Division/Area Name: Enrollment Services	**For Planning Years: 2024-2025**
Name of person leading this review: LaDonna Trimble, Keina Miranda	
Names of all participants in this review: Sharmaine Wiley, Anna Becerra, Kelly Brogan, Esperanz Perez, Tanya Garcia, Shawnnette Berry, Wade Saari, Ryan Azimianaraki, Christy Chereshkoff, Susie Rivas, Mary Skipper, Anet Youkhana, LaTara Edmondson, Theresa Villa, Anet Youkhana and LaTara Edmondson	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*
Enrollment Services (A&R) play a vital role in fulfilling our mission of delivering high-quality, comprehensive education to a diverse student body. Our commitment is centered on facilitating student success, extending valuable opportunities, and serving our community. Specifically, Enrollment Services caters to the record-keeping needs of a diverse group of applicants, accepted students, and community members. Those who can benefit from our educational programs receive assistance for a wide range of concerns, both simple and complex, through the Admissions and Records office. Additionally, A&R offers support to faculty and other internal departments when necessary. The *Assessment Center* (ASSMT) employs evidence-based methods to place students in appropriate transfer-level English and math courses and informs students if support services are recommended. Furthermore, it promotes equal educational opportunities by providing accommodated test proctoring services to students with disabilities, aligning with the college's dedication to meeting the diverse needs of the community.

The *Graduation Office* (GRAD) is responsible for conferring District and Chancellor Office approved degrees, meets external while the *Transcript Office* (TRX) ensures the prompt delivery of students' official records. We are unwavering in our commitment to ensuring equitable access, success, and retention for all students, and every effort is made to provide support services, both in-person and online, in pursuit of our mission of fostering student success. |

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
"Enrollment Services Program Review: Equitable Course Completion Among Racial/Ethnic Student Groups

Our program review has identified positive trends in course completion for diverse racial/ethnic student groups. Success rates have improved from 2019-2020 to 2022-2023, demonstrating our commitment to equitable education.

Notably, the 'Two or more races' group consistently performs well, with some groups like Asian students and Pacific Islanders achieving success rates of 74% or higher.

However, challenges exist, particularly for White Non-Hispanic students who experience significant disparities in success rates compared to the highest-performing group. We are determined to implement targeted interventions to address these disparities.

Our focus extends to underperforming groups like Native American/AK Native and Hispanic/Latinx students, who also face success rate disparities. We will employ tailored interventions and support to improve course completion for all racial/ethnic groups. |

Continuous monitoring and evaluation will ensure the effectiveness of our interventions, promoting equitable educational outcomes for all students. Our commitment is to create an inclusive learning environment that values diversity and offers opportunities for success, regardless of background.

Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

(A&R) assists students with a wide range of requests, such as admissions applications, profile updates, major changes, course registration, petitions, residency classification, special admit processes, and any other student concerns. A&R also supports faculty by addressing their inquiries about enrollment rosters, census data, instructor drop requests, and grade changes. In the past year, A&R aided faculty by providing duplicate copies of ITS-generated Positive Attendance class roster spreadsheets. Additionally, A&R manages Athletic eligibility reviews for all sports throughout the year, processed 559 2 + 2 articulation requests in 2023, and managed a total of 711 incoming Special Admit requests for enrollment in 2023 (Fall: 306, Summer: 181, Spring: 224)

(ASSMT) has automated placement, which is initiated when students submit their online admission applications, placing approximately 16,000 students yearly. In the spring semester of 2023, the Assessment Center made significant changes to comply with AB 1705 requirements. A major change involved eliminating the time limit for receiving placements, and students now receive placements based on Chancellor-approved default high school multiple measures, regardless of when they last attended high school. This change, despite occurring midway through the 2022/23 academic year, led to a 15% increase in students receiving placements. Consequently, the online "Guided Self-Placement" form has been retired since it duplicated the collection of high school multiple measures data already obtained through the college application, streamlining the enrollment process, and removing significant barriers.

(TRX) has improved its efficiency in handling record requests, such as enrollment verifications, leading to faster delivery of electronic and hard copy transcripts and educational verifications. The Transcript office provides transcript record requests and deliveries in multiple formats to facilitate convenient access for our diverse student population.

(GRAD) The Graduation office is resourceful and has a system in a place that allows for an acceptable turnaround time when communicating with students and completing student graduation evaluations. The implementation of a QR Code allows easy and quick access to the Graduation application thereby allowing greater access for students to apply. To streamline CSU or IGETC certification notifications to transfer institutions, students' official transcripts are used to document certification completers. Completion of the E-Verify process four weeks prior to the deadline allowed students to contact the Graduation office about remaining course requirements that were in progress at other institutions. Once notified, the Graduation office was able to update the CSU E-Verify system with accurate and timely graduation information.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

(A&R) - The Admissions and Records office has been grappling with a persistent staff shortage, directly affecting our ability to provide timely support to students and programs. Programs like Special Admit, Dual Enrollment, International student applications, and Rising Scholars (Prison Program) demand substantial manual involvement from our A&R staff. Moreover, there has been a significant increase in fraudulent and spam activities in the CCC Apply and financial aid processes, posing ongoing challenges. Balancing the efficient processing of applications with screening for suspicious activity to safeguard the college's resources and funding is exceedingly time-consuming. Additionally, the problem of creating duplicate accounts through the Banner system remains a concern and requires considerable time to rectify once identified.

(ASSMT) - The past year witnessed significant growth in services provided by Alternative Testing Services. Accommodated exam requests from students with disabilities surged by 53%, while makeup exam submissions more than tripled, increasing from 323 to 1,210. The Assessment Center has successfully transitioned to a disability management software system, positioning itself to meet the expected increase in service demand as the college strives to recover its enrollment numbers after the pandemic. To ensure the academic success of our students, it is imperative that the Assessment Center remains open during regular business hours and does not close due to staff absences.

(TRX) Older records may become difficult or even impossible to read as the quality of the paper deteriorates. Therefore, we remain committed to the digitization of older records to prevent any further loss. We are transitioning towards a new program of electronic record keeping.

(GRAD)

- Marketing - Students are not aware that our office exists or the purpose of our office.
- Ability to attend conferences and other Professional Development opportunities.
- With the addition of Intersession in 2025, it will affect our timeline to notify the CSU's and UC's of students meeting the certification requirements for transfer in Fall 2025.
- Parchment makes changes to their system without notifying their users. For example, they moved where the request for certifications were stored so we were not aware of students requesting certifications.
- Upfront transcript evaluations are important to student success and we are working to implement Brainware

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

(A&R) The Admissions and Records office is dedicated to delivering accurate information and personalized assistance to students who require help with their application, registration, or records. A&R is committed to promptly and efficiently resolving issues for both internal and external clients. A&R is focused on offering students' solutions and alternatives for their diverse and complex concerns. The office collaborates across departments to access the required support and information for students. Maintaining adequate staffing levels, including clerical, technical, student worker, and short-term hourly positions for projects and work overflow, is of paramount importance.

(ASSMT) To provide an equitable, dependable, professional, comfortable, and secure testing experience for both students and faculty that make use of the college's Testing and Assessment Center services.

(TRX) The Transcript Office is known for being helpful and honest and for providing excellent service to our students and the community. Our workspace enables us to work closely with other departments, breaking down silos. Our program is committed to supporting both current and former students.

(GRAD)

- Increase marketing on the television, social media, or websites.
- Participate in campus fairs to increase awareness of the office.
- Attend conferences and trainings with fellow peer evaluators, to advance our current practices.
- Inclusion in counseling and curriculum meetings, so that there is cohesiveness and transparency that allows for clear communication across the departments and to our students.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data
Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Part 2D: Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
(A&R) Increase online self-service	Making improvement to have online forms available for student access
(A&R) Increase personnel of department	Hiring of Director of Enrollment Services and Clerical III for Admissions Department.
(A&R) Streamline interactions between tech platforms	This continues to be an opportunity and a work in progress
(TRX) Online enrollment and degree verification process	This continues to be an opportunity and a work in progress
(TRX)Increase efficient use of existing and modern technology.	Collaborating with OnBase, Counseling Dept., and ITS to develop BrainWare software, currently in testing phase I
(GRD) Improve student success and retention (GRD) Increased number of applications for Graduation.	Created a QR code to increase the ease of accessing the online application so students did not need to leave our office to go to a computer to go through steps to apply. The QR code gives students immediate access on their cellphone to the online application. We recommend students complete the application in our office so we are available to answer any questions they may have.
(ASSMNT) Increase Online and in-person communication and placement process	Assessment webpage updated information regarding automated placement process
(ASSMNT) Develop Faculty training of Alternative Testing Services and Process	Institutional trainer has created online accessible training to faculty available through Canvas and assessable to all faculty.
(ASSMNT) Create and Implement ESL Self-Guided Placement Method that allows accurate placement in the ESL program	Online ESL self-placement deployed, and currently used by ESL counselors during advising appointments.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1 Enrollment Services	ILO 1. Communication	Technology		Increase the efficient use of technology	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase students' access to and awareness of online services provided by A&R, Assessment, Graduation and Transcripts, so that students can navigate the online necessary for college. Increase communication between the Graduation office, Counseling and Curriculum by offering more transparent understanding of state regulatory requirements, EduNav Summit, internal operating procedures and technologies that impact student success and completion.	Provide students with written communications that are useable, and equity minded. Hire a Graduation Office Supervisor to stay abreast and communicate with Counseling and Curriculum about state regulatory degree requirements, technology and internal procedures that negatively impact student success and completion.	Track increased user engagement, website traffic, and service utilization. Gather student feedback and assess the reduction in manual requests. Evaluate time and resource efficiency, completion rates, and accessibility and improvement Increase the number of changes that are implemented in each offices' internal operating procedures that remove student success and completion barriers.

#2 Admissions & Records	ILO 2. Creative, Critical, and Analytical Thinking			Increase the efficient use of technology	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Enhancing technology platform integration, reducing manual updates, and resolving duplicate account issues during data transfers.	A&R: Communicate or work with IT to streamline/coordinate technology updates and changes.	Track the reduction in manual updates and data errors, assessing time and cost savings. Gather user feedback on the improved experience and monitor the decrease in duplicate accounts.
#3 Assessment Center	ILO 4. Career and Specialized Knowledge			Increase the efficient use of technology	Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools	Effectively implement new placement regulations so that students can progress academically	Collaborate with math division to comply with AB1705 requirements concerning gateway STEM prerequisite changes that go into effect July 2024.	Observe improvements in student academic progression, such as reduced redundancy in placement, increased access to appropriate courses, and smoother

								transitions between levels of study.
#4 Transcripts	ILO 1. Communication	Technology		Increase the efficient use of resources: Technology	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Increase accessibility of student records by minimizing the locations of hard copy and digitized documents throughout Enrollment Services	ITS is in communication regarding a SOW to ensure the digitization of older records. Work closely with ITS to secure efficient and cost- effective digitization solutions	Assess the disparity between digitized and non-digitized terms or records. Analyze the time required to retrieve hard copy records from the warehouse

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Classified Staff	Improve the student experience by assigning a Clerical II to Enrollment Services, enhancing departmental support efficiency, and reducing processing times during high-demand periods.	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	New	$70,000	Recurring	Keina Miranda
Graduation Office Classified Supervisor	Constant communication and collaboration with Counseling and Curriculum offices will provide early solutions in bottleneck procedures and technology improvements that impact student success and completion.	Goal 1: Commitment to strengthening institutional effectiveness measure and practices.	New	$110,000	Recurring	LaDonna Trimble
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
Required:
- Program Review tab
- S&R by Demographic Groups tab

Optional:
- Other supporting data/information

QUANTITY OF SERVICES

ENROLLMENT SERVICES 2017-2023

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Admissions and Records						
In Person Registration Transactions	69,936	70,557	61,741	30,667	79,713	198,936
Online Registration Transactions	754,997	704,329	727,450	475,914	405,082	303,398
New Applications	25,088	28,490	29,397	61,642	32,289	7,978
Inmate Hard Copy Applications			133	131	131	
Number of Students on Waitlist	7,006	22,381	25,106	12,112	9,689	12,154
Student Authenticated Add Codes	14,663	10,838	9,496	6,270	7,406	7,878
Special Admit (SOAR & CE)	966	911	800	884	884	974
AB 540	1,659	1,294	1,236	742	694	583
Graduation						
AA and AS Awards	1,809	1,778	2,070	2,019	2,036	1,902
Certificate Awards	1,099	1,200	1,196	1,286	1,263	1,141
Certifications Completed	725	786	1,128	996	1128	514
Bachelor Awards		9	6	15	13	15
Transcripts Processed						
Parchment- Received TRX (HS and Col)	2808	2,690	4,078	2,378	2,685	2,811
Transcripts Office-Sent TRX	8770	2,323	2,339	639	639	1071
eTRX- Received TRX	349	349	575	652	625	1022
eTRX- Sent TRX		1850	1612	1,492	1,542	1,034
Parchment- Sent TRX	735	5,346	10,610	10,457	12,187	14,011
Assessment Tests						
Number of Tests	26,199	No longer testing	-	-	-	-
EPT	-	-	4,717	8,624	12,918	16,705
MPT	-	-	5,072	8,820	13,076	16,719

| MPTS | | | - | - | 4,921 | 8,708 | 13,068 | 16,824 |

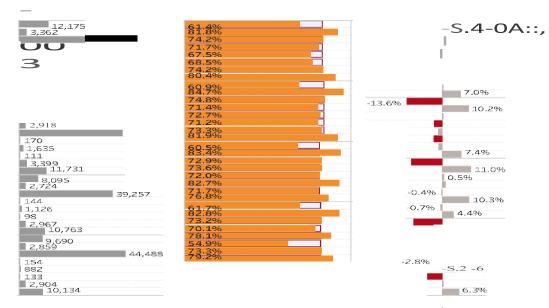|		
GSP Math Submissions:	2,821	n/a
GSP English Submissions:	2,405	n/a
Alternative Testing Exam Requests:	765	1,449
OSD Alternative Testing Agreements	382	781
Makeup Exam Submissions:	323	1,210
ATB Tests: 10	10	2

Placement Breakdown Report

Course	Support	Test	212170	202230
See Counselor	N/A	EPT	4018	2670
ENGL 101	Not Required	EPT	5091	2461
ENGL 101	Recommended	EPT	1294	694
ENGL 101	Strongly Recommended	EPT	325	152
	Total:		10728	5977
See Counselor	N/A	MPT	4036	2730
1st Year Transfer	Not Required	MPT	4224	1983
1st Year Transfer	Recommended	MPT	1518	769
1st Year Transfer	Strongly Recommended	MPT	949	510
	Total:		10727	5992
See Counselor	N/A	MPTS	4381	2924
MATH 105/135	Not Required	MPTS	1124	601
MATH 105/135	Recommended	MPTS	1843	850
MATH 105/135	Strongly Recommended	MPTS	2335	1165
MATH 140	Not Required	MPTS	655	315
MATH 140	Recommended	MPTS	35	11
MATH 150	Not Required	MPTS	432	153

	Total:		10805	6019

AVC **Annual** Success and Retention

AY	Success Rate	Retention Rate	Enr-ollmet7t (Dupl.)	Number- of Sectiot7S Headcout7t

2019-2020   / 4 C

2020-2021   I-'

2021 – 2022

72.9%

1892%

72,417

65,174

71,244

15,090

15,883

3,240

?O??-?O?3

Annual Success Rat:e (SR) by Race/Ethnicity and Percentage Point: Gap (PPG)

AV (Dupl.)	Race/Ethnicity	Enr-oll rnent	Sub-gi--oup SR vs. AVC SR	PPG	# of Cou r-se Cornpletions. to Close Equity Gsp
2019 2020	Afncan Amencan/Black		-.12.0%--		J.,5OS
	Asl n				
	H1span1c/Lat:inx	4.9,707			
	Native American/Al< Native	286			
	Other/Unkno\.1Vn	2,930			
	Pacific Islander		-S.90/o -	180	
	Two or-mor-e r-aces	4,013			
	White Non-1llspanlc				
2020-2021	African An1e rican/Bl ack	–8,827			J.,2O4
	Asian				
	H1span1c/Lat1nx	4-3,626		14-3	
	Native American/AK Native		-3.1%	S	
	Other-/Unknown				
	Pacific Islander-		-3.3%	4	
	Tvvo or 11,ora r·acss				
	VVh1t:s Non-H1§...Pan1c				
2021-2022	Afr-le.an Amer-lean/Black		-11.9%		967

Division/Area Name: Student Services/Financial Aid	For Planning Years: 2024-2025
Name of person leading this review: Nichelle Williams	
Names of all participants in this review: Daniel Garcia, Juan Eason, Jacqueline Cartwright, Kendra Doss, Tyeisha McCovery, Ernestine Jordan, Linda Sanchez, Carisha Duvall, Marlene Santos, Roxanna Alvarado, Naiby Duarte.	

Part 1. Program Overview: *Briefly describe how the program contributes to the district <u>mission</u>*

The Financial Aid Office (FAO) is imperative to the success of students and the community we serve. Financial aid operates under the following mission: Recognizing we are here for the students; we are committed to the prompt delivery of student financial aid. We strive to provide quality service to students, the community, and our colleagues with integrity and compassion. We encourage the development of teamwork, cooperation and innovation as well as the pursuit of increased knowledge.

FAO is aligned with the district mission to encourage student success through quality service to students and the community. Our commitment to prompt

delivery of student financial aid allows students to have tools needed to accomplish their goals. FAO contributes to AVC's retention efforts by providing on-going.

assistance to our continuing students to help make their academic endeavors attainable. FAO supports the mission of Antelope Valley College by assisting students with their educational expenses – which includes fees, books, supplies, transportation, food and housing.

In addition to providing financial aid, we strive to ensure students understand the financial aid process and the relationship between financial aid, financial literacy and student academic success. Students will be able to navigate the financial aid process comfortably and efficiently.

Our office is dedicated to serving a diverse population and removing barriers that prevent students from being successful along with the belief that no student should be left behind because of their lack of funds. While complying with Federal, State, and Institutional regulations and guidelines, we ensure equity and consistency in the delivery of funds to students. The FAO philosophies aligns itself with the Chancellor's Office Vision of Success and will facilitate equitable access to all students that utilize our services.

Part 2A: Analyze the <u>program review data</u> (<u>retrieval instructions</u>), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:
Strengths and Accomplishments: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The Financial Aid Office oversees many different aid programs funded by a variety of sources: federal, state, institutional and private. The programs funded by the federal government include the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), Federal Direct Subsidized and Unsubsidized Loans and Federal Direct Parent Plus Loans.

The programs funded by the State of California include the Cal Grant A, Cal Grant B, Cal Grant C, California College Promise Grant (CCPG) A, B, C – formerly named the Board of Governors Fee Waiver, California College Promise Program (AB19), Chafee Grant, and Student Success Completion Grant (SSCG).

The Financial Aid Office and the Foundation Office also administer foundation aid outside private scholarships. The Financial Aid Office and The Foundation Office has streamlined the scholarship process by making it a complete online experience for students ease and accessibility.

2022-2023 academic year, the FAO successfully disbursed $53,355,068 in student aid. FAO awarded and disbursed approximately $22,670,583 in Pell Grants, $3,308,476 in Direct Student Loans, $7,454,936 in California College Promise Grant (CCPG), $166,386 in Promise Program (AB19) $3,729,586 in Cal Grants, $252,500 in Chafee Grants, $287,308 in FSEOG, $4,561,221 in SSCG, $244,248 in Scholarships, and $333,258 in FWS.

The FAO awarded $1,827,102 in Emergency Funding (not including HEERF/CARES). The FAO also worked in collaboration with the Office of Business Service (OBS) to disburse $9,710,800 in HEERF/CARES Federal grants to approximately 11,524 students.

The FAO offers a designated staff member to the campus categorical programs and services. FAO provides financial aid workshops throughout each semester to support financial aid application completion and financial aid literacy.

FAO has maintained an online presence for our student post COVID. These services are well received by students, especially our students who are online students.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The FAO has identified two challenges for the upcoming Aid Year 2024-2025 which is the FAFSA Simplification Act and the installation of the Course Program of Study (CPoS). Whenever a new process is introduced, there is a learning curve for the entire office. All FA Staff will have to complete thorough training in a relatively short span of time. The opportunity will be that every staff member will all be in a collaborative learning environment. Collaborative learning fosters problem-solving skills, communication and listening skills.

1. **FAFSA Simplification Act and the Updated FA Application**. The FAFSA Application is changing after 40 years. The *FAFSA Simplification Act* represents a significant overhaul of the processes and systems used to award federal student aid starting with the 2024–25 award year. This includes the *Free Application for Federal Student* Aid (FAFSA®) form, need analysis, and many policies and procedures for schools that participate in federal student aid programs.

   The law will also affect every state that uses FAFSA data to award state grant aid and every school that participates in the federal student aid program.

   Major changes required by the law include the following:
   1. Replacing the Expected Family Contribution (EFC) With the Student Aid Index (SAI) Starting with the 2024–25 award year, students and families will see a different measure of their ability to pay for college, and they'll experience a change in the methodology used to determine aid. The new need analysis formula removes the number of family members in college from the calculation, allows a minimum SAI of -1500, and implements separate eligibility determination criteria for Federal Pell Grants.
   2. Modifications to Family Definitions in FAFSA® Formulas. Expect changes in how a student's family size is determined aligning more with what was reported on the student/parent's tax returns.
   3. Expanding Access to Federal Pell Grants
   - The *FAFSA Simplification Act* will expand the Federal Pell Grant to more students and will link eligibility to family size and the federal poverty level (starting with the 2024–25 award year).
   - Incarcerated students in federal and state penal facilities will regain the ability to receive a Federal Pell Grant (starting with the 2023–24 award year).
   - Federal Pell Grant lifetime eligibility will be restored to students whose school closed while they were enrolled or if the school is found to have misled the student (starting with the 2023–24 award year).

4. Streamlining the FAFSA® Form

    Where possible, the law mandates that we use data received directly from the IRS to calculate Federal Pell Grant eligibility and the SAI. This data exchange has been made possible by the *Fostering Undergraduate Talent by Unlocking Resources for Education Act* (*FUTURE Act*), which we'll implement alongside FAFSA simplification starting with the 2024–25 award year. The *FAFSA Simplification Act* also removes questions about Selective Service registration and drug convictions. It also adds questions about applicants' sex, race, and ethnicity, which have no effect on federal student aid eligibility (starting with the 2023–24 award year).

2. **Course Program of Study**. Course Program of Study (CPoS) is a process that works with the institutions Degree Audit software to ensure that students are enrolled in classes that apply to their degree program or course of study. The U.S. Department of Education regulations require that a student must be enrolled in a degree-seeking program to receive federal financial aid at Antelope Valley College. Students enrolling in courses that are not required to complete their degree could see their financial aid prorated and/or cancelled as required by the Department of Education.
    - Currently, FAO Technicians must manually assess each student who is either in bad Satisfactory Academic Progress (SAP) or in Maximum Unit Attempt (MAXUNT) for a program of study. When CPoS is in place, students will be paid only for the needed courses to complete the degree of certificate program without manual processes and fewer chances for error. Also, CPoS will allow students to maximize their federal and state aid because it will not be wasted on courses not needed.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

1. **Weekly disbursements and Refund**. FAO disburse every two weeks except for the first two weeks of each primary term (FAO disburse weekly). Disbursing FA funds weekly could assist with student success and retention. When a student has just missed the deadline for a disbursement and must wait an additional two weeks for disbursement and refund. This will delay a student from purchasing books, materials, etc. With weekly disbursement, it cuts down the waiting time and the student will be able to make necessary purchases for academic success.
2. **Personalized FAO Counseling with students and families.**
3. **Collaboration with all Student Service.** Collaborating with other departments and service in Services in their events can only strengthen the FAO program and the departments within Student Services. Financial aid services and language embedded in all programs with foster student success and completion.
4. **Equity minded practices.** It is a best practice that all communication and job functions be executed with an equity mindset.
5. **Community Outreach and presence.** The FAO will start doing Outreach to the feeder High Schools in the Antelope Valley High School District. With the upcoming FAFSA Simplification Act, it will be important the FAO delivers this information to student and parents in the community.

Insert Advisory Committee Recommendations here (Please do not insert complete meeting minutes, but just recommendations from the advisory committee.)	
Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/	

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans** (CIP) and progress toward meeting those plans.

Continue with embedded FATV tutorials	FAO will continue to offer FATV videos to students and potential students. The videos are available 24/7 on the FAO website. The video provides the most current financial aid information. Students use the videos for hours when the institution is closed.
Continue to conduct FA Workshops (In-Person and On-line).	FAO has continued the workshops that support financial aid application completion, file completion, general information. The workshops are provided in English and Spanish.
Continue to update Financial Aid webpage.	FAO have maintained our AVC webpage with regulatory updates and changes.
Continue with FA Zoom front counter.	FAO have Zoom front counter available Mon-Thursday 8:00am-4:30pm. On an average we assist 50 students daily.

Part 2D: Review and comment on progress towards past program review goals:

Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly	Goal not met
Strengthen FAO Policies and Procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations.	Goal met
Always keep default rate below 20%	Goal met
Increase financial aid staff to support student population at the Palmdale Campus	Goal met- we have a full-time staff located at the Palmdale Campus.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	Choose ILO			X	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly	Hiring an additional Financial Aid Specialist	Success will be measured when the FAO can disburse weekly.
#2	Choose ILO			X	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Strengthen FAO Policies and Procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations	Hiring an Assistant Director of Financial Aid	Success will be measured by the increased training and the ability to maintain compliance with federal and state regulations.
#3	Choose ILO			X	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Always keep default rate below 20%.	Hiring Default Management Specialist and not having to outsource this service.	Success will be measured by the Default Rates remaining under 20% after hiring an internal Default Management Specialist.
#4	Choose ILO				Choose an item.			

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Classified Staff	Financial Aid Specialist	Goal 1	Approved Request (Funding unidentified for 50% of the salary)	$75,000	Recurring	Nichelle Williams
Other	Financial Aid Assistant Director (CMS)	Goal 1	Repeat	$160,000	Recurring	Nichelle Williams

Technology	Financial Aid Default Management Specialist	Goal 1		Repeat	$105,000	Recurring	Nichelle Williams
Choose an item.				Choose an item.		Choose an item.	
Choose an item.				Choose an item.		Choose an item.	

***REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:
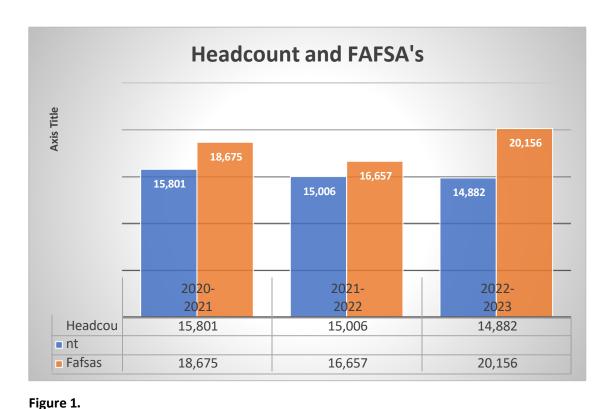
https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Figure A.

Headcount and FAFSA

From Figure A., we see the number of financial aid applications received by the FAO has shown a slight decline in the past few years. The figure shows a comparison annual headcount for enrollment and numbers of financial aid applications received for the corresponding aid year. The FAO receives applications for enrolled and prospective students and must process each application. The FAO currently has 12 full-time staff members with various duties. FAO has 4 Financial Aid Technician I's (one of the positions is currently vacant). FA Tech I's primary duties are to intake paperwork. FAO have 6 Financial Aid Technician II's. Their primary job duties consist of processing all the paperwork to complete the student's file. FAO has 1 Financial Aid Specialist whose primary job duty consists of awarding and disbursing all eligible students Financial Aid. FAO has 1 Financial Aid Technical Analyst whose primary duties are data retrieval, office support through data, and making sure all the software used in the office is running smoothly. We received 20,156 applications for the 2022-2023 aid year, that averages 3,359 applications per Technician II's who process the incoming applications and paperwork.

Headcount and FAFSA's

	2020-2021	2021-2022	2022-2023
Headcount	15,801	15,006	14,882
Fafsas	18,675	16,657	20,156

Figure 1.

Pell Grant Recipients and Awards

Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree. You may be eligible to receive a Federal Pell Grant if you are confined or incarcerated and enrolled in an approved Prison Education Program, The Pell Grant had been on a low during COVID-19 pandemic. In 2020-2021 we can see that 5,409 students received Pell Grants totaling $18,914,112. In 2021-2022 AY, during the height of COVID-19 pandemic, 5,174 students received a Pell Grant totaling $17,656,376. In the 2022-2023 AY, 6.146 students received Pell Grant totaling $22,670,583.

PELL

	2020-2021	2021-2022	2022-2023
Pell Awarded	7726	7837	12538
Pell Recipiants	5409	5174	6146

Figure 2.

Federal Supplemental Educational Opportunity Grant Recipients and Awards

Each participating school receives a certain amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of the school's FSEOG funds has been awarded to students, no more FSEOG awards can be made for that year. Based on the data provided, the FSEOG has declined in the last year. 2020-2021 shows that 816 students received a FSEOG totaling $642,361. In 2021-2022, the FSEOG recipients increased to 816 students totaling $606, 088. In the 2022-2023 AY, 297 students received a FSEOG totaling $287,308.
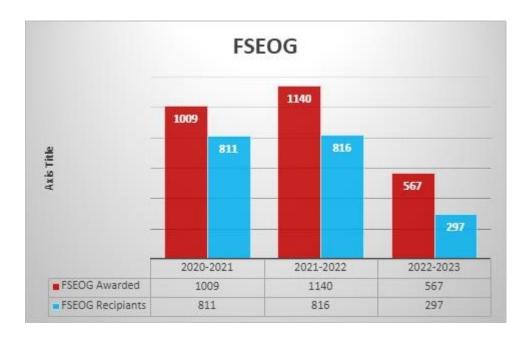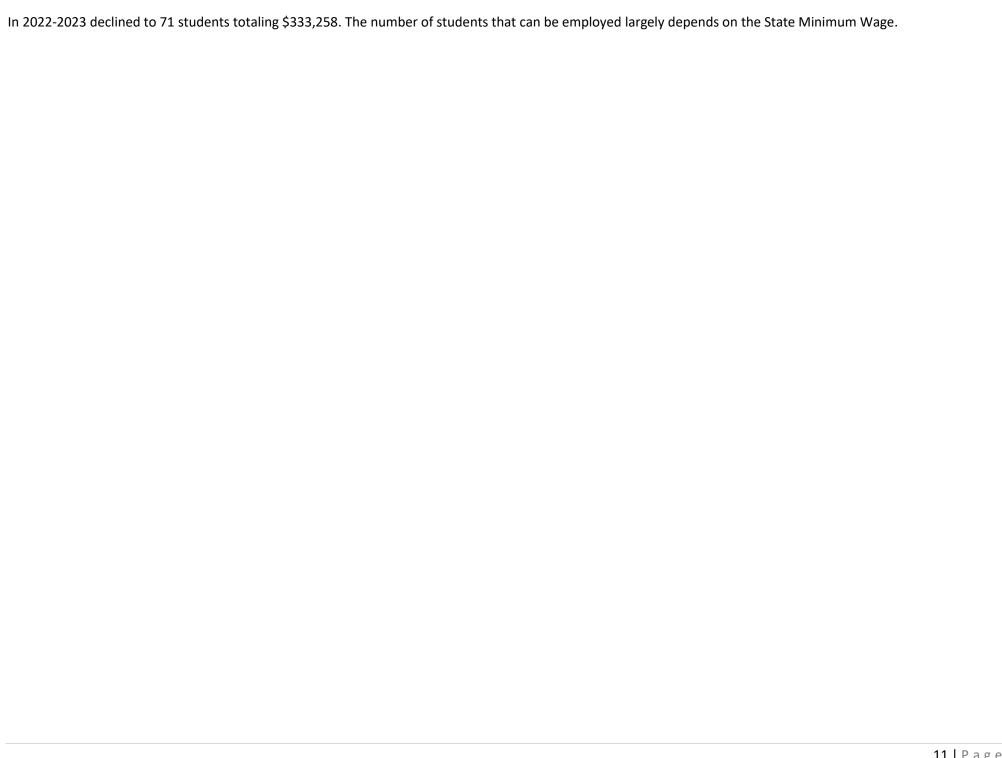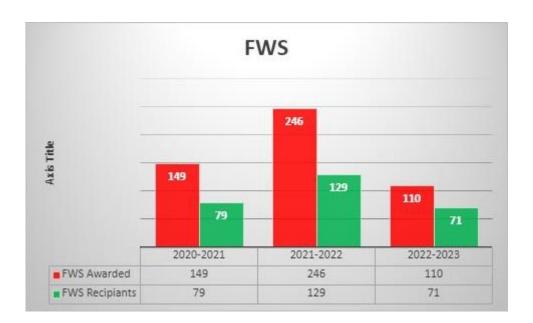
FSEOG

	2020-2021	2021-2022	2022-2023
FSEOG Awarded	1009	1140	567
FSEOG Recipiants	811	816	297

Figure 3.

Federal Work Study (FWS) Recipients and Awards

Federal Work-Study provides part-time jobs for undergraduate and graduate students with financial need, allowing them to earn money to help pay education expenses. FAO works in collaboration with Job Placement Center (JPC) to identify eligible students, FWS took a drastic hit during the COVID-19 pandemic due to lack of job duties that can be performed remotely. In the 2020-2021 AY, 79 students worked totaling $234,416. 2021-2022 was an increase to 129 students totaling $386,633.

In 2022-2023 declined to 71 students totaling $333,258. The number of students that can be employed largely depends on the State Minimum Wage.

FWS

	2020-2021	2021-2022	2022-2023
FWS Awarded	149	246	110
FWS Recipiants	79	129	71

Figure 4.

Federal Direct Subsidized and Unsubsidized Loans Recipients and Awards

The FAO requires all new borrowers to attend our institution's in-person counseling workshops. In the workshop the staff presents the necessary information needed to borrow a loan, discusses how a master promissory note works and the consequences of default. Students are counseled about the interest rates, repayment options, and financial literacy. The financial aid office contracted with ECMC starting in 2017-2018 to manage delinquent and defaulted students. Our Cohort Default Rate (CDR) in 2017 was 7.3% and it is 5.1% for 2019. Based on the data that is provided, Direct Student Loan has been on the incline. 2020-2021 AY shows that a total of 682 students received student loans totaling $2,512,242. 2021-20222 AY 693 students received loans totaling $ 3,845,371. 2022-2023 AY 877 students received loans totaling $4,871,564. The increase in student borrowing is due to the increased cost of living.
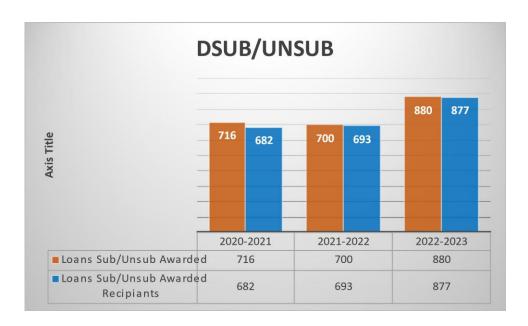
DSUB/UNSUB

	2020-2021	2021-2022	2022-2023
■ Loans Sub/Unsub Awarded	716	700	880
■ Loans Sub/Unsub Awarded Recipiants	682	693	877

Figure 5.

Federal Direct Parent Plus Loans Recipients and Awards

The U.S. Department of Education makes Direct PLUS Loans to eligible parents through schools participating in the Direct Loan Program. To receive a parent PLUS loan, you must be the biological or adoptive parent (or in some cases, the stepparent) of a dependent undergraduate student enrolled at least half-time at an eligible school. Not have an adverse credit history (unless you meet certain additional requirements); and meet the general eligibility requirements for federal student aid. The Plus Loan can never go over the Cost of Attendance for the student. Based on the data provide in 2020-2021, FAO had 2 Plus loans recipients totaling $12.049 in 2021-2022 there were zero recipients, and in 2022-2023 there were 4 recipients totaling $31,399.
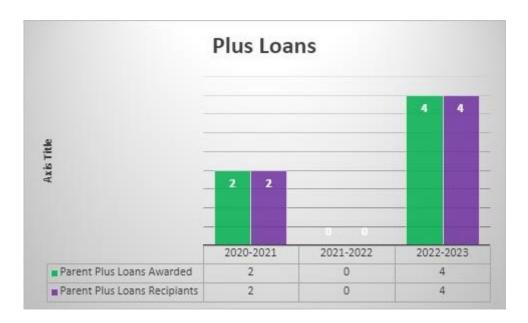
Plus Loans

	2020-2021	2021-2022	2022-2023
Parent Plus Loans Awarded	2	0	4
Parent Plus Loans Recipiants	2	0	4

Figure 6.

State Cal Grants Recipients and Awards

The Cal Grant is a California-specific financial aid allocation that does not need to be paid back. Cal Grant applicants must apply using the FAFSA or CA Dream Act Application by the deadline and meet all eligibility, financial, and minimum GPA requirements of either program. Grants are for students attending Universities of California, California State Universities or California Community Colleges, or qualifying independent and career colleges or technical schools in California. Based on the data, Cal Grant has maintained a steady increase annually. 2020-2021 had 1,892 recipients totaling $3,266,089, 2021-2022 had 2,180 recipients totaling

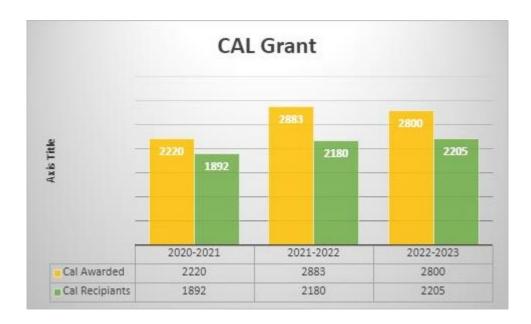$3,434,820 and 2022-2023 had 2,205 recipients totaling $3,729,586.

Figure 7.

State California College Promise Grant (CCPG)

CCPG is for eligible California residents, the California Community Colleges Promise Grant permits enrollment fees to be waived. Antelope Valley College offers online California College Promise Grant applications through CCCApply. FAO provides paper applications for our incarcerated students due to there being no internet access.

Data shows that 2020-2021 there were 11,142 recipients totaling $7,867,543, in 2021-2022 there were 10,544 recipients totaling $ 6,997,745, and in 2022-2023 there were 10,711 recipients totaling $ 7,454,936.

CCPG

	2020-2021	2021-2022	2022-2023
■ CCPG Awarded	20506	18602	19227
■ CCPG Recipiants	11142	10544	10711

a s

Figure 8.

State California Dream Act (CADAA) Recipients and Awards

The California Dream Act (Development, Relief, and Education for Alien Minors (DREAM) Act allows undocumented and nonresident students (U.S. Citizens and eligible non-citizens) who qualify for a non -resident exemption under Assembly Bill 540 (AB 540) to receive certain types of financial aid such as: private scholarships funded

through public universities, state administered financial aid, university grants, Community College Fee Waivers, and Cal Grants. In addition, the CADAA allows eligible students to pay in-state tuition at any public Community College in California. Based on the data in 2020-2021, AVC had 284 recipients, in 2021-2022 there were 46 less students recipients, and in 2022-2023 there was a slight increase of 2 recipients from the previous year. The total dollar amount for each year is included in the Cal Grant awards.
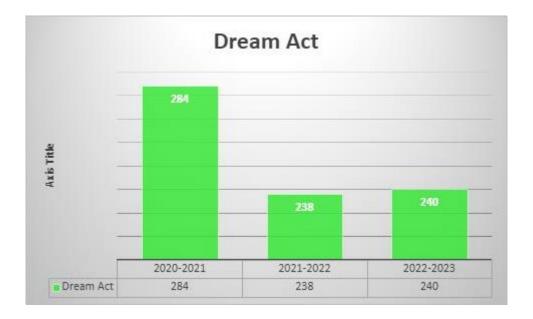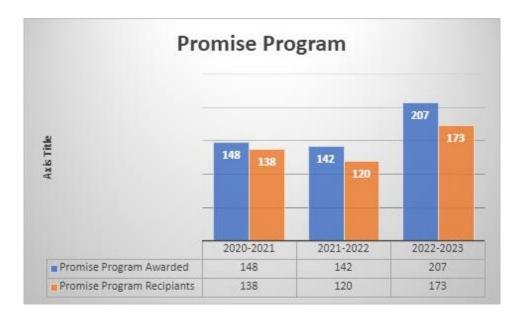

Dream Act

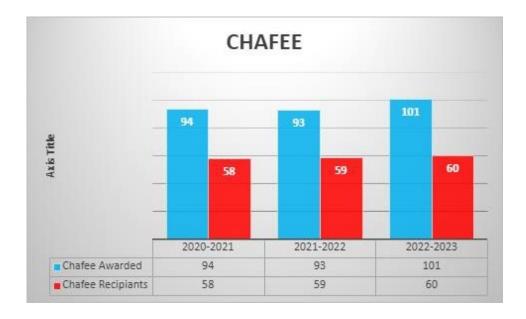|	2020-2021	2021-2022	2022-2023
Dream Act	284	238	240

Figure 9.

State California College Promise Program (AB19)

Promise Program to all first-time full-time students who don't qualify for the need-based Promise Grant Fee Waiver Program.   (A Promise Program provides all first-time full-time students who do not have financial need with a fee waiver for one year and year two). For 2020-2021, there were 138 recipients totaling $144,019, for 2021-2022 there were 120 recipients totaling $116,681 and for 2022-2023 there were 173 recipients totaling $166,386.

	2020-2021	2021-2022	2022-2023
Promise Program Awarded	148	142	207
Promise Program Recipiants	138	120	173

Figure 10.

State Chafee Grant

The California Chafee Grant for Foster Youth (Chafee Grant) awards up to $5,000 a year to eligible foster youth. The Chafee Grant may be used at any eligible California college or university, or career or technical school. Students attending schools in other states may also qualify. A student's receipt of a Chafee Grant award shall not exceed five years (whether or not consecutive). Students must be a current or former foster youth who was a ward of the court, living in foster care, between the ages of 16 and 18, not have reached their 26th birthday as of July 1st of the award year, be enrolled in an eligible vocational school or college courses at least half-time, and be making satisfactory academic progress.

CHAFEE

	2020-2021	2021-2022	2022-2023
Chafee Awarded	94	93	101
Chafee Recipiants	58	59	60

Figure 11.

State Student Success Completion Grant (SSCG)

SSCG is available for students who receive the Cal Grant. SSCGs provide students with aid to help offset the total costs of community college and to encourage full-time attendance and successful on-time completion. The Student Success Completion Grant now offers $4,000 per semester for students taking 15 or more units, and $1,298 per semester for students taking 12-14.9 units, doubling the possible per year allocation for qualifying students. In 2020-2021, there were 1,111 recipients totaling $1,950,234, for 2021-2022 there were 1,097 recipients totaling $2,062,313, and for 2022-2023 there were 1.235 recipients totaling $4,561,221.

	2020-2021	2021-2022	2022-2023
SSCG Awarded	1119	1101	1253
SSCG Recipiant	1111	1097	1235

Figure 12.

Scholarships Recipients and Awards

Scholarships are gifts. They don't need to be repaid. There are thousands of them, offered by schools, employers, individuals, private companies, nonprofits, communities, religious groups, and professional and social organizations. A scholarship will affect the other student aid because all your student aid added together cannot be more than the student's cost of attendance. For 2020-2021 AY there were 173 recipients totaling $283,837, for 2021-2022 there were 158 recipients totaling $244,248.

Scholarships

	2020-2021	2021-2022	2022-2023
Scholarship Awarded	274	254	255
Scholarship Recipiants	173	171	158

Awarded and Recipients- On most the tables you see awarded and recipients. A student that has been awarded will not always be a recipient. There are several reasons why this could be. Students can get awarded financial aid but could have dropped courses making them ineligible. Students could have chosen a non-financial aid payable major. Students could have a BAD SAP, etc. A recipient will be defined as a student who receives a financial aid refund.