



## ANNUAL PROGRAM PLAN & REVIEW (Student Services)

### 1. Program: Financial Literacy

#### 2. Team Leader: Romeo O. Garcia

A. **Team Members:** Romeo O. Garcia, Margie Carrington, (Formerly, Byron Ramey & Eliazer Ayala-Austin), contributors: Lucy Nolasco, Faye Soler, Che Rodriguez

#### B. Program mission and vision

To offer learning opportunities on the management of personal finances so students can make financial decisions and to aid students in their understanding, application, and timely receipt of all eligible financial aid resources they need.

### 3. Program / Department Data Measures – and reflection

The following data measures were used for the 2011-12 assessment cycle to assess or infer student learning from their participation in workshops conducted through both the Financial Aid Office and the Financial Literacy program:

- Pre and Post survey
- ISIR report
- ISIR volume
- Workshop participation

The importance of implementing assessments to gauge students' understanding of basic financial literacy could not come at a more critical time given the economy, increased college costs, access issues and the college district implementing a new fee payment policy. Under the umbrella of TRiO Student Support Services and Financial Aid, workshops were provided throughout the year to help students apply for financial aid, learn personal money management and good budgeting habits, understand the new Plan-Ahead Pay-Ahead fee payment policy and other relevant topics of interest to increase students' financial literacy.

There were several major accomplishments both attributed to the financial literacy education and outreach activities or in the case of the Plan-Ahead Pay-Ahead fee payment policy, that made financial literacy and education that much more timely and meaningful for our student body.

Program/Department Major Accomplishments:

- Plan-Ahead, Pay-Ahead: Educating students pre-emptively about the fee payment change through workshops, YouTube student videos, phone-banking, etc.
- ISIR Volume: The number of students applying for federal financial aid increased substantially over the 2010-11 year.
- Disbursement of aid has increased by double-digits in consecutive years.
- Qualitative surveys are indicating that students are increasingly concerned with personal finances, debt, and college affordability so being able to provide services to them is rewarding and tangeable.



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We observed the following changes, some attributed to regulatory changes, the economic climate, budget reductions, and local policy decisions that had an impact on the Financial Aid Department and Financial Literacy programs:

- Reduction in dollars for TRiO programming (3.5% and increasing every year for reductions), yet there is an increased mandate especially for financial literacy; moreover, program is subject to allocation and program elimination which threatens sustainability of initiatives such as financial literacy.
- Last year was first year for the financial aid migration to direct lending. The loss of guarantors to help provide in-person loan entrance and exit counseling has resulted in a greater deficit of financial literacy outreach and education.
- Business Process Analysis (BPA) conducted in October with implementation occurring during spring 2012 term to help streamline and automate Financial Aid processing.
- Implementation of Title IV regulatory changes impacting SAP (Satisfactory Academic Progress), gainful employment, and other regulatory oversight; Return of Title IV processing volume and Direct Loan reconciliation creating unanticipated workload for financial staff.
- Increased demand for student loans serving dislocated workers, students seeking financial aid as a social service program and safety net as opposed strictly academic expenses (Shifting paradigm in financial preparedness, pseudo-welfare program.
- High risk of default; need of increased staffing to advise and educate students.

### 4. Student Learning Outcome (SLO)

#### A. Results from prior cycle's SLO.

The data measures we used were:

1. SLO: Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC (assessed again in current cycle).

A pre-and post- assessment at a February 2011 and 2012 Financial Literacy Workshop with 5 concrete student learning objectives. In retrospect, the pre and post assessment was not administered correctly to account for learning because students could interchangeably flip between their pre and post responses and make changes. This skewed results because we couldn't accurately measure learning. In the second attempt, the pre and post assessment forms were separated and administered and collected at different times. However, we do not have the capacity to review forms in a timely way, articulate changes in subsequent workshops, and accurately measure student learning.

2. SLO: Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays (assessed again in current cycle)



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Sign-in sheet were used to document participation at two Cash for College workshops in February 2011 however we did not go back to see if these same students required our assistance to complete the FAFSA for the following year at our weekly FAFSA Tuesday workshops.

Students who successfully submit the FAFSA are provided with a message once they have submitted their FAFSA; however, it does not indicate if corrections are required. They may believe they have done all they need to do when, in fact, they may have hit a roadblock that needs to be addressed before any further processing can occur. They are alerted if their application has been selected for verification and that the Financial Aid Office will be communicating with them about supporting documents and/or additional requirements.

In retrospect, participation in Cash for College does not necessarily translate to student follow-through and competency regarding Financial Aid. As a stand-alone data measure, it does not necessarily indicate financial learning.

Financial Aid provides ongoing FAFSA Tuesday workshops. These drop-in clinics are designed to help students submit and make corrections to their FAFSAs and to reinforce their understanding of the need to annual apply for Financial Aid.

EOPS helped spear-head the effort to provide savings workshops hosted by Opportunity Fund. The Individual Development Account (IDA) and Women's Achievement Network and Development Alliance(Wanda). EOPS kept documentation of students who attended, but also students enrolled in the savings program once they deemed themselves eligible and interested.

Our Program Team will continue to improve and refine our data instrument. Secondly, we intend to refine the content in the financial literacy offerings.

Outside of program review, recent collaborations between Financial Aid, Outreach, TRiO and offsetting from Measure G allowed two distinct colleagues, Che Rodriguez and Manuel Delgado to facilitate a well-received workshop to high school students in April 2012. The positive response alludes to the need of continued workshops to engage new students in Financial Literacy in an intentional way. This partnership and work should be institutionalized; therefore, we need to explore the possibilities of expanding this as a first-semester offering for all new students and potentially refresher workshops for continuing students.

Expanded partnership possibilities include orientation, learning communities, mentorship programs, student life, community-based workshops, Neighborhood Colleges, and other venues.

Number of Unduplicated ISIRs:

2312	2009-2010
3079	2010-2011
YTD – 3,498*	2011-2012 (as of 12/31/2011)



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The increase at mid-year already surpasses the prior year application volume by 13.6% as of December 2011. The unduplicated volume fails to reflect workload since there are multiple transactions per student due to corrections, misinformation, incomplete applications, etc.

Other workload issues impacting the Financial Aid Office include:

- Continued regulatory complexity.
- Legislated Consumer disclosures.
- Institutional requirements that fall on purview of Financial Aid

The workload issues impact the office to proactively address and collaborate with other partners, conduct regular financial literacy/economic justice workshops and implement financial literacy curriculum such as cashcourse.org.

**B. Current SLO and relationship to College SLO or Strategic Directions**

According to Cañada College’s Educational Master Plan, the following objectives have been identified by our College:

**Goal One:** Base all curricular and programming decisions on data-driven strategies.

**Goal Two:** Develop new programs and strengthen existing programs to meet our community and business needs.

**Goal Three:** Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College’s Service Area.

**Goal Four:** Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language

**Goal Five:** Improve the persistence and transfer rate of students enrolled in transferable courses.

**Goal Six:** Cañada College will support and strengthen the workforce program which receives a strong response from the community. Through research and sustained interaction with the business community Cañada College will pursue new programs and courses which reflect the dynamic occupational and specific needs of the Bay Area economy.

**Goal Seven:** Increase entrepreneurial actions cross the College by seeking new revenue sources.

**Goal Eight:** Develop and strengthen external collaborative relationships and partnerships.

**Goal Nine:** Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.

**Goal Ten:** Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.

**Goal Eleven:** Improve number of certificate and degree awards.

Financial Literacy Program Team SLOs speak to the following goals:

<b>Goal One:</b> Base all curricular and programming decisions on data-driven	Financial Literacy Program Team assesses our workshops and services based on student feedback,
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strategies.	successful completion of FAFSAs, and concrete data of student need such as BOG, Pell, SEOG, Work-Study Cal-Grant eligibility.
<b>Goal Two:</b> Develop new programs and strengthen existing programs to meet our community and business needs.	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable.
<b>Goal Three:</b> Develop programs and recruit students that respond directly to the current and projected demographic and economic trends in the College's Service Area.	Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable.
<b>Goal Four:</b> Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
<b>Goal Five:</b> Improve the persistence and transfer rate of students enrolled in transferable courses.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
<b>Goal Eight:</b> Develop and strengthen external collaborative relationships and partnerships.	Financial Aid and Financial Literacy have partnered with on-campus and off-campus partners; examples include Provident Credit Union, San Mateo Credit Union, Opportunity Fund, Veteran Affairs,
<b>Goal Nine:</b> Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.	Financial Aid and Financial literacy promotes the environment where students can be self-determined economically, and can therefore develop skills such as budgeting, prioritization, and goal-setting to develop personally and academically.
<b>Goal Ten:</b> Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.	<p>Financial Aid receives ongoing training for BANNER, fafsa.gov, COD.gov, edconnect.gov, CSAC.ca.gov since regulations change and staff must be informed of how to keep students updated.</p> <p>Financial Aid is receiving training for STARS, a new scholarship software for students to submit scholarships online.</p> <p>Financial Literacy is exploring online learning curriculum via cashcourse.org</p>



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<p><b>Goal Eleven:</b> Improve number of certificate and degree awards.</p>	<p>Indirectly; by virtue that success, retention, and persistence depends on the students’ ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.</p>
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- *Given the results from the last SLO, did you keep the same SLO or develop a new one? Why?*  
 We kept the same two SLOs from 2011 into the 2012 SLO cycle because we wanted to improve our data measurement.

**C. Action Plan**

<p>Activities</p>	<p>Revise and update SLOs to better identify student learning outcome:</p> <p><i>Students should be able to complete a Financial Literacy Workshop to successfully define key terms such as grants, loans, work-study, scholarship, and EFC. (Spring 2012)</i></p> <p>This SLO needs to be more specific to what terminology is covered in that workshop because there are so many topics to cover. Perhaps it needs to be broken-out into themes; grant money, loans, work study, budgeting, savings, credit/FICO and really focus in on one specific topic and measure student learning.</p> <p><i>Students should be able to complete a FAFSA upon successful participation in a Cash For College workshop and FAFSA Tuesdays. (Spring 2011)</i></p> <p>This SLO does not measure competency or completion because there still might be corrections needed, students might not follow-through. Our Program Team has to define what is “successful completion” after participation. We need an activity to measure a legitimate accurate EFC.</p> <p>Perhaps our Team should coordinate a focus group of a small subset of students to submit FAFSA, receive FAFSA, and give qualitative feedback on if they learned how to successfully submit FAFSA. We can then take a look at that same group to see if there were lasting long-term self-efficacy skills where the same students can then demonstrate that they can submit it on their own.</p> <p>Our Program Team should focus in on just one and really refine it: Financial Literacy Workshop is our focus as our primary SLO, so we are not spread too thin. We need to thematically identify which topic we will cover. For Instance, Fall 2012 – Financial Literacy Team will coordinate workshops on loans (debt, effects on transfer on subsidized, unsubsidized, predatory lending, budgeting, etc.,)</p>
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Criteria for assessment	Students can identify loan options (subsidized and unsubsidized) Students can identify rights and responsibilities as a borrower Students can identify how to apply for loans via FAFSA
Assessment tools	<ul style="list-style-type: none"> <li>• Sign in sheet</li> <li>• Pre –and post assessment</li> <li>• Qualitative focus group discussion on learned skills from student participation.</li> </ul>
What do expect to learn from assessment	Our Program Team expects to learn baseline knowledge of where students are at with their understanding of loans.

Possible activities for the far future include:

Activities: Educate Student body about PA/PA via email, phone-banking, and advising/counseling sessions.

Criteria: We looked at pre-and post- report of dropped students due to outstanding fees in collaboration with Admissions & Records.

What do we expect to learn: How informed did students become about the new District Policy? How many students were educated about the process to pay back or set up Sally Mae? How many students understood the drop policy due to unpaid fees? How many students were ultimately impacted by the drop?

In Spring 2012 and in Fall 2012, Admissions & Records were able to pull a query to take a look at concrete data for how many students will be affected by Plan Ahead/Pay Ahead and ultimately how many students were dropped. Moreover, the College successfully was able to gather data that no student was dropped in error. There was a resolution for students who believed they were dropped in error with assistance from Admissions & Records. There is now a process in place to handle and address concerns of students who believe they were dropped in error.

### 5. Student Area Outcomes (SAOs)

#### A. Results from prior cycle's SAO

The 2010-11 SAO (prior cycle) was successful as the general condition for success was demonstrating an increase in application volume from one year to the next. The table below reflects a 36% increase in applications from the prior year (2010-11 processed between 01/01/10 and 03/31/10) to the current year (2011-12 processed between 01/01/11 and 03/31/11). Data is not yet available to compare how the 2012-13 first quarter (01/01/12-03/31/12) may have increased over the initial SAO assessment year 2011-12.



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Application Data by School									
2010 -11 and 2011-12 Application Cycle Comparison Quarter 1 (01/01/11 - 03/31/11)									
						NUMBER OF FAFSA APPLICATIONS PROCESSED IN Q1			
Aid Year	OPE ID	School	State	Zip Code	School Type	Dependent Students	Independent Students	Quarterly Total	Percent +/-
2010-11 Aid Year	00697300	CANADA COLLEGE	CA	94061-1099	Public	517	575	1,092	
2011-12 Aid Year	00697300	CANADA COLLEGE	CA	94061-1099	Public	714	774	1,488	36.26%
2012-13 Aid Year		not available							

1. Our team identified that there is a need to collect baseline data first so we can better assess what our goal percentage increase will be.
2. Our team identified that there needs to be more opportunities for students to be educated on not just financial resources but the literacy to understand those resources.
3. Our team identified that we want to break commonly used terms and FAQs regarding Financial Aid and Financial Literacy.

### Guidelines:

- *Explain how the Service Area Outcome measured the quality and success of the program/department.*

Our program team intended to learn from our SAO that students were becoming informed of new policies that the College has implemented that will significantly affect their financial status with the College. Our program team wanted to see via quantitative on the increase of volume of financial aid applications. Our program team wanted to see a pilot interest in financial literacy workshops and we measured attendance at all offerings to increase awareness to facilitate access to financial aid resources.

- *Summarize the assessment results of the SAO.*
- *Describe and summarize other data that reveals Program/Department performance.*

EOPS has state-mandated collected data.

TRiO-SSS has federally-mandated data on the Annual Performance Report, and specifically on Financial Literacy and Financial Aid for TRiO participants

- *Describe and reflect on any observed trends that affected the SAO.*  
What we may account for as students learning to apply at a greater rate and proficiency as a result of participating in a Cash for College or similar workshops may also be a direct correlation with economic and other factors. It is difficult to measure what portion of the increased application volume is because of our workshops. We also did not account for student pre-learning or exposure to financial aid and financial literacy from friends, family members, etc.



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- *Explain how changes in community needs, technology, and transfer requirements could affect the unit/program.*
  1. There is escalated economic turmoil and still significant unemployment. Students are utilizing Financial Aid as a safety net.
  2. Ability to Benefit Test: students originally eligible for Financial Aid if they passed this test for non-high graduates. But this has been eliminated and prevents students from receiving Financial Aid.
  3. Lifetime Eligibility: Students are only eligible to receive only 6 full-time semesters of aid. This will significantly affect students who have a long academic trajectory such as ESL students.
  4. Course Repeatability: Title IV (federal aid) limits course repeatability to one additional attempt for a course previously passed while receiving federal aid. The federal definition of a passed course is a D which conflicts/differs with recently changed Title 5 Regulations (state) and students do not know or understand the difference (counselors also may have difficulty explaining this to students).
  5. The IRS tax return transcript will be required effective July 15, 2012 in lieu of actual 1040 copies; however there are already glitches with the IRS data retrieval and they are generating student complaints.
  6. In regards to preparing for transfer and financing transfer, students must plan out their acceptance of Pell because it will impact their packaging at the 4-year transfer institution. Questions are still unanswered in regards to holding Pell award at the community level to help offset 4-year packaging.
  7. TRiO-SSS will be mandated in a stricter fashion on offerings for Financial Literacy and how many students are served and/or referred to campus resources that address Financial Literacy.
  8. BOGG unmet need has increased to \$1104

### B. Current SAO and relationship to College SLO or Strategic Directions

#### Cañada College Educational Master Plan Strategic Directions:

<p><b>1. Teaching and Learning:</b> Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.</p>	<p>Financial Literacy is key in order for students to participate in our global community by virtue that they can develop a critical consciousness regarding socioeconomic standing of particular communities. They can empower themselves to adequately fund their education and ultimately contribute to a global workforce.</p>
<p><b>2. Completion:</b> Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.</p>	<p>Completion is contingent on a student's ability to afford an education. According to the TRiO Student Support Services Program Focus group in 2009, Lack of money and adequate financial resources is one of the core challenges that students face in college.</p>



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<p><b>3. Community Connections:</b> Build and strengthen collaborative relationships and partnerships to support the needs for our community.</p>	<p>Financial Literacy projects are rooted in collaborations with local community agencies such as Second Harvest, Opportunity Fund, and various nonprofit financial institutions such as San Mateo Credit Union and Provident Credit Union.</p>
<p><b>4. Global and Green:</b> Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.</p>	<p>Financial Literacy is rooted in economic justice and the critical discourse of access, equity, and resources. Students and staff share this responsibility to examine the increasing privatization of education and the diminishing resources for students, particularly for low-income first generation students.</p>

*Guidelines:*

- *Given the results from the last SAO, did you keep the same SAO or develop a new one? Why?*

With significant changes for AB540 and undocumented students, who represent a significant population on campus, the Financial Literacy team would like to explore the possibility of measuring a new SLO that measures students learning on access and opportunities for AB540 and undocumented students. The college; therefore, will need to develop clear information in either web or print format to educate our campus community on significant changes that affects students such as AB130 and AB 131 and the Deferred Action Plan for Undocumented Youth.

- *List the objective(s) from the EMP's Strategic Plan that the SAO aligns with.*

<p><b>Goal One:</b> Base all curricular and programming decisions on data-driven strategies.</p>	<p>Financial Literacy Program Team assesses our workshops and services based on student feedback, successful completion of FAFSAs, and concrete data of student need such as BOG, Pell, SEOG, Work-Study Cal-Grant eligibility. AB130 and AB131 will significantly affect Cal-Grants and BOGs along with some possible scholarships.</p>
<p><b>Goal Two:</b> Develop new programs and strengthen existing programs to meet our community and business needs.</p>	<p>Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds to the escalated community need to make college affordable. Increasing conversations are emerging around how to better support AB540 students and undocumented students in higher education.</p>
<p><b>Goal Three:</b> Develop programs and recruit students that respond directly to the current</p>	<p>Continued Financial Aid and Financial Literacy support directly correlates to the economic climate and responds</p>



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and projected demographic and economic trends in the College's Service Area.	to the escalated community need to make college affordable. Cañada College has always had a significant AB540 and undocumented student population; it is the intention of the Financial Literacy team to provide as much informational material as possible to educate the campus community about significant changes.
<b>Goal Four:</b> Improve success, retention, and persistence of students who are in basic skills classes, including English as a Second Language	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
<b>Goal Five:</b> Improve the persistence and transfer rate of students enrolled in transferable courses.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.
<b>Goal Eight:</b> Develop and strengthen external collaborative relationships and partnerships.	Financial Aid and Financial Literacy have partnered with on-campus and off-campus partners; examples include Provident Credit Union, San Mateo Credit Union, Opportunity Fund, Veteran Affairs,
<b>Goal Nine:</b> Build an educational environment that fosters passion for education, and the leadership and the personal skills necessary for civic engagement/ participation.	Financial Aid and Financial literacy promotes the environment where students can be self-determined economically, and can therefore develop skills such as budgeting, prioritization, and goal-setting to develop personally and academically.
<b>Goal Ten:</b> Provide new and expanded opportunities for faculty and staff development which support an atmosphere of excellence in academics and student support services.	Financial Aid receives ongoing training for BANNER, fafsa.gov, COD.gov, edconnect.gov, CSAC.ca.gov since regulations change and staff must be informed of how to keep students updated.  Financial Aid is receiving training for STARS, a new scholarship software for students to submit scholarships online.  Financial Literacy is exploring online learning curriculum via cashcourse.org
<b>Goal Eleven:</b> Improve number of certificate and degree awards.	Indirectly; by virtue that success, retention, and persistence depends on the students' ability to afford courses and to renew their FAFSA and/or understand their financial resources to persist from semester to semester.



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### C. Action Plan

#### *Guidelines:*

- *What activities will be done for this SAO?*
- *What criteria will be used for assessment? What assessment tools will be used?*
- *What do you expect to learn from the assessment?*

### 6. Resource Identification

#### A. Faculty and Staff hiring requests

Our Program Review Team recommends a District-supported “Financial Aid Accounting Specialist” or similar to assist Finance in managing and reconciling federal and state financial aid funds to appropriately support the campus operations and create a required separation of finance and financial aid duties.

The three Financial Aid Offices of the SMCCCD have an ongoing need for a “specialist” tasked with district-wide responsibilities for inputting G5 fund drawdown into RPACASH, Direct Loan Reconciliation functions, Return of Title IV (R2T4) monitoring, Sallie Mae financial reconciliation (stale dated checks and cancelling/returning federal funds), and to the extent possible, assisting the three colleges in monitoring loan delinquency as part of our default management plan. While workload is a huge issue multiplied by three campuses as it relates to the DL monthly reconciliation and ongoing R2T4 calculations and monitoring, the heart of the issue is that currently, finance/accounting functions that should be external to the colleges’ financial aid departments is being performed by the same user groups tasked with determining eligibility and awarding aid which is a compliance issue and potential audit exception.

A hiring justification will be submitted when the next opportunity to do so is presented and a sample job description is shown below. This is a high end and detailed example of possible duties depending on how much control/oversight we may want this position to have. It may be tailored necessary. Note, the emphasis at most postsecondary institutions is that much of these functions reside on the fiscal/student accounts side of management not in the financial aid office.



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### Description of General Duties

Under general supervision of the Grants Analyst, manages financial and operational systems to ensure processes, policies and procedures are in place to enable the financial structure and continuing operations of the district as it pertains to state and federal financial aid financial compliance, provides technical assistance and expertise; coordinates with local, State and Federal agencies, subgrantees, and others; coordinates allocations of federal funds available to local units, insuring efficiency and compliance with federal laws and regulations in use of those funds; supervises record maintenance of grants; performs related work as required.

### Specific Job Tasks:

1. Reconciles all financial processes, procedures, payments and reconciliation for multiple federal grants, state and private donation funds to ensure fiscal accountability for the SMCCCD and the supervision of its programs.
2. Prepares monthly and annual reports evaluating various federal aid activities; includes monitoring progress of all required applications and agreements to insure deadlines are met.
3. Assists the colleges' Financial Aid Directors in the preparation and timely submission of SMCCCD fiscal reports to the CCC Chancellor's Office, California Student Aid Commission, the Department of Education and COD.
4. Reconciles the fiscal activity, compliance reporting and close-outs of multiple District programs.
5. Works with Comptroller/designee to develop internal uniform internal operational standards.
6. Reconciles the receipts and payables for federal, state and county programs.
7. Reviews and analyzes federal regulations, state laws and administrative requirements for multiple federal and state programs.
8. Reviews and documents appropriate internal reconciliation operating and fiscal policies, procedures and interpretations for federal and state programs; reviews new federal policies that relate to funding grants and loans and supervises the implementation of those policies.
9. Documents reconciliation monitoring tools and manages the fiscal auditing portion of annual on-site federal audit and compliance visits.
10. Provides support for annual internal audits, state and federal site visits and fiscal audits. Assists state fiscal agent in reconciling expenditures for federal closeout of District federal and state programs. Assists the auditing compliance preparation for all District federal grants and loans. Is responsible for accountability and compliance with a variety of different federal reconciliation rules and regulations; makes arrangements for and accompanies federal aid inspectors to insure that necessary documents are available for audit.
11. Provides liaison between and confers with various District officials and offices and federal and state authorities.
12. Other professional duties as assigned.



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Additionally, to support an on-going Financial Literacy program, staffing will continue to be required for ongoing support. With increased need for Financial Literacy and Economic Justice education, there needs to be an identified point-person to help facilitate workshops, coordinate and schedule Financial Literacy partners such as Opportunity Fund and San Mateo Credit Union, facilitate classroom and community presentations, develop online curriculum via cashcourse.org. This position can be in the form of a retention specialist or coordinator to ensure that these services are rendered for students.

The new mandate for Financial Literacy in addition to Financial Aid has added a new significant added scope of responsibility for the TRiO Program Director. With increasing Federal regulations for TRiO and emerging pilot projects/initiatives for Beating the Odds Peer Mentorship Program, Community Engagement & Service Learning, and Veteran Services, the TRiO Program Director time/effort has been augmented from 100% 10 month faculty coordinator to an 87% TRiO/13% General Fund labor distribution to address the new projects. However; there is an emerging need for a Faculty Coordinator/Counselor (100% 10 month) to help in the implementation of the Federal TRiO grant and the day to day services and documentation for eligible program participants.

### **B. Professional Development needs**

1. Training and support for cashcourse.org. This will enable us to offer online learning workshops for TRiO participants and campus-wide to other interested students if staffing is offset by Measure G or Fund I.
2. Training and support for new BANNER features for Financial Aid: Financial Aid staff are informed of updated as well as more efficient ways to track, monitor, and serve students.

TRiO-SSS, Financial Aid, EOPS, outreach and other similar departments need continued Financial Literacy training.

#### *Guidelines:*

- *List any professional development activities faculty/staff participated in.*
- *Explain how professional development activities improved either program/department SLOs or SAOs.*
- *Describe professional development requests for next year.*

### **C. Equipment requests – must be related to instruction**

#### TRiO-SSS

- Cashcourse.org software: free trial license. We might need to pay later for subscription.
- iPad tablets for student workshops for easy access to online curriculum such as cashcourse.org (ipad tablets at \$600 each x 10 workshop participants). These iPads can be shared among the division and cycled depending on various workshops and seasonal use

#### Financial Aid

- Scanning equipment (part of BPA budget though may need additional resources)
- iPad tablet for Director



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- Dual monitors (part of BPA budget though may need additional resources)
- Laptop (2) for outreach events and other needs (purchasing with program funds-cannot wait)

### *Guidelines:*

- *List equipment requested, including item description, suggested vendor, number of items, and total cost.*
- *Explain how it will serve the Program/Department/College needs.*

### D. Office of Planning, Research & Student Success requests

### *Guidelines:*

- *List data requests for the Office of Planning, Research & Student Success.*
- *Explain how the requests will serve the Program/Department/College needs.*

We need to establish baseline data on FAFSA-eligible students and those who actually complete the process and receive aid.

### E. Facilities requests

(Needed but not urgent, more of a wish-list item) Financial Literacy Lab where students can engage in ongoing frequent Financial Literacy Activities, community partner workshops, FAFSA clinics, etc.

## 7. Curricular Offerings (*current state of curriculum and SLOAC*) (if applicable)

**All curriculum and SLOAC updates must be completed when planning documents are due.**

SLOAC = Student Learning Outcomes Assessment Cycle.

Tool: TracDAT <https://sanmateo.tracdat.com/tracdat/>

CurriCUNET <http://www.curricunet.com/smcccd>

### **A. Attach the following TracDat and CurricUNET data in the appendix:**

- List courses, SLOs, assessment plans, results and action plans (attach report from TracDat).
- List courses with COR's over 6 years old (data from CurricUNET)

### **B. Identify Patterns of Curriculum Offerings**

#### *Guidelines:*

- *What is the department's 2-year curriculum cycle of course offerings by certificates and degrees?*
- *What is the ideal curriculum cycle?*
- *Discuss any issues.*