

Student Service Program Review (Financial Aid) Latest Version

Student Services (1) - Program Description Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:51

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

The Office of Financial Aid & Scholarships is committed to supporting the strategic direction of the College by providing efficient delivery of federal, state, and institutional Financial Aid & Scholarships. Our mission is to make it financially possible for our diverse student population attending Compton College to achieve their education goals and career aspirations by providing access to an array of financial aid resources and services.

Compton College Mission Statement: Compton College is a welcoming and inclusive environment where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges of our students, utilizing the latest techniques in preparation for clear pathways to completion of programs of study, the transition to a university, and securing living-wage employment.

The Office of Financial Aid & Scholarships is committed to supporting the College's strategic direction focusing on:

Improve recruitment, enrollment, retention, and completion rates for our students

- *Objective 3. Enhance student preparation for academic success and completion.*
- *Objective 4. Provide a student-centered environment that leads to student success.*

Support the success of all students to meet their education and career goals:

- *Objective 1. Attract and retain traditional students, and focus on retaining non-traditional students.*
- *Objective 2. Minimize the equity gap for access, retention, and graduation rates.*

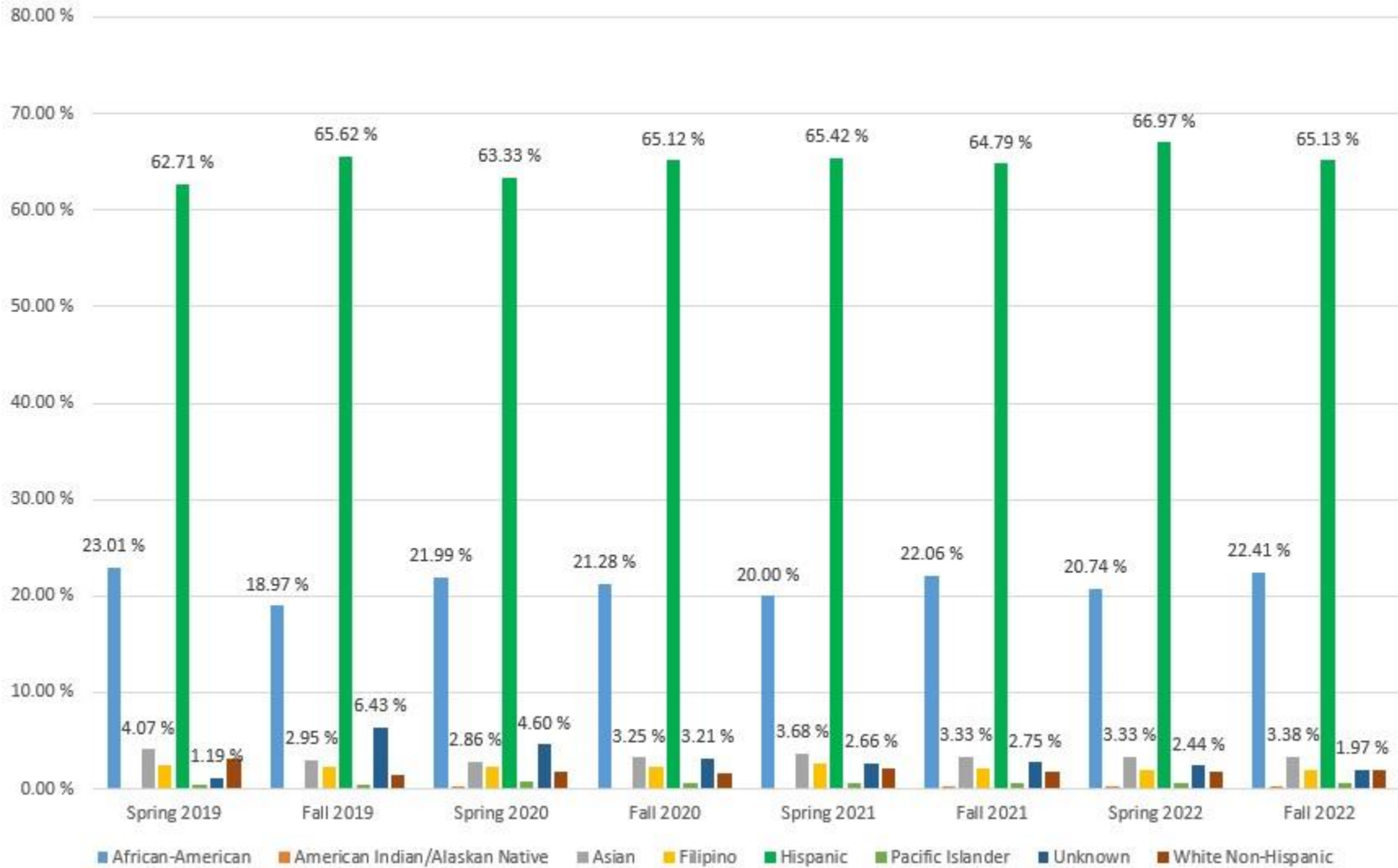
Establish partnerships in the community and with the K-12 schools:

- *Objective 3. Strengthen the broader needs of the community served by Compton Community College District.*

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.

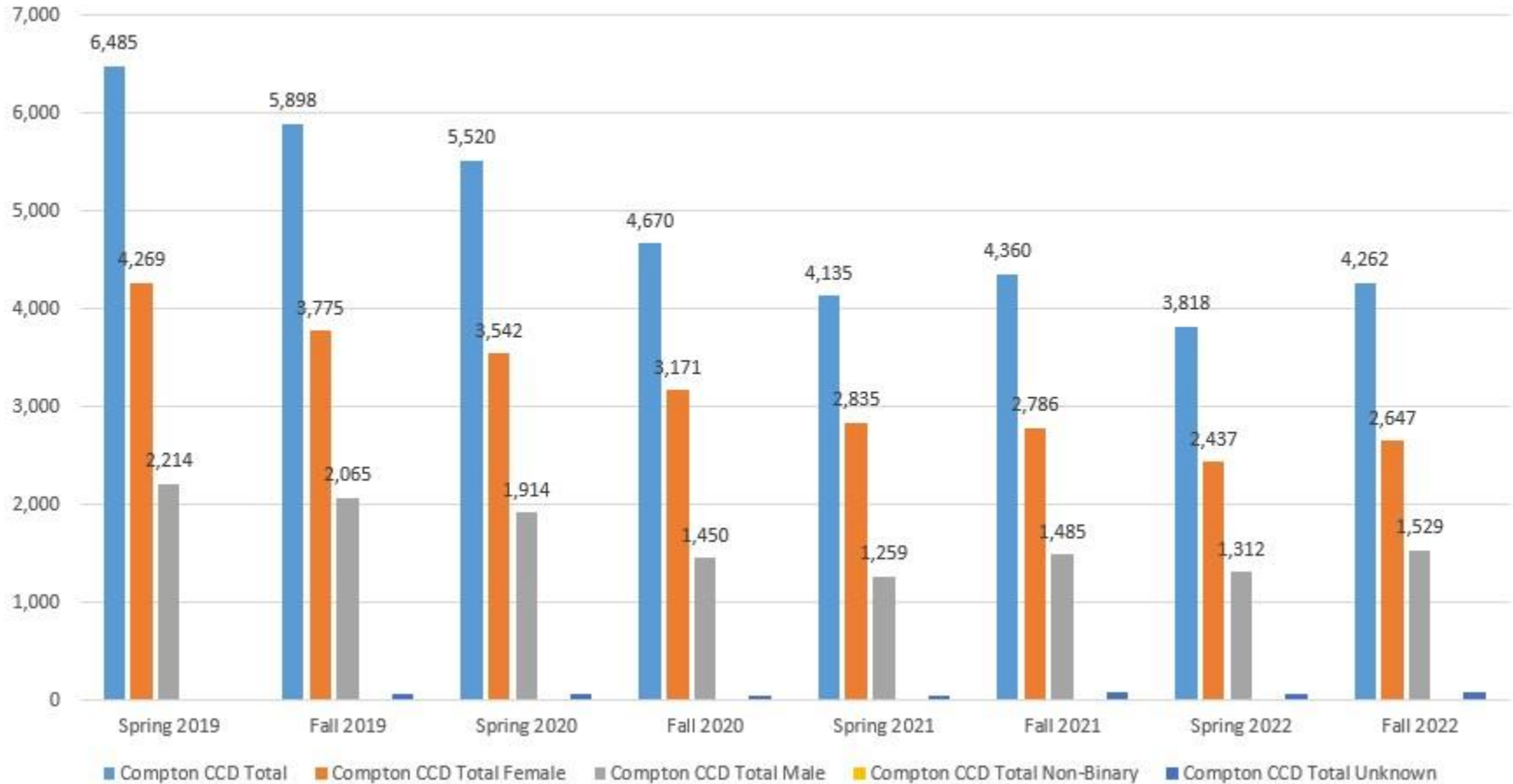
The Office of Financial Aid and Scholarships at Compton College is charged with serving a diverse student population. Analyzing the trends in the Compton College student demographic helps our office with projecting potential needs, planning school and community services, and creating additional services to support our students with their unique financial needs. The following statistical charts provides a snapshot of the student demographic at Compton College from Spring 2019 through Fall 2022.

Student Diversity by Ethnicity



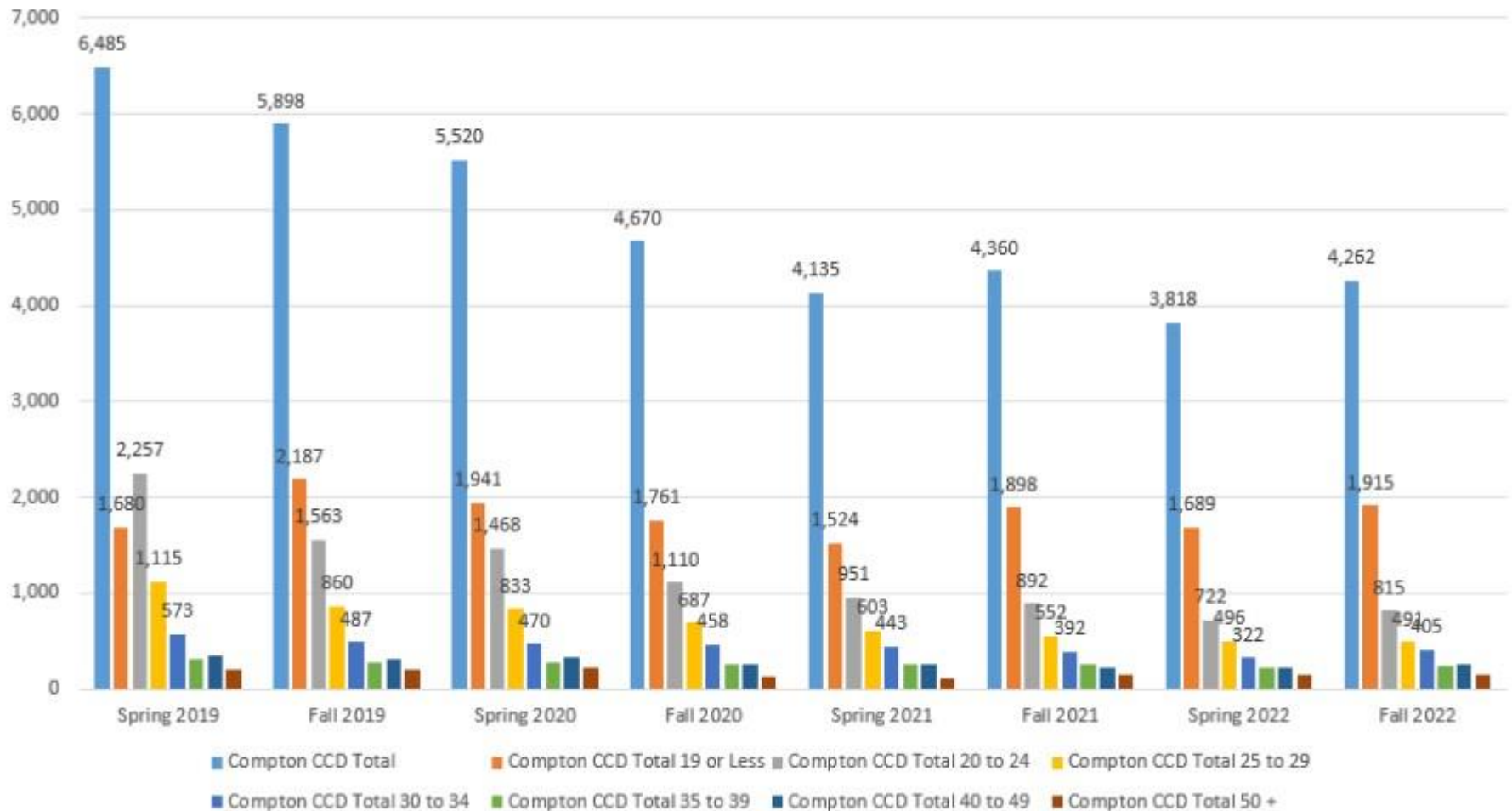
According to data from the California Community College Chancellor's Office from 2019 through 2022, about 60% of the student population at Compton College identifies as Hispanic. The second largest group identifies as African-American, making up approximately 20% of the student population.

Student Count By Gender



In terms of gender, data from the California Community College Chancellor's Office from 2019 through 2022 indicates that an average of 65% of the Compton College student population identify as female, an average of 34% identify as male, and less than 2% identify as non-Binary or reported Unknown.

Student Enrollment By Age



According to data published by the California Community College Chancellor's Office, on average a third of the student population at Compton College are 19 years old or younger. The second largest group of students are between 20 to 24 years old. And the third largest group are between 25 to 29 years old.

c) Describe how interaction with the program helps students succeed or meet their educational goals.

Through the completion of the Free Application for Federal Financial Aid (FAFSA), current and prospective Compton College students can access various federal and state aid programs such as the Pell Grant, Federal Work-Study, Federal Direct Loans, Cal Grant, Chafee, Student Success Completion Grant, and the

California College Promise Grant. Students who are not eligible for federal financial aid can also apply for state aid by completing a California Dream Act application. Once students submit either one of the applications, a need-based analysis is calculated based on the student's income and assets information as well as household size. The need-based analysis allows us to generate an award letter with detailed information regarding eligibility status, grants and loan amounts for the academic year, and expected family contribution.

Participation in our program activities such as our financial aid workshops provide students the opportunity to apply for federal and state financial aid to help them financial their education through grants and loans. By providing access to federal and state financial aid, our goal is to help our students to overcome the economic barrier that may prevent minorities or low-income students from pursuing post-secondary education. Providing access to federal and state financial aid to our student populations is very important since it provides them with the financial support they need to cover their education expenses. Such programs often become the game-changer for a student to enroll.

By having access to federal and state financial aid, students have the financial support they need to pay for their tuition, buy textbooks, class materials, food, and all other educational-related expense. As a result, the removal of the economic barrier allows students to achieve their educational at Compton College. This gives our students the ability to immerse themselves in their field of study; while staying focused, and achieve their educational goals.

d) How does the program interact with other on-campus programs or with off-campus entities?

The Office of Financial and Scholarship at Compton College internacts with on-campus and off-campus entities through partnerships. Our goal is to support initiatives aimed at increasing awareness about the availability of Federal, State, and Institutional financial aid and how students can access those funds. Such initiatives focus on educating partnership members about the Free Application for Federal Student Aid (FAFSA), the California Dream Act application, the Scholarship application, resources for special population such as veteran students, etc. while providing our partners with the knowledge they need to assist prospective college students with this process.

Such interactions take place during several events throughout the year such as the Cash for College annual FAFSA/Dream Act event, the Cal Grant Workshop, local High School Outreach FAFSA/Dream Act Workshop, Scholarship workshops, campus activities such as Welcome Week, and professional development trainings. During these events, prospective and returning studenets, classified staff, faculty, and partners are educated about: the differences between grants, loans, and scholarships; how to complete the FAFSA or California Dream Act application; federal, state, and institution aid; eligibility requirements; application timeframes; budgeting techniques; and the cost of attendance.

Additionally, the financial aid management team interacts with other on-campus programs through participations in various taskforce and committes such as:

- The UndocuAlly Taskforce
 - Role: Lead
- Planning and Budget
 - Role: Member
- Enrollment Management
 - Role: Member
- Guided Pathways
 - Role: Member
- Deans and Directors
 - Role: Member
- Outreach and Recruitment
 - Role: Member
- Tartar Support Network

- Role: Member
- Foundation and Osher Scholarships
 - Role: Lead
- Veterans Resource Center
 - Role: Lead

Furthermore, the financial aid staff members interact with other on-campus programs by serving as the financial aid liaison for:

- The UndocuAlly TaskForce
- The Veterans TaskForce
- EOPS and Care Program
- FIST Program
- The Athletic Department
- Special Resource Center
- Guided Pathways
- Associate Degree in Nursing Program

As the financial aid liaison, they are task with sharing important financial aid updates during meetings, represent the financial aid office during campus events and presentation, and be the point of contact for students who are served or are part of any of the programs mentioned above.

Furthermore, through the Promise Program, Compton College continues to partner with our local feeder high schools to promote financial aid wellness workshops and assist students with the completion of the FAFSA and CADAA applications to meet the March 2 Cal Grant deadline.

The following are the schools under our Promise agreements:

1. CUSD
 - Centennial HS
 - Cesar Chavez HS
 - Compton HS
 - Dominguez HS
 - Early College High School
 - Thurgood Marshall HS
2. LUSD
 - Lynwood HS
 - Firebaugh HS
 - Pathway HS
 - Vista HS
3. PUSD
 - Buena Vista HS
 - Odyssey STEM Academy
 - Paramount HS

These partnerships support's Compton College Strategic Initiative III) Establish partnerships in the community and with the K-12 schools: Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

e) List notable achievements that have occurred since the last Program Review.

During the Spring of 2020, the campus was forced to shut down all in-person services due to the COVID-19 pandemic. The swift and quick transition to an online environment to continue providing financial aid services and support to our students is one notable achievement that occurred since the last Program Review. Given that the Banner system is a cloud-based system, the financial aid management team and staff members were able to conduct all of their job duties and responsibilities in a remote environment without any interruptions. Additionally, the adoption of the Campus Logic platform to collect documents from students in an online environment made it possible for our office to continue processing students' files in a remote environment and conduct business as usual. Given that both systems are cloud-based systems, it allows our office the flexibility to switch from an online environment to a face-to-face environment and vice-versa with ease.

The forced transition to an online environment also transformed how our office delivered the services offered to college students. Once we were settled in an online environment to start servicing students, since no physical contact was possible, our office ensured that students could connect with our office staff through video call software such as Zoom, chat, google voice, and email. Our office offered live Zoom drop-in office hours on a daily basis and we quickly realized how popular it was among our students and the traffic of students login in kind of mirrored that when we were on campus. We also realized that assisting students via Zoom actually made things easier since we were able to share our screen with our students to assist them navigate the FAFSA or CADAA form, how to complete the verification process, etc. Although we are back on campus and are offering in-person services at a full-time capacity, we continue to offer online services to our students such as Zoom drop-in office hours, and chat services. Overall, COVID-19 and the pandemic forced our office to think about best practices and innovate how services are delivered to the students. As a result, the Office of Financial Aid and Scholarship has become more flexible with how services are provided and has the technological capability to swiftly transition to an online environment in the event of another national or local emergency.

Additionally, our office implemented the Learning Aligned Educational Program (LAEP) in the Fall of 2022. Through LAEP, Compton College offers eligible students opportunities to earn money to help defray their educational costs while gaining career-related experience in their fields of study. Similar to work-study, LAEP will provide a subsidy to pay a portion of the student's wages. The program includes and emphasizes positions for students with employers that are capable of providing them with full-time employment opportunities after graduation, or opportunities to connect with other employers that are capable of providing them with full-time employment opportunities once they graduate from Compton College. From the program launch, we have 19 students participating in LAEP and we hope to expand the program to include community entities interested in hiring students through this program.

Current department participating in the LAEP program includes:

- STEM Center
- Black and Male of Color Success
- Compton College Campus Police Department
- Student Equity Department (F.I.S.T. Program)
- Art Department
- Financial Aid Department
- Counseling Department (Welcome Center)
- Child Development Center

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

We were not able to establish a financial aid social media account with twitter or Facebook.

Student Services (2) - Program Environment Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:51

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?

The Office of Financial Aid and Scholarship relocated from Building E, Room 17 to the new Student Services Building, Room 170 in April 2023. The new office space has four private offices designated for the Director of Financial Aid and Scholarship, the Financial Aid Supervisor, the Financial Aid Counselor, and the Operation Hope Representative. Our office space includes a file/scan room, a workroom, a huddle room, two front counters, and eight cubicles. Each financial aid coordinator and financial aid technician has been assigned to a cubicle. The financial aid lab is located in Room 122, there are a total of 15 computers for students to utilize.

The Office of Financial Aid & Scholarships is task with awarding and disbursing the following Federal, State, and Institutional programs:

Federal

- Federal Pell Grant
- Federal SEOG
- Federal Direct Loan
- Federal Work Study
- VA Benefits under Chapter 31, 33, and 35

State

- Cal Grant B, and C
- Cal Grant-Student with Dependent A, B, and C
- Cal Grant B & C for Foster Youth
- California College Promise Grant
- College Corps, as of Fall 2022
- CHAFEE Grant
- Student Success Completion Grant
- California Dream Act Service Incentive Grant
- Learning Aligned Employment Program, as of Spring 2023
- Guaranteed Income Program, as of Fall 2022
- Golden State Education and Training Grant
- Next Up Grant, as of Spring 2023
- OSHER Scholarship
- EOPS & CalWorks Grants

Institution

- Foundation Scholarships
 - A total of 22 students are available for students to apply.

The financial aid management team and staff members utilize several institutional and government systems for processing students' financial aid application, verifying students information, year-end reconciliation reports, as well as packaging, awarding, and disbursing of Federal, State, and Institutional funds. At the federal level, the financial aid team has access to the National Student Loan Data System which provides information about the students' enrollment, grants, and direct loan history from all higher education institutions. The FAA Access to CPS online allows staff to make corrections to students FAFSA application, and check students' FAFSA status. The Common Origination and Disbursement WebSite allows our staff to originate Pell Grants and Direct Loans, as well as report or update disbursement statuses.

At the state level, all data related to the CHAFEE Grant, CADAA application, Cal Grants, CHAFEE Grants, LAEP, and the Golden State Education and Training Grant is accessible through the WebGrants for Institutions website.

At the institution level, our staff utilizes the Banner system, an Ellucian product, to package, award, and disburse student's grants and loan. Student Forms is another system that is utilized for the purpose of completing the verification process of students' FAFSA and CADAA application, collection of documents, and making corrections to students' files based on information reported by the student.

To disburse financial aid funds to students personal accounts, our office partners with the Business Office and BankMobile. Through BankMobile, students have two disbursement options to choose from. Students can choose to either open a BankMobile vibe checking account or have their financial aid funds deposited to their existing checking account.

Given the growth in the number of grants available to Compton College students and the growth in the student population of programs such as the Direct Loan, Veterans, LAEP, Cal Grant, and Scholarship, our office does not have the adequate personnel necessary to meet the demands that these programs have created. Personnel needs are further discussed and justified in the "Describe the personnel needs for the next four years" section.

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.

The Office of Financial Aid and Scholarships currently has the following personnel:

- Director of Financial Aid
 - Keith Cobb
- Financial Aid Supervisor
 - Xochilt Arauz
- Financial Aid Counselor
 - Holly Schumacher
- Adjunct Counselor
 - Marlene Leyva
- Five Financial Aid Coordinators
 - Estal Cole
 - Cynthia Lopez Herrera
 - Kisha McThirsty

- Rafael Salazar
- Naim Williams
- Two Financial Aid Technician
 - Felix Starks
 - Vacant

c) Describe the personnel needs for the next four years.

Since our last Program Review, our office has been tasked with awarding and disbursing other grants such as HEERF, Guaranteed Income Program, College Corps, CalWorks, and EOPS in addition to existing federal and state grants. Given that four out of the five new grants mentioned will be ongoing, our office needs to add to the team two additional financial aid coordinators to oversee these programs on a full-time basis. Currently, the task of awarding and disbursing these grants is a shared responsibility among the five financial aid coordinators. However, given that they already oversee their own programs, it is becoming a challenge for them to meet their existing programs' demands all while taking on the additional responsibilities that the programs mentioned above required on a semester-by-semester basis.

Furthermore, our office has experienced an increase in the student population in programs such as the Federal Direct Loan, Veterans, Scholarships, and LAEP which has increased the workload for our financial aid coordinators. Our office has also experienced an increase in outreach requests from other departments and outside agencies such as our feeder high schools. In addition to that, our office had to build from the grounds a brand-new program called the Learning Aligned Education Program which has been created by the Chancellors' Office. And as of Fall 2022, Compton College students started participating in this program and we expect this program to grow substantially over the next decade. And with the new office layout, our office now has to serve students seeking assistance in the financial aid lab located in Room 122, which is a separate office space in the new Student Services Building. Additionally, our office must have staff available all the time to provide assistance to students who seek help at the two front counters of our main office in Room 170 all while continuing to service our students who seek assistance via chat and Zoom.

To offset these concerns and help alleviate some of the burdens, our office seeks to have the budget approval to add two more financial aid coordinators and one more financial aid technician on a full-time basis so that the financial aid team has the staff resources we need to continue managing all the programs mentioned above while meeting the demands of our student population. We seek the budget allocation so that our office has a total of seven financial aid coordinators and three financial aid technicians.

d) Describe facilities needs for the next four years.

The Office of Financial Aid and Scholarship located in Room 170 of the Student Services Building (SSB) needs to have enclosed windows, also known as a bandit barrier, installed in order to ensure compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), as well as the protection from public access to student records, and for the safety of staff and faculty who work the in the Financial Aid Department.

The current layout is shown in the image below.



Students and visitors check in with a financial aid technician in one of the two front counters shown above. However, FERPA Privacy is currently not being provided to students at the front counter because the office layout is an open floor plan. The open floor plan concept also prevents us from ensuring that the conversations that take place at the cubicles between staff members and students on the phone or via zoom are kept private since the sound from these conversations are overheard by everyone in the hallways of the Student Services Building. FERPA is a federal law that protects the privacy of student education records, and it applies to all schools that receive funds under an applicable program of the U.S. Department of Education. These means that any conversation related to students' financial aid records are protected and should be kept confidential.

In order to rectify this issue, the Financial Aid Office needs to have an enclosed front counter with a bandit barrier. This installation will ensure that Financial Aid staff and students have conversations that are as confidential as possible in the hallways of the Student Services Building. Additionally, the bandit barrier will ensure that the sound from staff and students having conversations in the cubicle areas of the Financial Aid Office are not flowing into the front counter area or into the hallways of the Student Services Building.

We are requesting that the two front counters are redesigned with the same design that the two front counters from the Bursar Office has as shown in the image

below:



e) Describe the equipment (including technology) needs for the next four years.

The two front counters, the huddle room, and the financial aid lab have been equipped with new all-in-one HP computer monitors. Xerox copiers and printers were relocated from E-17 to Room 170 in the new Student Services Building. These devices are under contracted warranty with our vendors and will be serviced or exchanged in the event that they start to malfunction. The only piece of technology that is outdated is the monitors utilized by the staff and the management team. The manufacturing date of such monitors is dated back to 2014. The monitors lack a webcam, lack speakers, and the refresh rate is not optimal when comparing and analyzing financial aid data or documents. A quote has been provided by the IT Department to purchase 29 monitors, 12 USB webcams, 13 headsets, 200 disposable headphones with integrated microphones for students to utilize in the lab, and 15 external keyboards and mice. We are waiting for the approval of this budget request.

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

In-person services and Cranium Cafe chat office hours:

Day	Time
Sunday	Closed
Monday	8:00 am to 4:30 pm
Tuesday	8:00 am to 4:30 pm
Wednesday	8:00 am to 6:30 pm
Thursday	8:00 am to 4:30 pm
Friday	8:00 am to 12:00 pm
Saturday	Closed

During the Fall, Winter, and Spring Peak Registration Period, the office is open from 8:00 am to 6:30 pm Monday through Friday.

Virtual Zoom Drop-in Office Hours:

Day	Time
Monday	Morning: 9 am to 12 pm Afternoon: 3 pm to 4:30 pm
Tuesday	Morning: 9 am to 12 pm Afternoon: 3 pm to 4:30 pm
Wednesday	Morning: 9 am to 12 pm Afternoon: 3 pm to 4:30 pm

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?

The first external factor that affect the program are laws created by the Department of Education such as FERPA. As previously discussed, we are highly concerned with the lack of privacy that the open floor layout poses. Since the opening of the Student Services Building in April of 2023, students have already complained of privacy issues at the front counter. Students have stated that they are not comfortable with other people being able to hear the status of their financial aid in the current open setting. Because Compton College is legally held liable to uphold FERPA law, students may complain to the Department of Education of our violation of FERPA privacy standards, which can put the Financial Aid program in jeopardy of being suspended by way of non-compliance. That would mean the Compton Community College District would no longer be able to provide federal or state Financial Aid to students who attend the institution. The installation of the bandit barriers will ensure that the sound from these conversations are not overheard by individuals walking through the hallways of the Student Services Building.

The FAFSA Simplification Act is another law that will affect the program and students who submit a FAFSA application starting with the 2024-2025 award year. Some of the major changes required by the law includes:

- The replacement of the Expected Family Contribution (EFC) with the Student Aid Index (SAI). Starting with the 2024–25 award year, students and families will see a different measure of their ability to pay for college, and they'll experience a change in the methodology used to determine aid. The new need analysis formula removes the number of family members in college from the calculation, allows a minimum SAI of -1500, and implements separate eligibility determination criteria for Federal Pell Grants.
- Another change taking place is the modification to the Family Definitions in the FAFSA formulas which impacts how a student's family size is determined aligning more with what was reported on the student/parents tax returns.
- The act also seeks to expand access to Federal Pell Grants and will link eligibility to family size, and federal poverty level starting with the 2024-2025 awarding year.
- Incarcerated students in federal and state penal facilities will regain the ability to receive a Federal Pell Grant (starting with the 2023–24 award year).
- Federal Pell Grant lifetime eligibility will be restored to students whose school closed while they were enrolled or if the school is found to have misled the student (starting with the 2023–24 award year).
- Where possible, the law mandates that we use data received directly from the IRS to calculate Federal Pell Grant eligibility and the SAI. This data exchange has been made possible by the [Fostering Undergraduate Talent by Unlocking Resources for Education Act \(FUTURE Act\)](#), which we'll implement alongside FAFSA simplification starting with the 2024–25 award year.
- The *FAFSA Simplification Act* also removes questions about Selective Service registration and drug convictions. It also adds questions about applicants' sex, race, and ethnicity, which have no effect on federal student aid eligibility (starting with the 2023–24 award year).
- The 2024-2025 FAFSA application will open in December 2023 instead of October 2023. This may impact the number of students who could qualify for the Cal Grant given the short window between the date that the FAFSA is available and the March 2, 2024 Cal Grant deadline.

With these changes, the Department of Education anticipates a major increase in Pell recipient's and dollar amounts. Students with the greatest impact includes students who live in household with multiple family members in colleges, and families with Farms or Small Businesses. Most students will generally receive the same amount or more in Pell Grant funds.

The financial aid staff will join live webinars and trainings provided by FSA Partners, NASFAA, and the Chancellor's Office which will discuss the upcoming changes and how higher education institutions can prepare to adopt these changes in their systems, policies, and procedures to ensure compliance with the Department of Education. The financial aid management team will work closely with the Ellucian team to ensure that the Banner system is updated with the latest changes in the 2024-2025 FAFSA form for packaging, awarding, and disbursement purposes.

In addition, hands-on financial aid workshops will be available for students who need assistance with completing the FAFSA application throughout the entire academic year. The dates of these workshops will be posted on the Campus Calendar. Flyers will be distributed to all student services department as well as posted on high traffic areas throughout campus.

Another external factor that directly impacted the program was the COVID 19 pandemic which affected the enrollment of students nationwide. And at Compton College, our student population has been declining year by year. When looking at the total dollar amount disbursed by grant to Compton College students for the last three awarding year, the data indicates a steady decline.

	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022
	Aid Amount	Aid Amount	Aid Amount
Cal Grant B	\$374,685	\$287,523	\$284,898
Cal Grant C	\$15,316	\$14,225	\$3,419
CARE Grant	\$79,995	\$69,998	\$165,842
EOPS Grant	\$69,144	\$72,150	\$118,966
Other grant: institutional source	\$380,513		
Pell Grant	\$7,879,436	\$5,333,961	\$4,051,462
SEOG (Supplemental Educational Opportunity Grant)	\$200,562	\$400,000	\$148,050
Student Success Completion Grant (SSCG)	\$437,934	\$441,036	\$253,674

For example, the total dollar amount of Cal Grant B funds decreased by 23% when comparing the 2019-2020 and 2020-2021 awarding period. The total dollar amount of Pell Grant funds disbursed to students in 2020-2021 decreased by 32% percent in comparison to the total disbursed in the 2019-2020 awarding period. One contributing factor to this decline is the COVID 19 pandemic which also impacted the enrollment level on a year by year basis. On the other hand, the data above indicates that the total dollar amount disbursed in EOPS grant increased by 4% from 2019-2020 to 2020-2021, and by 65% from the 2020-2021 to the 2021-2022 awarding period.

	Annual 2019-2020	Annual 2019-2020	Annual 2020-2021	Annual 2020-2021	Annual 2021-2022	Annual 2021-2022
	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
Compton CCD Total	3,583	\$2,231,897	2,920	\$1,906,999	2,352	\$1,458,844

The California College Promise Grant, formerly known as the Board of Governors (BOG) Fee Waiver-- which waives the enrollment fees for qualifying students who are California residents has also experienced declines in the total of students who have been awarded. The total number of students who were awarded with a CCPG in the 2020-2021 awarding period was 2,920, which is a decreased in 18.50 percent in comparison with the data from 2019-2020. For 2021-2022, the total student with a CCPG award decreased by 19.45 percent when compared with the totals from the 2020-2021 awarding period.

To boost student enrollment, the number of FAFSA and CADAA applications completed, and dollar amount of grants disbursed, our financial aid outreach team

has partner with staff members from local high schools to offer Financial Aid Workshops on a semester by semester basis. The financial aid staff also visits classroom during the first two weeks of classes to offer financial aid presentations and to encourage students to submit the FAFSA and CADAA applications.

Student Services (3) - Service Area Outcomes (SAO) Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:51

a) List and describe the program's SAO assessment results.

For the Spring 2023 Program Review, our office assessed the following Service Area Outcomes:

SAO #2: Among all Compton College students and potential incoming students who have not completed a FAFSA/Dream Act Application increase awareness of submission timeline between October 2022 through March 2023 through Cash for College workshops.

- Objective #1: Increase the number of students who attend the Cash for College monthly workshops to help these students submit the FAFSA and Dream Act Application before the March 2 Cal Grant deadline
- Objective #2: Collaborate with Educational Partners and engage in outreach activities with local High School seniors wishing to attend Compton College to financial aid applications before the March 2 Cal Grant Deadline

The assessment of this SAO is measured by the number of events hosted throughout the Fall and Spring term and the number of individuals in attendance. During the Fall 2022 and Spring 2023 semesters, a total of 18 virtual Financial Aid Workshops and 18 hands-on Financial Aid Workshops were hosted by our office. We had anywhere from 5 to 8 participants on average in each session. The attendance was low towards the end of the semesters. During the virtual sessions, students received in depth details regarding the FAFSA, CADAA, and CHAFEE workshops. Information regarding the various aspects of the application process, important deadline, processing timeframes, eligibility requirements, and the various grants students could receive is also shared with participants. For students who are considered dependents, a section was dedicated to go over the steps parents must take to ensure that the FAFSA and CADAA applications included the parent signature.

Our office participated in nine events throughout the year and provided important financial aid updates and information to the audience. The dates of these events are listed below:

1. On September 14, 2022, the FA outreach team participated in the Annual Statewide Financial Aid Workshop held at the Compton Unified School District Office. The FA section of the presentation consisted of providing the audience with an overview of the FAFSA form and an update on Federal Student Aid.
2. The FA outreach team participated in various workshops held during the October 2022 Undocumented Student Action Week. Students were invited to attend the Financial Aid and Dream Act workshop held on October 19, 2022, from 5 to 6 pm in E-19 to learn about financial aid resources and receive assistance with completing the Dream Act application.
3. The FIST Program reached out to our office and requested the participation in a FIST workshop held on November 17, 2022 which focused on providing information about financial aid and how students can submit the FAFSA, CADAA, and CHAFEE applications. Students were given the opportunity to ask questions during the Q&A session of the workshop. We plan on continuing with this partnership and send an FA staff to host these workshops for FIST students.
4. Cash For College December 3, 2022.
5. The FA management team and FA outreach team held several meetings in December 2022 and January 2023 with the Lynwood Unified School District staff to plan two financial aid workshops which were held on January 19, 2023, and January 21, 2023. The January 19, 2023, workshop consisted of an information session in English and Spanish. The FA outreach team hosted two workshops, one in English and one in Spanish. The January 21, 2023, workshop consisted of hands-on assistance with the completion of the FAFSA and CADAA applications. Approximately 30 to 40 students attended this

event. We plan on partnering with LUSD staff to continue hosting these workshops on a semester by semester basis for the 2023-2024 academic year on onward.

6. The Financial Aid team hosted an FA table during the Spring 2023 Student Welcome Week. Information about the various grants available at Compton College, how to apply for financial aid, how to check status online, as well as the additional services we offer in the Financial Aid Office were shared with students during this event.
7. The outreach team visited the Vista High School on February 14, 2023, and on February 28, 2023. During these visits, Financial Aid Presentations were hosted which provided in depth information about the FAFSA, CADAA, and CHAFEE applications. Students and Staff learned about the steps to complete each applications, the required documents needed prior to starting the application process, important submission deadlines, as well as the eligibility requirements for Federal and State financial aid.
8. The FA outreach team participated in the Gear-Up-In-Service Training held on March 17, 2023 and presented information about financial aid and the eligibility requirements for Compton College students.
9. And in May 2023, the FA outreach team was invited to present in the ADN Program Fall 2023 New Nursing Student Orientation. During this event, a quick five-minute presentation where students received the five-steps financial aid process. Nearly 40 students were present in this orientation. Our office plans to participate in these events on an ongoing basis.

Our office hosted its first Cash for College event on December 3, 2022. CSAC representative were in attendance to provide students and parents hands on assistance with completing the FAFSA/CADAA applications, creating an FSA username and password, or make updates to existing FAFSA/CADAA application. Students were required to check in starting at 8 am and were directed to the little theater shortly after. At 9 am, those in attendance had the opportunity to meet Compton College President and CEO, Dr. Curry who delivered a brief Welcome Remarks in the Little Theater. At 9:30 am, the audience was invited to stay in the Littler Theater for the Financial Aid 101 English session. Spanish speaking guest were escorted to the Staff Lounge for the Financial Aid 101 Spanish session. Both presentation lasted for 90 minutes.

The Computer Lab in Tartar Village was kept open from 9:30 am to 1:00 pm for individuals who wanted to skip the presentation and start working on completing their FAFSA, CADAA, or CHAFEE applications. CSAC representative and members of the Financial Aid team were in the lab to provide one-on-one assistance to students and parents.

The event also included a resource fair which took place from 11 am to 1 pm. Students had the opportunity to speak with staff members from the following departments and programs:

- Athletic Department
- CalWorks
- CARE
- Educational Partnership
- EOPS
- Student Life
- Special Resource Fair
- St. John's Health Center
- Financial Aid

Overall, those in attendance shared that they enjoyed the event and appreciated the opportunity to come to campus and learn more about the various sources of financial aid available at Compton College. However, after planning for this event months in advance and doing everything we could to advertise this event, we had

about 50 individuals show up to the event, approximately 30 of them were students. We reached out to local high school district and made multiple advertisements thru social media. We also emailed Compton College students regarding this event. To improve next year's event, our office will send advertisement material at least three months in advance. Our office also plans on reaching out to dual enrollment students directly to encourage them to attend the event.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

The Office of Financial Aid and Scholarship management team is task with writing and assessing the various service area outcomes for our office. The outcomes were written using action language about what students will be able to "DO" as a result of contact with the office. Each outcome overarching goal is broad enough to ensure that it encompasseses the various activitites that our office engages in which will lead to the overall successful support of our student population. Our goal is to ensure that through our services, the learning and overall educational experience of our students is enhanced, and to provide the necessary information about financial aid which will enable our students to make sound financial decisions.

c) How often are the SAOs assessed and who is engaged in the discussion?

The FA Management team assesses the SAO#2 on an annual basis and the results is discussed with the staff. From these discussions, our outreach team creates an action plan to ensure that the following year's workshops activities have a better turn-around rate.

d) What has been done if the SAO assessment results were not as anticipated?

The FA management team and outreach team utilizes the findings to determine if additional workshops are needed, if the times of the workshops should be change, the frequency should be reduced or increased. For the 2023-2024 academic year, a survey will be created to assess students experience with the workshops and the information will be utilize to make changes to the content, location, length of the workshop, and modality in terms or virtual vs in-person.

e) Where are the SAOs assessment results shared with staff, students, and the public?

The results are only shared internally during staff meetings.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

Thus far, the results have not indicated the need to change or modify the components of the program.

Student Services (4) - Program Improvement Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:51

a) What activities has the program engaged in to improve services to students?

The FA management team and FA staff engages in various activities to ensure that 1) students maximize their financial aid award offer, 2) students receive a premier experience during their interaction with our office, and 3) delivery of financial aid funds is processed without any issues. Students interact with our office staff via email, phone, chat, zoom, and in-person. Keeping in cosideration the various channels of communication between the financial aid staff and our students, FA staff is reminded of the importance of customer service and how students will feel during these interactions. For in-person services, students are emailed a customer service survey to collect data which allows our office to use the feedback and take a careful look at the experiences students are having.

One of these activities are the various workshops we offer throughout the year:

- For students who want to learn more about financial aid and how to apply, our office offers a virtual Financial Aid Workshop which provides in depth information regarding the FAFSA, CADAA, and CHAFEE applications, steps to apply, important deadlines, and eligibility requirements.

- Students who need to apply for a Direct Loan are required to attend the Direct Loan Workshop which educates Compton College students about the Federal Direct Student Loan Program and how to manage these loans.
- Students interested in participating in the Federal Work-study Program are required to attend the Federal Work Study Workshop which goes over the eligibility requirement, how to apply, and job placement information.
- Students who lost Financial Aid eligibility due to not meeting the Satisfactory Academic Progress (SAP) who need to submit a SAP appeal are required to attend the SAP Workshop. This workshop offers help to students with understanding the institution's policy with maintaining satisfactory academic progress, explains how sap status is calculated based on attempted vs completed units and how students can make the calculations themselves, and it offers detailed information regarding the requirement GPA and completion rates to maintain federal and state aid eligibility.
- And lastly, for students who need assistance with completion the scholarship application, our office offers the Scholarship Workshop. In this workshop, students are informed about the eligibility requirements, the different scholarships available, the application process, the scholarship review and selection process, and the application period vs the awarding period.

Our office management team and staff also participates in professional development activities throughout the academic year which provides the necessary training to stay up-to-date with financial aid related information, enhance or improve their soft skills, and connect with other department to strengthen working relationships. Through these activities, our staff have had the opportunity to learn from other departments about best practices related to customer service, and improve on soft skills such as communication and problem solving.

The FA management team also attends monthly managers meetings in which campus updates are shared, campus wide strategic issues are discussed by the CEO, and specific program updates are given by its corresponding manager. These meetings are an important way in which Compton College managers spent their time collectively to discuss pressing issues that impacts the overall operation of the college and provides managers with the opportunity to share how to move forward on decisions that shape how we service our students. The FA management team uses the information shared in these meetings to ensure that we make the appropriate changes at the department level in terms of policies, procedures, and day-to-day office operation so that our goals are aligned with the campus goals. During this process, the FA management team keeps in mind how these decisions will impact the student experience during their interactions with our office. One example of this is when student services departments were asked to resume on-campus services. Keeping mind that our students were accustomed with interacting with our office staff via zoom and chat, we decided to continue offering virtual customer service and in-person services simultaneously.

To share the information discussed in these meetings and to provide a safe space for productive discussion, we have bi-weekly financial aid staff meetings. During these meetings, the FA management team and staff share important updates about their perspective programs, upcoming events, and important campus wide news or upcoming changes. The meetings have proven to help build stronger relationships between the FA management team and FA staff since it provides a space where there is a free-flowing exchange of ideas which foster a stronger team dynamic and helps our office team to be successful with the work that they do and increase productivity.

During these meetings, a time is allocated in the agenda to discuss complex issues and talk through ideas and solutions. Given that we are all present, it enables the team to get on the same page quickly and create a plan of action when the issue requires team effort. Overall, these meetings promote inclusion and it has become an avenue where the FA team is able to freely express their thoughts and ideas because they know that they can share their inputs without any repercussions. We use the discussions that take place in this meetings to examine our policies, procedures and office operations, and make the necessary changes to ensure that students receive a premier customer experience during their interactions with our office.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Given that the overall goal of the Office of Financial Aid and Scholarships at Compton College is to increase the opportunities for student access to federal, state, institutional, and private sources of financial aid, we monitor data related to amount of money disbursed to students on a year-by-year basis and monitor trends in terms total amount disbursed and student count.

Data reported by the California Community College Chancellor's Office data mart software indicates that there is a steady decline in the number of students who

received a grant during the last four awarding years.

	Annual 2018-2019	Annual 2019-2020	Annual 2020-2021	Annual 2021-2022
	Student Count	Student Count	Student Count	Student Count
Cal Grant B	694	290	242	279
Cal Grant C	51	17	21	4
CARE Grant	72	53	28	42
Chafee Grant	15			
EOPS Grant	219	344	222	171
Other grant: institutional source	7	102		
Pell Grant	2,524	2,376	1,668	1,260
SEOG (Supplemental Educational Opportunity Grant)	391	407	404	514
Student Success Completion Grant (SSCG)		264	259	161

For example, the data above indicates that the number of Pell Grant recipients decreased by six percent when comparing the 2018-2019 to the 2019-2020. From 2019-2020 to 2020-2021, it decreased by 30 percent, and from 2020-2021 to 2021-2022, it decreased by 24%.

The number of Cal Grant B recipients are shows decreases. From 2018-2019 to 2019-2020, the number of recipients decreased by 58%, and from 2019-2020 to 2020-2021, it decreased by 17%. However, in 2021-2022, the numbers increased by 15%.

The decreases in grant recipients from the 2018-2019 to the 2019-2020 awarding years can be attributed to the fact that as of Fall 2019, the Office of Financial Aid and Scholarships was awarding and disbursing students enrolled at Compton College only. For the 2018-2019 awarding period, grant recipient includes data when Compton College was in a partnership with El Camino College and was known as El Camino College Compton Center. Starting Fall 2019, students wishing to receive financial aid while enrolled at Compton College are required to list Compton College federal and state school in their FAFSA or CADAA applications. Which means that the data reported in 2019-2020 and onwards represents data stemming from FAFSA and CADAA applicants who had chosen to have Compton College as their primary college to receive Federal and State financial aid.

Our office also monitors the data for the scholarship program. The Scholarship application is available to all Compton College students who meet the eligibility criteria and complete the scholarship application before the deadline. The application is open starting October 1 and closed on February 28 of the current academic year. The data below indicates that from the 2021-2022 to the 2022-2023 awarding period, there was an increase of 62% in the total of applications submitted. And for the 2023-2024 awarding period, the numbers increased by 15%.

Year	Number of Application Submitted	Percent Change	Number of Applications not Completed	Percent
2021-2022	74	-5%	303	
2022-2023	120	62%	272	
2023-2024	138	15%	564	

The increase in the number of applications submitted for the 2022-2023 application period is due to increasing the frequency in which the scholarship workshops were offered during the October 1, 2021 through the February 28, 2022 application timeframe. For students to be considered for the 2022-2023 scholarship, they needed to have submitted the application before February 28, 2022. During the Fall 2021 and Spring 2022, these workshops were offered twice a month via zoom starting August 2021 through February 2022. For the October 1, 2022 through the February 28, 2023 application timeframe, the workshops were offered twice a month via zoom from August 2022 through May 2023.

In addition to these workshops, our office partnered with various student services departments to cohost scholarship application workshops to their staff and student population. Cohosting these workshops with departments such as EOPS and CalWorks helped boost the attendance, students were actively engaged with asking questions, and felt motivated with completing the application.

When looking at the total number of students awarded, we see a slight increase for the 2021-2022 awarding period of 12%. However, there is a decrease in the total awarded of 16% for the 2022-2023 awarding period. Further research into why not many students were being selected for the OSHER scholarship led us to discover that when selecting students for the OSHER scholarships, one of the answers which pre-qualifies students based on enrollment status was only selecting students who answered the enrollment status as half-time. As a consequence, it was excluding students whose answers were three-quarter and full-time. To fix this and expand the number of potential awardees, we contacted Websolutions and requested that the query is updated to place everyone who listed half-time, three-quarter time, and full-time in the OSHER bucket for the 2024-2025 application period and onwards. The 2024-2025 application period opens on October 1, 2023 and closes on February 28, 2024.

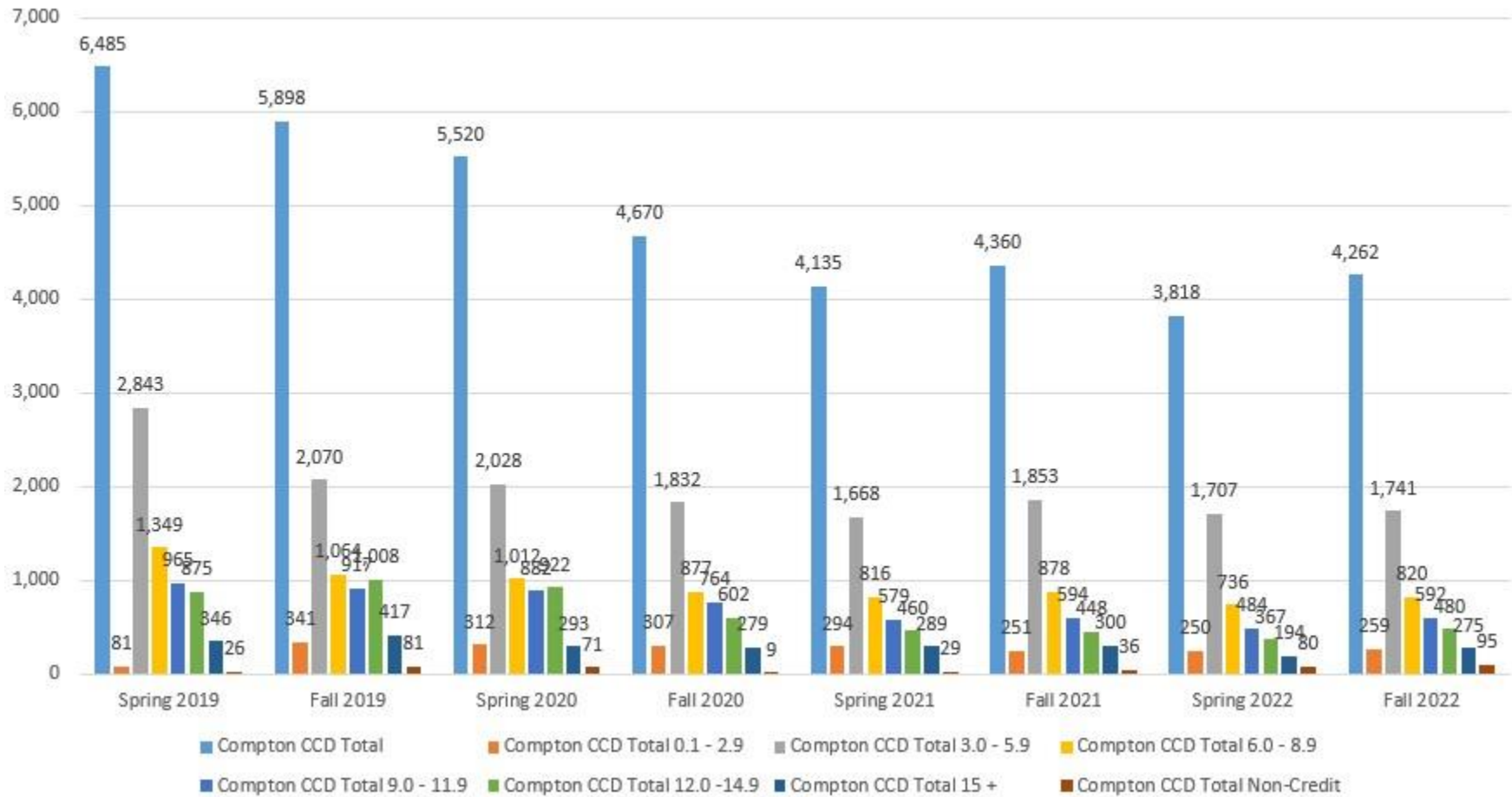
Academic Year	Total Awarded	Total Number of Students Awarded
2020-2021	\$ 30,276.00	33
2021-2022	\$ 24,150.00	37
2022-2023	\$ 23,950.00	31

Given the success of cohosting these workshops with these department, our plan is to expand these partnerships to also include Academic Departments such as Business and Industrial Studies, Social Sciences, etc. for the 2023-2024 application period and onwards to help increase both the number of applications submitted and the number of scholarship recipients.

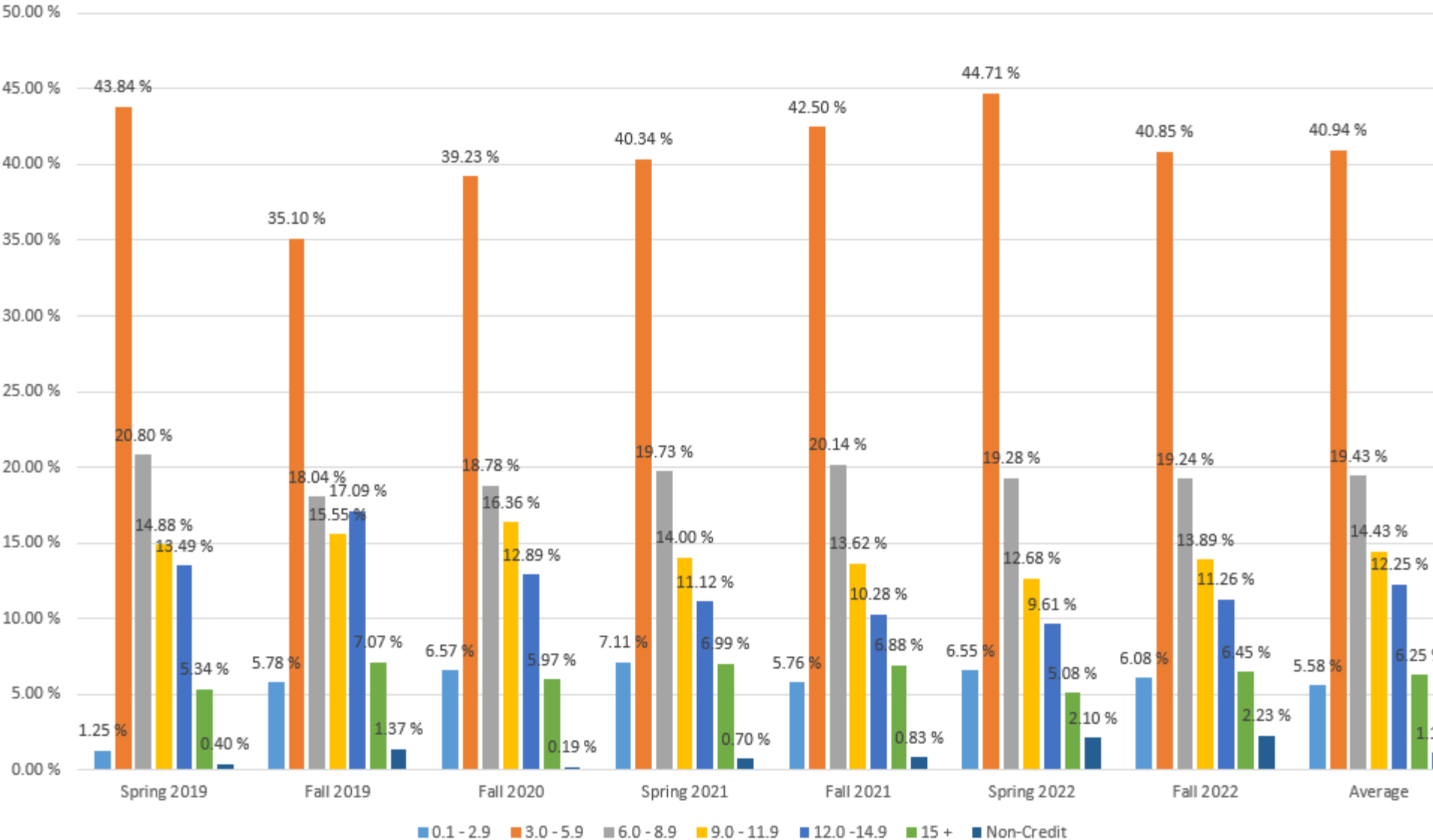
c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.

One of the metrics that our office analyzes is the total number of units enrolled per student by term for Compton College as shown in the graph below. This is collected by the California Community Colleges Chancellor's Office.

Unit Load



Unit Load Percentage



As shown in the graph above, on average, 40% of the student population enrolls in 3 to 5.9 units per term, which is considered less-than-half-time. On Average,

20% of the student population enrolls in 6 to 8.9 units, which is considered half-time. About 15% of the student population enrolls in 9 to 11.9 units a semester, this is our three-quarter-time students. And a combine average of 19% percent of the student population enrolls in 12 or more units.

To assist the institution in increasing enrollment, our office engages in Student Success Completion Grant (SSCG) outreach activities during in the Fall, Winter, and Spring semesters. A list of all eligible Cal Grant B and C students is compiled with the student's SAP status, student ID, and email address. From this list, we select students who are meeting SAP and qualify to receive a Cal Grant B payment to these terms and are sent an email to provide more information about their eligibility for the Student Success Completion Grant. This grant provides students with additional financial aid as long as they meet the eligibility criteria which includes 1) having a Cal Grant B or C award, 2) meeting SAP status, 3) being enrolled in at least 12 units, and 4) having enough unmet need. The grant incentivizes students to enrolled in 12 or more units so that they can complete their program of studies in two years. Students taking 12 to 14.9 units per semester in the Fall and Spring, can receive \$1,298 per semester. For students who take 15 units or more per semester in the Fall and Spring, the grant increases to \$2000 per semester.

Student Success Completion Grant				
Year	Number of Students	Total Awarded	Percent Char	
2019-2020	273	\$ 449,737.75	n/a	
2020-2021	268	\$ 452,650.00	-2%	
2021-2022	163	\$ 255,620.75	-39%	
2022-2023	137	\$ 501,363.00	-16%	

During the 2019-2020 academic year, a total of 273 students received the SSCG. The number of eligible students decreased during the 2020-2021 awarding period by 2%. From 2020-2021 to the 2021-2022 awarding period, the total number of students awarded with the SSCG decreased by 39% and in 2022-2023, it decreased by an additional 16%. Given the impact the COVID 19 pandemic has had on enrollment at Compton College and nationwide, the number of students year by year who enrolled in 12 or more units has decreased, reducing the pool of eligible Cal B or C students who could receive the SSCG. Our office plans to reach out to Cal B and C students who did not receive a SSCG before the start of the Summer term every year to encourage them to enroll in the Summer term, which in turn would help them qualify for the SSCG if the total units completed at the end of Summer for the entire academic year is 24 units or more.

Student Services (5) - Customer Service Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:52

a) How was the survey conducted? Please include a copy of the survey.

Surveys are an important of our processes in understanding our student population and determine their level of satisfaction with the services they receive from our office. Through the customer service survey, Compton College students and visitors seeking in-person assistance from the Office of Financial Aid and Scholarships can provide us with valuable feedback about their experiences. The results of the surveys helps us to understand what is working in terms of office operation and what is not working, and it also gives us an opportunity to improve on the negative and double down on the positive.

The survey were students to all students who received in-person assistance via email. Students are invited to participate and provide feedback regarding their recent visit by completing the clicking of the survey. Feedback is collected anonymously.

The screenshots below provides a preview of the survey:

Financial Aid Survey

The Compton College Financial Aid Office would like to know your opinion of our services. We will use this information to make changes to better serve students. The survey only has seven questions and is completely anonymous. We appreciate your time to let us know how we are doing.

1. Please rate the service you received from the Financial Aid Office.

	Excellent	Good	Fair	Poor
a. Timeliness in responding to your questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge level of staff helping you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Courtesy of financial aid staff member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Ability of financial aid staff member to understand your concerns/request	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Were all of your questions addressed during the visit?

Yes

3. Were the answers to your questions clearly explained?

Yes

No

4. Please rate your agreement with the following statement:

Overall, I am satisfied with the service I received in person.

Strongly agree

Agree

Disagree

Strongly disagree

5. Were additional campus resources discussed during your meeting with a financial aid staff member?

Yes

No

You reported that additional campus resources were discussed, please describe which resources: *250 character max*

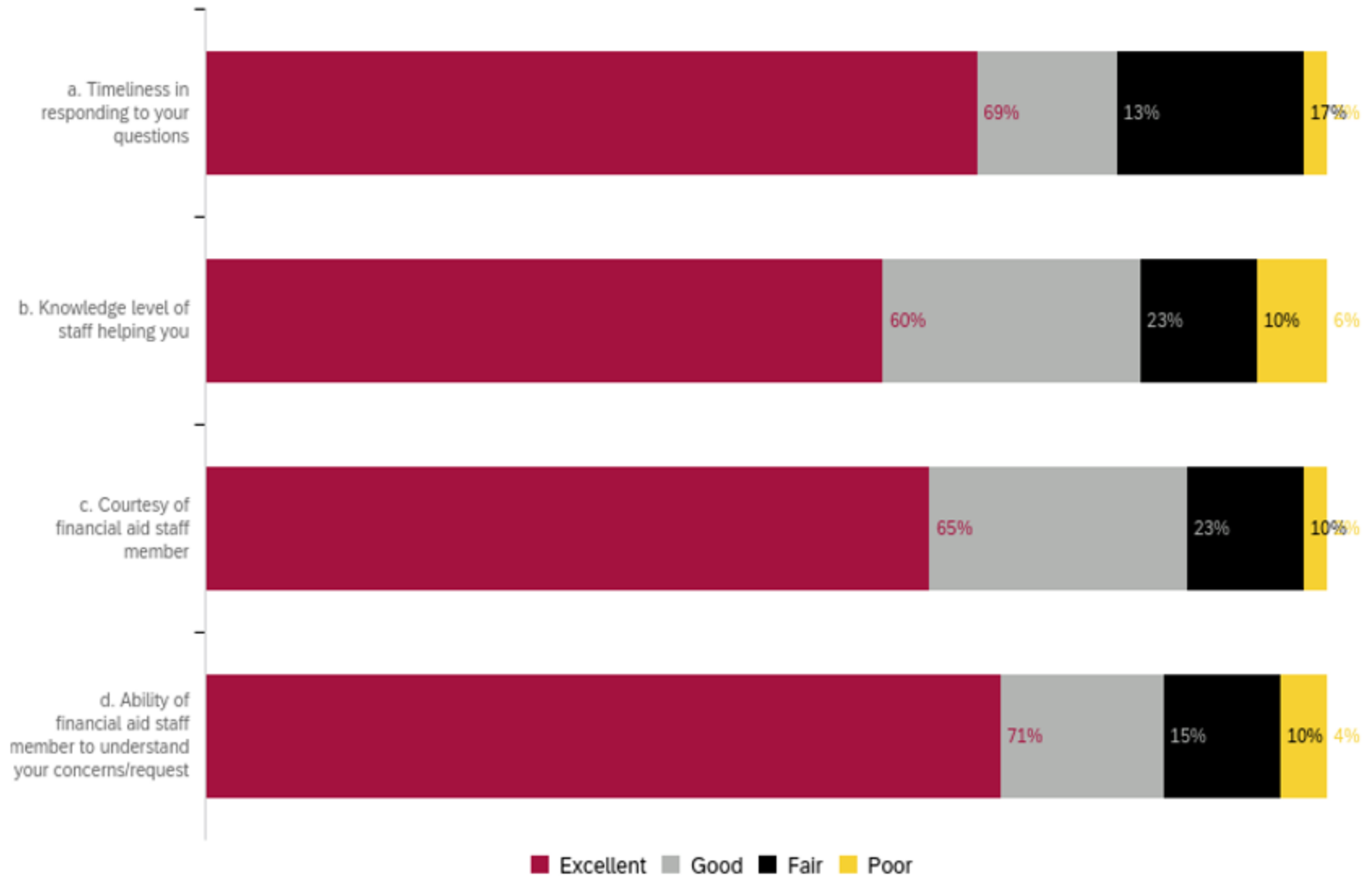
6. What was most helpful about your experience in the Financial Aid Lab? *250 character max*

7. Please share any additional comments about your experience. *250 character max*

b) What were the major findings of the customer service survey?

A total of 681 students were sent an email inviting them to complete the survey. But only 51 responses were recorded, approximately 7.48% of the students who were invited to participate. One of the major findings includes that overall, more than 60% of responded provided a "Excellent" rating to each of the categories listed in the "Please rate the service you received from the Financial Aid Office" as shown in the image below:

Q2 - 1. Please rate the service you received from the Financial Aid Office.

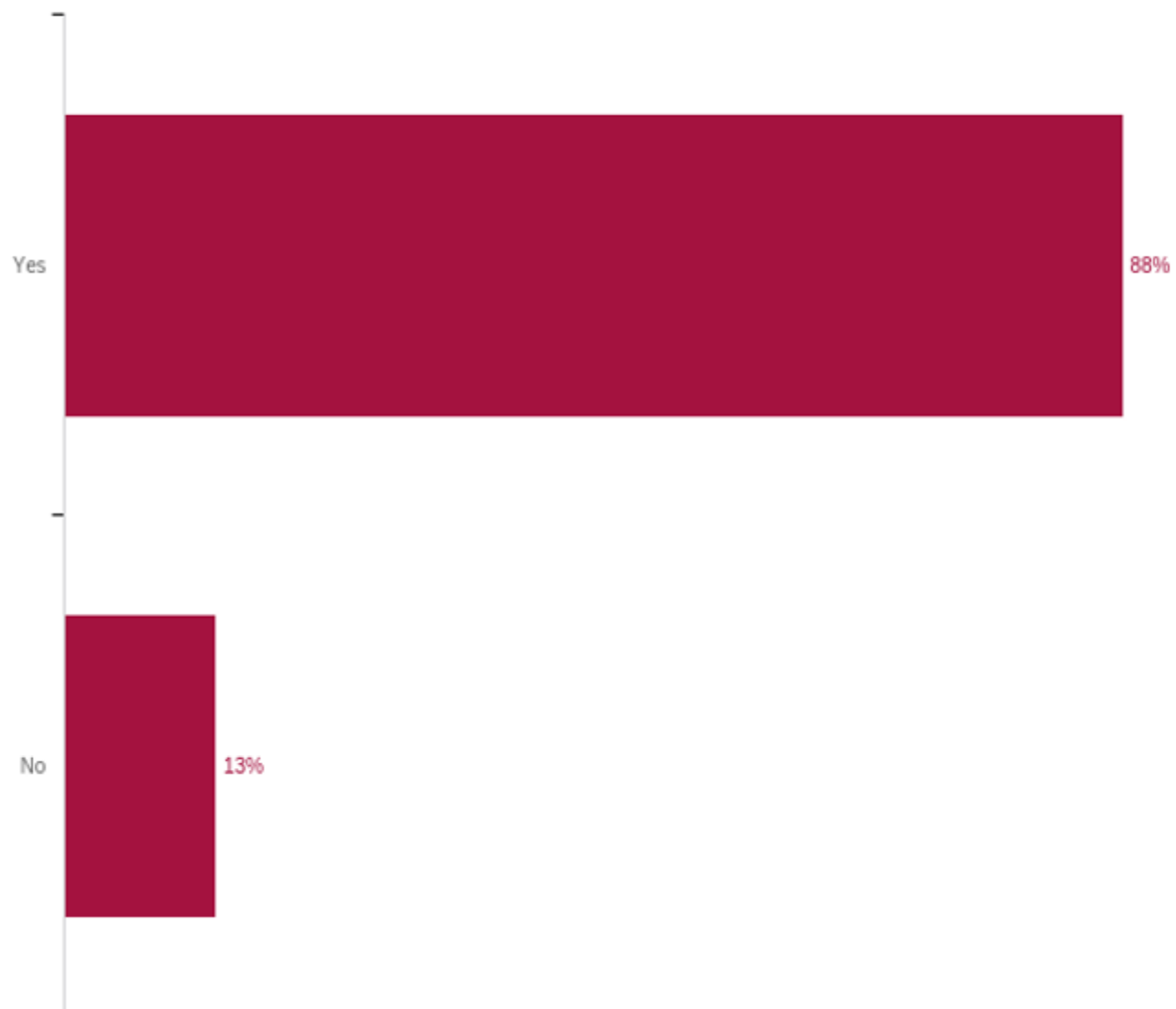


When students were prompted to answer the "Were all of your questions addressed during the visit?", 88% of the participants selected "Yes" as a response. Additionally, 89% of the participants provided a "Yes" response when presented with the "Were the answer to your questions clearly explained?"

For students who on either questions selected a "No" response, they were given the opportunity to provide an explanation:

- For the "Were all of your questions addressed during the visit?" question, one of the students stated that their questions were answered until they visited the office a third time. Another student expressed that they had to request assistance from one of the coordinators before they received clarification about their disbursement status.

2. Were all of your questions addressed during the visit?



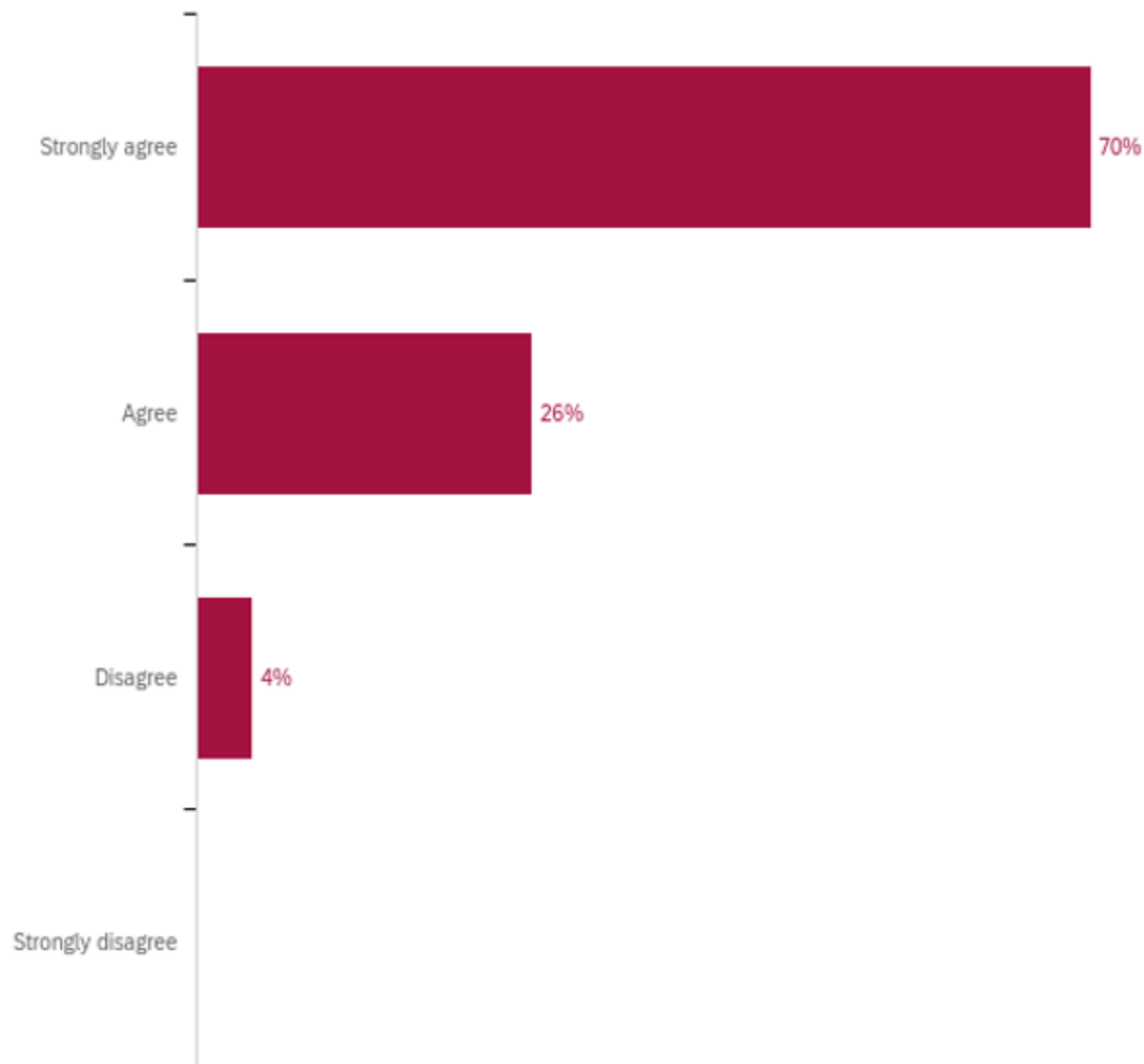
- For the "Were the answer to your questions clearly explained?" question, one of the students expressed that the reason they selected no was because the response they received was not the one they needed. Another student expressed that they felt that they learning disability perhaps might have contributed to feeling frustrated during the visit.

3. Were the answers to your questions clearly explained?



When prompted to rate the "Overall, I am satisfied with the service I received in person", 70% of the participants selected the "Strongly Agree" response.

Q5 - 4. Please rate your agreement with the following statement:
Overall, I am satisfied with the service I received in person.



The majority of the responses indicates that students are receiving excellent customer services and shows high levels of satisfaction with the information they receive from our office and with the level of service provided by our FA staff.

c) Describe exemplary services that should be expanded or shared with other programs.

When students were prompted to provide a written response to the "What was most helpful about your experience in the Financial Aid Lab?" we learned from one student that having the Financial Aid Office next to Admissions and Records made it easier for this student to conduct their non-academic business with ease. Other students expressed that they received good information from FA staff and were taken care of in a timely manner. One student shared that the FA staff provided them with an overview of additional support services if they chose to attend Compton College and even stated that "Good things do come out of Compton." Another student stated " I had a wonderful experience and I was truly impressed and touched by the level of help I received that day."

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.

Based on the survey results, perhaps what we need to improve and implement is a follow-up process for students who reported not being satisfied with the services they received. As of now, all survey responses are anonymous. For Fall 2023 and onwards, we will include a section where students can indicate whether or not they would like someone to reach out to them to discuss further the experience they had with our office so that we can make things right for them.

Student Services (6) - Conclusions and Recommendations Final Submission: Version by Arauz, Xochilt on 06/09/2023 14:52

a) Summarize the program's strengths.

Customer Service is one of the program's strengths as indicated in the customer service survey results previously discussed. The ability for our office staff to provide excellent customer service is evident by the results which indicate that most students were highly satisfied with the service they received, they were assisted in the timely manner, and a few reported that staff members went above and beyond since additional resources were also discussed. Overall, the FA staff are patient, caring, and provide good customer service. Students who seek assistance in the front counter can expect to interact with financial aid advisors who are knowledgeable, and have the skills needed to help students process their financial aid needs and create an action plan as needed. Students can expect to receive one-on-one assistance with the FAFSA and CADAA application upon request, and with the verification process.

The availability of ongoing FA workshops for students and campus staff is another program strength. Students and staff are welcome to join any of these workshops. For those who want to learn more about the Satisfactory Academic Progress (SAP) policy can join the SAP workshop which is normally offered twice a week via zoom during the Fall, Spring, and Summer terms. We also have the Direct Loan Workshop for those interested in learning more about how to apply for a Direct Loan while enrolled at Compton College. Our office also offers the Scholarship workshops during the Fall, Spring, and Summer terms which goes over the scholarship application process, important deadlines and submission timeline, and the different scholarships available for Compton College students. And for students and staff who want to dive deep into the eligibility requirement for Federal and State aid as well as learned more about the FAFSA and CADAA applications, we have the Financial Aid Workshop. All workshops are offered via zoom to allow students and staff the flexibility to join in a virtual setting.

The flexibility for our office staff and management team to participate in various trainings in a virtual environment is another program strength. These trainings and workshops provides the necessary information needed to keep up with regulatory changes and updates. The FA management team and staff is also allowed to attend NASFAA and CASFAA in-person trainings and conferences to stay current with Federal and State regulations that govern student financial aid.

Additionally, the financial aid management team and staff works well with each other and with other departments to ensure that students' needs are met. Our staff are always willing to help other departments during campus events such as resource fairs, staff training, or workshops for department specific student population.

The FA management team and staff always tries to keep other departments informed about important news related to financial aid and how it might impact their program or students. We are also actively involved with other organizations from the local community such as our feeder high school or veteran offices to ensure that we work together to support prospective Compton College students during the process of applying to attend Compton College and/or applying for financial aid.

b) Summarize the program's areas that need improvement.

One area that needs improvement is staffing. The office is not always fully staffed which creates issues during peak times or when staff members call out sick, request time off, or attend conferences. It also creates issues when our office is tasked with awarding and disbursing newly created grants. Since our last Program Review, our office has been tasked with awarding and disbursing other grants such as HEERF, Guaranteed Income Program, College Corps, CalWorks, and EOPS in addition to existing federal and state grants. Currently, the task of awarding and disbursing these grants is a shared responsibility among the five financial aid coordinators. However, given that they already oversee their own programs, it is becoming a challenge for them to meet their existing programs' demands all while taking on the additional responsibilities that the programs mentioned above required on a semester-by-semester basis. Currently, our office has five coordinators, one technician, a financial aid counselor, a part-time adjust counselor, a supervisor, and a director.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

To address the staffing issue, our office seeks to have the budget approval to add two more financial aid coordinators and one more financial aid technician on a full-time basis so that the financial aid team has the staff resources we need to continue managing all the programs mentioned above while meeting the demands of our student population. We seek the budget allocation so that our office has a total of seven financial aid coordinators, three financial aid technicians, a financial aid counselor, a part-time adjust counselor, a supervisor, and a director. .