1. Support Services Report Template

Report Info

Name of the person completing this report: Rhonda Johnson  
Title of the person completing this report: Executive Director, Financial Aid  
Supervisor/dean reviewing report: Greg Smith  
Name of second reviewer (if necessary): Linda Dalton  
Service: Process Financial Aid Applications & Package Awards  
Division/College: PEMSA

3. Mandated Service

Link to Scoring Rubric

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

- Federal Law: Yes  
- State Law: Yes  
- Executive Order: Yes  
- Campus Policy: Yes

Provide a brief explanation, if necessary, in < 60 words.

Title IV of the Higher Education Act mandates procedures for awarding all Federal Aid. The California Student Aid Commission and CSU Chancellor’s Office mandate procedures for awarding state aid, and the University mandates procedures for scholarship awards. These mandates are dynamic in nature and routinely change from year to year, sometime drastically. FERPA applies to information in Financial Aid documents.

4. Importance of Service

Link to Scoring Rubric

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

With more that 60% of East Bay students depending on some form of financial assistance, the majority of our students would face cancellation of enrollment each quarter absent a financial aid award. These awards allow the University to serve students who, otherwise, would be unable to afford an East Bay education, and are instrumental in fulfilling our strategic commitments to student access and an inclusive campus. In addition, University fees paid by financial aid awards, provide much of the University’s fee revenue.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

- Students: 100%  
- Total: 100%

Link to Scoring Rubric

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

- THREE UNIVERSITY ACTION/STUDENT IMPACT AREAS
- DIRECT IMPACT: Processing financial aid applications
- INDIRECT IMPACT: Managing utility services
<table>
<thead>
<tr>
<th></th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Although only enrolled students benefit from packages and awards, family members and friends are frequently motivated to attend college when they become aware of a sibling’s award. In addition, we present sample awards when reaching out to prospective students.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>In addition to supporting the University’s commitment of serving students first by paying for registration, books and related living expenses, awards allow students to receive book vouchers for the early purchase of text books and provide deferment of registration and dorm charges.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>These awards are vital to attainment of a student’s degree objective, which, in turn, is vital to a student ultimately becoming productive and satisfied members of society.</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>While difficult to measure, we know that future generations are mentored by older siblings, friends and associates. Were our students not to receive awards, this mentoring process would not be possible.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>With over 5K students qualifying for a Pell Grant, it is apparent that we award a needy population. The University would be unable to attract and serve this population without these awards.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Because these awards make degrees possible, and degrees lead to meaningful work and social responsibility, the University would be unable to confer many degrees were students unable to receive financial assistance through these awards.</td>
</tr>
</tbody>
</table>
2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>The student beneficiaries of aid awards must meet federally mandated academic standards that reinforces the academic quality goals of the University.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Without aid awards many of our low income, minority, and at risk students would be denied access and denied the opportunity for academic and personal development.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</td>
<td>Prospective and admitted students routinely receive financial aid awards prior to our annual Welcome Day, allowing students to discover the availability of aid to assist with their expenses. This expands access to student who would not otherwise enroll.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td></td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td></td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>During the most recent few years, we have delivered awards to students in increasingly efficient and shorten time frames. In addition, we allow vital campus partners to view awards which facilitates their processes.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td></td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td></td>
</tr>
</tbody>
</table>

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

- Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

From 2010-2011 to 2011-2012, we experienced a 16% increase in the number of paid award recipients. With projected increases in enrollment, we anticipate even greater increases in the future. In addition, as our economy and the requirements for gainful employment change, we expect more of the workforce to enter college for a first or subsequent degree. Finally, as tuition and fees increase more students need and become eligible for financial assistance.
3.1 Do you assess the quality of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Timeliness of award packages and accuracy of awards are the two most important qualities of this service. Our goal is to provide all new aid applicants with at least an estimated financial aid award prior to our first Welcome Day. We use student document deadlines to assist us in meeting our award delivery deadlines for enrolled students. There are internal and external controls that aid accuracy and the attainment of these goals.

Link to Scoring Rubric

3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.

We began to set deadlines approximately three years ago. We have also developed PeopleSoft system checklists to assist us in identifying students ready for processing and awarding. Both of these processes facilitate the identification of our immediate work and assist us in delivering a higher quality of service to our students.

Link to Scoring Rubric

3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.

We continue to explore system enhancements that will streamline need analysis and ultimately shorten the time from aid application to final package. It is feasible to explore converting from paper awards to electronic awards, which can be more quickly produced.

Link to Scoring Rubric

3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

We know that a document imaging system that accommodates bar coding would assist with document intake and quality. Since the most time and labor intensive steps in awarding entail staff carefully reviewing and analyzing documents, an increase in staff would greatly improve timing of award delivery. Additional technical staffing would likely lead to system improvements and the development of system awarding tools and modules which currently go unexplored. Increased counseling staff would shorten the time needed to create manual awards, and increased call Call Center Staff would improve response to award inquiries.

Link to Scoring Rubric

3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

We monitor telephone inquiries, financial aid emails, and visits to our EIC (our one-stop shop) and use feedback from these students to identify processes student users may have difficulty with. When warranted, we align this service to better serve students.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached,
Increased staff would allow us to improve the quality of our processing and packaging activities by shortening the time we need to review files and certify aid eligibility for students selected for the federally mandated verification process. Since faculty and staff frequently receive feedback on these services from our students, additional staff would likely improve our overall processing quality image.

If applicable. Do you have any comment or response to the results? Please describe in <120 words.

Yes

If yes, please describe in <120 words. If no, please explain.

Consistent with the PEMSA culture of service, and while strictly adhering to FERPA guidelines, we encourage and reinforce staff behavior that respects students and fosters a partnership between students award recipients and the individuals on our staff. We offer continued training and feedback to staff and use the Interpersonal Skills section of the annual evaluation to rate personnel in this area.

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Our goal for award determination is 100% accuracy. We attain this goal by engaging in a secondary review process which ensures that all awards are subjected a second review. Any initial errors are rectified during his process.

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Our goal is to provide an award to 100% of eligible students completing the annual FAFSA. We run weekly processes throughout the year to identify students meet the criteria for awarding. We continue to award students and to revise awards for students until our annual (published) deadline.

Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

Attach your allocated spreadsheet here.
4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

3000

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

1086

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

We have gained cost effectiveness by cross training existing staff on the processes used to verify aid eligibility and create awards.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

While implementing new technology and enhancing existing technological tools does not always result in cost savings, enhancements in this area may have this result. We recently allocated one former Document Imaging position to the role of Call Center and Office Manager. This move enhanced available Call Center staff and added needed organization to document intake, which ultimately drives processing.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

During the most recent six years, we've experienced a 64% increase in financial aid recipients. Staffing has remained static during this time. It is apparent that additional staffing would result in earlier awards and disbursements to our students. Based on the increased demand for this service, additional staffing is the only remedy for improvement in the efficiency and cost effectiveness.

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?
If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

Link to Scoring Rubric

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

We provided paid awards to 9,379 students during this time period. This resulted in the payment of over 88 million dollars to enrolled East Bay students.

7. Other

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

Financial Aid is a centralized service.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

While other universities and colleges also award financial aid, the Financial Aid Office at East Bay houses the only staff with expertise in this area. Individuals performing this function receive intense and on-going training and must stay abreast of evolving financial aid rules and regulations. While this staff is accountable to students and to our administration, the ultimate accountability is to the U.S. Department of Education.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

Although we have seen a 52% increase in the number of students receiving financial aid between 2007-2008 and 2011-2012 staffing in this area has remained stagnant with the exception of the restoration of one position that had been previously cut.