

[Plans for Financial Aid](#) >> **2025 - 2026 Financial Aid CHC Student Services 2Yr. or SLO Plan 2025-2026**

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Name :

2025 - 2026 Financial Aid CHC Student Services 2Yr. or SLO Plan 2025-2026

Principal Preparer :

Veronica Lehman

Planning Participants :

Veronica Lehman

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Group: 2025 - 2026

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Last Modified By: Giovanni Sosa

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State By: Giovanni Sosa

Instructions

The two-year plan provides the opportunity for each program to update their four-year action plan and requires each plan to provide the current status on outcomes assessment, progress on effectiveness measures, and progress each program has made on achieving their goals and objectives.

Please respond to the following questions. Please consult the [Integrated Planning and Program Review Handbook](#) for detailed instructions, the [timeline](#) for due dates, and the year-to-year [schedule](#) for all PPR programs.

1. Mission

Updating this Question is Optional on the 2Yr and SLO Plan

a. Tell us your unit's mission: Provide a mission statement for your unit that clearly and succinctly describes your unit's purpose, idealistic motivations, and change it hopes to inspire.

b. Alignment with the college Mission: **Rubric Item** ([Mission Alignment](#)): The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support. **In what ways does your program advance the mission of the college?**

Program Mission

Our mission is to empower students in their pursuit of higher education by providing equitable access to financial resources and guidance, ensuring that financial barriers do not impede their academic dreams. We are dedicated to delivering comprehensive, transparent, and student-centric financial aid services that promote affordability, foster inclusivity, and cultivate a supportive environment.

We align our mission with the college's mission of changing lives, advancing education and success in a quality environment.

Crafton Hills College Mission

Our mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a transformational learning environment. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Our mission statement conveys the essential values and objectives of the Financial Aid Office, emphasizing accessibility, equity, inclusivity, guidance, and continuous improvement in service to students. We are accessible to students in-person, online, by telephone, and by appointment. Our commitment is to:

Our commitment is to:

Facilitate Accessibility: We strive to make higher education financially accessible to all eligible students, irrespective of their economic background, by offering a range of financial aid options and support.

Promote Educational Opportunity: We believe that every individual deserves the opportunity to achieve their academic and career aspirations. Our office is dedicated to helping students access the resources they need to fulfill their potential.

Ensure Equity: We are committed to ensuring that our financial aid processes are fair, impartial, and unbiased. We work to bridge the financial disparities that may exist among our student body, promoting a more equitable educational experience.

Provide Guidance: We offer expert guidance and counseling to help students and their families navigate the complex world of financial aid. We believe that informed choices can lead to better financial outcomes for our students.

Foster Inclusivity: Our office is an inclusive and welcoming space, valuing diversity in all its forms. We are dedicated to embracing the unique needs and circumstances of each student and providing tailored solutions.

Strengthen Financial Literacy: We aim to enhance financial literacy and responsibility among our students with Financial Aid Newsletters, workshops, presentations, empowering them to make informed decisions about their educational investments and financial future.

Continuous Improvement: We commit to ongoing assessment and adaptation of our practices to better serve our students through point of service surveys and communication. We actively seek feedback and stay up-to-date with industry best practices.

2. Description of Program

Updating this Question is Optional on the 2Yr. and SLO Plans

Please describe your program, including the following:

- a. Organizational structure and staffing
- b. Whom you serve (including demographics and representativeness of population served)
- c. Provide a list and a brief description of the services you provide as well as a minimum of three years of trend data for each identified service

d. **Rubric Item:** Describe your [Pattern of Service](#) including standard hours of operation, alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services, etc.) and how that service meets the needs of students or clients. Please incorporate available quantitative or qualitative evidence in your response.

Crafton Hills College Financial Aid Office

Program Review 2025-2026

Name of Unit: CHC Financial Aid Office

Name of Person Preparing Document: Veronica Lehman

Mission Statement Developed by: Veronica Lehman

Organization (staffing and structure):

Veronica Lehman - Director of Financial Aid & Scholarships

Juanita Sousa - Financial Aid Office Coordinator - Primary function: Transmittals, Cal Grant, Reconsolidate grants awarded, & budgets.

JManuel Villegas- Financial Aid Coordinator - Primary function: Scholarships, in-reach & outreach coordinator, student appointments, workshops & presentations, front office support, back-up transmittals, Chafee Grant coordinator.

Gabriela Garcia - Financial Aid Coordinator - Primary function: Loans, Federal Work-Study, transmittals, and award entries.

Christin Moore - Financial Aid Specialist - Primary function: Verification, awarding students, front counter, maintaining student files.

Claudia Hayton - Financial Aid Specialist - Primary function: Verification, awarding students, front counter, maintaining student files.

Jeanette Fruausto - Financial Aid Specialist - Verification, awarding students, front counter, maintaining student files.

Program History, Description, and Process:

Crafton Hills College (CHC) Financial Aid Office (FAO) is charged with: assisting students complete the necessary financial aid applications, process all student financial aid files, award grants, scholarships and loans to eligible students, disbursing financial aid in a timely manner, securing, maintaining all student financial aid records and report accountability to college administration and governmental agencies.

The FAO serves prospective and existing students, and the community at large. Services to current students include the entire financial aid process from applying, financial literacy, to disbursing funds. In addition, the FAO assists students with the FAFSA or Dream Act application even if they are planning to attend other higher education/vocational institutions. It is the position of the FAO to assist everyone seeking an education regardless if it is at CHC or elsewhere.

The FAO administers multiple Federal and State financial aid grants and scholarships.

Federal financial aid programs include the Federal Pell Grant, Federal Direct Loans, Federal Work-Study (FWS), and Federal Supplemental Educational Opportunity Grants (FSEOG).

California-funded grants include Cal Grants A, B & C, the California Promise Grant (Board

of Governor's Fee Wavier - BOGW), Student Completion Grant (SSCG), Chafee Grant for former foster youth, Middle-Class Scholarship, CalKids, DSIG, and Emergency funds. In collaboration with CARE & EOPS additional state grants are available based on unmet student need.

Students receive assistance in the filing of applications, corrections to the applications, reviewing, and completion of verification documentation. Students are assisted in person, online, and on the telephone. The financial aid process is complicated and requires personal and sensitive information from students and their parents for dependent students. The FAO staff is trained and dedicated to treating each individual with respect and courtesy while offering the best possible service in a timely manner. The FAO utilizes FA Self-Service through Colleague to reach students who submit a FAFSA. Students are able to access their FA Self-Service account through Self-Service or by simply clicking on a link on our website. This account allows student to see missing items, award letters, and descriptions of awards. It also provides eligibility, requirements, and cost of attendance information. This platform is also used to request and accept Federal Direct Loans from the FAO.

The FAO must review and process financial aid applications in accordance with federal, state, and institutional regulations, guidelines, and procedures. Major office functions include:

- Disburse and monitor all grants, scholarships, and work-study awards.
- Monitor and interpret all federal, state, and institutional regulations, guidelines, and policies.
- Interpret and implement new federal, state, and institutional regulations, guidelines, and policies.
- Review, develop, implement, or modify internal policies and procedures as necessary to ensure compliance with said regulations, guidelines, and policies.
- Prepare accurate and timely submittals of a variety of federal, state, and institutional reports and participation agreement applications.
- Represent CHC in responding to questions, findings, and recommendations from federal, state, and institutional auditors in regards to CCCC's compliance with regulations, guidelines, and policies.
- Review and update the FAO Policy and Procedures Manual, Policies, Verification Manual which is used as a resource tool for staff and as a training tool for new staff.
- Consumer information as required by the Department of Education to be posted on our web page at all times.
- Self-evaluate office effectiveness on a yearly and two-year and 4-year basis (through Program Review).
- Provide proof of financial aid received by a student as requested by state or county public assistance agencies.
- Assist students with the financial aid process.
- Conduct in-reach and outreach events to educate, familiarize, and assist students with the financial aid process.
- Determine all Promise Grant eligibility for EOPS students attending Crafton Hills college

- Assist under represented students including, but not limited to Foster Youth, Homeless Youth, Disabled and Undocumented students, with identified department liaison (Veronica Lehman) and FA staff.
- In-reach and outreach efforts to educate students and the community on Financial Aid
- Financial Aid for third and fourth-year students in the Bachelor program - Middle-Class Scholarship, 3rd & 4th-year loans.

Demographics and Three-Year Data Trend:

Student demographics and three - year data trend are detailed in supporting documentation attachments A, B, and C. Years provided: 2019 - 2021. Data for the academic year 2022-2023 is not reported due to unavailable data in the MIS DataMart reporting system.

Note: The COVID-19 pandemic influenced college demographics by reshaping enrollment patterns, exacerbating existing disparities, and altering the mix of online and in-person education, ultimately impacting how financial aid was distributed and who had access to higher education.

In addition to serving our student population, we serve our partners in the community which include;

- High Schools in the area including, but not limited to Yucaipa High, Redlands East Valley, Redlands High School, Citrus Valley, Beaumont High School, San Geronio, Colton High School, Redland Adult School, and other local schools in the area as requested or needed.
- Mexican Consulate, Inland Empire Girl Scouts of America, Local Career & Resource Fairs, San Bernardino transitional housing.
- San Bernardino County Superintendent of Schools (Homeless & Foster Youth divisions)
- Youth Hope
- Mojave River Academy
- GIA - Growing Inland Achievement
- Cash for College Events
- Community Colleges in Region 9: San Bernardino Valley College, Chaffey College; Victor Valley, College of the Dessert, Riverside Community College, Moreno Valley, Norco, Palo Verde, Barstow, Copper Mountain, Mt. San Jacinto.

Students are able to receive and/or access financial aid services online or in person.

Modalities include:

- Online via SARS appointments
- In-person
- Telephone (Student selected routing to their FA Specialist)
- Financial Aid Self-Service
- Video (Zoom or Teams)
- Email (FA office email or direct staff email)

Location: Building 6 / CCR-121 CCR-125 (Outreach)

Hours: (Academic Year)

- Monday & Thursday 9:00 am to 6:00 pm

- Tuesday & Wednesday 9:00 am to 7:00 pm
- Friday - 9:00 am to 1:00 pm

Summer Hours:

Monday - Thursday 8:00 am to 6:00 pm

Friday Closed

3. External Factors with Significant Impact

Updating this Question is Optional on the 2Yr. and SLO Plans

What external factors have a significant impact on your program? Please include the following as appropriate:

- Budgetary constraints or opportunities
- Competition from other institutions
- Requirements of four-year institutions
- Requirements imposed by regulations, policies, standards, and other mandates
- Job market
 - Requirements of prospective employers
 - Developments in the field (both current and future)

Budgetary constraints/ opportunities:

The increase in aid and inflation has made it challenging for financial aid offices across the country, to award all aid due to limitation on the cost of attendance. As a result monitoring student unmet need has caused an increase of workload for the financial aid office.

The NASFAA 2025 survey shows that ~91% of financial aid offices report that the amount of time and resources needed to process each aid application has *increased* over the past five years. [NASFAA](#)

- Changes from FAFSA Simplification have added new eligibility rules, verification demands, cost-of-attendance (COA) adjustments, and more, all of which require financial aid offices to update workflows and systems.
- **Delayed FAFSA/ISIR-related Processes**
 - Delays in delivery of ISIRs (Institutional Student Information Records) make it difficult to begin aid-packages or disbursements on time. Colleges can't process student files without the data.
- **Verification & Fraud Detection**
 - Enhanced identity verification (e.g. for first-time Title IV applicants) and new verification flags (like V5) are increasing the paperwork and effort required. For many students, these verifications can delay disbursement of aid.
 - Fraud is a growing problem, especially in California, where "bot" or fake students have been found to exploit the system, misusing financial aid funds. This imposes extra verification and screening burden on staff.
 - Training needs are growing because of new federal rules, updated FAFSA procedures, identity verification, etc., which require ongoing professional development.
- **Equity, Access, and Student Needs Beyond Tuition**

- Many students have non-tuition financial barriers: books & supplies, housing, food insecurity, transportation. Aid offices are under pressure to help students access emergency aid, increased disbursements, or flexible resources
- **Technological & System Infrastructure Challenges**
 - Implementation of new software for fraud detection tools introduces learning curves and requires resources (money, IT staff, training). We have incorporated VeriScan in Financial Aid and Admissions and Records to help identify fraudulent students.
- **Uncertainty in Federal Policy / Funding**
 - Proposed changes to Pell eligibility, enrollment minimums (e.g., half-time, etc.) or changing rules under reconciliation bills (“One Big Beautiful Bill”) make planning difficult. The financial aid office must anticipate possible shifts in aid, eligibility, or funding sources.
 - Lack of Department of Education support due to reduced workforce and freezes.

****Requirements imposed by regulations, policies, standards, and other mandates:**

Changes in federal and state regulations continue to be the single most significant factor influencing the operations and priorities of the Financial Aid Office (FAO). The 2025–2026 academic year brings extensive updates driven by both the FAFSA Simplification Act and California’s continued expansion of state-funded aid programs. These developments have required the FAO to adjust its processes, technology, staffing, and communication strategies to maintain compliance and ensure equitable access to financial assistance for students.

At the federal level, implementation of the Student Aid Index (SAI)—which replaces the former Expected Family Contribution (EFC)—fundamentally alters the calculation of need analysis and Pell Grant eligibility. The FAO has had to update internal systems, retrain staff, and adjust communication materials to align with new Department of Education (DOE) data structures and processing logic. Additionally, reinstated federal identity verification and fraud prevention requirements have introduced additional administrative workload, requiring staff to conduct secondary reviews of flagged applications. These compliance activities are essential to safeguard institutional participation in Title IV programs but also increase processing time and the need for ongoing professional development.

The DOE has also expanded consumer information disclosure requirements, mandating institutions to make completion, transfer, and employment outcomes readily available to the public. While the FAO may not directly produce these data, failure by the institution to meet disclosure standards can result in the loss of federal aid eligibility, linking the department’s compliance responsibilities to broader institutional accountability. Federal updates to Satisfactory Academic Progress (SAP), verification procedures, and eligibility criteria continue to evolve annually, requiring constant review and timely implementation to prevent compliance findings during audits or program reviews.

At the state level, California has reinforced its commitment to student affordability by maintaining funding for the Cal Grant, California College Promise Grant (CCPG), and Student Success Completion Grant (SSCG) programs in the 2025–2026 budget. The California Student Aid Commission (CSAC) has begun transitioning to align Cal Grant eligibility with the new SAI framework, necessitating software modifications and

recalibration of award packaging processes. While these policy changes support student access, they increase the volume of applicants and require enhanced verification and monitoring systems to ensure accuracy and compliance.

These ongoing regulatory changes directly affect the FAO's capacity to administer aid efficiently and compliantly. Limited administrative allowances and static staffing levels compound the challenge, as offices must absorb new regulatory demands without proportional increases in funding or personnel. To mitigate these pressures, the FAO has prioritized process automation, staff cross-training, and collaboration with Information Technology, Admissions and Records, and Student Services to improve workflow integration and student communication.

Looking forward, the FAO will continue to monitor federal and state policy developments, adapt internal procedures, and advocate for resources to support compliance, technology updates, and professional development. Ensuring timely and accurate disbursement of financial aid, maintaining federal and state compliance, and preventing over-awarding remain top priorities. The department's ability to respond effectively to these regulatory shifts directly impacts institutional stability, student access, and equitable financial aid delivery.

Changes in State & Federal regulations: (A few are listed below of dozens of changes continuously evolving.)

1. SB 789 revises the way SAP is calculated. It continues to be redefined and enforced by the state.

2. SB 1885 the purpose of this bill is to increase access to SSCG funds for students receiving an Academic Accommodation through Student Accessibility Services (SAS). Requirements Under New Law:

This bill expands, commencing with the 2025-26 academic year, SSCG eligibility to students who enroll in nine or more units per semester, and are considered full-time as part of a SAS Academic Accommodation Plan, as described in Title 5 regulations.

3. The Big Beautiful Bill - Changes in Federal Direct Loan programs and limits, Federal Pell Grant expansions and restrictions (Workforce Pell), Institutional accountability/program metric changes.

4. Increase in number of grants to the college have increased the workload for the FAO. The FAO must check to unmet need prior to awarding, and then enter awards for all departments. Grants such as CalKids, NextUp, DSIG, SFRF, HEERF, FinishLine, College Corp, Basic Needs (all gift cards) , Golden State, LAEP (Learning Alignment Employment Program), EOP&S (grants and gift cards), foundation awards.

Job Market/Competition from other institutions:

The increase in inflation has placed additional financial strain on students and their families, impacting their ability to cover the rising costs of education. As a result, more students seek financial aid to bridge the gap between their available resources and the increasing expenses associated with attending college. This underscores the importance of robust and accessible financial aid programs to ensure that students can access and complete their higher education despite economic challenges.

The location of CHC creates a challenge in outreach efforts due to the college's location. SBVC, Mount San Jacinto, Riverside City College (RCC, Norco & Moreno Valley) all compete for the same students. Outreach efforts are extremely challenging for CHC due to limited zoned high schools.

4. Progress on Outcomes Assessment

Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans

Rubric Item: [Service Area and Student Learning Outcomes Process.](#)

- a. Please summarize Service Area Outcome (SAO) assessment results. Include a discussion of whether or not disproportionate impact (if the data is available) has been identified, and whether the program met its target for each SAO.
- b. Please describe any service area improvements you plan to make as a result of the SAO assessment(s), specifically focusing on removing any identified disproportionate impact (if the data is available).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SAO assessment(s) and to address any identified disproportionate impact (if the data is available)? If none, please explain.
- d. If your program has SLOs, please address b and c above in relation to the SLO assessment results.

Section: A

Outcomes: 2024-2025

SAO #1 Students will understand how Satisfactory Academic Progress (SAP) affects their financial aid eligibility.

Measurement: This SAO will be measured through a combination of quantitative data extracted from Informer reports. Informer reports will track the percentage of students not meeting Satisfactory Academic Progress (SAP) standards—those in Warning, Disqualified, or Terminated status—at the end of each semester. These results will be compared to prior terms to evaluate improvement or decline, and data will be disaggregated by student groups (e.g., first-generation, Dreamer, Black/African American, and Hispanic/Latino) to identify any disproportionate impact. This information will be used to assess the effectiveness of outreach and support efforts designed to enhance SAP knowledge and compliance.

Target:

- To reduce the percentage of students not meeting Satisfactory Academic Progress (SAP) standards by 5% compared to the prior academic year, based on Informer report data.
- To reduce the number of students disqualified for SAP by 5% compared to the previous academic year, and increase the percentage of students who successfully appeal or regain eligibility by 10%.

Planned Service Area Improvements:

Increase student understanding of financial aid eligibility—specifically SAP—through early education, proactive communication, and engaging outreach that uses social media, workshops, and classroom visits to clarify expectations and support student success.

Objective and Action Steps (to be added in Question 10):

Objective: Increase the number of students on Federal Financial Aid by 7%.

Action Steps:

- Launch a “Know Your SAP” campaign using social media, email, and classroom visits to explain GPA, pace, and maximum timeframe requirements in simple, visual formats.
- Incorporate SAP education into FAFSA/CADAA workshops, ensuring every participant receives information on how academic progress affects aid renewal.
- Host interactive SAP information sessions each semester before SAP evaluations are run, including Q&A segments.
- Develop incentive programs (e.g., bookstore gift cards or FA swag) for students who attend SAP workshops.
- Collaborate with Counseling and Tutoring Services to connect students on SAP warning or probation to academic resources that support continued eligibility.
- Create short SAP explainer videos shared via Instagram, TikTok, and the Financial Aid webpage to reach students who may not attend in-person events.
- Monitor SAP appeal and reinstatement data to assess whether improved communication reduces the number of students losing eligibility each term.
- Disaggregate SAP compliance data by student group to identify persistent equity gaps and refine outreach strategies accordingly.

Findings: Measured in 2026 for 2025.

SAO #2: Students will enhance their financial literacy by gaining knowledge of upcoming financial aid changes, regulations, and money management strategies to make informed decisions that support their academic and personal financial success.

Measurement:

It will be measured through a combination of quantitative and qualitative data collected from various outreach and engagement activities. Data will include participation and attendance in workshops, and analytics from social media campaigns promoting financial education and awareness of aid changes. In addition, trends in FAFSA/CADAA completion errors and student inquiries will be analyzed to identify reductions in confusion or misinformation related to financial aid processes. Data will be disaggregated by student groups—including first-generation, Dreamer, Black/African American, Hispanic/Latino, and Pell recipients—to ensure equitable participation and to identify any disproportionate impact in financial literacy outcomes.

Target:

The target for this SAO is to increase student participation in financial literacy-related activities by 10% compared to the prior academic year. Additionally the Financial Aid office will increase the number of students completing their file by 10%. These outcomes will help determine the effectiveness of the college’s financial literacy initiatives and highlight areas needing further development or targeted outreach.

Planned Service Area Improvements:

We will focus on launching and sustaining a comprehensive financial literacy initiative that integrates financial education into multiple aspects of student engagement. This initiative will include proactive communication strategies, interactive workshops, classroom presentations, and social media campaigns. By embedding financial literacy education

into initial contact, FAFSA/CADAA workshops, and general student support services, the Financial Aid Office aims to ensure that students receive timely, accessible information that enhances their understanding of financial aid and personal money management.

Objective and Action Steps (to be added in Question 10):

Objective: Increase student participation in financial literacy-related activities by 10%

Action Steps:

Create digital toolkits that include:

- Budgeting templates
- Cost-of-attendance planners
- Loan repayment calculators

Develop and share short educational videos on key topics such as:

- FAFSA simplification
- Responsible borrowing
- Eligibility management
- Add a new Net Price Calculator option on the Financial Aid webpage to help students estimate their educational costs and aid eligibility.
- Collaborate with Student Support Services to provide targeted financial literacy education for at-risk and first-generation students.

5. Unit's Performance on Institutional Quantitative Effectiveness Indicators

Updating this Question is Optional on 2Yr. and SLO Plans

Please discuss your program's performance on each data item below.

a. Non-Instructional Program Effectiveness Evaluation Rubric

i) **Rubric Item:** Describe a significant [innovation or enhancement](#), and the data collected and analyzed that has helped to determine the efficacy of the innovation.

ii) **Rubric Item:** Describe at least three external and internal [partnerships](#) that substantially affect the quality of services to students or clients.

A good indicator of efficiency and effectiveness is the turnaround time from the time a file is completed to the time funds are disbursement to the student. The FAO takes two to four weeks to process a completed file which is under the time frame of similar colleges in Region IX. The FAO uses priority deadlines to establish a guarantee that students who complete the financial aid process by the priority deadline will receive a disbursement at the beginning of the semester. The turnaround time has been greatly improved with our paperless process, automated services, fully staffed office, and increase in disbursement dates. Students who complete their file by the priority deadline will receive funds in the first disbursement.

External Partnerships:

Federal and State Government Agencies/FA Organizations: Community colleges often collaborate with federal and state government agencies, such as the U.S. Department of Education and state higher education commissions. These partnerships are crucial for accessing funding, grants, and information related to federal and state financial aid programs. They help ensure the financial aid office can offer students a wide range of aid options and stay updated on regulatory changes. Financial Aid organizations such as California Community College Student Financial Aid Administrator Association

(CCCSFAAA), National Association of Student Financial Aid Administrators (NASFAA), the California Student Aid Commission (CSAC), and the California Community Colleges Chancellor's Office (CCCCO) are also crucial to financial aid processing, networking, and reporting.

Local Employers and High schools: Partnerships with local employers and high schools can lead to the creation of scholarship programs, internship opportunities, and co-op programs. These collaborations not only provide financial aid but also offer students valuable work experience and potential job placement opportunities after graduation.

Nonprofit Organizations and Foundations: Nonprofit organizations and foundations often offer scholarships and grants to students. Establishing partnerships with these entities can expand the pool of financial aid resources available to students. These organizations may have specific criteria and priorities, so aligning with them can benefit students with unique needs and aspirations. We have received scholarships from Growing Inland Achievement (GIA), California Student Aid Commission, California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA), Cash for College.

Internal Partnerships:

Faculty: Close collaboration with faculty members is vital for aligning financial aid services with students' academic goals. Faculty can play a role in identifying students who may need financial assistance.

Student Services and Advising Centers: Partnerships with student services and academic advising offices are critical for providing comprehensive support to students. These departments can refer students to the financial aid office, assist with FAFSA completion, and help students understand the financial implications of their academic choices. Collaborations here ensure that students receive holistic guidance throughout their educational journey.

Information Technology (IT) and Data Management Teams: In the digital age, IT and data management teams are crucial internal partners in the financial aid office. They help maintain secure and efficient databases, automate processes, and provide students with user-friendly online tools for accessing and managing their financial aid information. Effective IT solutions streamline the financial aid process and improve the overall student experience. The financial aid office needs its own IT staff to ensure reports and issues are resolved in a timely manner.

These external and internal partnerships play a significant role in enhancing the quality of services provided by the financial aid office at a college. They expand the range of financial aid options, provide students with valuable opportunities for work experience and scholarships, ensure students receive comprehensive support, and streamline processes through technology and data management, ultimately contributing to the success and satisfaction of students.

6. Other Unit-Specific Quantitative and Qualitative Results (Student Services Only) **Updating this Question is Optional on 2Yr. and SLO Plans**

a. **Rubric Item:** How do your [program student demographics](#) relate to the college demographics? What are the discrepancies, and what plan do you have to address any discrepancies? You may use your Vision Aligned Reporting (VAR) data to examine this

issue. You may also use the Student Programs dropdown menu within the Completion and Success Dashboard to view data for many student support programs. **Click [HERE](#) to view the VAR Dashboard or click [HERE](#) to view the Completion and Success Dashboard.**

b. Summarize the results of any quantitative or qualitative measures not provided in any previous question that you have chosen to gauge your program's effectiveness (e.g.: number of transfers, degrees, certificates, student contacts, students serviced, student and faculty satisfaction, equity data, correlation data on the relationship between program participation and student outcomes, Perkin's data, equity data, student research experience, student clubs, etc.). **Please visit the [Degrees & Certificates Dashboard](#) to access your program specific data on degrees and certificates.**

c. What improvements/changes have you implemented or do you plan to implement as a result of your analysis of the measures illustrated in 6a and 6b? Include any plans in the action plan (Q10).

Student demographics and three - year data trends are detailed in supporting documentation attachments A, B, and C. Years provided: 2019 - 2021. Data for the academic year 2022-2023 is not reported due to unavailable data in the MIS DataMart reporting system.

Breakdown of the demographics for the California Community College Promise Grant for 2021-2022 is broken down in the chart below. Supporting documentation D and E is also in the attachments.

The overall grant distribution shows that approximately 46% of the total students received the California Promise Grant in 2021-2022 academic year. To increase this number, the financial aid office can consider expanding the outreach and accessibility of the grant to increase the number of eligible students who benefit from it. Outreach efforts is listed as one of the goals in this plan.

There are disparities in grant distribution among different ethnic groups. For instance, Hispanic students have a 62% grant rate, while African-American students have a 60% grant rate. However, White Non-Hispanic students have a lower grant rate at 43%. There is an opportunity in the Asian/Filipino population which average 45%. To address these disparities, the financial aid office will conduct a thorough analysis to understand the reasons behind these discrepancies. The areas of interest would be FAFSA completion and FAFSA eligibility for each of the ethnic groups showing disparities.

While the financial aid office has increased its number of California Promise Grants in the recent academic years, there are areas for improvement in terms of equity and outreach to underserved populations. By analyzing data, addressing disparities, and expanding their communication and support efforts, the office can work towards more equitable grant distribution and improved access for all eligible students.

Below you will find the demographics for academic year 2023-2024 which is the most current year available in the Data Mart system.

California Community Colleges Chancellor's Office Report (CA Promise Grant) - See attachments D, E, and chart below.

Annual **2021-2022**

(Ethnicity %)	<u>Student Count (%)</u>	<u>CA Promise Grant</u>	<u>CA Promise Grant</u>
<i>Crafton Hills Total</i> 7,488	100.00 %	3426	46%
African-American 301	4.02 %	182	60%
American Indian/Alaskan Native 18	0.24 %	10	56%
Asian 363	4.85 %	158	44%
Filipino 166	2.22 %	76	46%
Hispanic 3,841	51.30 %	2369	62%
Multi-Ethnicity 419	5.60 %	220	53%
Pacific Islander 17	0.23 %	10	59%
Unknown 62	0.83 %	23	37%
White Non-Hispanic 2,301	30.73 %	981	43%

Three-year trend on Pell Grant Disbursements:

(Source: Common Organization & Disbursement Website (COD))

2022-2023 = 903

2021-2022 = 826

2020-2021 = 1034 (1st pandemic year)

7. Evaluation

Updating this Question is Optional on 2Yr. and SLO Plans

You have already provided a description and analysis of the program in questions 1-6, please provide an analysis of what is going well/not well and why, in the following areas:

- Alternative modes and schedules of delivery (e.g., early morning, evening services, etc.)
- Innovation and Implementation of best practices
- Efficiency in operations
- Efficiency in resource use
- Staffing
- Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)
- Professional development and training
- Group dynamics (e.g., how well do unit members work together?)
- Compliance with applicable mandates

Alternative Modes and Schedules of Delivery

- Offers service hours to accommodate students' diverse schedules. We currently have 4 staff members starting their shifts before doors open and 2 staff members available for closing.
- Provides virtual and online services, appointments, in-person, live chat, email, and phone services.
- Began implementing appointment services to reduce wait times and enhance accessibility.

Innovation and Implementation of Best Practices

- The FAO actively seeks and implements innovative solutions to improve the financial aid process, such as adopting advanced software for more efficient document management (Laserfiche), yearly sessions with consultants to implement new rules and regulations to the new and current process in Colleague.
- The FAO stays updated on best practices in financial aid and shares knowledge with colleagues.

Efficiency in Operations

- Regularly reviews and streamlines internal processes to reduce bureaucracy and speed up response times.
- Utilizes technology for efficient data management, including electronic forms and document submission.

Efficiency in Resource Use

- Manages financial aid resources effectively to maximize support for students.
- Seeks external funding opportunities and partnerships to enhance available resources.

Staffing

- Maintains a diverse and qualified team, ensuring staff members are trained and knowledgeable about financial aid regulations and services.
- Regularly assesses staffing needs to address increased demand during peak enrollment periods.
- Implement cross-training where job descriptions allow to maximize the efficiency of the office.

Participation in Shared Governance

- Actively involves financial aid staff members in the planning and decision-making processes.
- Encourages and engages in college governance committees, ensuring the financial aid office's perspective is considered in broader institutional decisions.

Professional Development and Training

- Supports ongoing professional development for financial aid staff, including attending conferences and workshops.
- Provides training sessions to keep staff updated on changing regulations and best practices.

Group Dynamics

- Fosters a collaborative and inclusive work environment, encouraging open communication and teamwork among unit members.
- Holds regular team meetings and forums for feedback and idea-sharing.

Compliance with Applicable Mandates

- Ensures that the financial aid office complies with all relevant federal and state regulations.
- Conducts regular internal audits of staff work progress in Perceptive Content, Laserfiche, and FA email to verify compliance and address any issues promptly.

This outline illustrates how the Crafton Hills College financial aid office contributes to various aspects of its operations, ensuring effective services, innovation, resource management, staff development, and adherence to regulatory requirements while actively participating in the college's shared governance.

8. Vision

Updating this Question is Optional on 2Yr. and SLO Plans

a. Tell us your unit's Vision: Where would you like your program to be four years from now? Dream big while considering any upcoming changes (e.g.: new buildings, growth, changes to the service area, etc.).

b. Alignment with the college Vision: **Rubric Item (Vision Alignment)**: The Vision of Crafton Hills College is to empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. **In what ways does your program advance the vision of the college?**

Program Vision

The vision of the Financial Aid Office is to create a future where every student can pursue their educational dreams without financial obstacles. We strive to be a beacon of hope, offering unwavering support and resources to ensure access, equity, and success in higher education for all.

We align our mission with the college's mission of advancing education and success in a quality environment.

College Vision:

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

The Financial Aid College Department is committed to aligning with our overarching vision of empowering the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation. To realize this vision, we leverage a range of services and channels to ensure accessibility and support for all.

Through SARS, we provide an innovative and user-friendly platform for students and the community to access the financial aid staff in a quick and easy manner. This technology fosters engagement by making the financial aid staff readily available through a convenient telephone appointment.

Our FAO email system serves as a convenient means of communication, enabling us to promptly address inquiries, provide updates, and deliver important announcements. By leveraging email, we maintain an open line of communication with students and staff, enhancing transparency and accessibility.

To accommodate diverse needs, our department offers online telephone appointments and "knock on door" live chat options. These flexible appointment options ensure that

everyone, regardless of their location or circumstances, has access to personalized financial aid guidance. This aligns with our vision of empowerment, as it ensures that our services are easily accessible and tailored to individual needs.

In every aspect of our work, we strive to empower our community through education, engagement, and innovation. We continuously seek ways to improve our services, making them more inclusive and responsive to the evolving needs of our students and the broader community. By utilizing Cranium, email, online telephone appointments, live chat, in-person, and direct phone calls, we demonstrate our commitment to fostering an empowered and informed community that thrives through education and innovation.

9. Progress on Prior Goals

Updating this Question is Optional on 2Yr. and SLO Plans

Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last Four-Year Action Plan.

- **1 - Goal - The financial aid office is measuring disproportionately impacted students such as our Hispanic and African American students who have not completed a FAFSA or Dream Act application.**

Priority Rank:

2

Objectives:

- **1.1 - Objective - Maintain or increase the percentage of African American and Hispanic students who complete the financial aid process.**

Priority Rank:

2

Original Start Date:

03/01/2020

Original End Date:

06/30/2027

Revised Start Date:

03/01/2020

Revised End Date:

06/30/2027

Responsible Person:

Veronica Lehman & Financial Aid staff

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Only Students

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **1.1.a1 - Maintain or surpass SSCG recipients in the Financial Aid Streamline project by contacting students prior to late start classes.**

Continue to meet or exceed the Streamline initiative to service disproportionately impacted students under the FAFSA/Dream Act completion and SSCG efforts. By contacting students prior to late start classes, it will allow students to add classes to meet the SSCG (Student Success Completion Grant) requirements of 12 and 15 units.

Start Date:

03/01/2022

End Date:

06/30/2027

Responsible Person:

Veronica Lehman & Financial Aid staff

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **2 - Goal - Increase of financial literacy efforts will be launched to increase knowledge of upcoming changes, regulations, and money management, and FAFSA/Dream application completion.**

Priority Rank:

1

Objectives:

- **2.1 - Objective - To increase the number of open hour workshops, classroom presentations, and financial literacy presentations to assist in navigating the FAFSA & Dream Act Simplification process.**

Priority Rank:

1

Original Start Date:

07/03/2023

Original End Date:

12/31/2023

Revised Start Date:

07/03/2023

Revised End Date:

12/31/2023

Responsible Person:

Veronica Lehman, JManuel Villegas

Strategic Direction :

1. Increase Student Enrollment

Impact Type:

Only Students

Institutional Learning Outcome:

-- Pick One --

Actions/Activities:

- **2.1.a1 - Advertisement of workshops and presentations**

An increase in advertisement which includes, but is not limited to flyers, classroom announcements, newsletter advertisements, Crafton Now, and posters.

Start Date:

11/06/2023

End Date:

06/30/2027

Responsible Person:

Veronica Lehman, JManuel Villegas

Status Code:

-- Pick One --

Progress Description:

Measurements/Documentation of Progress:

- **3 - Goal - Complete and publish a complete Consumer Information Guide to meet the compliance regulations and requirements for program reviews and audits.**

Priority Rank:

3

Objectives:

- **3.1 - Objective - Gather information from all sites. Maintain consumer guide throughout changes.**

Priority Rank:

3

Original Start Date:

07/10/2023

Original End Date:

12/31/2023

Revised Start Date:

07/10/2023

Revised End Date:

12/31/2023

Responsible Person:

Veronica Lehman, JManuel Villegas

Strategic Direction :

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

-- Pick One --

Status Code:

-- Pick One --

Progress Description:

10. Four-Year Action Plan (Goals, Objectives, Resources, and Actions)

Updating this Question is Required on 2Yr. Plans and Optional on SLO Plans

Rubric Item: Reflect on your responses to all the previous questions. Complete the Four-Year Action Plan, entering the specific program goals ([goal rubric](#)) and objectives ([objective rubric](#)) you have formulated to maintain or enhance your strengths, or to address identified weaknesses. **In writing your objectives and developing your resource requests, take into account student learning and program assessment results.** Assign an overall priority to each goal and each objective. In addition, enter any actions and/or resources required to achieve each objective. (Click here to see a definition of [goals](#), [objectives](#), [actions](#), and how they [work together](#).)

- **1 - Goal - 3. Increase Student Success and Equity**

Priority Rank:

1

Objectives:

- **1.1 - Objective - Increase student understanding of Satisfactory Academic Progress (SAP) requirements by implementing targeted outreach and support strategies, with a focus on reducing disproportionate impact among underrepresented student groups. Progress will be monitored through Informer reports tracking SAP compliance to evaluate the effectiveness of interventions and identify areas for continuous improvement.**

Priority Rank:

1

Start Date:

11/01/2025

End Date:

12/31/2027

Responsible Person:

Veronica Lehman, JManuel Villegas

Strategic Direction (Goal):

3. Increase Student Success and Equity

Impact Type:

Site

Institutional Learning Outcome:

Not Applicable

Actions/Activities:

- **1.1.a1 - SAP Campaign**

Launch a “Know Your SAP” campaign using social media, email, and classroom visits to explain GPA, pace, and maximum timeframe requirements in simple, visual formats. Collaborate with counseling and tutoring to connect students on SAP warning or disqualified, to academic resources that support continued eligibility.

Start Date:

01/05/2025

End Date:

12/23/2026

Responsible Person:

Veronica Lehman & Financial Aid staff

- **1.1.a2 - SAP Trainings**

Host interactive SAP information sessions each semester before SAP evaluations are run, including Q&A segments. Create short SAP explainer videos shared via Instagram, Facebook, and the Financial Aid webpage to reach students who may not attend in-person events.

Start Date:

01/05/2026

End Date:

12/23/2026

Responsible Person:

Veronica Lehman & Financial Aid staff

- **1.1.a3 - SAP Data**

Monitor SAP appeal and reinstatement data to assess whether improved communication reduces the number of students losing eligibility each term—Disaggregate SAP compliance data by student group to identify persistent equity gaps and refine outreach strategies accordingly.

Start Date:

01/05/2026

End Date:

12/23/2027

Responsible Person:

Veronica Lehman & Financial Aid staff

- **2 - Goal - 1. Increase Student Enrollment**

Priority Rank:

2

Objectives:

- **2.1 - Objective - Increase student participation in financial literacy-related activities by 10%**

Priority Rank:

2

Start Date:

01/05/2026

End Date:

12/22/2027

Responsible Person:

Veronica Lehman & Financial Aid staff

Strategic Direction (Goal):

1. Increase Student Enrollment

Impact Type:

Only Students

Institutional Learning Outcome:

5. Information Literacy

Actions/Activities:

▪ **2.1.a1 - Create Digital Toolkits**

Create digital toolkits that include:

Budgeting templates

Cost-of-attendance planners

Loan repayment calculators

Start Date:

01/05/2026

End Date:

12/31/2027

Responsible Person:

Veronica Lehman & Financial Aid staff

▪ **2.1.a2 - Develop and share short educational videos**

Develop and share short educational videos on key topics such as:

FAFSA simplification

Responsible borrowing

Eligibility management

Add a new Net Price Calculator option on the Financial Aid webpage to help students estimate their educational costs and aid eligibility.

Collaborate with Student Support Services to provide targeted financial literacy education for at-risk and first-generation students.

Start Date:

01/05/2026

End Date:

12/31/2027

Responsible Person:

Veronica Lehman, JManuel Villegas

11. Comments

This space is provided for participants and managers to make additional comments.

Comments are not required.

There are no comments for this plan.

12. Supporting

This question is for attaching supplemental materials. Supporting documents are not required.

- [\(A\) Financial Aid 2019-2020 Award & Ethnicity.xls](#)
- [\(C\) Financial Aid 2021-2022 Award & Ethnicity.xls](#)
- [\(B\) Financial Aid 2020-2021 Award & Ethnicity.xls](#)
- [\(E\) Student Headcount 2021-2022.xls](#)
- [\(D\) CAPromise Grant-Ethnicity 2021-2022 \(2\).xls](#)