

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

**Program:** Financial Aid    **Planning Year:** 2019-20    **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.
- We promoted all our Financial Aid Technicians to Specialists. This allows for growth in the department and cross training.

- We implemented a new state program, AB19 which is a tuition waiver for first-time full-time freshman that do not receive the Cuesta Promise or the CCPG (formerly known as the Board of Governors Fee Waiver).
- We combined the Full-time Student Success Grant (FTSSG) and the California College Completion Grant (CCCG). It is now renamed as the Student Success Completion Grant (SSCG).

**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 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.

### **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](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 2018, financial aid staff members attended 50 events that reached approximately 2957 prospective and continuing students.

Event examples:

- CSAC 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
- Cougar Welcome Days

### 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.

#### B. Students Served

The first collection of data (Figure 1) concerns the total amount of students served. Overall, we see that the numbers have started to move in a more positive direction after a decline in the 2016-17 year. The fluctuation may simply reflect changes in the demographics of our students.

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  |           |           |                  |                  |
|---|---------------------|-----------|-----------|-----------|------------------|------------------|
|   |                     | 2015/2016 | 2016/2017 | 2017/2018 | 2020/2021 Target | 2025/2026 Target |
| Enrolled students who submitted a FAFSA                 | District-wide       | 5837      | 5707      | 5803      | 6319             | 6641             |
|   | SLO campus          | 4342      | 4317      | 4301      | 4844             | 4965             |
|   | North County Campus | 1501      | 1376      | 1400      | 1612             | 1694             |
|   | South County Center | 149       | 146       | 112       | 201              | 211              |
| Enrolled students who submitted a Dream Act application | District-wide       | 123       | 143       | 154       | 102              | 110              |
|   | SLO campus          | 86        | 107       | 104       | 70               | 75               |
|   | North County Campus | 52        | 46        | 44        | 40               | 43               |
|   | South County Center | 2         | 5         | 2         | 1                | 1                |

### 1. 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. 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**

|  | <b>Year</b> | <b>Financial aid students</b> | <b>All students</b> | <b>Difference</b> |
|--|-------------|-------------------------------|---------------------|-------------------|
| <b>1<sup>st</sup> Year Student Persistence</b> | 2017-18     | 65.61%                        | 56.60%              | 9%                |
|  | 2016-17     | 56.46%                        | 53.96%              | 2.50%             |
|  | 2015-16     | 54.94%                        | 51.45%              | 3.49%             |

2. Completion Rate (Units Completed / Units Attempted)

Figure 3 shows that in 17-18 the completion rate in the general population increased, while the completion rate for financial aid students remained steady. As in past years, 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)**

|  | <b>Year</b> | <b>Financial aid students</b> | <b>All students</b> | <b>Difference</b> |
|--|-------------|-------------------------------|---------------------|-------------------|
| <b>Student Success (Units Completed / Units Attempted)</b> | 2017-18     | 76.81%                        | 78.55%              | -1.74%            |
|  | 2016-17     | 76.04%                        | 76.96%              | -0.90%            |
|  | 2015-16     | 76.84%                        | 76.30%              | 0.54%             |

3. Staffing ratios (Headcount / FTE)

Figure 4 presents data on the staffing ratios. As mentioned in our 2017-2018 CPPR, this data exists in a context of dramatic turnover. In 2017-2018, staffing was still chaotic. 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.



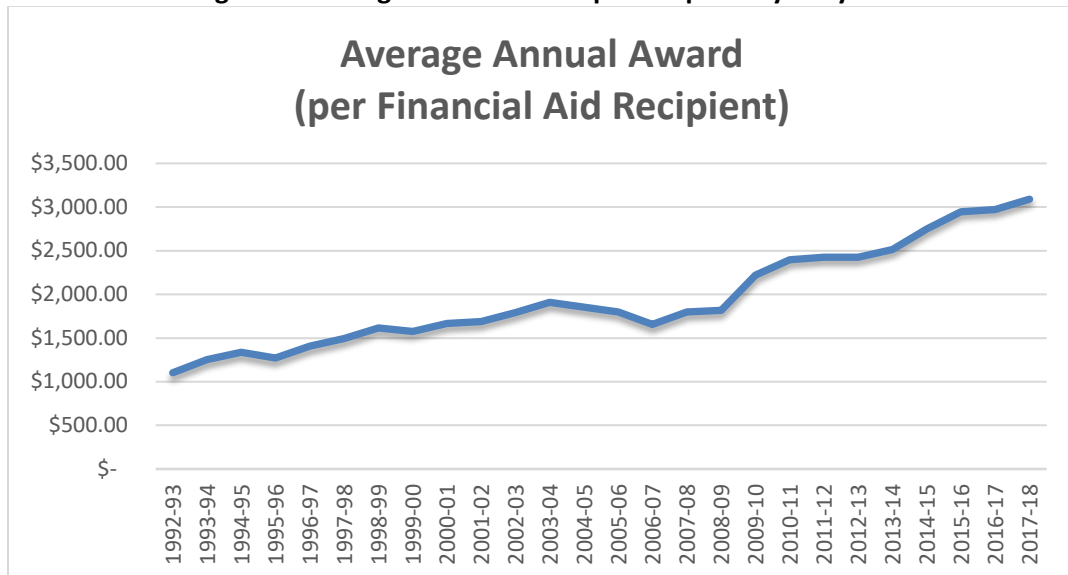
**Figure 4. Staffing ratios (Headcount / FTE)**

|                                | (FAFSA) | (DREAM) |
|--------------------------------|---------|---------|
| <b>2017-18</b>                 | 694.9   | 14.6    |
| <b>2016-17</b>                 | 634.1   | 15.8    |
| <b>2015-16</b>                 | 694.9   | 14.6    |
| <b>National average (2016)</b> | 625     | n/a     |

4. Other Relevant Program Data

The average amount of aid that a Cuesta financial aid recipient is steadily on the rise since flatlining in 2016-17—the amount awarded has tripled over the last 25 years (Figure 5).

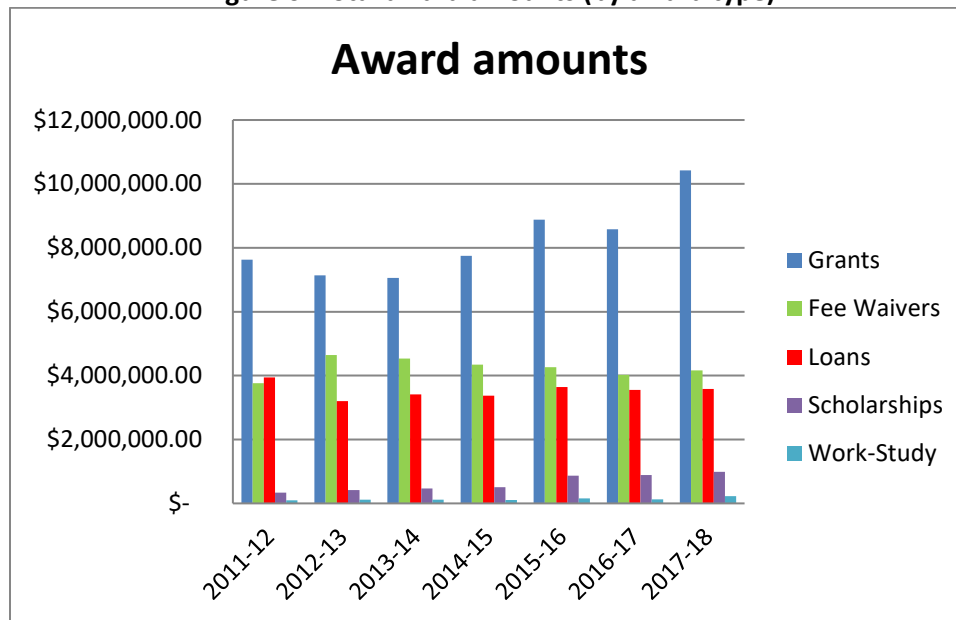
**Figure 5. Average Annual Award per recipient by aid year**



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

Total aid amounts slightly increased in 2017-18 from \$16.1 million to \$19.1 million, mostly due to an increase in grant awards. Pell Grants and fee waivers (Figure 6). The amount of funds derived from scholarship sources has grown 50% since 2015-16.

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:*

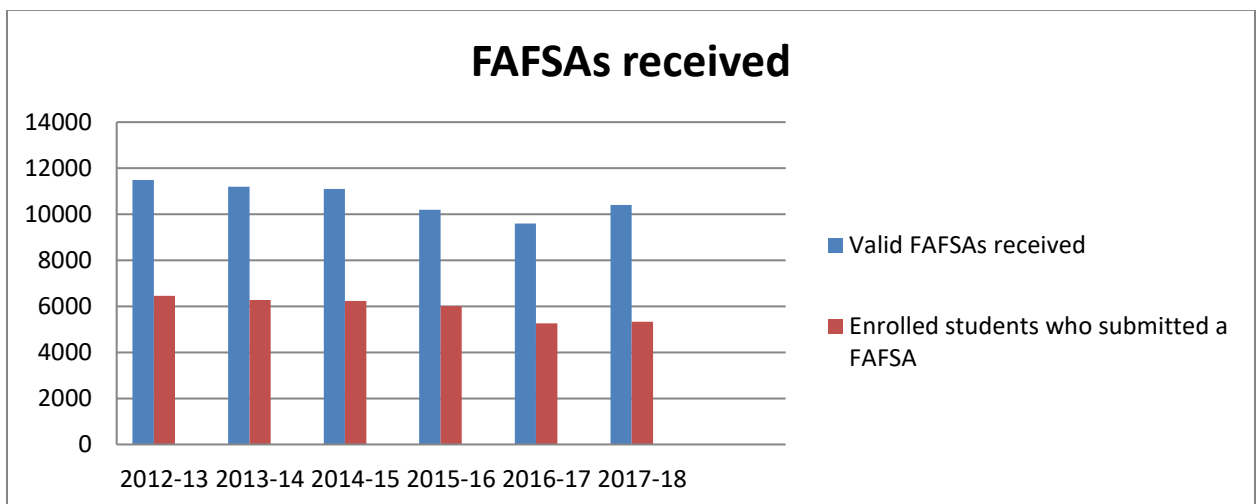
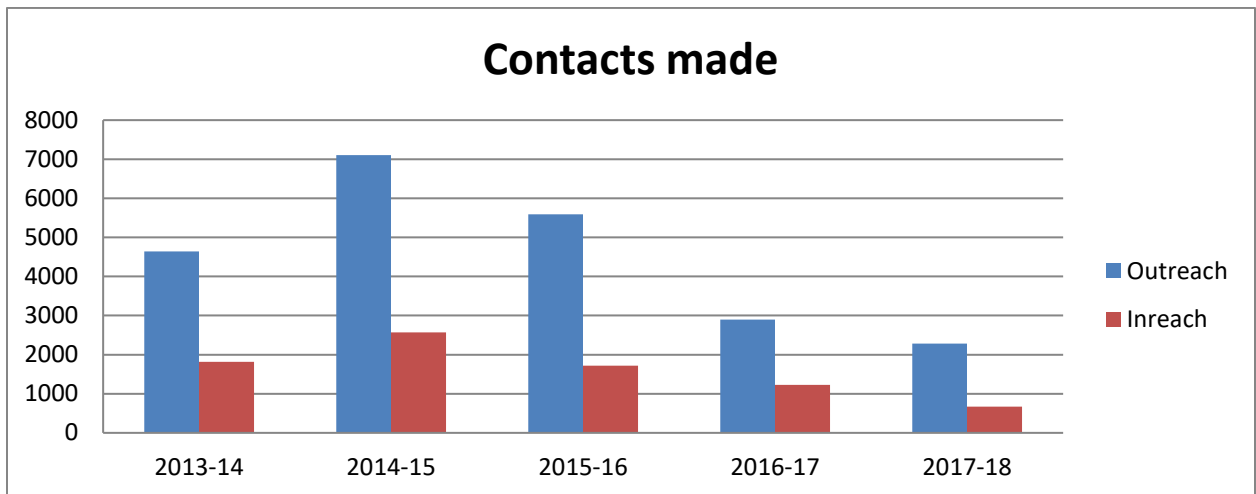
The Financial Aid office participates in a large number of events with the intent to inform the community about the programs that are available to Cuesta students. At each event, staff members keep track of the number of individuals in attendance so that the efforts can

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

*Summary of assessment results:*

In 2017-18, our outreach coordinator 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. This was necessary due to the chaotic nature of our staffing.

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 increased in 2017-18. 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

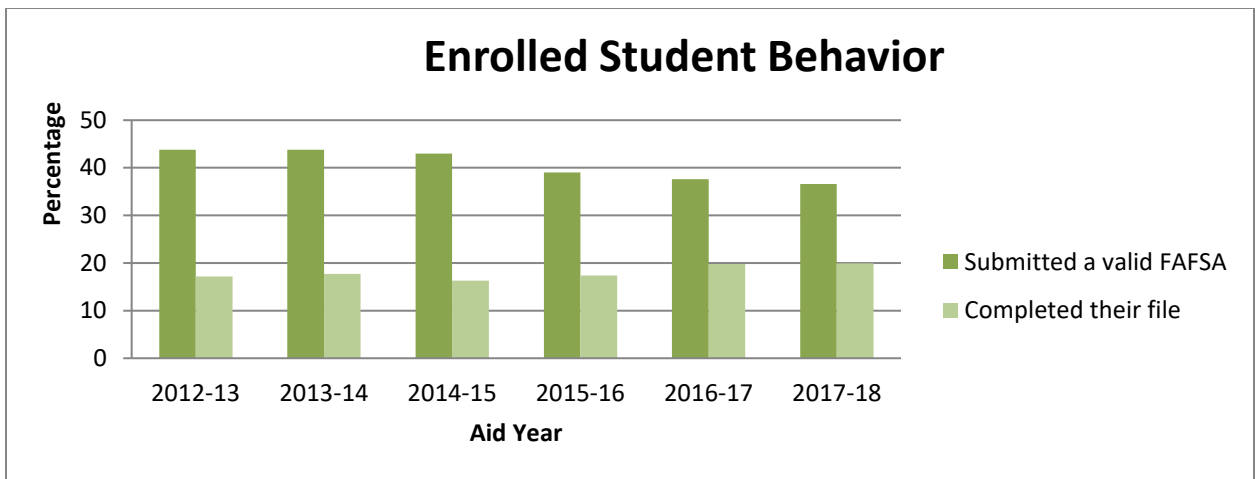
**Student Services Outcome 2:** The Financial Aid department will follow up with currently registered students in order to increase the percentage of enrolled students who have submitted a valid FAFSA.

*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 RRAAREQ 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.

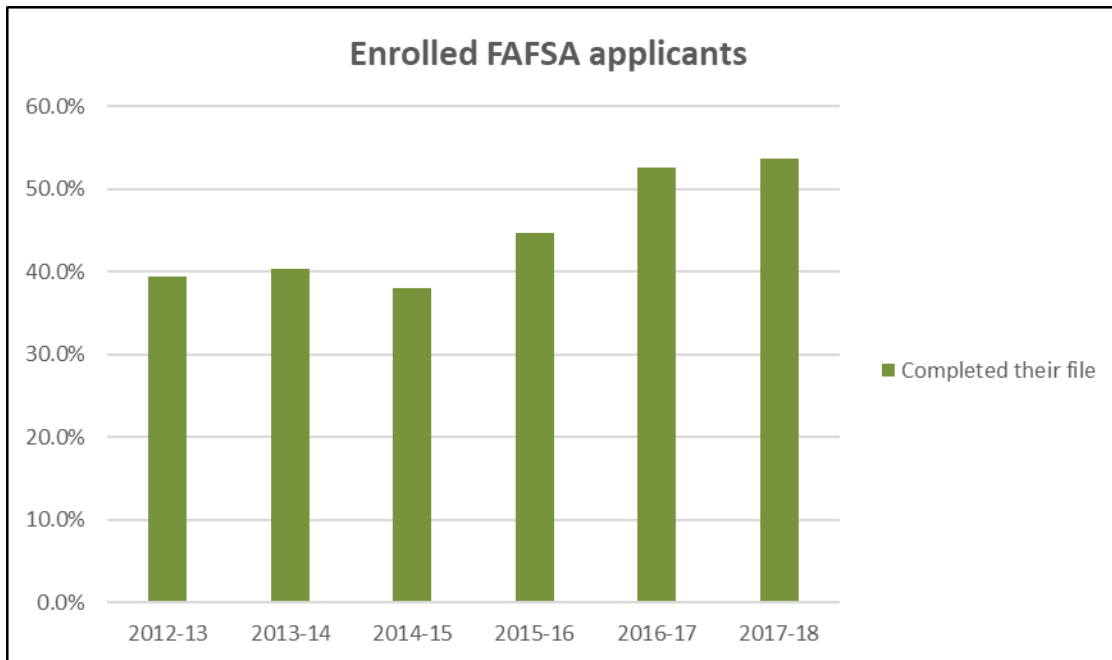
*Assessment methods and criteria:*

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 Campus Logic—and its opt-in text notifications—has made our reminder communication

more effective. As predicted in 2017-18 the number of students who have completed their financial aid file continues to increase.



*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.

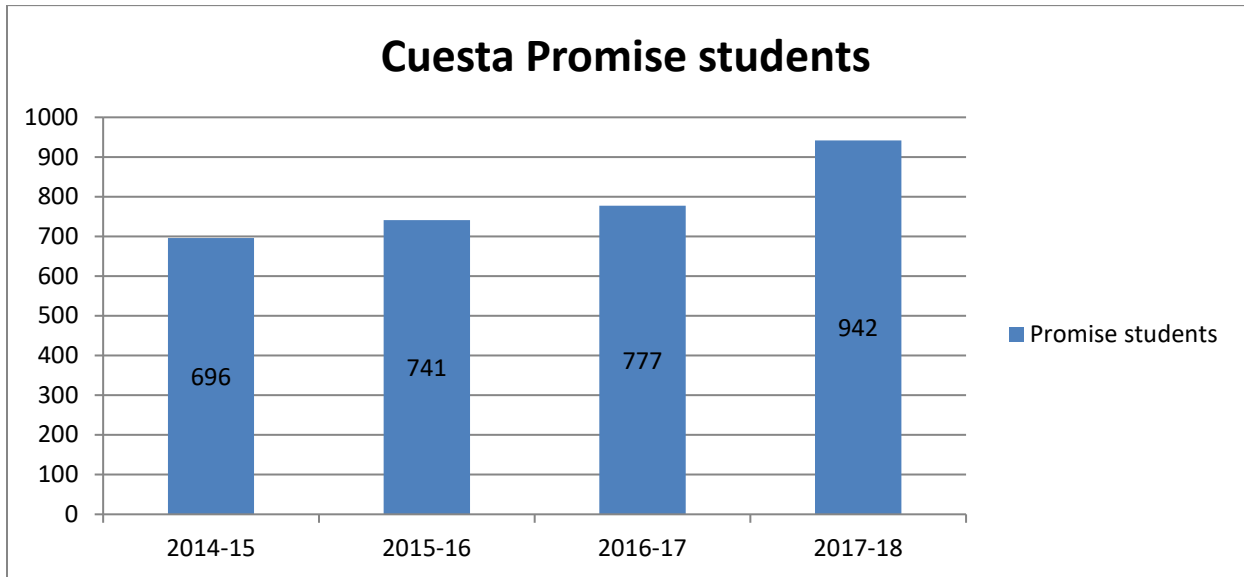
*Assessment methods and criteria:*

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.

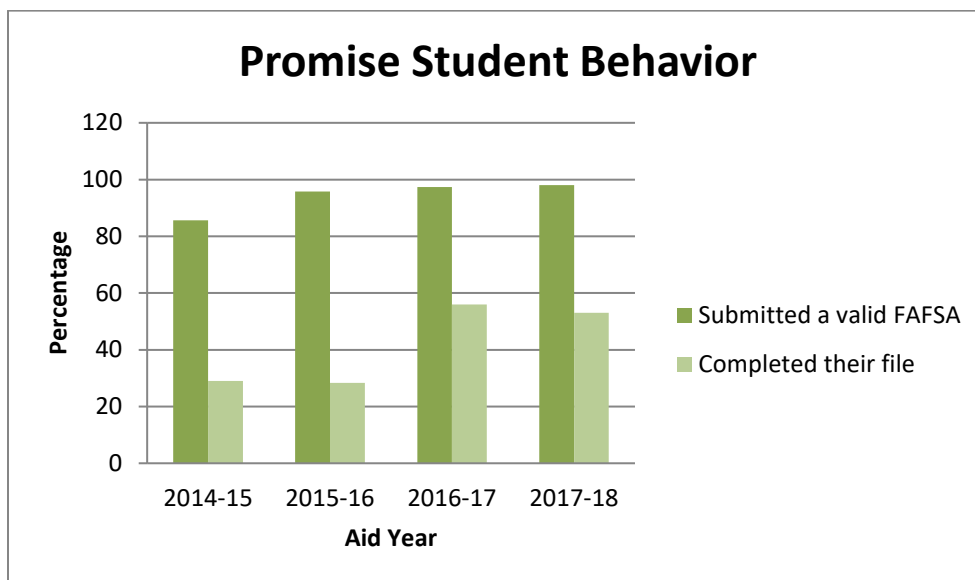
*Summary of assessment results:*

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:



Although, past 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. In 2017-18 Promise students who completed their financial aid file, completed the entire financial aid process decreased slightly.



*Response plan:*

Due to the decrease in Promise students who completed the entire financial aid process and the importance of Pell eligibility to the student-centered funding formula, the financial aid office will implement strategies to increase this metric. 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 email students who still have outstanding requirements in order to maximize the reach of the program.

*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.

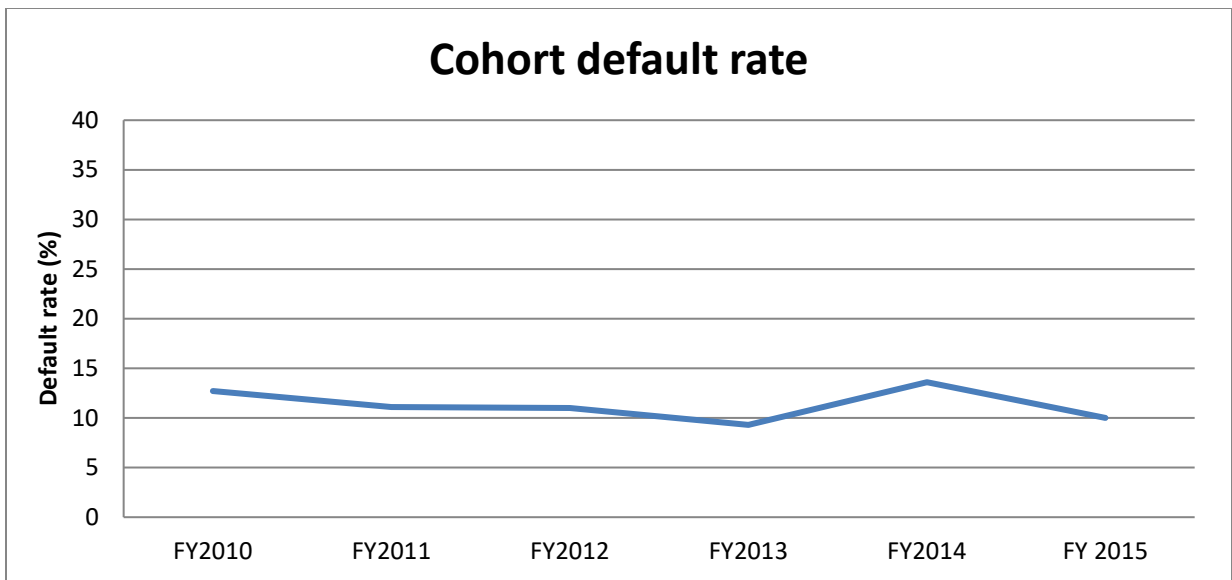
*Assessment methods and criteria:*

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 a spike in 2014 our cohort default rate is continuing to decline. The draft cohort default rate for fiscal year 2016 is tentatively 6.8%. This low cohort default rate can be attributed to the staff in the financial aid office using the default prevention program called Borrower Connect. The baseline service allows for in-house default management and allows for batches of email or mail campaigns. It is a tool to streamline and organize our campus default management, providing templates, campaigns and a clean source of record keeping and tracking of student borrowers.





*Response plan:*

The department will continue to use the following interventions to keep our cohort default rates low:

- Continued use 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:

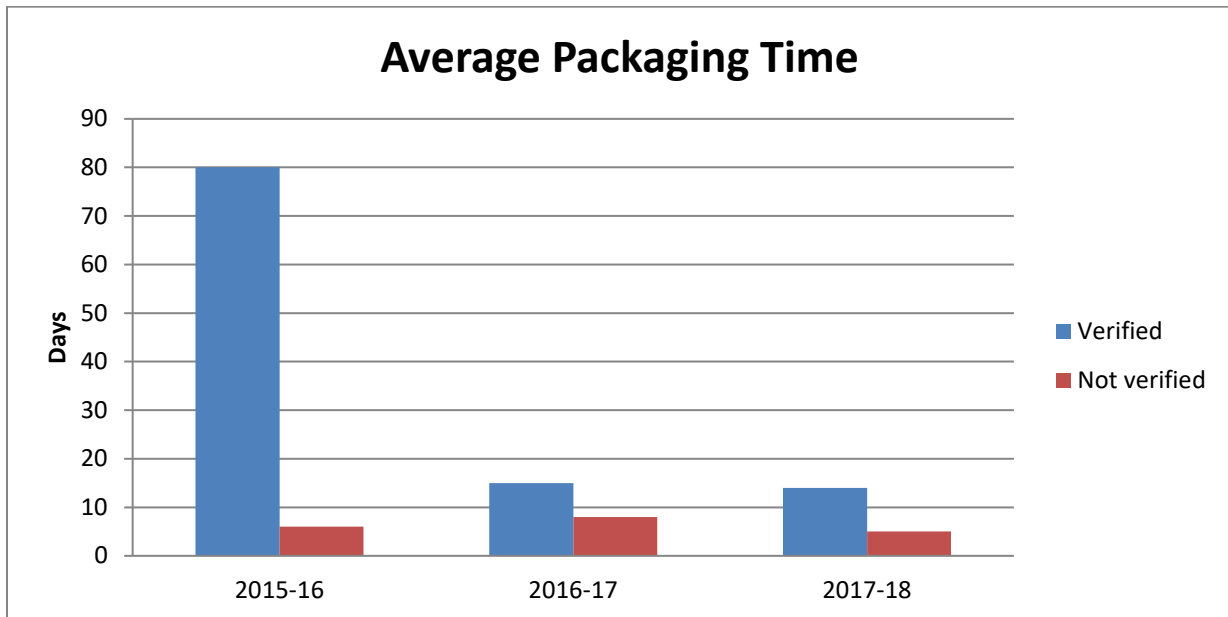
- *Average packaging time* is the amount of time between a student’s submission of all requested documents and the date that the file was packaged by the financial aid department and scheduled for disbursement. In other words, it is a measure of the amount of time that students had to wait for the office 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.

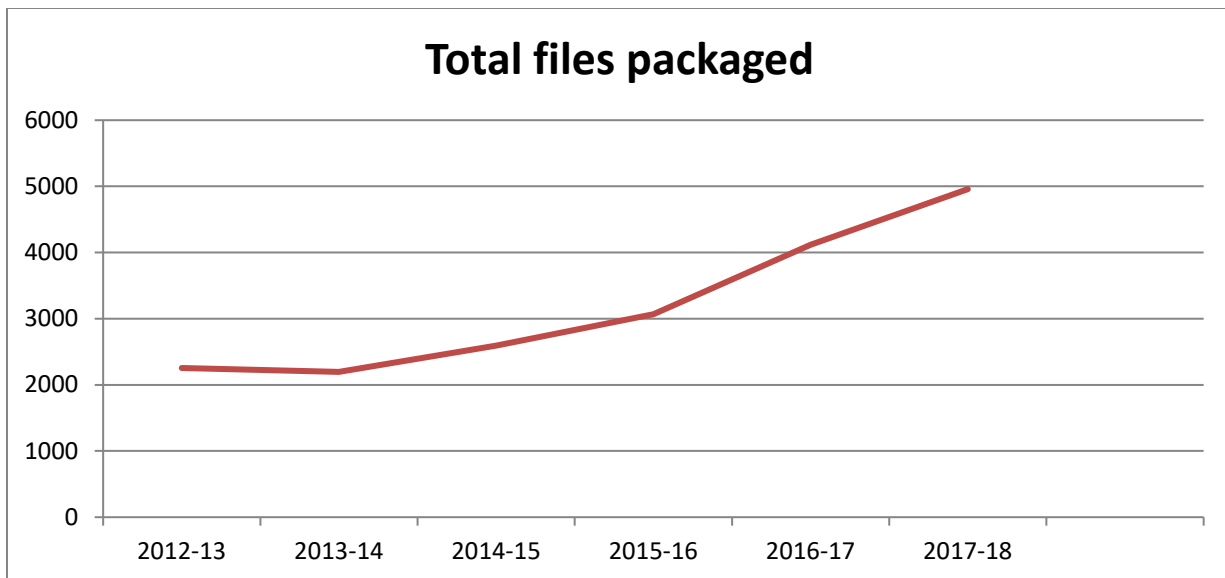
*Summary of assessment results:*

Prior to the implementation of Campus Logic, 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).

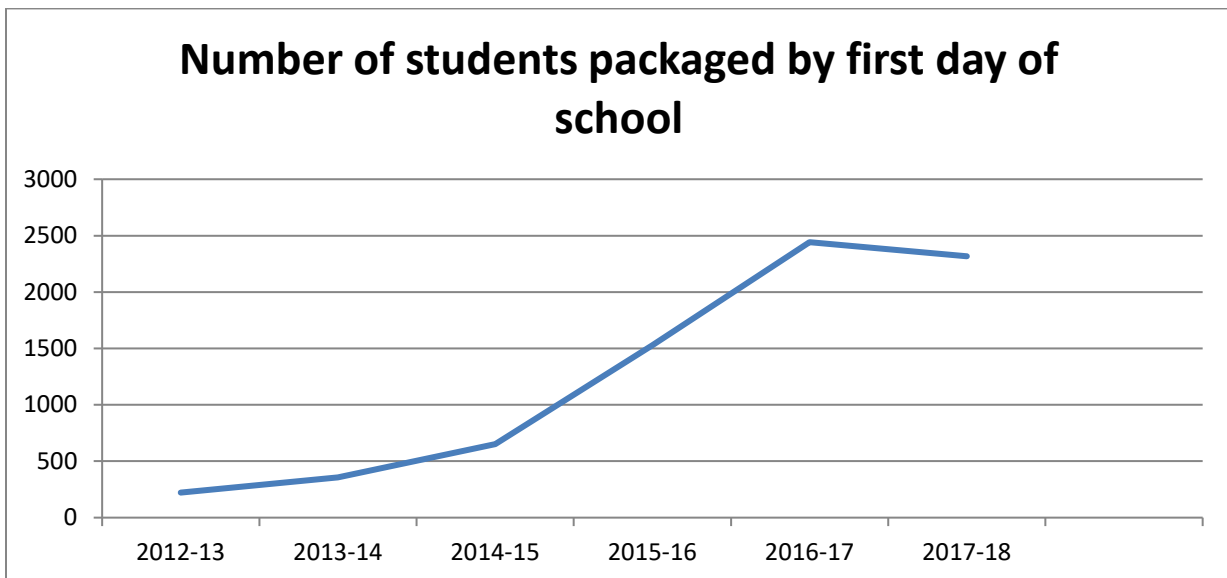
Since the implementation of Campus Logic, the packaging time continues to decrease. Clearly, there has been a major change from the 60-80-day time frame that students faced in the days of mailed-in applications with mailed back requests for more information.



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 2017-18 aid year, as well; 4958 students had their files reviewed by the end of the aid 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 2017, 2318 students had been packaged.



**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 Campus Logic 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: A second year of the AB19, named AB2, California College Promise Grant**

The biggest service challenge anticipated for the 2019-20 year is the potential second year of the 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 additional year 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. 2 Specialists**

This position will allow us to hire, train and spread out the workload of our current staff while preparing for the departure of another. This will allow there to be consistent coverage of all areas and processes of financial aid.

##### **2. 2 Part time Clerks**

This position would allow us to hire, train and spread out some of the workload of our current staff and create an entry level position in to the financial aid office.

B. Equipment/furniture (other than technology)

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. As well as uniform shirts for professionalism and to support Cuesta in outreach events.

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.

4. Automation of some of our critical time-consuming processes would free up over 30 hours a week in data transmission between the department of education and the college.

## 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 |
|------------------------------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|

---

|      |           |      |
|------|-----------|------|
| Name | Signature | Date |
|------|-----------|------|