having a committee invested in the policies of the Office of Financial Aid adds to the credibility and integrity of decisions made by the Office and increases student confidence in the Office's ability to provide impartial and fair service.

The Financial Aid component of Datatel Colleague is a growing strength. Time and money has been spent training the entire team to bring a balance of knowledge to all staff. The new UI version of Datatel has been installed on all Financial Aid computers, and staff has begun using this version on a consistent basis. Reactions have been mixed, but those staff with fewer skills in Datatel found the UI version to be much easier to maneuver and learn. The inequities of Datatel training over the past years have been addressed to remove any "mysteries or secrets" of the system, to increase staff comfort levels in using the system, and increase skill levels, therefore providing stronger and more consistent customer service to students. By having an automated system, errors in student information is reduced, and the ability to process student financial aid applications and award letters is increased. Errors in the initial system set up are currently being addressed.

Using the team approach, the staff sees each other as equals rather than as tiered competitors, learning to support each other and learn from each other to better help students. Cross-training of team members will assist with the continuity of customer service. Rather than having "specialist" within the office, the team members serve as generalist with specific work tasks will have a good knowledge of each aspect of financial aid, thus, better prepared to work with students.

Professional development of staff is a continuing process. Taking advantage of the free trainings available through the Chancellor's Office, EdFund, CSAC, and the U.S. Dept. of Education will ensure the entire team has the most current and up-to-date information to provide quality customer service. The team will attend and participate in the 3CDUG to reinforce their learning of the Datatel system and its various components. The department budget will address the need of participation and training throughout the academic year.

As the Office of Financial Aid prepares for the future years, there is a need to address the issue to paper files and safe archiving of student records. The very nature of student financial aid requires documentation of all types to ensure consistency in financial reporting by students and their families. The U.S. Department of Education requires Ohlone to keep student financial aid records on file for a minimum of 3 years. By having an electronic scanning system available to store student financial aid records, that would greatly decrease the amount of space necessary to physically store boxes (which the Office has currently outgrown), reduce health hazards brought on by paper mold and other allergies, and make it possible for staff to immediately retrieve student record information.

#### Financial Aid and EOPS Award demographics

The Financial Aid and EOPS/Care awards to students are monitored each year through the Financial Aid MIS data submission which takes place annually each October to report on the previous academic year. Those figures are available to the public via the CCCCCO Datamart. In reviewing the 2004 FA award figures, several items come our which deserve note.

The overall awards to students, during a year that the college experienced a 12% decrease in headcount, increased by 7.7%. ( 252 additional awards to students)

The breakdown of those awards is provided below

Award Type	# chg increase/decrease	% chg from 2003
BOG	215	10.8%
Cal Grant	38	21.2%
EOPS	-72	-29%
CARE	-9	-32%
Pell	67	6.6%
SEOG	23	16.8%
Workstudy	0	0%
Total	252	7.7%

Also of note is the demographics of the award recipients a complete breakdown of 2003FA and 2004FA is provided in the appendix however the following items are of interest:

African American's are overrepresented in the financial aid award figures in every award category, especially in EOPS and CARE awards

Asian/ Pacific Islanders is overrepresented in the areas of Cal Grants and SEOG by over 10 percentage points and by over 30 percentage points in the area of workstudy

Hispanic students are represented at or above (2-4 percentage points) in every award category except work-study where they are underrepresented by 5 percentage points.

The Financial Aid Count for 2004-2005 as published in the CCCCCO Datamart is as follows:

Award Description	Number of Recipients	Total Amount Awarded
BOGW - Part A-1 based on TANF recipient status	11	3,425
BOGW - Part A-2 based on SSI recipient status	105	24,931
BOGW - Part A-3 based on general assistance recipient status	1	390
BOGW - Part A-4 based on Veteran's or National Guard dependent status	24	9,532
BOGW - Part B based on income standards	74	13,313
BOGW - Part C based on financial need	1984	760,036
Cal Grant B	202	252,501
Cal Grant C	8	2,880
EOPS Grant	176	35,200
CARE Grant	28	10,900
Chafee Grant	5	22,500
Pell Grant	951	2,177,891
SEOG (Supplemental Educational Opportunity Grant)	170	148,321
Stafford Loan, subsidized	137	364,275
Stafford Loan, unsubsidized	100	341,744
Scholarship: institutional source	27	17,900
Scholarship: non-institutional source	59	72,146
Federal Work Study (FWS) (Federal share)	32	68,714

**Total Unduplicated Count = 3,437**

**Total Amount = \$ 4,326,599**

Ethnic breakdown of awards is as follows:

#### Total BOGW Awards

Ethnicity	Amount	Percentage
African American	74,042	9.12%
Amer. Indian/Alaskan Native	3,906	0.48%
Asian	320,778	39.52%
Filipino	57,251	7.05%
Hispanic	109,180	13.45%
Other Non-White	27,183	3.35%
Pacific Islander	11,373	1.40%
Unknown	55,426	6.83%
White Non-Hispanic	152,488	18.79%
	\$ 811,627	100.00%

Total CalGrant Awards

Ethnicity	Amount	Percentage
African American	14,731	5.77%
Amer. Indian/Alaskan Native		0.00%
Asian	109,417	42.84%
Filipino	14,174	5.55%
Hispanic	32,258	12.63%
Other Non-White	16,091	6.30%
Pacific Islander	9,594	3.76%
Unknown	21,522	8.43%
White Non-Hispanic	37,594	14.72%
	\$ 255,381	100.00%

EOPS Grant

Ethnicity	Amount	Percentage
African American	7,200	20.45%
Amer. Indian/Alaskan Native		0.00%
Asian	15,400	43.75%
Filipino	1,600	4.55%
Hispanic	3,800	10.80%
Other Non-White	1,200	3.41%
Pacific Islander	400	1.14%
Unknown	800	2.27%
White Non-Hispanic	4,800	13.64%
	\$ 35,200	100.00%

CARE Grant

Ethnicity	Amount	Percentage
African American	5,600	51.38%
Amer. Indian/Alaskan Native		0.00%
Asian	900	8.26%
Filipino	2,100	19.27%
Hispanic	-	0.00%
Other Non-White	100	0.92%
Pacific Islander	-	0.00%
Unknown	600	5.50%
White Non-Hispanic	1,600	14.68%
	\$ 10,900	100.00%

### Chafee Grant

Ethnicity	Amount	Percentage
African American	12,500	55.56%
Amer. Indian/Alaskan Native	-	0.00%
Asian	-	0.00%
Filipino	5,000	22.22%
Hispanic	-	0.00%
Other Non-White	-	0.00%
Pacific Islander	-	0.00%
Unknown	-	0.00%
White Non-Hispanic	5,000	22.22%
	\$ 22,500	100.00%

### Pell Grant

Ethnicity	Amount	Percentage
African American	246,031	11.30%
Amer. Indian/Alaskan Native	-	0.00%
Asian	968,255	44.46%
Filipino	105,449	4.84%
Hispanic	244,763	11.24%
Other Non-White	69,293	3.18%
Pacific Islander	39,159	1.80%
Unknown	139,544	6.41%
White Non-Hispanic	365,397	16.78%
	\$ 2,177,891	100.00%

### SEOG

Ethnicity	Amount	Percentage
African American	8,000	5.39%
Amer. Indian/Alaskan Native	-	0.00%
Asian	76,821	51.79%
Filipino	7,000	4.72%
Hispanic	12,000	8.09%
Other Non-White	10,500	7.08%
Pacific Islander	3,500	2.36%
Unknown	9,000	6.07%
White Non-Hispanic	21,500	14.50%
	\$ 148,321	100.00%

Stafford Loan, Subsidized

Ethnicity	Amount	Percentage
African American	63,239	17.70%
Amer. Indian/Alaskan Native	-	0.00%
Asian	77,617	21.72%
Filipino	16,471	4.61%
Hispanic	32,627	9.13%
Other Non-White	6,126	1.71%
Pacific Islander	7,000	1.96%
Unknown	43,389	12.14%
White Non-Hispanic	110,806	31.01%
	\$ 357,275	100.00%

Stafford Loan, Unsubsidized

Ethnicity	Amount	Percentage
African American	61,994	12.47%
Amer. Indian/Alaskan Native	-	0.00%
Asian	44,735	9.00%
Filipino	16,625	3.35%
Hispanic	41,876	8.43%
Other Non-White	4,000	0.80%
Pacific Islander	4,000	0.80%
Unknown	35,179	7.08%
White Non-Hispanic	288,585	58.07%
	\$ 496,994	100.00%

Scholarships - Institutional

Ethnicity	Amount	Percentage
African American	-	0.00%
Amer. Indian/Alaskan Native	-	0.00%
Asian	7,500	41.90%
Filipino	-	0.00%
Hispanic	2,200	12.29%
Other Non-White	-	0.00%
Pacific Islander	1,000	5.59%
Unknown	500	2.79%
White Non-Hispanic	6,700	37.43%
	\$ 17,900	100.00%

### Scholarships - Non-Institutional

Ethnicity	Amount	Percentage
African American	1,150	1.59%
Amer. Indian/Alaskan Native	7,005	9.71%
Asian	16,184	22.43%
Filipino	1,165	1.61%
Hispanic	6,591	9.14%
Other Non-White	-	0.00%
Pacific Islander	3,985	5.52%
Unknown	7,478	10.37%
White Non-Hispanic	28,588	39.63%
	\$ 72,146	100.00%

### Federal Work Study

Ethnicity	Amount	Percentage
African American	3,972	5.78%
Amer. Indian/Alaskan Native	142	0.21%
Asian	48,699	70.87%
Filipino	-	0.00%
Hispanic	1,582	2.30%
Other Non-White	6,954	10.12%
Pacific Islander	64	0.09%
Unknown	3,537	5.15%
White Non-Hispanic	3,764	5.48%
	\$ 68,714	100.00%

These numbers show continued increase in federal grants and state to the underserved Hispanic population. The Financial Aid office will continue to plan outreach and in-reach activities to increase the number of students participating in the Program.

It is interesting to note the high number of Other Non-White and Unknown students awarded financial aid. The growing numbers of bi-racial and multi-racial students entering and attending community college are choosing not to identify with one particular ethnic group. In order to better identify these students, a Multi-racial/bi-racial category needs to be added so these students can be accurately counted in the statistics. With over 10% of the students not accurately identified, it is difficult to determine if there is further growth in providing financial aid to underserved populations.

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