

## Chapter 0: Alignment with College

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*“How is your unit aligned with the college’s goals?”*

*Answer this question by describing how your services support the following:*

➤ Core Values (6)

- **Learning:** The Financial Aid Office (FAO) provides a learning-centered environment by providing informational sessions, training opportunities, and current updates to Students First! Personnel who assist students with the Financial Aid process. In addition, professional personnel are encouraged to seek 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:** The FAO is currently reviewing its policies and procedures to take advantage of the College’s investment in the Banner administrative software. The automated processes and resultant productivity increase allows new methods of administering federal programs.
- **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:** Lane Community College recognizes that 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 available student/family resources.

➤ Strategic Directions (4)

- **Achieve Financial Stability:** Financial Aid delivers approximately \$22 million annually to students attending Lane Community College.
- **Enhance College Climate:** the investment in the Banner Administrative System is providing the benefit of increased efficiencies in delivering aid to students in a more timely fashion.

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- **Build Organizational Infrastructure:** the Banner Administrative System has facilitated an automated template that allows the Financial Aid Office to reevaluate processes and use automated tools to utilize its efficiencies in an effort to reduce redundancies.
- **Implement Business, Workforce Development and Extended Learning Reorganization:** the Financial Aid Office is responsible for providing the mechanics to deliver Workforce funds to students.

➤ Learning Centered Principles (6)

- **The Learning College creates substantive change in individual learners.** 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.
- **The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.** The preamble to federal student aid programs state that it is the student's responsibility for the financing of their education. Federal student aid is available to bridge the gap between what a student is expected to contribute compared to standard student costs. Lane Community College works in partnership with the student and the federal government in providing additional financial resources.
- **The Learning College creates and offers as many options for learning as possible.** There are a number of variables associated with the receipt of federal aid. Students may receive aid at various enrollment levels, programs, and circumstances.
- **The Learning College Assists learners to form and participate in collaborative learning activities.** The college provides student climate surveys, student advisory board participation, and other avenues such as feedback via the Associated Students Office. Student representation is provided to the Board of Education via a seat assigned to the Associated Student Body President and representatives.
- **The Learning College defines the roles of learning facilitators in response to the needs of the learners.** The Director of Student Financial Services and Financial Aid Advisors are available community-wide to address, train, and provide information to students, staff, faculty, and the community.
- **The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.** The college is taking the steps to assess learning as it pertains to student service functions and satisfactory outcomes. Budgetary restraints and limited resources continue to be a challenge in this assessment.

## Chapter 1: Unit Description

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*“Who are you?”*

*Answer this question by providing the following information*

- **Unit Mission/Vision:** Lane Community College recognizes that many individuals cannot assume the full financial burden of the costs of a college education. For this reason, financial aid is available to help bridge the gap between the costs of education and the available student and family resources.
- **Catalog Description:** The Financial Aid Office offers information and assistance in person at the Students First! Center and by telephone at (541) 463-3100. You also can find financial aid information on the Internet at [www.lanecc.edu](http://www.lanecc.edu); on the Department of Education’s website at [www.ed.gov/](http://www.ed.gov/); and at main campus, Downtown Center, Florence, Cottage Grave, and community learning centers.
- **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 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 a Director of Student Financial Services and eleven classified staff staffs the financial aid office. The growth of the financial aid 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.
- **Department/Programs/Services**

### Federal Programs

The federal government has become the largest sponsor of college student assistance programs at Lane Community College. These programs include the Pell Grant,

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Supplemental Educational Opportunity Grant, Federal Work-Study, Perkins and Direct Loans.

**State of Oregon Programs**

The State of Oregon currently provides one need-based program for students. It is titled the Oregon Opportunity Grant and is administered by the Oregon Student Assistance Commission.

**Lane Community College Programs**

Lane Community College offers Talent Grants to four categories of students: Athletics, Performing Arts, Forensics, and the Associated Students. In addition, the college offers six international student scholarships.

- **Organizational Structure:** the Director of Student Financial Services manages The Financial Aid Office with eleven classified staff reporting directly.
- **Staff:** The Financial Aid office is staffed by eleven contracted (classified) employees and one half-time administrative assistant.

## **Chapter 2: Expected Performance**

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*“What do you intend to do?” “Who do you intend to serve?” “How do you intend to serve them?” “What are the expected results of providing your services?”*

The charge of the Financial Aid Office is to ensure Institutional compliance as authorized by Lane's Chief Executive Officer (President) to participate in those financial assistance programs authorized by Title IV of the Higher Education Act. The agreement between the President and the Secretary of Education serves the students of Lane Community College by providing federal student aid as a financial resource to students.

In addition, the Financial Aid Office endeavors to simplify the process that students must experience due to the extreme complexity of regulatory requirements attached to the eligibility and general provisions attached to each federal program. The expected results of these endeavors are expected to be more assistance, to more students, in as short a period as possible.

### Chapter 3: Actual Performance

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*“What did you do?” “Who did you serve?” “How did you serve them?”  
“What were the results of providing your services?”*

*\*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

➤ **Participation**

- **Number of Program Contacts and Unduplicated Participants:** Approximately 15,000 students list Lane Community College as a college they may attend in application for federal student aid. Of these, approximately 9,000 students receive funding via the Financial Aid Office.
- **Staff ratios:** See FAO history matrix.
- **Demand/Capacity Analysis:** Demand for services and timely expectations of students is a constant challenge. Due to budget constraints and ever-demanding regulatory requirements, the ability to provide one-on-one service and relationships with students individually is a luxury not afforded. Lane Community College has invested in the Banner Administrative Software tool, which provides additional automated processes, but personnel efforts are shifting from manual processes to maintenance processes associated with the tool. The complexity of the Banner Administrative Software requires diligent monitoring for expected outcomes.
- **Demographic profile of participants:** The Financial Aid Office serves students seeking federal student aid assistance from the Department of Education.
- **Contribution to Student Success:** The Financial Aid Office provides in excess of \$28 million to students seeking assistance toward their cost of attendance. Each year, the Vice President of Instruction initiates a student satisfaction survey, which provides feedback from students as to the effectiveness of student services. Student Services managers have initiated a Student Advisory Board to facilitate student input regarding the effectiveness of new and existing policies.
- **Total Cost of Program:** Lane Community College is prohibited, as part of the requirement from the Department of Education to participate, from charging fees in providing federal assistance to students. Therefore, the college budgets approximately \$575,000 in General Funds to administer federal Title IV funds.
- **Facilities/Equipment**
  - **Space Description:** The current space available to Financial Aid staff is adequate for 10 personnel and 3 flexible part-time personnel. It is less than adequate for storage of documents, files, and publications. There is no space provided for growth.
  - **Equipment Inventory:** Each employee is required to have current specifications in computer hardware as required by the Department of Education for transmission of data. In addition, copiers, printers and

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fax machines are required for the provision of consumer information and required documentation of eligibility.

## Chapter 4: Analysis of Expected Performance versus Actual Performance

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*“Did you meet your expectations?”*

*\*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?*

- **Strengths:** The dedication of staff and commitment to provide the best service to students is the most successful condition that has allowed the Financial Aid Office to overcome budget shortfalls and reductions in resources. The investment in the Banner Administrative System has provided a level of automation that is providing better review of incoming data in analyzing student eligibility for federal aid. The Students First concept has enabled an increase in dedicated time for production.
- **Weaknesses/Opportunities:** The amount of programming skills needed to maintain the complexity of the Banner Administrative System is negating the advantage of automation. There is an enormous amount of training, learning, and attention to updates, upgrades, and new product enhancements, that impacts the number of personnel available to address individual student needs. The cost associated with maintaining, providing, and exchanging information among users is significant. The opportunities for the most effective use of the Banner Financial Aid Module will require an investment in providing as many opportunities as possible to get the information, training, and exchange of ideas to those who are core members in designing and developing the system to it's maximum potential.
- **Conclusions:** Overall, the Financial Aid Office has performed exemplary under severe budgetary shortfalls and minimum resources.



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**Chapter 6: Evaluation of Initiative Process**

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*“Was your initiative(s) successful?” “How do you know?”*

*\*This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.*

## **Appendix A**

### ***Lane's Core Values***

#### **Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

#### **Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

#### **Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

#### **Collaboration and Partnership**

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

#### **Integrity**

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

#### **Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

## **Appendix B**

### ***Strategic Directions***

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability
- Building organizational infrastructure
  - Self-study
  - LASR
  - Mainstream innovation
- College climate
  - Human Resource Systems
  - Student Retention
  - Relationships
- Implementation of BWEL reorganization
  - Bring the conference center to profitability
  - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

## **Appendix C**

### ***Learning-Centered College Principles***

1. Creates substantive change in the learners.