

Lane Community College
Unit Planning 2004-05: Student Financial Services

Part I. Alignment with College

Chapter 0: Unit Alignment

Key Question: How is your unit aligned with the college's goals and values?

1) Core Values (6)

- **Learning:** The Financial Aid Office (FAO) supports a learning-centered environment by providing access to federal and institutional funding to individuals who would not necessarily be able to afford the costs of a college education. The FAO also leads informational sessions in the community and on campus for students, prospective students and their parents. The FAO provides weekly updates regarding financial aid matters to Students First! personnel who are specialists in the Financial Aid process. In addition, professional personnel receive on-going training in all aspects of the delivery of student aid via formal, professional, and peer activities.
- **Diversity:** The FAO promotes equal opportunity and diversity among staff and students, within the college community and consistent with applicable federal, state, and local laws and regulations. The FAO provides a working and learning environment that is free from discrimination, harassment and retaliation.
- **Innovation:** With the implementation of Banner, the FAO continually seeks new and innovative ways of utilizing Banner capabilities and improving processes. Annual unit planning provides a dedicated focus for new ideas, ways in which Banner can be used at it's maximum potential, and the improvement of current processes
- **Collaboration and Partnership:** The FAO works closely in coordinating efforts with Enrollment Services, Registrar, College Finance, and Counseling. The integrated Banner system allows greater dissemination of information with shareholders in all departments. The Student Advisory Board allows input from student representatives in the administration of student aid.
- **Integrity:** The primary goal of Financial Aid personnel is to help students achieve their educational goals by providing appropriate financial resources. To support this goal, the FAO has a set of principles that serve as a foundation for accepted standards of conduct. These principles include but are not limited to: a commitment to removing financial barriers for those pursuing learning; making every effort to assist students; being aware of issues affecting students; educate students and families through quality consumer information; respect the dignity and protect the privacy of students and assure confidentiality; equitable treatment across the full population of applicants; providing services that do not discriminate; promote the free expression of ideas and opinions; and foster respect for diverse viewpoints within the profession.
- **Accessibility:** Many individuals cannot assume the full financial burden of the costs of a college education. The FAO provides access to funding, making it possible for many individuals to attend Lane Community College.

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2) **Strategic Directions**

Strategic Directions (3)

- Transforming Students' Lives

The FAO endeavors to efficiently provide services to all students seeking financial aid assistance to help meet their educational goals. Approximately \$30 million is disbursed from various programs in financial aid annually and, as a result, provides access to higher education that many would not be able to afford.

- Transforming the Learning Environment

The FAO supports the Students First! environment of self help by offering training and weekly updates of financial aid processes.

- Transforming the College Organization

As budget resources and support continue to diminish institutionally, the FAO is striving to minimize the impact on students and is continually seeking ways to improve our processes. Weekly meetings as well as annual unit planning provides dedicated time to assess ways in which we can improve delivery of service via technology.

3) **Learning Centered Principles**

Learning Centered Principles

- The complexity of regulatory requirements and multiple agency interactions introduces the learner to a wide variety of real-life circumstances that fosters inquiry, knowledge, and assessment.
- As we continue to improve our processes, utilize Banner more efficiently, and make it more user friendly for our student population, we are relying more and more on our students to become knowledgeable in their business affairs with the college.
- The learning process through the use of ExpressLane for our students has enabled them to become active participants in their success at Lane.

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Part II. Unit Description

Chapter 1: Unit Description

Key Question: Who are you? Answer this question by providing the following information about your unit.

1) Unit Mission/Vision

The mission statement or goal of the FAO was first published in the college catalogue in 1987. Throughout the years, it has changed slightly and still reflects the purpose and mission of our department. Our mission/vision is reviewed annually and is as follows:

Although paying for college expenses is the responsibility of students and their families, many individuals cannot assume the full financial burden of the costs of a college education. Financial aid is available to help bridge the gap between the costs of education and the available student/family resources.

2) Catalog Description

Financial Aid is described as follows and is reviewed annually by staff:

The Financial Aid Office offers information and assistance in person at the Students First! Center and by telephone at (541) 463-3100. Financial Aid information is also available using ExpressLane at www.lanecc.edu; on the Department of Education's website at www.ed.gov; and at main campus, Downtown Center, Florence, Cottage Grove, and community learning centers.

3) History/Significant Program Events

Lane Community College was established in 1964 and opened its doors to students in July 1965. After the first year, the College was approved to participate in three federal financial aid programs: Economic Opportunity Grants, National Defense Education Act Loans, and Federal Work Study. It also received some State Vocational Work Study funds, and was eligible to participate in the United States Aid Fund loan program. In addition, the College had a small tuition scholarship program financed from the College's General Fund. In 1971 the State of Oregon provided Need Grants and Community College Awards for students in two-year colleges. The next legislature, which met in 1973, eliminated the Community College Award Program and made community college students eligible for the Cash Award Program. In 1973, new federal legislation changed all the federal programs. At the present time the college participates in the following federal programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan and Federal Work Study - as well as the Oregon State Need Grant and Cash Award programs. In addition, the college participates in the Federal Family Education Loan (FFEL) program for PLUS Loans and Federal Direct Stafford/Ford Loan - subsidized/unsubsidized. The Financial Aid Office administers the Lane Institutional scholarship programs, some Foundation scholarships, private scholarships and some agency funds. From 1968 to 1984 Lane Community College participated in the federal Nursing Loan and Nursing Scholarship programs. Participation in these programs was discontinued because

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of a change in regulations regarding default rates and a lack of new federal capital contribution. From 1968 to 1981 Lane Community College students who were enrolled in appropriate law enforcement and correctional programs participated in the federal Law Enforcement Educational Program (LEEP), administered by the Department of Justice. The federal government in 1981 discontinued the loans and scholarships available under LEEP. During the early years of operation, the financial aid office staff consisted of the Director and a secretary. By 1980, the Director and eight staff members comprised the office staff. Currently, the FAO is staffed by the Director of Student Financial Services and ten classified personnel. The number of staff has not kept pace with the increase in the regulatory burden of the financial aid programs. This is specifically related to the effects of state and local reductions in support.

In June 2001, Lane's Board of Education approved the purchase of new administrative software from SCT Banner. The FAO began implementation in September 2001 and went "live" in March of 2003. During the 2003-2004 financial aid award year, each phase of the financial aid process was successfully implemented.

4) **Degrees and Certificates**

The FAO does not offer degrees and/or certificates.

5) **Organizational Structure**

The Director of Student Financial Services manages the FAO with ten classified staff reporting and two classified staff in Sponsored Accounts.

6) **Staff/Faculty**

The FAO is staffed by ten contracted (classified) employees and one half-time administrative assistant.
Sponsored Accounts is staffed with 2 contracted (classified) employees.

7) **Student Profile**

Student income data and profiles are submitted annually to the Department of Education via the Fiscal Operations Report and Application to participate and the Integrated Postsecondary Education Data Systems reports to the National Center for Educational Statistics.

8) **Facilities and Equipment**

The FAO is located on the first floor of building #1, rooms #130 & 131. This space provides a secure "behind the scenes" atmosphere and allows technical processes to be administered with only minor interruptions. This is critical to the continual demand for increased productivity. Although this space provides minimal interruptions, it is very small considering the number of staff members occupying the space. There is no room for growth and creates a claustrophobic environment.

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9) **Budget Profile**

Classified Unit Employees	\$448,373
Classified Non-Unit Employees	\$13,215
OPE Allocated	\$242,871
Operational Supplies	\$45,101
Staff Travel	\$3,000
Maintenance & Repair	\$900
Utilities and Communications	\$4,600
Total	\$758,060

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Part III. Performance 2003-2004

Chapter 2: Program Outcomes Data, 2003-2004

1) Enrollment Data

Number of applications received:	12,623
Number of applicants paid:	5,799
Total amount disbursed	\$ 35,020,246
Average amount disbursed per student	6,039
Applications process per staff member	1,148
Average amount disbursed per staff member	\$ 3,183,659

2) Student Success Data

During the 2003-2004 academic year, approximately 85.3% of students receiving financial aid maintained satisfactory academic progress and retained their eligibility to receive federal, state and institutional assistance. Additional provisions allowed advisor professional judgment to reinstate an additional 2.5%. Overall, 87.80% maintained federal standards of academic progress.

3) Budget

	Accounted Budget	Expenditures
Classified Unit Employees	\$475,755	\$475,850
Classified Unit Emp Overtime	\$6,886	\$6,900
Classified Non-Unit Employees	\$3,667	\$3,653
OPE Allocated	\$240,121	\$240,858
Operational Supplies	\$25,832	\$23,831
M&S from Lane Internal Service Fund	\$11,523	\$11,522
Staff Travel	\$4,284	\$4,284
Maintenance & Repair	\$900	\$0
Institutional Fees & Dues	\$180	\$180
Outside Services	\$36,000	\$26,037
Utilities and Communications	\$4,600	\$2,014
Other Fees & Chgs-Process Fees	\$0	\$14,588
Miscellaneous Revenue	\$0	\$1,430
Provision for Bad Debt Adjust	\$0	\$721
Classified Unit Emp Overtime	\$8,266	\$8,266
Classified Non-Unit Employees	\$1,732	\$1,731
OPE Allocated	\$3,230	\$3,229
Total	\$822,976	\$825,094

¹Enrollment Data provided by Banner.

²Student/Success Data provided by SAGA and Banner.

³Budget information provided by Budget Office.

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Program Outcomes Data, 2003-2004

<i>Fund</i>	<i>Amount offered</i>	<i>Actual paid</i>	<i>Number of students paid</i>	<i>Average amount disbursed per student member</i>
Pell Grant	\$ 20,997,508	\$ 10,241,098	4,509	\$ 1,024,110
Oregon Opp. Grant	\$ 3,243,292	\$ 1,600,112	1,925	\$ 160,011
SEOG	\$ 1,435,911	\$ 633,878	881	\$ 63,388
Direct Subsidized Ln	\$ 21,933,954	\$ 9,821,195	4,271	\$ 982,120
Direct Unsubsidized Ln	\$ 22,010,364	\$ 9,066,415	3,320	\$ 906,641
Perkins Ln	\$ 3,132,206	\$ 1,191,422	552	\$ 119,142
Federal Work Study	\$ 1,046,184	\$ 582,065	295	\$ 58,207

Chapter 3: Program Outcomes Analysis, 2003-2004

Key Question: Please provide a summary analysis of your projected program outcomes for 2003-2004. Please include assessment of program outcomes as defined in your 2003-2004 Unit Plan.

1) How effectively did you fulfill your unit's mission?

The FAO meets on a weekly basis and regularly reviews relevant information to determine the status of workload and applicant processing timelines. This is accomplished by a variety of methods, such as gathering data to determine how many aid applicants are in process, where they are in the process, and if there are items that need to be resolved. The FAO surpassed expectations of staff and students for time frames in the delivery of aid from prior years and we anticipate continued improvements as the use of technology is maximized.

2) How well did students meet your learning outcomes at both the Program Level and Course Level?

In 2002-03, it was the goal of the FAO to simplify our processes. By utilizing Banner capabilities, students are now able to access their financial aid information through ExpressLane. Through this access, students may now complete complex processes more easily through automation.

Approximately 59.3% of Lane students filed their FAFSA electronically. This information demonstrates that students are using technology and are becoming more comfortable with the mechanics of applying for financial aid and the processes therein.

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3) How well did students meet Core Ability outcomes?

The FAO embraces the US Department of Education's encouragement of institutions to deliver student aid electronically. A large percentage of aid applicants file via the web and are using ExpressLane to perform many business and registration functions at Lane. Nearly 94%* of Lane students indicate that they are somewhat to very comfortable with using ExpressLane to register for classes and approximately 90%* indicate that they have access to a computer off campus. While it is evident that our students are performing many functions using technology, Lane currently does not have the technology to support the delivery of aid electronically.

*IRAP findings – ACT student opinion survey, Spring 2004

4) How efficiently did you use the resources you were given?

Banner data is generated and disseminated to determine FAO efficiencies and is reviewed at weekly meetings. In 2003-2004, the FAO gathered Banner data and compared timelines of processing with prior years as well as listening to student responses to FAO processes via Student First! representatives. The generated data and the response from students indicated that the implementation and use of Banner improved our performance compared to prior years.

The Banner and Related Systems (BARS) coordinating group cites that all functionality has been implemented within the FAO. It was also noted that the FAO is the only department to accomplish full functionality.

In addition, an outside consultant was hired to analyze the performance of our service to students. Although not the specific directive of the consultant work, the consultant found that the FAO exceeded the expectations of an institution in their first year of Banner implementation. It was noted that overall, students are satisfied with the services provided.

5) How well are you utilizing current technology?

The FAO has implemented and is using 100% of all modules within the financial aid matrix. The Financial Aid Office is reviewing its policies and procedures to further facilitate the efficiency of the Banner Administrative System.

6) If your program works with an Advisory Committee, how effective was that relationship in helping you meet your program goals?

The FAO is represented on the SAGA (Success and Goal Attainment) committee. The FAO goal is to advise SAGA on federal regulations and compliance issues. In addition, the FAO is represented on the Student Advisory Board (SAV).

SAV meets quarterly and members include 6 Student Service Directors and student volunteers. SAGA meets on the 2nd and 4th Wed of each month. SAGA Committee members are as follows:

Jill Bradley, Women's Program
Marv Clemons, Co-op Ed
Liz Coleman, Tutoring/ALS
David Doctor, Library
Jerry DeLeon, Counseling

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Melinda Dunnick, Student Financial Services
Nancy Hart, Disability Services
Dana Haltunen, Counseling
Alise Lamoreaux, ABSE
Patrick Lanning, Interim AVP, Instruction
Adrienne Mews, ALS
Mary Parthemer, TRiO
Devin Robel, SF!
Cathy Russell, ABSE
Chris Seifert, English Language Lerner Program
Marva Solomon, Counseling
Craig Taylor, IRAP
Dan Timberlake, Counseling

The committee initiated a FYE LC, Fast Lane to Success to promote a “first year” experience.

7) **How well did you meet staff goals ?**

The FAO meets weekly and holds an annual unit planning session to discuss goals. The 2003-2004 award year began with Banner implementation. Although there were challenges with learning a new way of processing and working through the complicated interfaces within the system, we were able to meet and exceed expectations.

The following goals were met during 2003-2004:

- Revised and completed Policies and Procedures Manual.
- Revised and integrated procedures to maximize Banner efficiencies.
- Streamlined policies.
- Trained staff and Support Personnel.
- Revised Credit Limit procedures.

8) **Review your initiatives from 2003-2004.**

Funding for document imaging was secured and the FAO acquired the document imaging module. We will be the first to implement this module at Lane.

Sponsored accounts are now in a permanent workspace that has improved their working environment.

9) **Overall, what strengths do you believe your unit demonstrated in 2003-2004?**

The Financial Aid staff demonstrated extreme competence and understanding in the use and implementation of a very complex system to deliver equally complex student aid programs. The level of understanding and ability to recognize the intricacies involved in piecing all processes together was indicative of the higher level capabilities of our personnel.

10) **Overall, what challenges do you believe your unit faced in 2003-2004?**

The challenges faced by the Financial Aid staff were the challenges any major change in the tools used to conduct business would occur. The well thought out and talented planning prior to

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implementation minimized the impact of problems that occurred as a result of unanticipated outcomes and expectations when the system was activated.

- 11) **What conclusions do you draw from this analysis about needed improvements or changes in 2004-2005?***

The conclusions reached was the need to update and improve the policies and procedures to complement the capability of the new administrative system. This would be a focus on continued development of technologies that reduce the need for direct contact with our student population.

* *Please remember that any initiatives proposed for 2004-2005 must be linked to these conclusions.*

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Part IV: Projected Performance 2004-2005

Chapter 4: Program Initiatives, 2004-2005

- | | | |
|----|---|------------------------------------|
| 1) | <u>Initiative Title</u> | <u>Division Priority #1</u> |
| | 1. Implement Document Imaging | |
| 2) | <u>How is the initiative linked to your Program Outcomes Analysis for 2003-2004?</u> | |
| | 1. The FAO succeeded in meeting the prior year goal by recently obtaining the software needed for document imaging. During 2004-2005, our challenge is to integrate this tool in to our current processes. | |
| 3) | <u>Describe the initiative</u> | |
| | 1. Document imaging will provide instantaneous document retrieval, reduce storage and archive space and will benefit students by eliminating personnel hours in filing and retrieval. By eliminating hours spent filing and retrieving documents, staff can focus on processing applications. The outcome of this would be increased productivity, earlier notifications to students of financial aid awards, and would improve student retention and enrollment decisions. Additional staff hours will be required for optimum implementation results, including the integration of the tool with our current processes as well as the additional training time for all staff. | |
| 4) | <u>Describe the resources needed</u> | |
| | 1. Document imaging software has been purchased. Funding for tools to implement document imaging has been secured and no further resources are needed. | |
| 5) | <u>List the possible funding sources</u> | |
| | The only source of funding available to pursue this capability is the General Fund. There are some funds available yet from second phase funding from the Lane Administrative Software implementation. | |
| 6) | Provide ORG & PROG codes | |
| | Not applicable. | |
| 7) | <u>How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?</u> | |

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Transforming Students' Lives

The goals for 2004-05 articulate with Lane Community College Strategic Direction through innovation in the delivery of student aid and information. These goals empower our learning community in the utilization of electronic technologies that provide "on-demand" services.

Transforming the Learning Environment

These efforts support the institution's capacity to provide welcoming services that are safe, accessible, functional, available as needed, aesthetically appealing and environmentally sound.

Transforming the College Organization

These efforts will assist in achieving fiscal stability. As the costs of providing student services increases incrementally with the cost of providing personnel to perform routine functions, the ability to provide services "on-line" allows the college to reallocate the focus of the personnel available to the more complex professional and compliance-related issues.

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- 1) Initiative Title Division Priority #2
 2. Prepare to administer Dual Enrollment
- 2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?
 2. Lane anticipates participating in the dual enrollment program with OSU beginning in 2004-2005. The FAO is currently participating in the dual enrollment program with the U of O and is conscious of the extensive staff hours required to administer the program. Banner technology does not support automation for this program. Our current governor has indicated that dual enrollment participation with multiple colleges and universities is in our near future. The challenge for the FAO is to secure staff hours and the support services needed to meet the demands of administering the dual enrollment program requirements.
- 3) Describe the initiative
 2. Students are only eligible for financial aid funding at one institution at a time per Federal regulations. The dual enrollment program allows student's access to certain lower division courses at a cost savings to the student while also having access to courses at a 4 year institution. Since the cost of higher education continues to skyrocket, dual enrollment programs are essential for our students. The FAO currently administers aid to approximately 100 students within the dual enrollment program at the U of O. The growth potential is unknown at this time and given the time constraints with staff and the pressures of meeting students demands, it is very clear that additional staff will be required to administer the program as more colleges and universities become involved.
- 4) Describe the resources needed
 2. Dual Enrollment will be administered during 2004-2005 with current resources.
- 6) List the possible funding sources

The only source of funding available to pursue this capability is the General Fund. There are some funds available yet from second phase funding from the Lane Administrative Software implementation.
- 6) Provide ORG & PROG codes

Not applicable.
- 7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

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- 1) Initiative Title Division Priority #3
3. Provide electronic delivery of services
- 2) How is the initiative linked to your Program Outcomes Analysis for 2003-2004?
3. As we are continually faced with budget cuts and doing more with less, the FAO is challenged with using technology to improve the delivery of services in more effective ways. It is our goal to move towards the electronic delivery of services.
- 3) Describe the initiative
3. Electronic delivery of services would allow the FAO to deliver a variety of notices to students without the normal delays of printing, preparing and postal service processes. Documents currently mailed from within the FAO include financial aid awards, requests for additional documents from students, revisions to awards, notices, forms, and correspondence. The electronic delivery of services would also decrease the current costs of materials and supplies.
- 4) Describe the resources needed
3. Electronic delivery of services. The Financial Aid Office has identified SungardSCT's Luminus software as the next step in implementing electronic delivery of student aid.
- 7) List the possible funding sources
- The only source of funding available to pursue this capability is the General Fund. There are some funds available yet from second phase funding from the Lane Administrative Software implementation.
- 6) Provide ORG & PROG codes
- Not applicable.
- 7) How does this project articulate with the college's vision, mission & goals and contribute toward meeting the President's/Board's approved goals?

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Chapter 5: Expected Unit/Program Outcomes for 2004-2005

What program outcomes do you expect to achieve in 2004-2005?

1) What program level outcomes do you expect to achieve?

- Implement document imaging.
- Prepare for multiple Dual Enrollment initiatives.
- Search possibilities for the funding and support of electronic delivery of services.
- Continue to review and revise policies and procedures that will streamline and enhance Banner capabilities.

2) How will your program enhance your students' abilities to meet Core Abilities outcomes?

The FAO will continue seeking ways to provide financial aid assistance more efficiently to students. As demand for services continue to change and intensify with technology, it is our goal to find support for the electronic delivery of services.

3) What course level outcomes do you expect to achieve?

This is not applicable to the FAO.

4) What plans do you have for enhancing your use of current technologies?

The implementation of document imaging will enhance current technology within the FAO.

5) What plans do you have for working more effectively with your Advisory Committee?

The FAO will continue to structure policies and procedures that enhance college goals while remaining compliant with Federal and State regulations and to retain eligibility in the participation of Federal programs.

6) How will you set staff goals?

The FAO will continue to meet weekly to discuss goals and meet annually for unit planning.

7) Enrollment Data

The FAO has been able to maintain and improve the level of service from prior years. While it is not possible to predict the number of applicants for each financial aid award year, growth is inevitable. The FAO will continue to streamline processes and utilize technology in preparation for future growth.

8) Student Success Data

A FAO representative will continue to meet with the SAGA and SAV advisory committee.

9) Facilities and Equipment

The FAO will be upgrading staff computers in preparation for document imaging.

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10) **Budget**

- General Fund: Document Imaging
 - General Fund Allocation: \$273,000

Advisory Committee Chair

Date

Division Chair

Date