Division/Area Name: Enrollment Services	**For Planning Years: 2023-2024**
Name of person leading this review: LaDonna Trimble	
Names of all participants in this review: Sharmaine Wiley, Anna Becerra, Kelly Brogan, Espy Perez, Tanya Garcia, Wade Saari, Ryan Azimianaraki, Christy Chereshkoff, Susie Rivas, Mary Skipper, LaTara Edmondson	

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

Enrollment Services contribute to the mission of providing a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. Enrollment Services- services the records need of diverse applicants, admitted students and community members. Students with an ability to benefit from our programs receive assistance with admissions and registration from A&R. The Assessment Center offers evidence-based methods to place students into transfer-level English and math courses and recommended support services. In line with the district's dedication to provide equal educational opportunities for the diverse and dynamic changing needs of the community, the Assessment Center has expanded its operations by partnering with the Office for Students with Disabilities to offer accommodated test proctoring services for students with disabilities. The Graduation Office awards district and Chancellor Office approved degrees and the Transcript Office ensures that students' official records are delivered in a timely manner. Every effort is made to support student equitable access, success and retention. Enrollment Services supports the mission of student success by providing support services in-person and online.

Part 2A: Analyze the program review data (retrieval instructions) focusing on equity 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: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

(TRX) Decreased processing time of hard copy records and increased delivery of all electronic and hard copy transcripts as well as educational verifications. Providing transcript record requests and delivery in multiple modalities enables our current and former diverse student population to easily access transcript records.

(GRAD) Awards students in a timely manner, responds to students' questions quickly and effectively adjusts when rules and regulations change.

(ASSMT) The college experienced a total placement increase of more than 50% from fall 2021 to fall 2022. This occurred via an updated iteration of placement programming implemented in September 2021. Therefore, placement now occurs once a student submits the application for admission rather than after Orientation is completed. Of the nearly 16,000 students placed during the prior academic year, assessment staff manually processed 2,821 and 2,405 Guided Self-Placement online submissions for both math and English, respectively. When the campus opened in Fall 2021 from the COVID 19 pandemic, the Assessment Center began offering in-person alternative test proctoring services for students with disabilities. Over the course of the 2021-2022 academic year, the Center managed 765 student exam scheduling requests. This was accomplished through extensive planning with the Office for Student with Disabilities. As of the summer 2022 semester, all accommodated testing activities have been converted from a hardcopy format into a centralized digital medium using a disability management software program

called Accessible Information Management (AIM). Additionally, the Assessment Center received 323 makeup exams to administer from the campus faculty at large (only four of which occurred during the fall 2021 semester, the rest taking place in the spring and summer 2022 semesters).

(A&R) In addition to ensuring students receive eligible priority registration appointments, A&R also assisted new students in registering through Edunav. AR support faculty by responding to their questions and concerns regarding enrollment rosters, census, instructor drop requests, or grade changes. Over the past year, A&R supported faculty by providing duplicate copies of ITS generated Positive Attendance class rosters spreadsheets.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

Opportunities:

(TRX) Older records can be challenging or impossible to read due to deteriorating paper quality, so we will continue to work on digitizing older records in order to minimize further loss of records.

(GRD) Upfront transcript evaluations are important to student success and additional software solutions are being researched so that the evaluation process can be more efficient.

(ASSMT) The number of students that do not receive AB 705 placement because of unusable high school multiple measures remains at about 37-40%. Of the 10,728 students that received English placements for the fall 2022 cohort, 4,018 were given a message to see a counselor. Math placement bears out similar numbers. This impacts Counseling services in that a substantial number of students will need to access a counselor instead of receiving an automated Recommended Program Sequence Sheet (RPSS) email with initial course enrollment advice.
Staffing shortages negatively impact walk-in testing services as well as inconveniences students that adjust their personal schedules to come to campus only to find the Center closed due to staffing issues.

(AR) The Admissions and Records office has been short staffed for quite some time, which directly impacts turn-around time and efficient facilitation of support to students and programs. Programs like Special Admit, Youth Apprenticeship and Dual Enrollment require more manual involvement of the A&R staff. In addition, the drastic increase in fraudulent and "spam" activity within the CCC Apply process and financial aid processes have posed continued challenges. Processing applications in a timely manner while simultaneously screening for suspicious activity to ensure that the resources and funding of the college are protected is extremely time consuming.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

(TRX) The Transcript Office is known for being helpful and honest and for providing excellent service to our students and the community. When we move into the new Students Services building, we will no longer have a designated office for Transcripts. Despite the changes in our work location, our program will aspire to continue to support current and former students.

(GRAD) The Graduation Office is knowledgeable and works well with other departments. The Graduation Coordinators are interested in attending more meetings and conferences and contributing to the campus decisions.

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

(AR) The Admissions and Records office strives to provide accurate information and individualized support for students' seeking assistance regarding their application, registration or records. A&R works to provide solutions and alternatives to students for their varied and complicated concerns. The office works across silos to obtain assistance or information as needed for student. Hiring a Director of Enrollment Services and filling open positions is necessary in order to meet the demands of our student population and community.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

List your past outcomes analysis (Action Plans) and progress towards those goals.

(TRX, GRAD, ASSMT) Progress was made in terms of increasing the opportunities for students to learn to use online services. **(TRX)** Outcome analysis plans included the use of webpage and hard copy instructions to educate students about the available online official transcript services. The number of official transcripts requested in the online Credentials/Parchment platform increased by 1,730 or over 16%. **(GRAD)** The Graduation Office used the front page of the AVC website and monitors throughout campus to inform students about the online application process. Alth

(ASSMT) Continued to use updates on the Assessment Webpage to inform students about the online guided self-placement procedure.

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

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

(TRX) Technology- no progress was made toward the goal to provide an online enrollment and degree verification process for students.

(TRX and GRAD) – Goal- Increase the efficient use of existing and new technology. Currently collaborating on a scope of work with OnBase, Counseling and ITS to develop Brainware software. The new software will permit upfront course evaluations for students with transfer coursework. New scanners and scanner licenses are required for implementation of the software.

(GRAD) Goal – To improve student success and retention. Decrease the amount of time it takes to officially inform students about their remaining degree requirements by not requiring in-house (diploma and certificate) printing. Outsourcing will result in the Graduation Coordinators having more time to accurately evaluate students' degree requirements. Moreover, students can increase their success and retention as a result of more timely communication from the evaluators. (The current software- Diplomas on Demand is moving to a new pricing structure under Parchment and the time and cost of continuing to provide in-house awards is no longer reasonable.)

(ASSMT) Goal: Increase online and in person communication of the placement process: Progress was made on this goal. The Assessment Coordinator is a member of the Academic Achievement committee whose membership consists of student success representatives, which provides key communication and collaborative outlets related to placement activities. In addition to improving in-person communication, the Assessment Webpage provided up to date information about the automated placement process. Goal: Develop Faculty Training of Alternative Testing Services and Process: The Institutional Trainer has made OSD Alternative Testing training videos accessible to faculty, which are housed in the Canvas suite. These training materials have also been made available as downloadable pdf documents at the OSD public webpage. Goal: Create and Implement ESL Guided Self-Placement Method that Allows Accurate Placement in the ESL program; During the 2021/2022 academic year, the programming staff developed and deployed an online ESL Self-Placement tool conceived by the college's ESL faculty. This tool is currently being used by the ESL Counselor during course advisement appointments. Once enough data has been gathered, the efficacy of ESL Self-Placement can be analyzed.

(AR) Technology -Increase accessibility of student records. Successfully moved a portion of the digitized records to Onbase. There is an ongoing need to digitize more paper records.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	**Goal Supports which:**				**EMP Goal Primarily Supported:**	**Description of Goal**	**Steps to be taken to achieve goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO**	**SLO**	**OO**				
1. Increase access to and	ILO 1. Communication	Technology		Increase the efficient	Goal 2: Increase efficient and effective use of resources: Technology;	-Increase students' access to and awareness of online services provided by	-Provide students with written communications that are useable, and equity minded.	Measure the use of online services.

awareness of online support services				use of Technology	Facilities; Human Resources; Business Services	A&R, Assessment, Graduation and Transcripts, so that students can navigate the online necessary for college.		
2. Increase the accessibility of student records	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 accessibility of student records by minimizing the locations of hard copy and digitized documents throughout Enrollment Services.	-Develop a comprehensive SOW that will result in the majority of older records and all incoming records being digitized. -Collaborate with ITS to obtain efficient and cost-effective digitized measures.	Compare the number of terms or records that are not digitized to those that are not. Evaluate the amount of time to locate and request hard copy records from the warehouse.
3. Streamline the interaction between the different platforms. Edunav, Brainware, Canvas, Banner	ILO 2. Creative, Critical, and Analytical Thinking	Technology		Increase the efficient use of existing and new technology	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Move the course transfer evaluation process from the end of students' academic journey to the front.	Complete a SOW for Brainware

Test the efficiency of Brainware workflows.

Adjust the workflows as improvements are identified.

Continue collaboration with Counseling and ITS

Purchase the necessary scanners and Onbase licenses. | Ongoing – Over the next several years, evaluate the timeliness of the course evaluation process for transfer coursework. Once fully implemented, it could take weeks rather than years for transfer coursework to appear on the AVC transcript. |
4.	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level	Ensure compliance with the recent	Stay abreast of and implement required AB	Publish and make available reports of

To effectively implement new placement regulations so that students can progress academically					coursework-Develop and implement effective placement tools	assembly bill terms that govern assessment (AB 705, 1705 and 1805 so that students can progress academically.	705 changes in placement process.	placement success outcomes as directed by the CCCCO.
5. Technology	ILO 1. Communication			Increase the efficient use of existing and new technology	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Improve the method of tracking walk-in makeup testing services.	Identify and develop a tracking tool for each makeup exam submitted to the Assessment Center.	Ability to track and run statistical reports of makeup exams, preferably in a spreadsheet format.
6. Improve campus wide communication	ILO 1. Communication			Compliance	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Update placement messaging to students by way of the college's myAVC portal, Guided Pathways, Orientation and follow-up GSP emails.	Meet with respective college personnel to discuss curriculum changes and support class additions that need to be listed in placement messaging.	Revise placement messaging given to students.

Part 4: Resource Requests that Support Program Needs (based on above analysis)
Fill out your resource request via Survey Monkey: **https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022**

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

QUANTITY OF SERVICES
ENROLLMENT SERVICES 2017-2022

	2017-18	2018-19	2019-20	2020-21	2021-22
Admissions and Records					

In Person Registration Transactions	69,936	70,557	61,741	30,667	79,713
Online Registration Transactions	754,997	704,329	727,450	475,914	405,082
Online Applications	25,088	28,490	29,397	61,642	32,289
Inmate Hard Copy Applications			133	131	131
Number of Students on Waitlist	7,006	22,381	25,106	12,112	9,689
Student Authenticated Add Codes	14,663	10,838	9,496	6,270	7,406
Special Admit (SOAR & CE)	966	911	800	884	884
AB 540	1,659	1,294	1,236	742	694

Graduation					
AA and AS Awards	1,809	1,778	2,070	2,019	2,036
Certificate Awards	1,099	1,200	1,196	1,286	1,263
Certifications Completed	725	786	1,128	996	1128
Bachelor Awards	-	9	6	15	13

Transcripts Processed					
TRX Received (HS &Col)	2808	2,690	4,078	2,378	2,685
Hard Copies Sent	8770	2,323	2,339	639	639
Online Received etrx	349	349	575	652	625
Online Sent etrx		1850	1612	1,492	1,542
Credentials	735	5,346	10,610	10,457	12,187

Assessment Tests					
Number of Tests	26,199	No longer testing	-	-	-
EPT	-	-	4,717	8,624	7,911
MPT	-	-	5,072	8,820	8,099
MPTS	-	-	4,921	8,708	7,686
GSP Math Submissions:					2,821
GSP English Submissions:					2,405
Alternative Testing Exam Requests:					765
OSD Alternative Testing Agreements					382
Makeup Exam Submissions: (only four occurred during Fall '21)					323
ATB Tests:					10

Course	Support	Test	212170	202230
See Counselor	N/A	EPT	2781*	2226*
ENGL 101	Not Required	EPT	3309	2860
ENGL 101	Recommended	EPT	705	670
ENGL 101	Strongly Recommended	EPT	146	221
See Counselor	N/A	MPT	2774*	2203*
1st Year Transfer**	Not Required	MPT	2714	2368
1st Year Transfer**	Recommended	MPT	1003	812
1st Year Transfer**	Strongly Recommended	MPT	584	618
See Counselor	N/A	MPTS	2930*	2452*
MATH 105/135	Not Required	MPTS	798	672
MATH 105/135	Recommended	MPTS	1078	901
MATH 105/135	Strongly Recommended	MPTS	1471	1456
MATH 140	Not Required	MPTS	407	331
MATH 140	Recommended	MPTS	25	10
MATH 150	Not Required	MPTS	336	201

*The See Counselor count is excluded from the recommended support breakdown calculations.
**Includes MATH 110, 115, 116, 120, 124 or 128 (MATH 102 for local degrees).

Assessment Data:

Math Placements MPT: 15,890
Math Placements MPTS: 15,913
English Placements EPT: 15,894
GSP Math Submissions: 2,821
GSP English Submissions: 2,405
Alternative Testing Exam Requests: 765
OSD Alternative Testing Agreements Submitted: 382
Makeup Exam Submissions: 323

ATB Tests: 10
See Placement Charts for Fall 2021 and Spring 2022

Division/Area Name: Student Services/ Financial Aid	For Planning Years: 2023-2024
Name of person leading this review: Nichelle Williams	
Names of all participants in this review: Nichelle Williams, Asia Alvarez, Vanessa Gibson, Juan Eason, Kendra Doss, Jacqueline Cartwright, Linda Sanchez, Tyeisha McCovery, Ernestine Jordan, Carisha Parks, Daniel Garcia, Roxanna Alvarado.	

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

The Financial Aid Office (FAO) is imperative to the success of students and the community we serve as a whole. 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 contribute 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 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 program review data (retrieval instructions) focusing on equity 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: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

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, Supplemental Educational Opportunity Grant (SEOG), 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, 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 student ease and accessibility

2021-2022 academically year, the FAO has successfully provided aid to approximately 5,455 students. FAO awarded and disbursed approximately $20,329,380 in Pell Grants and Loans, $6,997,745 in CCPG, $6,390,023 in Cal Grants, Chafee, SEOG, SSCG, $265,277 in Scholarships, and $386,653 in FWS.

The FAO awarded $1.1M in Emergency Funding (not including HEERF and CARES funding) for 21/22 through the State to disburse to our neediest students in addition to our regular work. The Financial Aid office also collaborated with other stakeholders on campus to disburse approximately $16,407,225 to 10,392 student in CARES/HEERF funding to our neediest students

FAO offers a designated staff member to all the campus categorical programs and services we provide workshops on financial aid application completion and financial literacy to these categorical programs.

FAO quickly adapted to the online services for our students and did not delay in disbursing aid our neediest students. FAO has maintain a robust online presence which due to the adaptation of COVID.

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

FAO has identified areas that can be improved. 1.Course Program of Study (CPoS) is were FAO has to strengthen and align with the Chancellor's Office and comply with only disbursing students who are in the courses needed for their program of study. As it currently stand, FAO Technicians have to manually asses each student who are 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 need.

Aspirations: Guiding Questions: What does your program/area want to be known for? What is a desired future?

1. Weekly disbursements. Waiting two-weeks for the next disbursement can create financial hardship for most of our students.
2. Personalized student experience with increased access. Student-Centric.
3. Personalized Counseling with students and families.
4. Intelligent Automation
5. Collaboration with All Student Services
6. Community Outreach and Presence.
7. Equity minded practices.

The history of the financial aid office has been back-office functions with staff mired in paperwork, primarily responsible for compliance and regulatory tasks. Very little student contact and advising. By leveraging modern technologies and intellectual automations, the tasks will be less manual. The FAO can then adopt a more hands-on resource focused on access supporting the institution's mission and goals.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Insert Advisory Committee Recommendations here

Insert Labor Market Data here https://www.labormarketinfo.edd.ca.gov/commcolleges/

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

1. **Continue with FATV tutorials** – *The FAO continues to use FATV as a 24/7 video-based resource for students. FATV videos include, but not limited to; How to Fill out your FAFSA/CADAA, how to apply for your FSAID, Scholarships and other grants related videos. We are able to pull reports (data) to see what days, times of day students are watching. We are also able to monitor what videos students are most actively watching on FATV.*
2. **Continue to conduct FA Workshops –** *The FAO will continue to conduct FA Workshops to assist students with completion of applications, completion of files, and general FA information. The workshop are offered in English and Spanish.*
3. **Continue to update information on the Financial Aid website –** *continual maintenance of the FA website with the most current information on disbursement dates, current scholarship information, and any changes to programs.*
4. **Staff availability on Zoom –** *We have continued our online presence using Zoom after COVID. We have scheduled FA workshops via Zoom and in-person. We did this primarily to address the need of our online learners.*

5. **Continue to deliver financial aid in a timely manner so students can move successfully through their programs**. - *FAO has continued to deliver aid to students in a timely manner. However, one of FAO goals is disburse aid weekly to students. The involvement of other offices will have to plan to make this goal achievable.*

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

1. **Streamline the financial aid application process and procedures with the use of technology to deliver financial aid refunds weekly**. - *We have not met this goal and is still working to get there. Disbursing weekly will allow students to be more successful in their academic journey. The demographic that AVC serves, this can be a life changing event.*
2. **Strengthen FAO Policies and Procedures to enhance processes with a focus on training, and the importance of compliance of state and federal regulations**. - *To enhance processes and comply with all federal and state financial aid programs is a continual task. With the ever-changing regulations and procedures of federal and state policies, it is a moving target. Hiring an Assistant Director will allow this person to solely work on FAO policies and procedures and compliance regulations from the federal and state financial aid programs. I have requested this position for several years, and have requested an Assistant Director position in Resource Request this year.*
3. **Keep default rate below 20% at all times**. *We have collaborated with ECMC to maintain a low Cohort Default Rate (CDR). AVC is now at a record institutional low with the CDR of 5.1%. We will continue to work with ECMC until we can hire a Loan Default Specialist as listed in the Resource Request.*
4. **Increase financial aid staff to support student population at the Palmdale Campus, bilingual/Spanish preferred**. *FAO currently have a Technician II at the Palmdale Campus to service this population of student on a temporary basis. A FA staff must to be placed permanently on the Palmdale Campus to meet the demands of the Palmdale Campus and keep up with the growing population of student and the need for financial aid services. The desired position to be in Palmdale will be a Technician I. FAO are currently short staffed and have only two of the four Technician I's at this time.*

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:								
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve 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	OO# 1 Encourage students to gain knowledge and confidence to strategically access and utilize resources and services that enhance overall success and completion of academic and career goals.	The number of student to complete the FAFSA's/CADAA's annually and awarded FA. Promote FATV with financial aid educational videos.	The number of students applied for FA and the number of student received FA. Look at data provided from FATV to verify the number of students who logged into FATV and watch the financial aid educational videos.
#2	Choose ILO			X	Goal 4: Advance more students to college-level coursework-Develop and	OO# 2 Students will gain support, knowledge, and confidence to move successfully through and beyond the community	Collaborate with Transfer Center and Graduation Office	Collaborate with the Transfer Center and Graduation Office to capture the number of students that are graduating

						implement effective placement tools	college experience. The number of students who have been connected to other community agencies will continue with them once they complete AVC		and transferring at the end of each semester.
#3	Choose ILO			X	Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Keep default rate below 20% at all times	Hiring Default Specialist and not having to outsource this service.	The annual Cohort Default Rate (CDR) will let us know if we are achieving out goal.

Part 4: Resource Requests that Support Program Needs (based on above analysis)
Fill out your resource request via Survey Monkey: **https://www.surveymonkey.com/r/AVC_ProgramReviewFall2022**

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

Figure 1. Headcount and FAFSA

From Figure 1, we see the number of financial aid applications received by the FSO has showed 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. We received 16,657 applications for the 2020-2021 aid year, that equals 2,776 application per Technician II's who process the incoming applications. Since the last program review we have had a reduction in full-time staff and each staff workload had drastically increased. We will be relocating to the new Student Services building by Spring 2023, which should alleviate the space issues in the past.
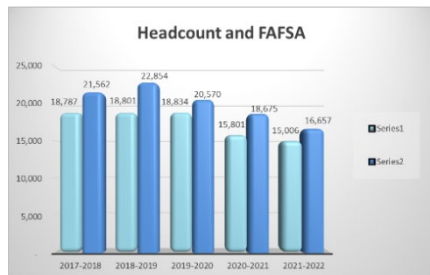
Figure 2. California Dream Act Applications (CAADA)

The California 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 California Dream Act, allows eligible students to pay in-state tuition at any public college in California. Based on the data the number of CADAA is declining.
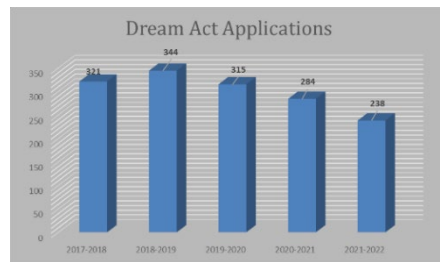
Figure 3. Dollars Disbursed

In 2019-2020 we disbursed $48,176,924 in total aid. In 2021-2022 we disbursed $52,578,740 in total aid; this equates to an increase of $4,401,816 over the past few years. This is an increase of 15% over the past few years even with the decline in enrollment. The increase in dollars disbursed can be attributed to the increase in Pell Grants, CARE and HEERF funding and the increase in Cal Grant awards.

Figure 3. Number of Awards Paid

In 2019-2020 there were 51,252 separate awards of aid disbursed to students. In 2020-2021 there were 56,601 separate awards of aid disbursed to students; This equates to an increase of 5,349 awards over a one-year span. The increase of awards consists of the Promise Grant, Pell Grants, Cal Grants, Student Success Completion Grants, Direct Loans, EOPS & CARE Grants, Federal Work Study, Scholarships, Federal Supplemental Opportunity Grant, STAR Grants and HEERF & CARES Grant. We showed a rapid increase and then a sudden decline in 2021-2022.
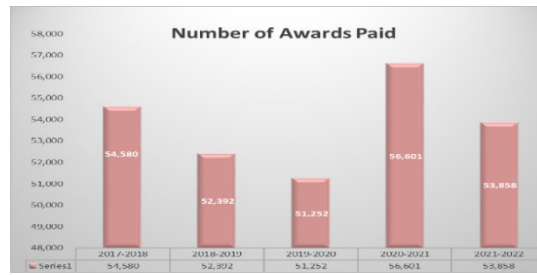

Figure 4. Number of Students who Received a Loan

The FAO requires in-person counseling workshops for all students interested in borrowing a student loan. 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 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 (see Figure #) This is an institution record low. We can also see that the number of students that are receiving a loan has drastically reduced because students are receiving more grants.
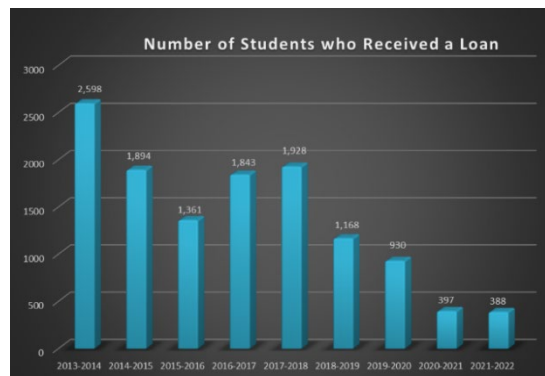
Figure 5. CARES and HEERF Emergency Funding

The CARES Act stands for Coronavirus Aid Relief, and Economic Security (CARES), HEERF stands for Higher Education Emergency Relief Funds and is an emergency relief funding for higher education. Through the CARES and HEERF Act, Antelope Valley College was allotted $4,348,310 in 2019-2020 and disbursed aid to approximately 12,075 students. In 2021-2022 AVC disbursed approximately $$16,407,225 in emergency aid to our neediest students.
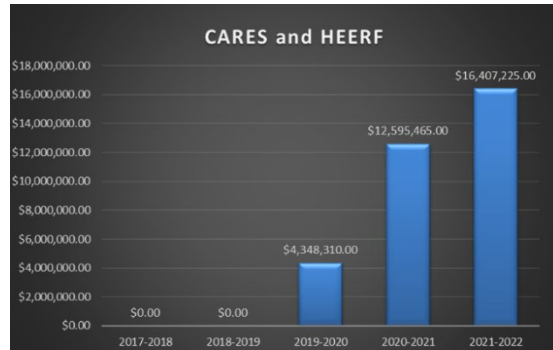

Figure 6. Cohort Default Rate

A cohort default rate is a percentage of a school's borrowers who enter into repayment on a certain Federal Family Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specific conditions prior to the end of the second following fiscal year.
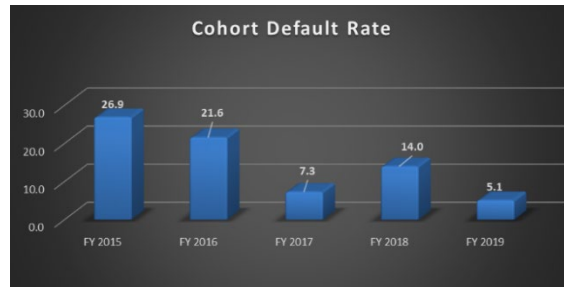
Figure 7. Qualified for CCPG *(formerly known as BOGFW)*

As you can see from Figure 7, students that qualify for the CCPG has remained steady before COVID. The last couple of years with decreased enrollment, the number of CCPG application has decreased as well. In 2021-2022, 70% of enrolled students qualified for CCPG.

Qualified for BOGFW

Year	Qualified for BOG	Headcount
2017-2018	14,544	18,787
2018-2019	14,502	18,801
2019-2020	14,476	18,834
2020-2021	11,142	15,801
2021-2022	10,544	15,006