

# COASTLINE COLLEGE

2018-2019

Annual Department Review

Financial Aid

# Table of Contents

Section 1: Department Planning

Section 2: Human Capital Planning

Section 3: Facilities Planning

Section 4: Technology Planning

Section 5: New Initiatives

Section 6: Prioritization

# Section 1: Department Planning:

## Internal Analysis

Include 3-year trend on MIS

	Annual 2014-2015			Annual 2015-2016			Annual 2016-2017		
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
Coastline	14,889	32,159	\$21,057,973	14,985	31,572	\$20,480,430	13,623	29,413	\$18,304,779
California Promise Total	13,539	21,924	\$6,416,494	13,840	22,340	\$6,582,968	12,716	20,384	\$5,944,810
California Promise - Method A-? (unknown base)	20	32	\$9,568	29	44	\$16,077	21	34	\$11,132
California Promise - Method B based on income standards	6,631	10,782	\$2,597,298	7,176	11,409	\$2,888,202	6,742	10,854	\$2,724,741
California Promise - Method C based on financial need	6,875	11,089	\$3,802,360	6,618	10,860	\$3,669,719	5,934	9,468	\$3,199,001
Fee Waiver – Dependent (children) of Deceased Law Enforcement/Fire Suppression	15	21	\$7,268	19	27	\$8,970	20	28	\$9,936
Grants Total	3,707	8,601	\$11,260,228	3,255	7,459	\$10,066,441	2,837	7,345	\$8,888,373
CAFYES Grant							2	2	\$2,000
Cal Grant B	228	385	\$279,336	275	479	\$354,130	344	578	\$426,696
Cal Grant C	4	7	\$1,504	20	35	\$7,384	20	32	\$7,116
CARE Grant	4	8	\$3,704	5	5	\$3,250	9	11	\$16,550
Chafee Grant	2	4	\$10,000	1	1	\$2,500	1	2	\$5,000
CSAC CNG EAAP (California Student Aid Commission California National Guard Education Assistance Award Program)				3	3	\$2,484			
EOPS Grant	155	292	\$80,077	182	273	\$90,020	371	581	\$177,733
Full-time Student Success Grant				179	297	\$89,053	258	407	\$122,100
Other grant: non-institutional source							40	68	\$17,798
Pell Grant	3,688	6,313	\$10,567,457	3,220	5,312	\$9,255,119	2,760	4,486	\$7,819,135
SEOG (Supplemental Educational Opportunity Grant)	875	1,592	\$318,150	682	1,054	\$262,501	792	1,178	\$294,245
Loans Total	581	1,403	\$3,172,113	560	1,506	\$3,561,001	520	1,443	\$3,254,261
Federal Direct Student Loan - subsidized	562	800	\$1,662,289	548	823	\$1,703,478	508	781	\$1,490,025
Federal Direct Student Loan - unsubsidized	419	597	\$1,486,795	443	681	\$1,851,779	430	659	\$1,743,134
Perkins Loan	3	5	\$12,500						
PLUS loan: parent loan for undergraduate student	1	1	\$10,529	1	2	\$5,744	2	3	\$21,102
Scholarship Total	183	194	\$124,216	187	230	\$195,722	169	189	\$100,500
Scholarship: non-institutional source	154	154	\$108,716	172	182	\$156,310	135	150	\$68,325
Scholarship: Osher Scholarship	40	40	\$15,500	23	28	\$9,728	38	39	\$32,175
Scholarship: source unknown				20	20	\$29,684			
Work Study Total	22	37	\$84,922	22	37	\$74,298	28	52	\$116,835
Federal Work Study (FWS) (Federal share)	22	37	\$84,922	22	37	\$74,298	28	52	\$116,835

Fiscal Stewardship, Scalability, and Sustainability	2015-16	2016-17	2017-18
Student Loan Default Rate	16.4%	15.7%	15.1%

	2015-16	2016-17	2017-18
<b>Overall Coastline Enrollment</b>	78,890	72,774	70,823
Coastline State-Funded Enrollment	63,821	60,158	61,512
Coastline State-Funded Credit Enrollment	59,384	55,642	56,886
Coastline State-Funded Non-Credit Enrollment	4,437	4,516	4,626
Coastline Extended Learning Enrollment	15,069	12,616	9,311
<b>Overall Unduplicated Headcount</b>	29,070	27,442	26,279
Coastline State-Funded Headcount	22,423	21,665	22,067
Coastline State-Funded Credit Headcount	20,811	19,961	20,288
Coastline State-Funded Credit Non-Credit Headcount	1,823	1,835	1,934
Coastline Extended Learning Headcount	6,647	5,777	4,212

## Survey Results

### **Utilization of Services**

Of 1,145 respondents, 43.8% indicated that they currently **utilize** or have utilized **financial aid services**. Respondents who said they have utilized in financial aid services were asked to indicate the change in their knowledge on each of the following statements in Table 26 as a result of their interaction with the CCC Financial Aid Office and their web-based information.

Table 26. *Change in Knowledge from Interaction with Financial Aid Office*

Answer Options	Better	The Same	Worse	Respondents
My understanding of the importance of meeting Satisfactory Academic Progress (SAP) standards to maintain financial aid eligibility.	78.0%	19.8%	2.1%	469
My understanding of the importance of applying early, submitting forms, and meeting deadlines to successfully apply for financial aid.	77.6%	19.4%	3.0%	469
My ability to identify financial aid resources.	76.9%	19.7%	3.4%	471
My understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan.	70.3%	26.7%	3.0%	465
My understanding of various available financial aid programs, including on- and off-campus resources.	69.2%	26.6%	4.3%	467
My understanding that correspondence courses are not financial aid eligible	69.0%	27.3%	3.7%	462

Of those respondents, 78.0% of respondents said their understanding of the importance of meeting Satisfactory Academic Progress standards to maintain financial aid eligibility is **better**, 77.6% said their understanding of the importance of applying early, submitting forms, and meeting deadlines to successfully apply for financial aid is **better**. Additionally, 76.9% indicated that their ability to identify

financial aid resources is **better**, 70.3% indicated that their understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan is **better**, and 69.2% said that their understanding of various available financial aid programs, including on- and off-campus resources is **better**. Finally, out of 462 respondents, 69.0% indicated that their understanding that correspondence courses are not financial aid eligible is **better**.

## Service Area Outcomes (SAOs)

SAO Table

SAO	Measures/Targets
<p>Through outreach efforts, Financial Aid students will demonstrate an understanding of the importance of applying early, submitting forms, and meeting deadlines in order to successfully apply for financial aid.</p> <p>Students will be satisfied with the services of the Financial Aid department.</p>	<p>The Financial Aid TV (FATV) provided more than one hundred informational financial aid videos available to students through our website, covering almost every financial aid subject. Students can select and watch these videos from our website at any time and from anywhere. The information in all of these videos is more comprehensive than can be delivered in a one-on-one conversation with an FAO employee or a one-hour presentation.</p> <p>FAO partnered with Student Life Office to conduct outreach at local high schools and middle schools. FAO was able to assist students/parents with FAFSA submission and educated students on the availability of various financial aid programs. Also, FAO hosted a Cash College Event at Newport Beach Center to bring financial aid awareness and was attended by approximately 300 students.</p> <p>During 2017-18, even though the Banner system was in place but we were plagued with problems that we were unable to resolve promptly. FAO staff were not properly trained on how to use the new system. As a result, packaging and awarding process were delayed, and student complaints continue to escalate.</p> <p>With the FATV in place, students can select the relevant videos from our website at any time and from anywhere. This allows the students to understand and be more involved with our financial aid process. The measures of student understanding presented in Table 26 may also point to this probability because greater understanding helps to reduce dissatisfaction.</p>

<p>The Financial Aid Office will take specific steps to lower Coastline’s Federal Direct Loan default rate</p>	<p>The Federal Direct Loan cohort default rate is forecast to rise into the mid-20% range for 2015 and the mid-to-high 20% range for 2016. The largest contributing factor to this high rate is borrower fraud—stolen identities used to file for financial aid, as well as fraud rings in which groups of individuals use their real identities but pretend to be students in order to receive aid. This primarily occurs with online courses. The Financial Aid Office now requires positive picture identification from all online students who request a loan. Also, more information is requested of those students who appear to be linked to one another through suspicious similarities. While this does not eliminate the occurrence of fraud, it has resulted in many of these “students” disengaging from the FAO before loans are given to them.</p> <p>There are a smaller percentage of loan defaults that come from past, genuine students who later find that paying their loans off is more difficult than they had anticipated. To help these students, in 2016-17 the FAO contracted with a third party servicer (ECMC) who will call each individual who has become delinquent in repayment on their loan(s), and offers assistance with loan consolidation and deferrals before the loan goes into default. This contract is an on-going contract.</p>
----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
<p>Ensure quality and safety to student information and decrease fraudulent activity.</p>	<p>In-Progress</p>	<p>2016-17 A full-time position was added to focus on fraud in June 2016.</p> <p>Stricter identification requirements have been added for online students submitting loan requests; even though these are not required by the Dept of Ed.</p> <p>During 2017-18, FAO expanded the identification requirements to all loan students.</p>	<p>This individual has been trained in what we have been able to learn about identifying fraud and investigating. The FAO continues to identify potential fraud and requires additional information from those students suspected of fraud. Additional strategies are being developed to identify those who may be engaging in financial aid fraud. Cases continue to be reported to the OIG. However, the number of incidents does not appear to be diminishing at this time.</p> <p>We will not be able to measure the effect that this is having until 2019 or 2020 cohort default rate comes out. However, we will at least have a greater measure of assurance that the online students we</p>

			are processing loans to match the identities being used.
Reorganize and increase the CFAO staffing to accommodate the increased demand on student financial aid services, to handle the decentralization of District financial aid processing, and to comply with the federal and state laws and regulations governing student financial aid.	In-Progress	<p>In 2017-18, FAO added a Financial Aid Manager position. This was filled by the existing coordinator, so there has been no increase in the number of staff.</p> <p>One of the existing FA Specialists was reclassified into an FA Systems Specialist position, which matches new tasks, but also did not result in an increase in staffing.</p> <p>A second FA Accounting/Fiscal Specialist was added. This position increased the staffing by 1.</p>	<p>The Financial Aid Manager is responsible for running the daily office operation and ensures that there is minimal interruption to student services.</p> <p>The new FA Systems Specialist is monitoring our Banner technical issues as they arise. This is needed, as no one else in our office can devote their time to running Banner systems and to working with IT to fix Banner problems.</p> <p>FAO also added an FA Accounting/Fiscal Specialist to assist with Return of Title IV calculation and ensure that we are in compliance.</p>

## Response to Program/Department Committee Recommendation(s)

### Progress on Recommendations

Recommendation(s)	Status	Response Summary
Review the SAOs for the upcoming year and make modifications which would best gauge operational performance assessment.	In Progress	Due to the shift in operations with the decentralization of financial aid, and moving the processing of financial aid to the individual colleges, as well as going through the massive Banner conversion process, it is expected that changes to the SAOs will need to occur. However; the current degree of flux makes it difficult to determine what these modifications and/or additions should be. Right now the FAO is in basic survival mode and just trying to provide basic services adequately. Nevertheless, the SAO concerning the reduction of the cohort default rate is still one to retain, and the FAO will continue to try to reduce fraud with borrowers, as well as advise the College about exiting the Federal Direct Loan program—at least long enough to mitigate the fraud problem.
Review the human capital capacity of the department to ensure that students are effectively served and external compliance/threats (e.g., fraud) are addressed.	In Progress	This review has taken place and the recommended solutions are contained in this review. A full-time position was added to the CFAO in June 2016 to focus on dealing with the fraud issues the department is currently experiencing.

<p>Increase operational effectiveness through the reorganization of the department including permanent staffing of the front counter.</p>	<p>In Progress</p>	<p>Another staffing issue: The Financial Aid Office has been using hourly personnel almost exclusively at the front counter for many years because the permanent positions are specialized and needed to perform a variety of critical duties. A request has been made to replace the 5-6 hourly positions with two permanent full-time Financial Aid Assistants to handle front counter duties.</p>
-------------------------------------------------------------------------------------------------------------------------------------------	--------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Department Planning and Communication Strategies**

Describe the communication methods and interaction strategies used by your department employees to discuss department-level planning, SAO data, and institutional performance data.

The Director asks for feedback from FAO staff when conducting the department review. FAO staff meetings are scheduled every week to discuss operations, news, training, etc. The FAO director and manager participate on the Student Services Wing Planning Council and update the Council on current issues, progress, and needs. The Financial Aid Directors at the three colleges meet several times per year to discuss standardization of practices, the implementation of new programs and processes, and to plan for the next academic year.

The Financial Aid Director consults with all FA staff about the processes they are responsible for, how those processes are working, and how improvements can be made. Suggestions for improvements are routinely discussed in staff meetings.

**Implications of Change**

Provide a summation of perspective around the implications associated with shift in the department performance trends.

1. Fraud – since Coastline has been the target of financial aid fraud, understanding and detecting fraud are critical in reducing the number of fraud cases. We identified three most common scenarios that we have seen used to commit financial aid fraud at coastline:
  - Pure identity theft
  - Using others to provide their own personal information willfully in exchange for cash
  - Fraud ring

- We also came up with different methods for mitigating financial aid fraud:
- Ask for additional documents to authenticate the student’s identity
  - Identify and flag students with unearned F grades and those who stopped attending after receiving financial aid
  - Partner with the Office of Inspector General



Mitigation through other areas of college:

- Faculty
  - Regular and Substantive Interaction (RSI) – for financial aid and academic misconduct issues, assists with faculty really knowing who is in their class(es) and thereby recognizing inconsistencies with students
  - Use of Proctorio
  - Use of Turnitin.com; often students in a fraud ring are also cheating and plagiarizing in their courses (indicated by recent checks of IP addresses logging into Canvas)
  - Report all cases of academic misconduct using the Maxient system
  - Drop No Show students
  - Drop inactive students *throughout the term*, and report their Last Date of Attendance (LDA)
  
- Admissions and Records
  - Narrow accepted identification options – specifically State-issued driver’s license or identification card
  - Utilize Cal-PASS not only for assessment, but for authentication of high school transcripts (for recent HS graduates applying for admission or for financial aid).
  - a student’s intent in applying and enrolling at Coastline, including academic purpose
    - require a statement of educational purpose from student
  - identity
  - prior education (other college transcripts)
  - high school diploma
  
- IT
  - When a student is interacting with their financial aid account, and using their smartphone, a security code is messaged to the student’s smartphone for authentication.
  - Limit one mobile phone number in the system, so that a financial aid fraud ring leader cannot be using one phone for different student accounts
  - If more than one suspicious element (such as identification or transcript), flag student’s file for further verification.
  - Same/similar email addresses on applications
  - Same/similar email addresses for multiple students, for whichever purpose
  - Same/similar home or mailing address for multiple students
  - Multiple use of same IP address for Canvas, especially back to back log-ins or entries occurrences
  - System-wide data analytics tool. Rio Salado model includes:
    - Rapid increase in the number of students enrolling in certain courses
    - Students enrolled in the exact same courses in a term

2. Default Rate – Lowering the default rate is an important factor to maintain financial aid program participation with the Department of Education. Our default rate has been on an uptrend and the largest contributing factor is borrower fraud. To counter fraud, we came up with different methods

mentioned above to mitigating financial aid fraud. At the same time, we hired a third party servicer (ECMC) to assist us with our default management.

3. New Financial Aid Service to enhance student's experience - FATV was added to our website to make financial aid and related topics simple to understand. Students using this service can select the relevant financial aid videos from our website at any time and from anywhere. This allows the students to understand and be more involved with our financial aid process.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	VPSS (1)	Financial Aid Director (1) Financial Aid Manager (1)	N/A	Adjunct Counselor (1) – assigned 2 hrs/wk by Counseling Dept.	FA Specialist (4)  Acct/Fiscal Specialist (2)  FA Systems Specialist (1)	Temp Clerical (6)
Current year 2018-19	VPSS (1)	Financial Aid Director (1) Financial Aid Manager (1)	N/A	Adjunct Counselor (1) – 2 hrs/wk	FA Specialist (4)  Acct/Fiscal Specialist (2) FA Systems Specialist (1) Financial Aid Assistants (2)	Temp Clerical (6)  Remote FA Banner Consultant for Coastline (1)
1 year 2019-20	VPSS (1)	Financial Aid Director (1) Financial Aid Manager (1)	N/A	Adjunct Counselor (1) – 20 hrs/wk	FA Specialist (4)  Acct/Fiscal Specialist (2) FA Systems Specialist (1) Financial Aid Assistants (2)	Temp Clerical (3)  Remote FA Banner Consultant for Coastline (1)
2 years 2020-21	VPSS (1)	Financial Aid Director (1) Financial Aid Manager (1)	N/A	Adjunct Counselor (1) – 25 hrs/wk	FA Specialist (4)  Acct/Fiscal Specialist (2)  FA Systems Specialist (1)  Financial Aid Assistants (3)	Temp Clerical (1)  Remote FA Banner Consultant for Coastline (1)
3 years 2021-22	VPSS (1)	Financial Aid Director (1) Financial Aid Manager (1)	N/A	Adjunct Counselor (1) – 25 hrs/wk	FA Specialist (4)  Acct/Fiscal Specialist (2)  FA Systems Specialist (1)  Financial Aid Assistants (3)	Temp Clerical (1)  Remote FA Banner Consultant for Coastline (1)

FAO has a lot of Banner issues locally and it affects the reviewing, awarding and disbursement process. Often time we have to wait for the main consultant for months for assistance. To enhance students' experience with FA, a secondary consultant (can also use this consultant remotely) is desperately needed to resolve Banner issues in appropriate and timely manner.

In order to effectively transition to Banner 9 we need to hire a campus based Technical Systems Analyst to support the transition to Banner 9, and to ensure that any technical issues with the transition and launch are addressed in a timely manner.

### Professional Development

Provide a description of the department's professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
Kathie Tran – Financial Aid Manager	Mandatory all State Directors meeting prior to CCCSFAA.  Ellucian Live Conference Department of Education – MSURSD  Verbal De-Escalation Training	Getting updates on State and Fed regulations and matters affecting the students.  Training on Banner System. Training on various checkpoints to ensure institutional compliance with federal regulations. Training staff on how to handle difficult students/parents.
Charlene (Nhi) Ho – Financial Aid Specialist	CSAC Conference on Cal Grant  Ellucian Live Conference Verbal De-Escalation Training	Training on Cal Grant and a variety of other financial Aid programs, practices and regulations. Training on Banner System. Training staff on how to handle difficult students/parents.
Janette Moulton – Financial Aid Systems Specialist	Ellucian Live Conference Verbal De-Escalation Training	Training on Banner System. Training staff on how to handle difficult students/parents.
Jenny Vu – Financial Aid Specialist	Tax Workshop  CASFAA Summer Training  Verbal De-Escalation Training	Training on how to use the information on the tax return for financial aid purposes. Training on a variety of financial aid programs, practices, and regulations. Training staff on how to handle difficult students/parents.
Ly Le – Financial Aid Specialist	Tax Workshop	Training on how to use the information on the tax return for financial aid purposes.

	CASFAA Summer Training  Department of Education – MSURSD  Cranium Café Training  Verbal De-Escalation Training	Training on a variety of financial aid programs, practices, and regulations. Training on various checkpoints to ensure institutional compliance with federal regulations. Training on how to use Cranium Café Training staff on how to handle difficult students/parents.
Cecilia (Phuong) Ngo	Verbal De-Escalation Training	Training staff on how to handle difficult students/parents.
Quan Xa	Verbal De-Escalation Training	Training staff on how to handle difficult students/parents.
Jesus Castro	Verbal De-Escalation Training	Training staff on how to handle difficult students/parents.
David Levy – Interim Director of Financial Aid	Department of Education – MSURSD	Training on various checkpoints to ensure institutional compliance with federal regulations.

To increase effectiveness and maintain relevancy in the field the following professional development will be needed

Conferences

- FSA Conference: Director of FAO and employee (2-3)
- NASFAA Conference: Director of FAO
- CCCSFAA Conference: Director of FAO
- CASFAA Conference: Director of FAO and employee (2-3)
- Summer Institute
- WASFAA Conference: Director of FAO

Technical Training

- Fraud
- Banner 9
- Proctorio
- Cranium Café

## Section 3: Facilities Planning

### Facility Assessment

The Financial Aid Office needs to add two full-time FA Assistants. The FA Assistants would work at the front counter and replace five of our temporary clerical positions. It is important to have two additional cubicles for the FA Assistants to work during front counter slow/downtime periods to process the manual California College Promise Grant (CCPG) applications and to assist the office with miscellaneous duties. In addition, the Financial Aid Manager currently does not have an office. An office is needed for the manager to meet with staff on personnel issues and to meet with students/parents to discuss confidential matters. We need more storage space because we are currently sharing the space with EOPS to store our office supplies, promotional materials, and miscellaneous items. The current cubicles are so small and not enough privacy (too low) for the Financial Aid Specialists to see students and parents to discuss confidential personal information.

An additional need, of equal importance, is for the Financial Aid Office to have its own separate, enclosed, and lockable department space that is not shared with non-Financial Aid employees. The department is required to have a work area that is not accessible to others without permission to enter. FERPA and the HEA limit access to the highly confidential data contained in the FAFSA (the primary document used by the FAO to process financial aid applications). It is possible that this data may be seen or accessed by non-Financial Aid personnel who enter the area without the staff's knowledge or without warning. Currently, the Financial Aid Office is not self-contained and certain other college employees—even students visiting other services—are able to walk unannounced into financial aid cubicles where applications are being reviewed. This is especially concerning when the Financial Aid Office is closed and non-Financial Aid personnel who work in the shared workspace are still present.

## Section 4: Technology Planning

### Technology Assessment

The Coastline Financial Aid Office (FAO) is almost paperless. We are still manually processing California College Promise Grant (CCPG) applications for incarcerated students. The department uses electronic processes and forms as well as imaging systems to work with and keep all data and documentation digital. Nevertheless, some students submit their documentation on paper and through faxes, even though it is possible for them to submit everything electronically. Hard copies are converted to digital images, while the paper forms are filed and locked away until shredded. The FAO has been using a third-party system (CampusLogic) that presents federal verification forms as interactive online forms. These forms are completed online, submitted online, and accessed by the FAO online through one common site. Students acquire access to these forms through single-sign-on by logging into their MyCCC account. Because the forms are interactive when students omit required information, they are stopped by the system and prompted to enter the required data to continue. This cuts down the time it takes to process a file by ensuring that all data is provided so that staff does not need to contact students to ask them to

provide the missing information. CampusLogic is available to students/parents on-line 24/7 for them to complete their verification.

The office computers are about 4 years old and still function at an acceptable level. Each of our 9 cubicles has a computer and printer. We also have 8 scanners. At this time the technological needs of the department are met with the current equipment and software. However, because all of the computers are identical and purchased at the same time, at the point that they become insufficient due to age or deficient hardware capacity, they will all need to be replaced at the same time.

We currently using FATV to provide uninterrupted Financial Aid information to students, parents, and the community. FATV is online, and it's available 24/7 year round. To respond to the students' inquiry, we are looking into a service that FATV has, and it's called "Chatbot". This service allows the student to ask questions and get answers immediately. This service will improve and enhance our student's experience with Financial Aid.

Since Ellucian will no longer support Banner 8 in December of this year, we are working diligently with the District to switch our system from Banner 8 to Banner 9. The current Banner 8 system has created so many problems due to the multiple term codes that were originally set in the system. As we are moving to Banner 9, to improve our financial aid processing, we would like to change the multiple term codes to a single term code. However, due to the complexity of the transformation, implementation of a single term code has been postponed until Fall of 2020. This means the Banner transformation will not resolve the current financial aid processing issues due to multiple term codes that we are currently experiencing. The testing of Banner 9 is scheduled for March 2019 and will go into production in Fall 2019. Proper training must be provided to all users before go live with Banner 9 to avoid the frustration that we all experienced with Banner 8.

## Section 5: New Initiatives

**Initiative:** Ensure quality and safety to student information and decrease fraudulent activity.

**Describe how the initiative supports the college mission:**

The initiative aligns with having an innovative and student-focused mindset to provide access and support to students.

**What college goal does the initiative support?** Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

**What Educational Master Plan objective does the initiative support?** Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative?** Select all that apply

- Service/Learning Outcome (SAO/SLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

The college has discovered fraud rings and financial aid abuse over the past years and looking to continue to mitigate it.

**Recommended resource(s) needed for initiative achievement:**

Financial Aid fraud detection software, employee training for fraud

**What is the anticipated outcome of completing the initiative?**

Having a fraud detection and prevention process

**Provide a timeline and timeframe from initiative inception to completion.**

Present to the wing in fall 2018, prioritize at PIEAC in spring 2019 and have full implementation 2019-2020



**Initiative:** Complete the Banner 9 Financial Aid transition

**Describe how the initiative supports the college mission:**

The initiative aligns with the focus of providing access and being student centered.

**What college goal does the initiative support?** Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

**What Educational Master Plan objective does the initiative support?** Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative?** Select all that apply

- Service/Learning Outcome (SAO/SLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

Internal and external assessment shows that there will be an increase in efficiency and accuracy transitioning to the new platform.

**Recommended resource(s) needed for initiative achievement:**

SIG consultant for technical support and 1 FTE technical analyst

**What is the anticipated outcome of completing the initiative?**

Complete Banner 9 financial aid transition and increased efficiency and productivity

**Provide a timeline and timeframe from initiative inception to completion.**

Present to the wing in fall 2018, prioritize at PIEAC in spring 2019 and have full implementation 2019-2020

**Initiative:** Decrease the loan default rate

**Describe how the initiative supports the college mission:**

Provide an explanation of how the initiative supports the College mission.

**What college goal does the initiative support?** Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- X Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- X Fiscal Stewardship, Scalability, and Sustainability

**What Educational Master Plan objective does the initiative support?** Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- X Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

**What evidence supports this initiative?** Select all that apply

- Service/Learning Outcome (SAO/SLO) assessment
- Internal Research (Student achievement, program performance)
- X External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

The external data reports show that Coastline's default rate is increasing

**Recommended resource(s) needed for initiative achievement:**

- Develop default models with the IE Department,
- Promotion materials for financial literacy awareness
- Offer loan informational workshop online and in-person

**What is the anticipated outcome of completing the initiative?**

Decreasing the student loan default rate

**Provide a timeline and timeframe from initiative inception to completion.**

Present to the wing in fall 2018, prioritize at PIEAC in spring 2019 and have full implementation 2019-2020

## Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Ensure quality and safety to student information and decrease fraudulent activity.	Financial Aid fraud detection software, employee training for fraud		One-time	No	Internal Research	Access and Student Support,	2019-20	1
Decrease the loan default rate	<ul style="list-style-type: none"> <li>• Develop default models with the IE Department,</li> <li>• Promotion materials for financial literacy awareness</li> <li>• Offer loan informational workshop online and in-person</li> </ul>		Ongoing	Yes	External Research	Access and Student Support; Fiscal Stewardship, Scalability, and Sustainability	2019-20	2
Complete the Banner 9 Financial Aid transition	SIG consultant for technical support and 1 FTE technical analyst		Ongoing	No	External Research, Internal Research	Access and Student Support; Fiscal Stewardship, Scalability, and Sustainability	2019-20	3

### Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative