

ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET

Program: Financial Aid **Planning Year:** 2018-19 **Last Year CPPR Completed:** 2017-18

Unit: Financial Aid **Cluster:** Student Services

Please complete the following information. Please note that responses are not required for all elements of this document.

I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

Our program mission statement remains the same:

The Financial Aid Office serves individuals and their families with financial need by promoting funding programs, awarding financial aid, and advocating on their behalf within the Cuesta community.

B. Describe any changes in primary relationships, internal and external, to the District.

N/A

C. List any changes to program service, including changes and improvements, since last year, if applicable.

The Financial Aid Office continues to review its internal processes to become more efficient. Since our 2017 program review, the office has made the following changes:

- We created a new department assistant position that gives office a dedicated point-of-contact person for our outreach efforts without disrupting the awarding process.
- We streamlined the awarding process for the Cuesta Promise and developed a checklist in the student portal that all potential Promise students can access.
- We implemented new state programs, including the updated Full-time Student Success Grant (FTSSG), the California College Completion Grant (CCCG), the "BOG-D" fee waiver for homeless students, and the AB-540 Emergency Grant.
- We expanded our Cuesta Boost student equity program to give more low-income and disproportionately affected students books at the beginning of the term.
- We began awarding Pell Grant to incarcerated students under the Second Chance Pell Experimental Site Initiative.
- We adjusted our Pell recalculation date ("freeze date" or "financial aid census date") to allow for ease and transparency in the awarding of Cal Grants, FTSSG, and CCCG.

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

We invited a NASFAA Standards of Excellence team to come and review all of our policies, procedures, and operations over a three-day period. The team found many compliance issues and made many recommendations for how we can improve both compliance and service.

- In 2017, we began implementing changes recommended by the NASFAA team to ensure compliance, including:
 - Loan proration;
 - Summer loans;
 - Consumer disclosures updates;
 - Various policies on professional judgment put in writing;
 - Repayment and overaward policies adjusted to be compliant;

II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

Cuesta Mission

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The Financial Aid Office helps achieve the District's Mission Statement through the following activities:

- Outreach to all segments of our community, particularly underrepresented groups.
- Providing financial aid to support students as they work towards their educational goals.
- Participation in—and coordination with--district-wide student success initiatives combined with advocacy for our low income student population.

- B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

As the District's Institutional Goals and Objectives have changed since the last APPW, we will cover Financial Aid's contributions to the achievement of the goals below. Institutional Goals 4 and 5 ("Improve facilities and technology" and "build a strong fiscal base", respectively) are tangential to our department's mission and will not be addressed separately.

Institutional Goal 1

Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Financial Aid is a critical component for student success. District data as well as nationwide studies show a correlation between the receipt of financial aid and a number of success-related metrics, including retention, persistence, credit accumulation, full-time enrollment, and graduation.

In their report "On the Verge: Costs and Tradeoffs Facing Community College Students" (available at https://ticas.org/sites/default/files/pub_files/on_the_verge.pdf), The Institute for College Access & Success (TICAS) makes the importance of financial aid clear:

When community college students' resources from savings, earnings, and grants are not enough to cover their costs – as is the case for virtually all low-income students at community colleges – they are left with limited options. Can costs be reduced by not buying required textbooks? Should they work even longer hours? If working long hours, should they try to maintain their course load or cut back to part time? Each one of these is a financial choice that undermines academic success. (pg. 1)

Our office uses an array of standard financial aid programs (e.g. state/federal grants, student loans, and work-study) and institutional innovations (e.g. Cuesta Promise, CASE emergency grants, student equity book vouchers, and ASCC book loans) to maximize the support that Cuesta students receive. We can't provide full support for every student, but we can improve our approach to target those who need the support the most and allocate our limited resources accordingly.

For a brief discussion of research that studies the relationship between financial aid and student success, see B. T. Long's 2010 issue brief *Financial Aid: A Key to Community College Success* (available at <http://www2.ed.gov/PDFDocs/college-completion/08-financial-aid.pdf>)

Institutional Goal 2

Increase student access to higher education.

- Objective 2.1: Increase enrollment of low-income and underrepresented students through targeted outreach efforts.
- Objective 2.3: Expand financial support opportunities for students.

Of all our institutional goals, this one may be most relevant to the work done by the financial aid office. Financial aid is a part of a student's decision to come to Cuesta and one of the ways we actively recruit within the community. Given the high cost of living in our area, it is also a primary factor in a student's decision to stay and continue coursework. Therefore, the availability of financial aid has the potential to positively affect student enrollment.

Outreach

A primary part of the Financial Aid mission involves providing outreach to all segments of our community. Outreach is important because lack of financial aid awareness remains one of the top reasons that students do not receive financial aid (Long 2010). Outreach efforts also serve to cultivate and recruit potential students, directly supporting Institutional Objective 2.1. Each year, staff members participate in events intended to increase enrollment and financial support for new and continuing students. In 2017, financial aid staff members attended 50 events that reached approximately 1300 prospective and continuing students.

Event examples:

- CASFAA High School Counselor Workshop
- Cash for College Events at local-area high schools
- Parent Nights
- Promise Day
- Financial aid assistance at local-area high schools
- FAFSA Labs at Local High Schools
- College Night
- Allied health orientations
- Home Away From Home holiday dinner
- Student Success Festival
- Priority Registration Day

Expanding financial support

Our office continues to streamline processes to make awarding easier for all people involved. As a result, we have increased our capacity to review student files and have set new office records for the number of students reviewed in each of the last four years.

Along with this shift in capacity, we have expanded our offerings by participating in special initiatives, such as student equity funding and the Second Chance Pell program. Our book voucher program—the Cuesta Boost—has helped hundreds of low-income students attend Cuesta by covering the cost of their textbooks. This program keeps students from skimping on textbooks to make ends meet, and is a good example of how the financial aid office is supporting both Institutional Goals 1 and 2.

Institutional Goal 3

Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Our office supports this goal by developing and sustaining partnerships with a number of community institutions, including:

- Cuesta College Foundation;
- Local area high schools, especially high school counselors;
- Local area school districts, including elementary and middle schools;
- California Student Opportunity and Access Program (Cal-SOAP);
- California Student Aid Commission (CSAC);
- Eckerd Connects;
- Department of Social Services;
- San Luis Obispo Community Foundation; and
- Various off-site federal work-study employers;

III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

- Describe data collection tool(s) used.
 - Argos reports
 - Banner population selections
 - MIS reports
 - Institutional Research data

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

Starting with the 2015-16 APPW, departments in the Student Services cluster report a standard set of common data elements which they will track in order to gauge progress towards the goals listed in the Educational Master Plan. Targets for 20120/21 and 2025/26 have been set based on the 2014-15 measures.

Definitions for Financial Aid Data

- Students Served (FAFSA): All students who completed the FAFSA for the academic year and who were enrolled in at least one course at the Fall census date.
- Students Served (DREAM): All students who completed the CA Dream Act application and who were enrolled in at least one course at the Fall census date.
- 1st Year Persistence: First time students who were enrolled in at least one course at census, who received any financial aid, and who were enrolled in at least one course at census in the subsequent Fall.
- Units Completed /Units Attempted: The percentage of units attempted that were completed by students who received any financial aid in the academic year.

A. Students Served

The first collection of data (Figure 1) concerns the total amount of students served. Overall, we see that there has been a three-year gradual decline in the number of enrolled students who fill out a FAFSA both district-wide and by location. This decrease may simply reflect changes in the demographics of our students; the local population is expected to have flat-lined or reduced numbers of traditional college age people.

Attempts to counter that loss of enrollment through dual enrollment programs has been successful in maintaining higher FTES, but such students are not eligible for financial aid, so the FAFSA numbers may suffer as a result. Our outreach efforts have failed to increase the numbers on their own, suggesting we need to make a radical change to our awareness campaign if we hope to meet our 2020/21 targets.

The number of applicants for the California Dream Act continue to grow despite the chilling effect of the current administration on the dreamer community. This increase is attributable to a robust outreach program that spans several departments, including Financial Aid, Student Equity, North County Student Services, and the ESL office.

Figure 1. Total students served

Category	Location	Aid Year				
		2014/2015	2015/2016	2016/2017	2020/2021 Target	2025/2026 Target
Enrolled students who submitted a FAFSA	District-wide	6012	5837	5707	6319	6641
	SLO campus	4609	4342	4317	4844	4965
	North County Campus	1534	1501	1376	1612	1694
	South County Center	191	149	146	201	211
Enrolled students who submitted a Dream Act application	District-wide	95	123	143	102	110
	SLO campus	65	86	107	70	75
	North County Campus	37	52	46	40	43
	South County Center	1	2	5	1	1

B. First-year Student Persistence

Figure 2 compares the persistence of first-year students receiving financial aid with the overall population of first-year students. Students with financial aid in place continue to be more likely to persist than the general student population, but the advantage is

narrowing year-after-year. We attribute this trend to the recent student success initiatives that have been implemented campus-wide over the last few years. This development offers us the opportunity to capitalize on this success by actively promoting support systems to financial aid recipients.

Figure 2. First-year Student Persistence

	Year	Financial aid students	All students	Difference
1st Year Student Persistence	2016-17	56.46%	53.96%	2.50%
	2015-16	54.94%	51.45%	3.49%
	2014-15	57.56%	50.73%	6.83%

C. Completion Rate (Units Completed / Units Attempted)

Figure 3 shows that financial aid students have completion rates nearly identical to the general population. The data suggest that financial assistance may not be a productive way of increasing course completion rate and that effective solutions may need to be developed in other areas of student service and instruction.

Figure 3. Student Success (Completion Rate)

	Year	Financial aid students	All students	Difference
Student Success (Units Completed / Units Attempted)	2016-17	76.04%	76.96%	-0.90%
	2015-16	76.84%	76.30%	0.54%
	2014-15	75.33%	75.60%	-0.27%

D. Staffing ratios (Headcount / FTE)

Figure 4 presents data on the staffing ratios. As mentioned in our 2017 CPPR, this data exists in a context of dramatic turnover. In 2016-17, staffing was more stable—although still chaotic—than previous years. As a result, the workload has begun to resemble national trends. However, this measure is likely to remain unreliable for predictive analysis until the variation can be addressed by reducing turnover; any correspondence of our staffing ratio with national data may be purely coincidental.

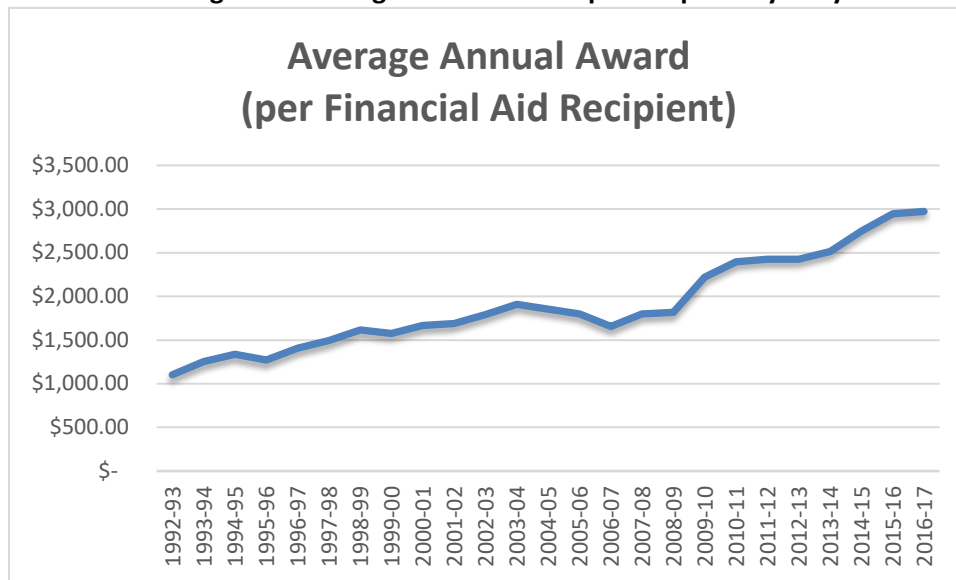
Figure 4. Staffing ratios (Headcount / FTE)

	(FAFSA)	(DREAM)
2016-17	634.1	15.8
2015-16	694.9	14.6
2014-15	534.2	10.5
National average (2016)	625	n/a

E. Other Relevant Program Data

The average amount of aid that a Cuesta financial aid recipient flatlined in 2016-17 with the annual increase limited to \$26 more per year. The overall trend is still a steady rise—the amount awarded has tripled over the last 25 years (Figure 5).

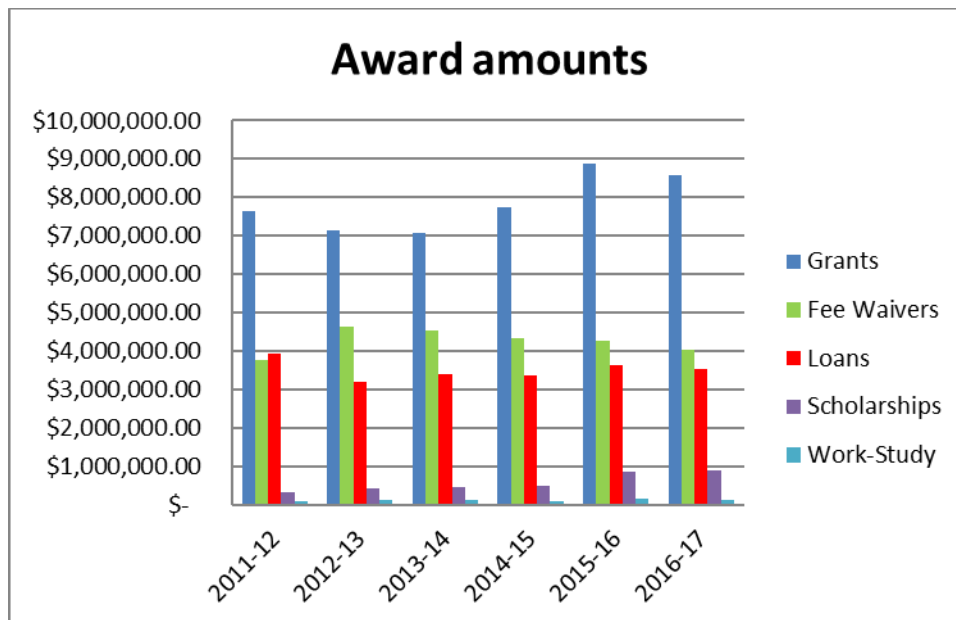
Figure 5. Average Annual Award per recipient by aid year



Data source: CCCCO Management Information Systems Datamart (Annual Aid Amount/Student Count)

Total aid amounts slightly decreased in 2016-17 from \$17.8 million to \$17.2 million, mostly due to a decrease in awarded Pell Grants and fee waivers (Figure 6). The amount of funds derived from scholarship sources increased to a historical high of 6% in 2016-17, while loans continue to make up just over 20% of the funds our students use to pay for their education costs.

Figure 6. Total award amounts (by award type)



Data source: CCCCO Management Information Systems Datamart (Total Financial Aid/Annual Headcount)

IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A/B. The following section summarizes assessment results and improvement efforts for each Student Services Outcome.

Note about SSO data: The data used for this section in previous planning documents relied on a mix of Chancellor’s Office data with our own Banner data. To ensure that we have consistent comparable data, we are using one set of data when possible. As a result, specific measures may be different from previous cycles, but the general trends described will still hold true.

Student Services Outcome #1: The Financial Aid department will coordinate outreach efforts with local community agencies in order to increase the annual number of valid FAFSAs received by Cuesta from prospective and returning students.

Assessment methods and criteria:

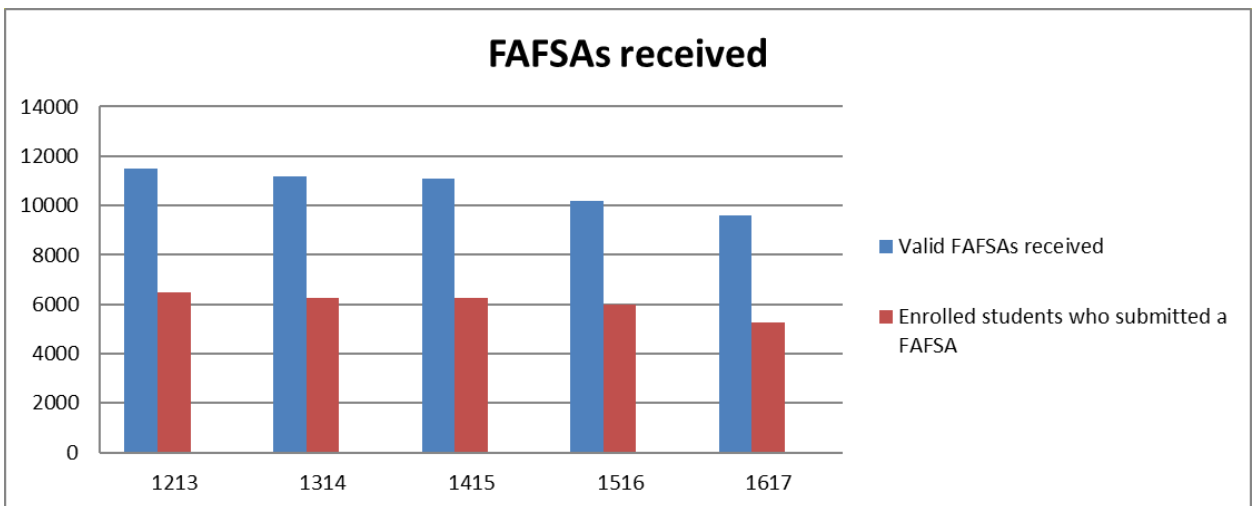
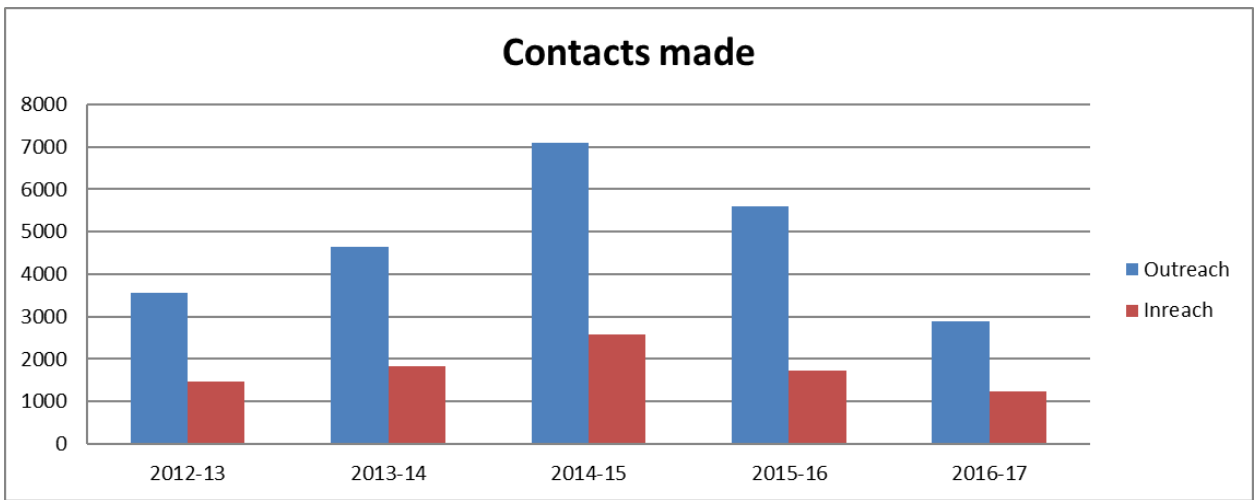
The Financial Aid office participates in a large number of events with the intent to inform the community about the programs that are available to Cuesta students. At each event, staff members keep track of the number of individuals in attendance so that the efforts can

be quantified and the data used to inform decisions about staffing, future event planning, and intervention tactics.

Summary of assessment results:

In 2016-17, our new outreach evaluator re-evaluated our outreach efforts and reduced our department’s outreach efforts to those events that remain popular in the community, such as High School Parent Nights, Cash for College nights, and Cuesta Promise workshops. As a result, our outreach and in-reach contacts have declined from previous years.

For Student Services Outcome 1, we compare that contact data to the number of valid FAFSAs received by Cuesta College (FAFSAs rejected by the Department of Education do not count). The following charts below show this data over the last five years.



While there have been rather drastic changes in the numbers of outreach/in-reach contacts over the last five years, FAFSA submissions continue to weaken over time. The relationship

between these patterns suggests that outreach—at least how it is carried out by our department—is not the driver behind the FAFSA submission that we might hope it is.

Response plan:

Our outreach coordinator will work with the newly-appointed Director of Outreach and Student Success to develop a campaign that is more effective at driving and incentivizing applications for financial aid. See SSO #2’s response plan for further details.

Recommend changes and updates:

N/A

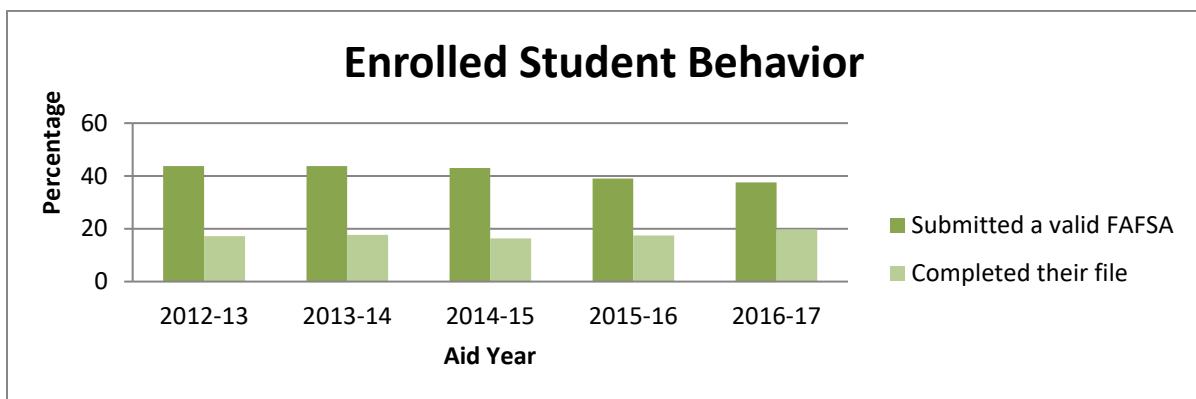
Student Services Outcome 2: The Financial Aid department will follow up with currently registered students in order to increase the percentage of enrolled students who have submitted a valid FAFSA.

Assessment methods and criteria:

Headcount data was taken from the SFRSTCR table in Banner, using the number of students enrolled in credit classes in any term within an aid year. This population was then matched with those students who completed a valid FAFSA (status = ‘S’ on RRRAREQ table) and those students who completed their financial aid file (packaging requirements complete date not null on RORSTAT table). Those numbers were then divided by the headcount to provide a percentage for our graph.

Summary of assessment results:

The chart below shows enrolled student behavior over the last five years. In order to assess the efficacy of in-reach efforts, this chart should be compared to the “contacts made” chart presented under SSO #1.



Over the last five years, there has been a gradual decrease in the percentage of enrolled students who submit a valid FAFSA and a slight increase in the percentage of enrolled students who complete their file. There is no clear connection between in-reach efforts and the inclination of enrolled students to submit a FAFSA. FAFSA submission data seem to strongly reflect the overall trends in enrollment at Cuesta. Despite variation in the intensity and type of in-reach activities, a fairly standard percentage of students are inclined to submit a FAFSA.

Response plan:

Working with the marketing department and the Director of Outreach and Student Success, the outreach coordinator will deprioritize in-person “let’s see who comes” events in favor of active interventions that include targeted email, social media, and calling campaigns to get our message directly to our students.

Recommend changes and updates:

N/A

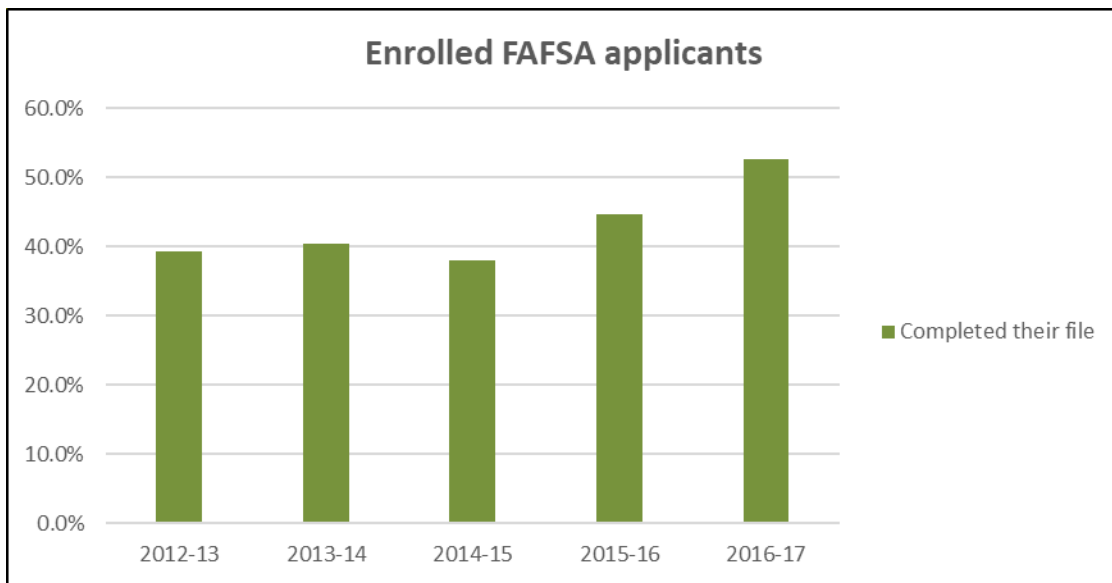
Student Services Outcome 3: Through follow-up efforts designed to reach Pell-eligible students, the Financial Aid department will increase the percentage of enrolled students who have completed their financial aid file.

Assessment methods and criteria:

Data collection and comparison was described in detail under SSO #2.

Summary of assessment results:

The chart below shows the percentage of enrolled FAFSA applicants who have finished their financial aid file. The steady rise in completion is almost perfectly inverse to the number of in-reach events we have held. This observation further supports the conclusion that physical in-person events have little effect on student behavior. More likely, our adoption of CampusLogic—and its opt-in text notifications—has made our reminder communication more effective. Since 2016-17 is the first year that was processed completely within that platform, we would expect to see this figure level out in 2017-18 if our assumption is valid.



Response plan:

Financial aid staff and work-study students will support the outreach coordinator in the active interventions outlined under SSO #2. The director will advocate for opt-in texting that can be used to provide enrolled students with a quick reminder to file the FAFSA in critical times of the year (mid-February, late July).

Recommend changes and updates:

N/A

Student Services Outcome 4: By coordinating outreach efforts with other departments and community agencies, the Financial Aid department will increase the number of students who receive the Cuesta Promise.

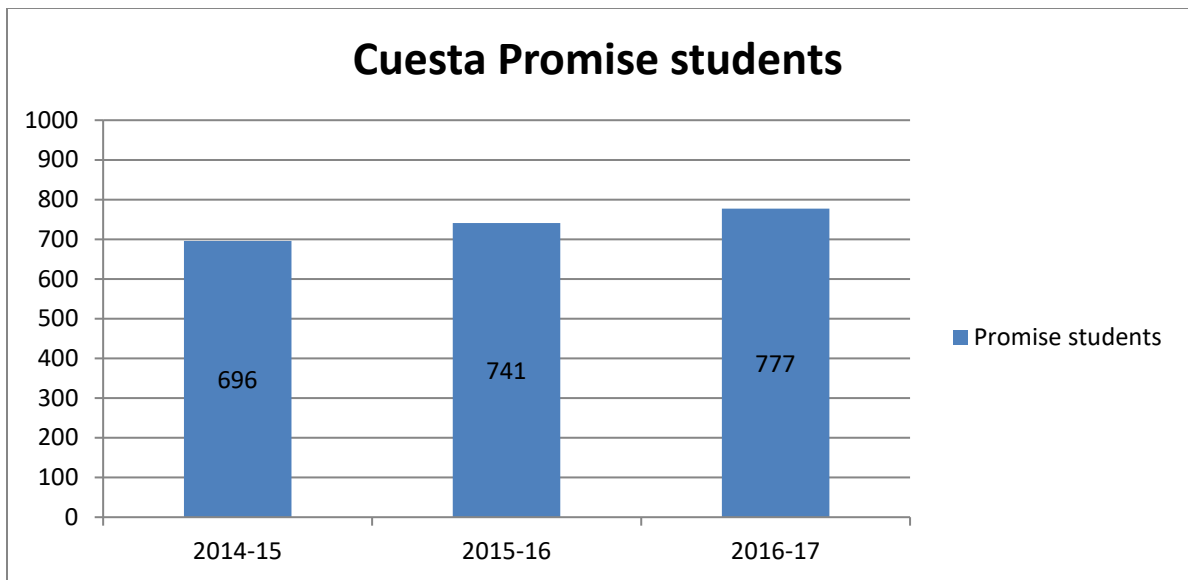
Assessment methods and criteria:

The number of students who are awarded the Cuesta Promise in the most recent year will be compared to the number awarded in previous years.

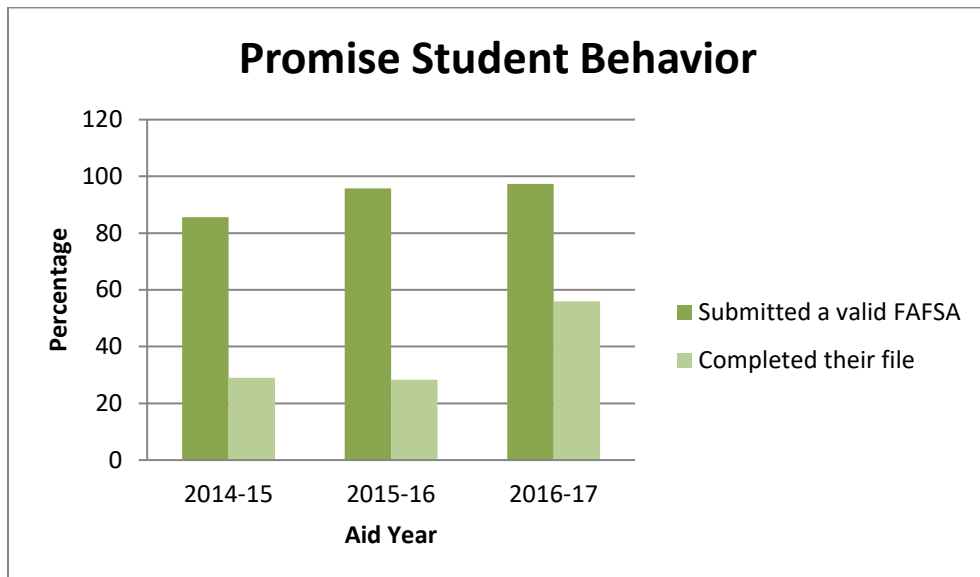
Summary of assessment results:

The Financial Aid Office has focused much of its outreach efforts on the promotion of the Cuesta Promise scholarship. These outreach efforts have been mirrored by similar efforts in other campus organizations, such as Counseling, Admissions, and the Cuesta Foundation. Website banners, radio announcements, and television commercials have blanketed the county, as well.

Not surprisingly, the number of Promise students continues to rise:



Additionally, the recent changes to automation and our follow-up activities have led to a substantial increase of the number of Promise students who completed the entire financial aid process (i.e. not just what is required to obtain the Promise). This increases the likelihood that these students will be considered for other types of financial aid and is expected to improve their persistence rates, as well.



Response plan:

Our outreach efforts are part of a campus-wide outreach effort, but we have some of the critical follow-up data and responsibilities. We will continue to produce lists for follow-up attempts and track data on Promise applicants for reporting to the Promise taskforce and other shared governance bodies. Student workers will, as in previous years, contact and

help students who still have outstanding requirements in order to maximize the reach of the program.

Note: As Promise data is finalized much earlier in the year, the preceding analysis of 2016-17 results was reported in the CPPR that should have focused on 2015-16 results only. We copied this SSO section from the CPPR to pair the Promise data with the correct aid year.

Recommend changes and updates:

N/A

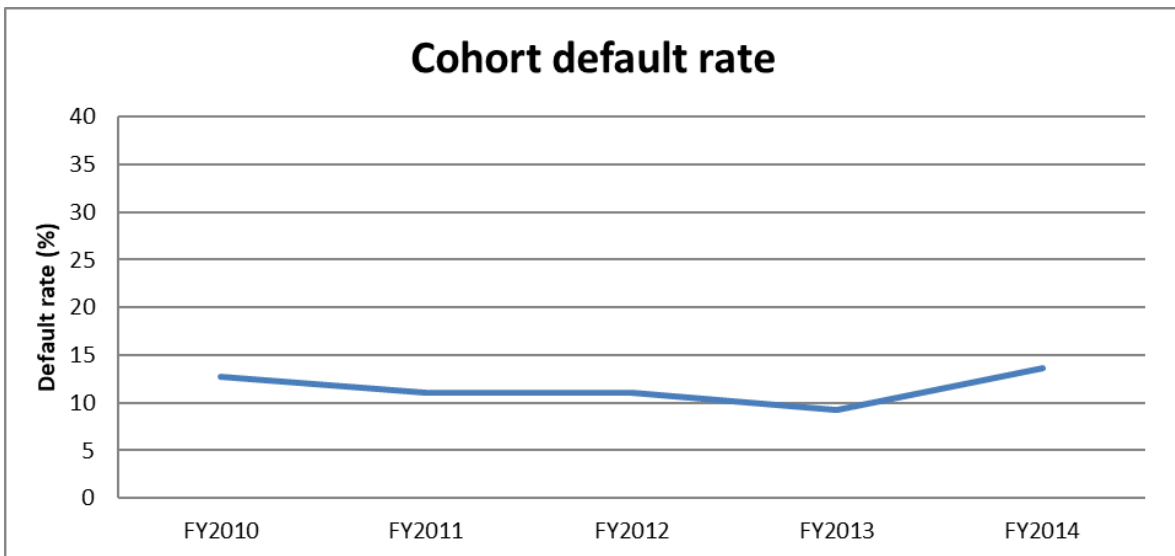
Student Services Outcome 5: The Financial Aid department will decrease Cuesta’s three-year cohort default rate by implementing a comprehensive default prevention program.

Assessment methods and criteria:

The Department of Education produces three-year cohort default data each year. A low cohort default rate (CDR) is a prerequisite for Title IV eligibility, as well as a number of disbursement and cash management options. A default rate that exceeds 40% (or exceeds 30% for three consecutive years) would result in sanctions and possibly jeopardize the ability of Cuesta College to provide Title IV financial aid.

Summary of assessment results:

After four years of decreases, our default rate has slightly increased. This increase was expected from our realignment of loan counseling procedures to meet regulatory requirements. The level is still well below the amounts where sanctions begin to be placed on schools, and we are hopeful that our current efforts to address CDR will be sufficient to keep the rates relatively low. The amount of loans awarded slightly decreased in 2016-17, suggesting that demand for loans may decrease in a strong local economy.



Response plan:

The pieces of a default prevention plan are in place, although a truly comprehensive plan will require campus-wide support. Such support is not likely to be prioritized at this point given our low default rates. In the meantime, the department will continue to use the following interventions to keep our cohort default rates low:

- Adoption of “Borrower Connect” software to help delinquent students avoid default;
- Promotion of financial literacy program on campus;
- Enhanced entrance counseling;
- A dedicated default prevention role for one of the financial aid specialists;
- CPF (Certification in Personal Finance) courses for professional development of staff;
- Collaboration with local organizations such as America’s Job Center of California; and
- Creation of informal financial literacy workshops with CPF-certified presenters.

Recommend changes and updates:

N/A

Student Services Outcome 6: Each year, the Financial Aid department will improve the efficiency of its operations as measured through average packaging time, the total number of files packaged, and the number of students packaged by the first day of school in the fall semester.

Assessment methods and criteria:

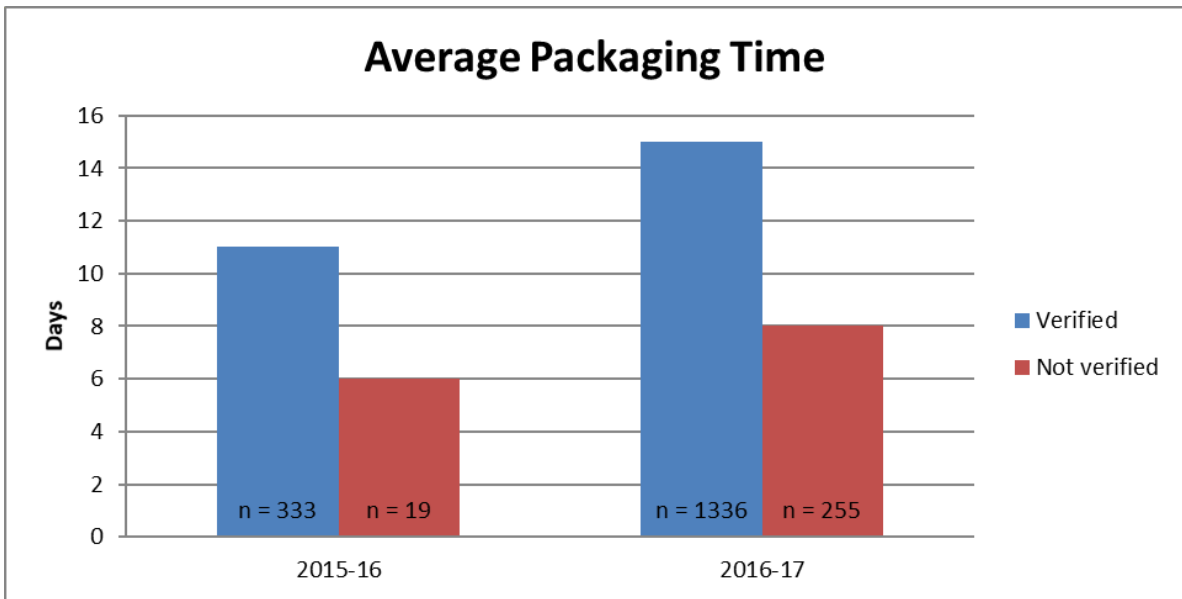
Each measure focuses on a separate aspect of the awarding process and has its own method of calculation:

- *Average packaging time* is the amount of time between a student’s submission of all requested documents and the date that the file was packaged by the financial aid department and scheduled for disbursement. In other words, it is a measure of the amount of time that students had to wait for the office to complete file review.
 - The packaging time for a student is computed by subtracting the “ready date” from the “completed date” in the CampusLogic system.
 - Previous years have incomparable data as dates in the Banner system are subject to being overwritten—no equivalent of a “first submission date” exists.
- *Total number of files packaged* includes all student records that have a packaging date.
- *Number of students packaged by the first day of school* is a measure of the Financial Aid office’s ability to prepare students for the fall semester. This measure is important to monitor as fall awards are used to determine eligibility for Title III and Title V grants, as well as the federal share waiver used in the campus-based programs.

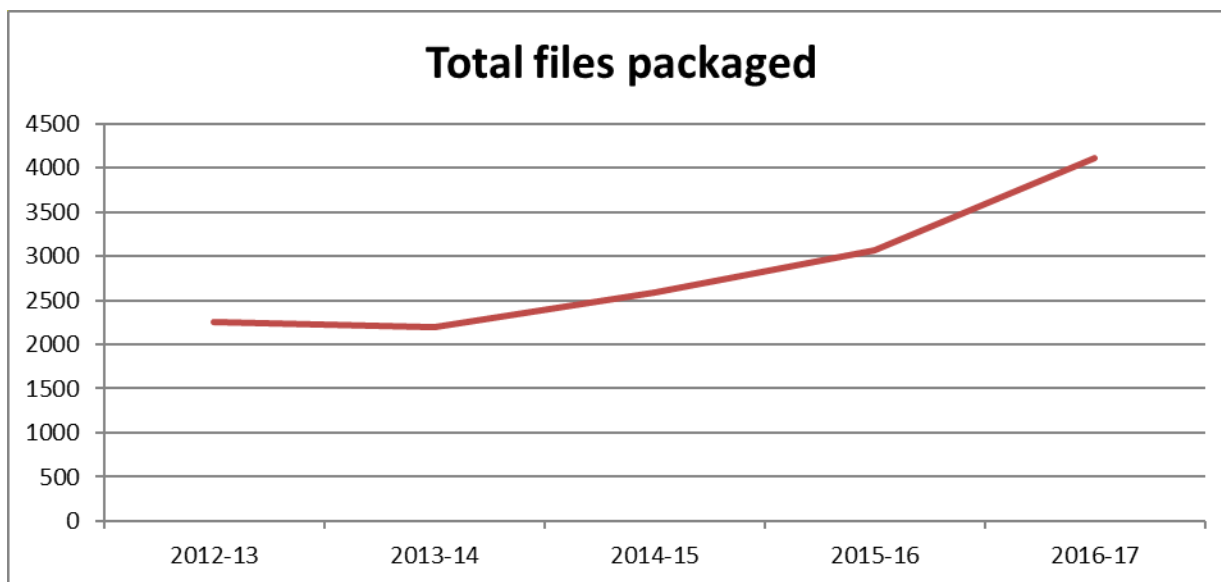
Summary of assessment results:

Prior to the implementation of CampusLogic, the average packaging time for a file selected for verification was more than 70 days and a non-selected file took 60 days (see 2015-16 APPW).

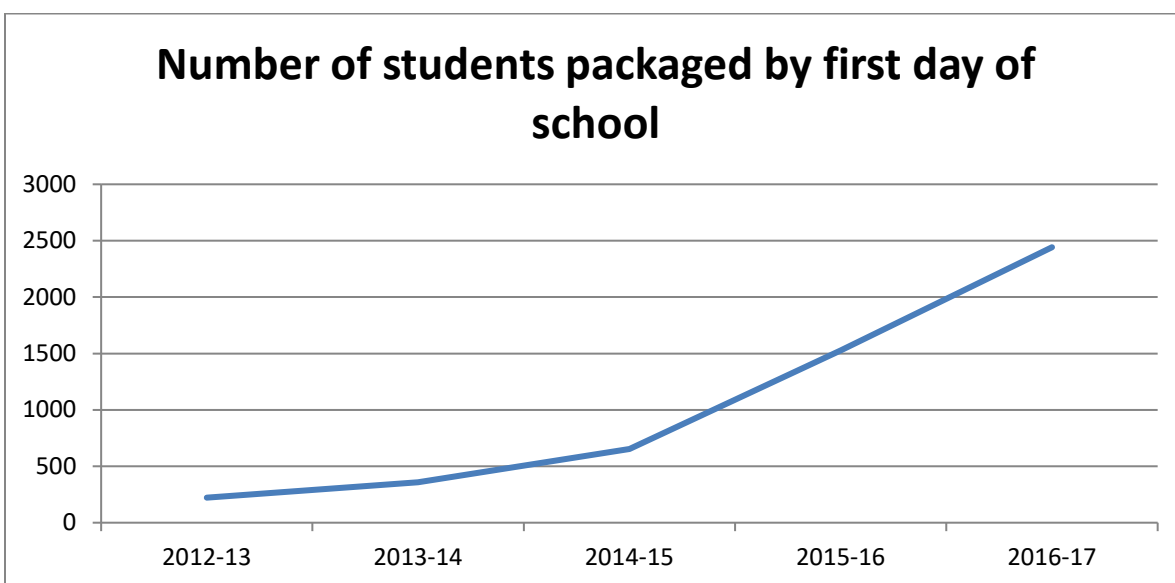
2016-17 was the first complete aid year awarded using the CampusLogic document submission system. As a result, the sample size for 2015-16 was small enough and late enough in the year to provide an imperfect representation of packaging time across an entire year. Clearly, there has been a major change from the 60-80 day time frame that students faced in the days of mailed-in applications with mailed back requests for more information. Likewise, we have now established a base year with which to compare subsequent years and to provide a benchmark to beat in our day-to-day operations.



The total number of files reviewed and packaged has increased over the last few years, as seen in the following chart below. The trend continues in the 2016-17 aid year, as well; 4115 students had their files reviewed by the end of the aid year—a 34% increase in capacity over the previous year. We hope to achieve an average of 5000 student files reviewed each year by the 2020-21 aid year.



As demonstrated below, Cuesta has made significant improvements in the delivery of financial aid to its students by the first day of the fall term. The number of students packaged on that date is not just a critical measure of office efficiency, but it is also a valuable indicator of the student experience with financial aid. On the first day of school in fall 2016, 2442 students had been packaged—eleven times the number of students that were packaged by the first day of Fall 2012.



Response plan:

In order to increase efficiency, the Financial Aid office will continue to follow these steps:

- Evaluate all processes for automation and inclusion in CampusLogic system.
- Begin loading ISIR data in mid-October to give students maximum time before fall to respond and complete their file;

- Communicate often with students that have outstanding requirements by email (and text, if they opt-in); AND
- Maintain well-trained staff in order to complete reviews in a timely fashion.

Recommend changes and updates:

N/A

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Regulatory changes: AB 19 and the California College Promise Grant

The biggest service challenge anticipated for the 2018-19 year is the arrival of a new California College Promise grant that extends the fee waiver to all first-time college students for their first year. This program will necessitate a redesign of our local Cuesta Promise program and it is likely that our procedures for both programs will have to be changed in order to make things happen.

The shift in procedure and messaging cannot take place until the Chancellor's Office establishes guidelines for administering the program and the District (in concert with the Foundation) decide how they want the AB 19 funds to complement the current Promise program at place here at Cuesta College. Likely this will occur in early summer, giving us only a very short time to complete setup and awarding changes.

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your Resource Plan (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

A. Personnel

1. Assistant Director

This position will allow the District to attract and retain professionals capable of maintaining strict compliance with Title IV regulations, and establish a clear pathway of advancement for people within the department.

2. P/T Clerk

This position will replace a full-time technician in the org chart and provide front counter coverage. As a result, technicians can spend more time awarding without reducing the office's contact hours.

B. Equipment/furniture (other than technology)

1. Equipment upgrade

The department has expressed its desire for an upgrade in equipment that includes new office chairs and standing desks for each desk in the office.

C. Technology

1. Technology upgrades

Most of the current financial aid technological equipment was purchased in 2012 and is hitting its end of life. The department has expressed a need for new computers, new monitors, and wireless keyboards/mice.

2. Chat and/or texting communication with students

The department needs to update the way that it communicates with students as traditional phone calls or emails have proven ineffective. We need to develop a campus-wide system of student notifications that allows students to pick their preferred method of contact. That way, important messages won't be lost because of a student's preference to use other media.

3. Financial aid application for smartphones

This idea is connected to the previous one—an app that reminds Cuesta students of important deadlines, events, and opportunities for financial aid.

D. Facilities

The following are facilities that we think Cuesta should develop on our campuses:

1. Financial Aid Center

This is a comfortable place where students can use computers to file their FAFSAs, complete online document submission, and fill out scholarship applications—all with the help and supervision of professional financial aid administrators.

2. Dreamer Center

Cuesta has a need to create a safe and welcoming space for our dreamer population where they can connect with one another, local and state resources, and staff members that can help them navigate the obstacles involved with attending college.

3. Bigger veterans resource center

We work closely with the Veterans Resource Center to provide support and financial aid information for our student veterans. We realize that the center falls under the administration of Admissions & Records, but we would like to express our support for their efforts to expand the size and scope of our veterans services.

4. Nap Rooms for employees

Dedicated nap rooms would allow staff to promote their own well-being while at work and increase their personal productivity.

SIGNATURE PAGE

Director(s), Manager(s), and/or Staff Associated with the Program

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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