<u>**Comprehensive Program Review Self-Study Report**</u>

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1   and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Student Services/Financial Aid Office
2014

Part 1 - Division or Area Overview

 1.1   Briefly describe how the division or area contributes to the district mission.

The Financial Aid Office is imperative to the success of students and the community we serve as a whole. The need for financial aid has increased over the past five years. (see area 2.1, Figure 1) 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.***

The Financial Aid Office 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.

In addition to providing financial aid, we strive to ensure students have an understanding of the financial aid process and the relationship between financial aid and student academic success.

Our purpose and mission are to be here for the students and assist with their success in any way we can. We understand the need for financial aid is necessary for student success and our goal is to make the process as efficient and smooth for the student as possible. The staff will continue to provide quality service to each individual student.

1.2 Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.
     __ Analyze diverse perspectives from a variety of disciplines and experiences that
        contribute to the development of self-awareness
     <u>X</u> Value and apply lifelong learning skills required for employment, basic skills, transfer
        education, and personal development
     __ Demonstrate a breadth of knowledge and experiences from the humanities, social and
        behavioral sciences, arts, natural sciences, and mathematics
     <u>X</u> Solve problems using oral and written communication, critical thinking and listening
        skills, planning and decision-making skills, information literacy, and a variety of
        technologies

  <u>X</u> Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society
  <u>X</u> Identify career opportunities that contribute to the economic well-being of the community

1.3 After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The need for financial aid is consistently growing in both the college and the community. Socio-economically the need is identified and supported throughout our review. The findings show that enrollment is continuously increasing along with the number of financial aid applications received. Due to this increase we have identified the need for growth within the Financial Aid Office by increasing staff at both Lancaster Campus and Palmdale Center. We have identified the need for increased outreach and financial literacy throughout the community.

We also reviewed at the number of applications for financial aid versus the number of students packaged and identified a difference of approximately 7000 students. Some of these students did not enroll at Antelope Valley College. Of the enrolled students we need to identify why they did not complete the financial aid process and what we can do to address these issues.

Default prevention is vital to the success of the student and the institution. We have taken steps to decrease the default rate by outsourcing the 2013 default calls. We do loan workshops for all student borrowers to convey the importance of repayment. There is also one-on-one counseling required for high borrowers. Lowering the default rate will be significantly enhanced if we hire full time Default Prevention/Financial Literacy Specialist.

Through our research we identified that 76% of students enrolled are BOGFW (Board of Governor's Fee Waiver) eligible. This indicates how significant the financial need of the community is.

Through the review process we identified goals that the financial aid office plans to achieve. These goals indicate the need for additional staffing, software and hardware updates, new technology to assist distance education students and continued staff development.

We have identified that enrollment is consistently increasing along with the need for financial aid. For the Financial Aid Office to continue to assist with student success it is important that we improve and adapt to the needs of the students. We have identified throughout the review that we need technology upgrades as well as increased staff at both the Lancaster Campus and Palmdale Center.

1.4 Name of person leading this review
  Dr. Jill Zimmerman, Dean of Student Life and Services

1.5 Names of all participants in this review
  Yvonne Morris, Financial Aid Specialist
  Vanessa Gibson, Financial Aid Specialist

Yuliana Martinez, Technical Analyst
Annamarie Becerra Technician I
Tyeisha Turner, Technician I
Ashley Johnson, Technician I
Nichelle Williams Technician II
Jacqueline Cartwright, Technician II
Elisa Clark, Technician II
Kendra Doss, Technician II
Ernestine Jordan, Technician II
Gloria Mills, Technician II
Tony Sanchez, Technician II
Linda Sanchez, Secretary

Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

Longitudinal data
District headcount and FTES
Division headcount and FTES
Discipline headcount and FTES
Number of sections offered by location/distance education
PT/FT faculty ratio by LHE
Efficiency (measured as FTES/FTEF)

Data about student progress
Student achievement: success, retention, and term to term persistence
Progression through remedial courses
Program completion
Degree/certificate completion rate
Transfer rates to 4-year institutions
Licensure exam results
Job placement/post training

All divisions/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

_____

Part 2 - Data Analysis and Use

2.1   Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.*

As seen below from the annual head count and FTES enrollment, after a decrease in enrollment due to state budget cuts, enrollment is slowly increasing. As enrollment continues to increase, the number of students applying for financial aid will increase as well.

From figure 1, we see that the number of financial aid applications received by the Financial Aid Office has increased over the past five years. The figure shows a comparison of the annual headcount for enrollment and number of financial aid applications received for the corresponding aid year. It is apparent that the number of applications received is growing at a more rapid rate than our enrollment. The Financial Aid Office receives applications for enrolled and prospective students and must process each application.

Figure 1 Number of FAFSA's received by aid year compared to annual


headcount
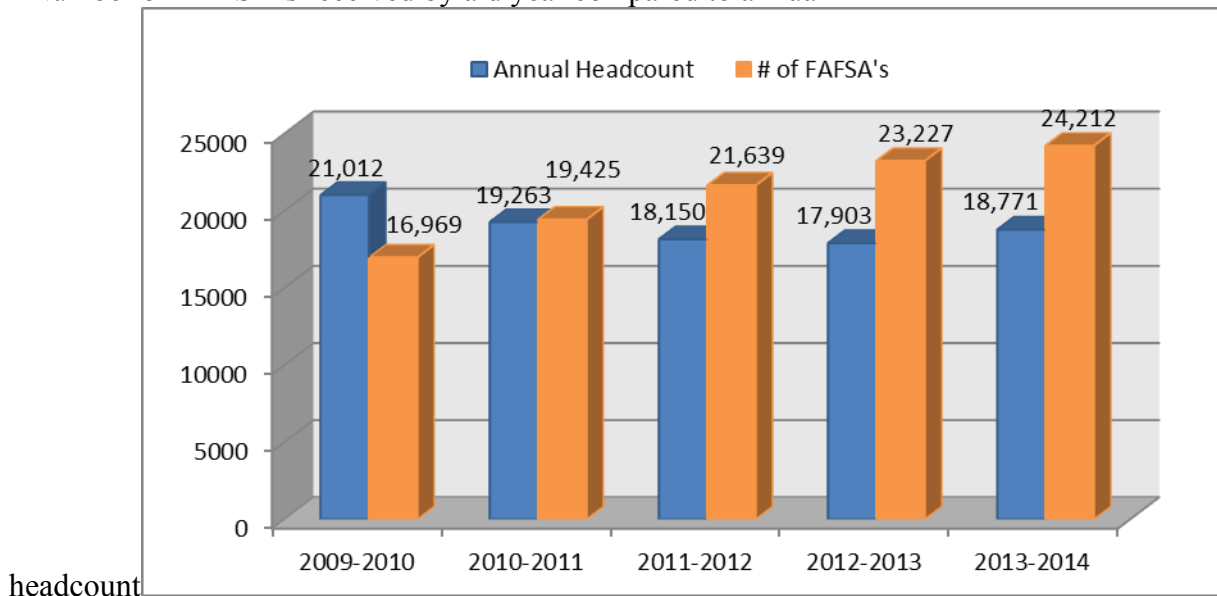
The most significant development has been the dramatic increase in financial aid applicants at Antelope Valley College. For 2009-2010 we received 16,969 applications compared to the 2013-2014 aid year where we received 24,212; that is an increase of 7,243 FAFSA applications. This is a 30% increase over five years. The increasing number of applications received each year has substantial implications for the Financial Aid Office. The Financial Aid Office currently has 14 full time staff members. We received 24,212 applications for the 2013-2014 aid year, that equates to 1,729 applications per staff member. For 2009-2010 we received 16,969 applications, that same year we only had 12 staff members which equates to 1,414 applications per staff member. Although we have increased our personnel by two staff members each person's workload has dramatically increased. The Financial Aid Office is at capacity for space. Due to the increase in students it has become increasingly difficult to serve our students at our current location.

2.2   Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, and sales figures). Comment on trends and how they affect your program.*

In addition to the initial application, the Financial Aid Office must process every subsequent transaction received. In figure 2 the number of ISIR's includes initial applications, as well as subsequent transactions completed by the student, corrections made by technicians and special circumstance appeals processed by the office.

Figure 2 Number of FAFSA's compared to ISIRS
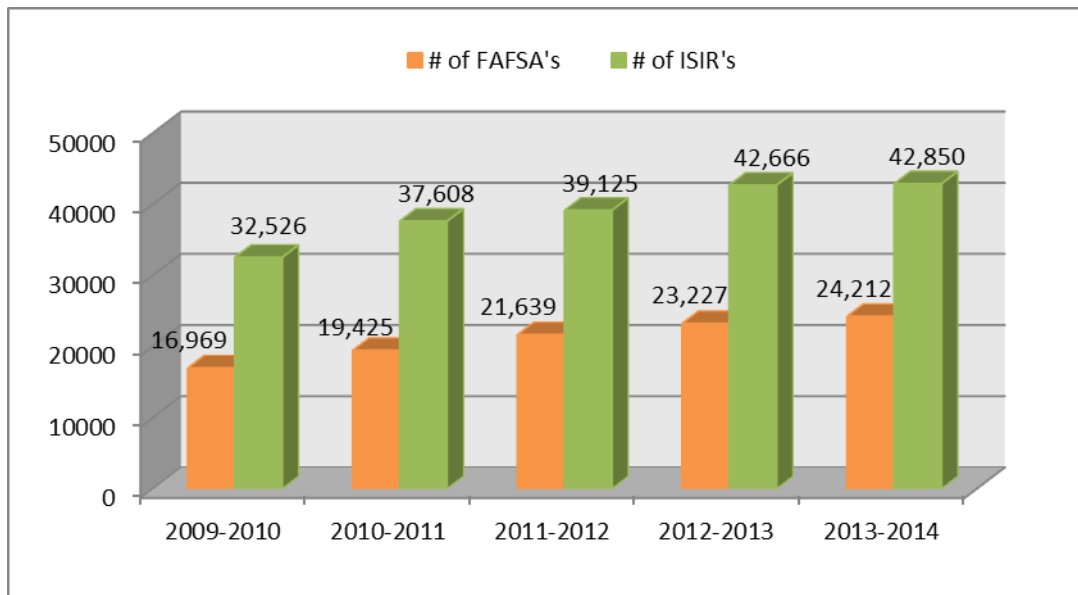
Considering the increase in financial aid applications received each year, the Financial Aid Office is meeting the needs of financial aid students. However, during peak periods staff is required to accommodate a large number of students. Students sometimes wait over an hour to speak with a financial aid staff member. To ensure that students are seen as quickly as possible, all technicians assist students.

The introduction of technologies such as emails, online quiz, Financial Aid TV and myAVC has allowed us to provide a substantial amount of information to our students in an online environment. Despite all of the online services available, the need for in person one-on-one assistance has not diminished. Obtaining financial aid is a highly personal, highly regulated process that can be time consuming and confusing to students and parents. Many students still require personal assistance with the application process.

We can see in Figure 3 that the number of students packaged by the Financial Aid Office has increased over the past five years. Although we received and processed 24,212 applications for the 2013-2014 aid year, only 11,912 students where packaged. The annual head count for 2013-2014 was 18,771; we packaged 11,912 students, which is 63% of the students enrolled. Financial aid awards are packaged when the student completes all required documentation.

Figure 3 Students packaged
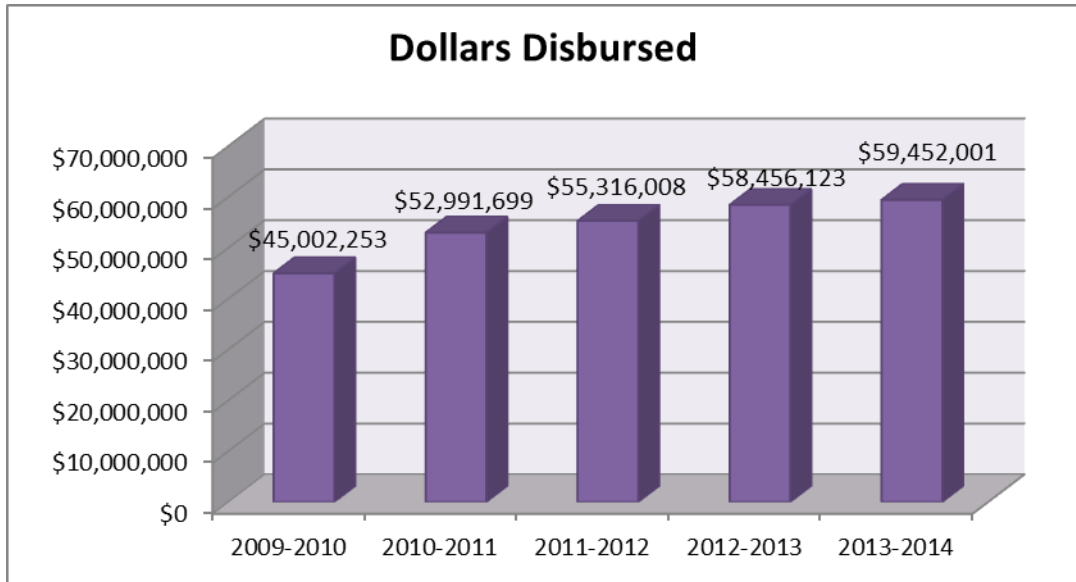

Students Packaged
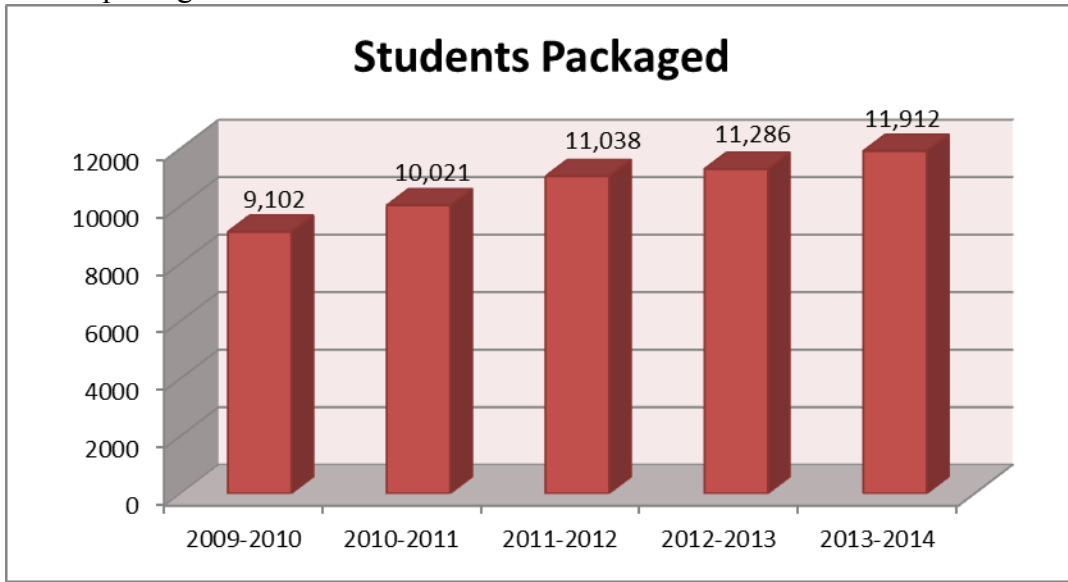
In the 2009-2010 year, there were 26,080 separate awards of aid disbursed to students. In the 2013-2014 year, there were 31,309 separate awards of aid disbursed to students; this equates to an increase of 5,229 awards over the five years. This is a 17% increase over 5 years. These awards consist of the Board of Governors Fee Waiver, Pell Grant, Cal Grants, Direct Loans, EOP&S/CARE Grants, Federal Work Study, Scholarships, Federal Supplemental Educational Opportunity Grant, and STAR Grants.

Figure 4 Number of awards paid

Awards Paid
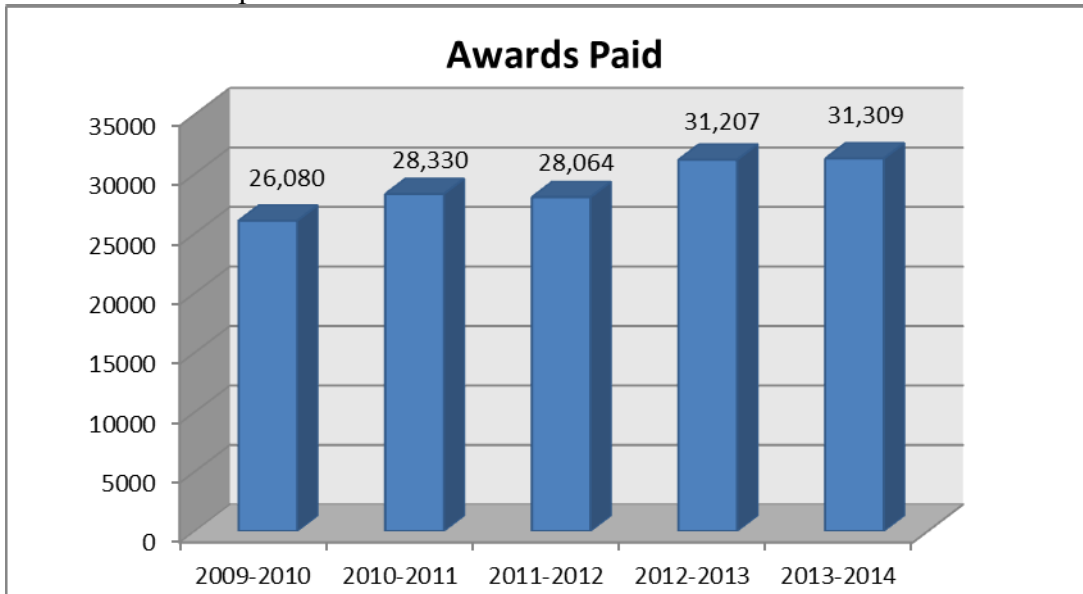
In 2009-2010 we disbursed $45,002,253 in total aid. In 2013-2014 we disbursed $59,452,001 in total aid; this equates to an increase of $14,449,748 over the last five years. This is a 24% increase over five years.

Figure 5 Dollars disbursed

Dollars Disbursed

- 2009-2010: $45,002,253
- 2010-2011: $52,991,699
- 2011-2012: $55,316,008
- 2012-2013: $58,456,123
- 2013-2014: $59,452,001

As we can see from Figure 6, students that qualify for the Board of Governors Fee Waiver continue to increase. The annual headcount of students enrolled for 2013-2014 was 18,871, we processed 14,433 BOGFW. 75% of students enrolled for the 2013-2014 school year were BOGFW eligible.

Figure 6 Qualified for BOGFW

Qualified for the BOGFW

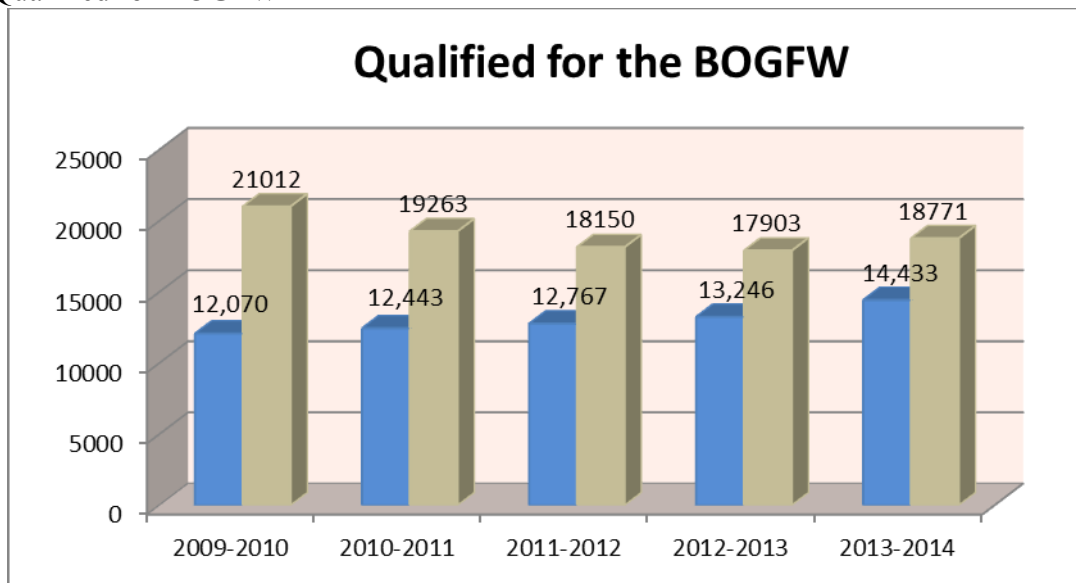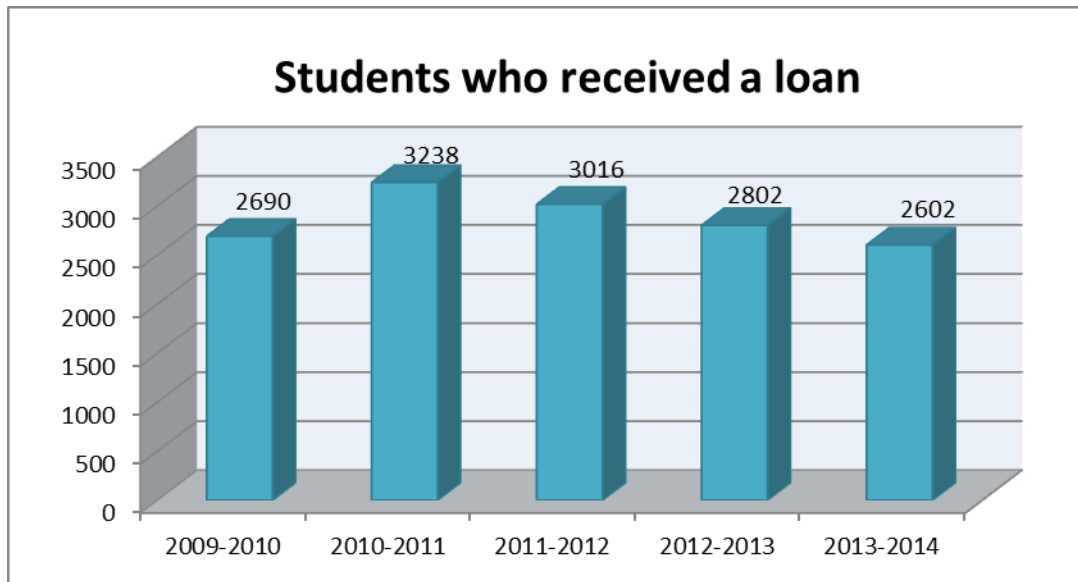| Year	Blue	Tan
2009-2010	12,070	21012
2010-2011	12,443	19263
2011-2012	12,767	18150
2012-2013	13,246	17903
2013-2014	14,433	18771

Figure 7 Students who receive a loan

In previous years we have had one technician process all loans. A change in loan processing policies and the increased workload has made it necessary for all technicians to process loans. In 2009-2010, 2,690 students received a loan compared to 3,238 in 2010-2011. That is an increase of 548 students that received a loan.

The Financial Aid Office was concerned by the number of students taking out a loan and our rising default rate. In the fall 2012 we created a campus-wide Default Management Team to develop a Default Prevention Plan. The Financial Aid Office started requiring in-person entrance loan counseling workshops for all students interested in taking out a student loan. In the workshop the staff presents the necessary information needed to take out a loan, discusses how a master promissory note works and the consequences of default. Students are counseled about interest rates, repayment options, and additional financial literacy publications.

Also in fall 2012 we started to counsel students with a significant amount of loan debt. Students with an aggregated loan balance of $30,000 or higher were required to complete additional loan counseling and meet with their financial aid technician. For the 2012-2013 aid year we counseled 176 high loan borrowers.

Starting fall 2013 the high borrower loan limit was dropped to $20,000 increasing the number of students who received one-on-one loan counseling. For the 2013-2014 aid year we counseled a total of 497 high loan borrowers.

Palmdale Center

Due to an increase in the number of courses offered at the Palmdale Center, students have requested financial aid services be available onsite. Since the spring 2010 semester we have had a financial aid staff member at the Palmdale Center to assist students with financial aid. In spring 2010, a financial aid staff member was available four hours per week. Beginning with the summer 2010 term we increased our availability to eight hours per week. We continue to have a staff member assist students at the Palmdale Center four hours a day, two times a week. Although we have established a presence at the Palmdale Center, with our current staffing and resources we are unable to increase our hours at the Palmdale Center.

2.3   Use the discipline student success data provided by web link.   Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success and/or retention in the current academic year.*

N/A

2.4   Analyze and summarize trends in student progression through basic skills courses, if applicable. Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

N/A

2.5   List degrees and certificates currently offered in the discipline. Discuss improvements in the completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. *

N/A

2.6   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011 *

N/A

Part 3 – Outcome Analysis and Use

  3.1   Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.*

Action Plan 1:

Financial Aid TV was created to give our students a visual way to understand the complex federal and state regulations and general information about the financial aid process. Financial Aid TV is directly related to OO 2 *Students can apply for financial aid and access financial aid information via electronic means*.

The staff created an action plan to ensure students were receiving accurate information. The staff also wanted the information to be easily found when the student is navigating the financial aid website. The Financial Aid Office has reviewed the placement and content of the Financial Aid TV videos. After the assessment, the staff embedded additional videos on the website for easier viewing by the students. Staff will monitor how many hits the videos receive and make any changes as needed.

Review Videos and Video Placement

Description:	Financial Aid staff has reviewed the video content for accuracy and ease of comprehension. The staff will continue to review the placement of the videos on the website to see if moving the video clips to different areas on the website will improve student learning.

Implementation Status:	Planned
Priority:	Medium
Projected Completion Date:	3/29/2012
Responsible Party:	Financial Aid Staff
Additional Resources:	0
Established in Cycle:	2010-2011

Action Plan 2:

The financial aid staff has seen an increase in the Cohort Default Rate. Schools with three years of default rates over 30% are at risk of losing federal financial aid and state Cal Grant programs. Due to the increase in our default rate, Antelope Valley College has adopted the Department of Education's Default Management Plan. The activities in the Default Plan promote student and school success by increasing retention and reducing delinquency and default. Efforts to monitor the default rate have been put in place within the Financial Aid Office. Departmental practices have been reviewed and efficiencies have

been noted. Staff have implemented strategies to reduce the default rate. There are several steps needed to effectively implement default management. The information and action plans can be found in the *Default Prevention and Management Plan.*

Creating a default management plan is directly related to OO 1 *Student Loan Cohort Default rates will stay within an acceptable parameter. Less than 30% per year.*

Default Management Plan

Description:	Default Management Team was developed with members from across campus. Default Management Plan was established and submitted to the US Department of Education and was approved. As of 2013-2014 the plan was implemented.
Implementation Status:	In-Progress
Priority:	High
Relationships:	**Measure:** Student Loan Default Rates for OO 1 |**Outcomes:** OO 1
Projected Completion Date:	10/3/2014
Responsible Party:	Default Management Team
Established in Cycle:	Spring 2013

According to the findings below the Financial Aid Office did not meet the target for the 2010 default rate. Due to these findings we created a Default Management Team and Default Management Plan. Default risk arises from poor educational outcomes, poor employment outcomes and poor repayment outcomes. The team is representative of all aspects of institutional operations.

The team will perform an executive and management function in the default prevention process. The team will retain ownership of the entire process, from creating the default prevention plan to monitoring results and making changes as necessary.

Although our 2011 default rate was at 26.9%, projections of the upcoming rates have been analyzed and the Financial Aid Office is in need of a Default Management/Financial Literacy Specialist. This position would be a new position in the Financial Aid Office. The Default Management/Financial Literacy Specialist will work with ECMC, our outside delinquent call resource, as well as continue with loan counseling, sending delinquent letters, managing default data and follow up with students who are delinquent on their loans.

Findings:
2013-2014 ▼ **Assessment Summary / Findings**
Achievement Target: ***Met***

2011 Default Rate 26.9%
Established by Yuliana Martinez on 9/25/2014
Spring 2013 ⬇ **Assessment Summary / Findings**
Achievement Target: *Not Met*
2010 Default Rate 32.6
Established by Sherrie Padilla on 10/17/2013
Fall 2012 ⬇ **Assessment Summary / Findings**
Achievement Target: *Met*
2009 rate was 21.8%
Last Updated by Aeron Zentner on 2/25/2013 **Established** by Aeron Zentner on 2/25/2013
Spring 2012 ⬇ **Assessment Summary / Findings**
Achievement Target: *Met*
2009 rate 21.8%
Established by Sherrie Padilla on 9/10/2012
2010-2011 ⬇ **Assessment Summary / Findings**
Achievement Target: *Met*
2008 rate 15.9%
Established by Sherrie Padilla on 10/19/2011
2009-2010 ⬇ **Assessment Summary / Findings**
Achievement Target: *Met*
Student Loan Default Rates have stayed within an acceptable parameter. Default rates are as follows: 2004 rate 14.3% 2005 rate 13.3% 2006 rate 16.3% 2007 rate 11.3%   [Preview Formatting]
Established by Sherrie Padilla on 7/6/2010

Area 4—Stakeholder Assessment

4.1 Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

The financial aid staff provides guidance, assistance, and information to help students with financial aid needs by administrating federal, state, and institutional aid. The Financial Aid Office serves the needs of the students, district, and community. The funding is intended to assist students and families through grants, loans, fee waivers, scholarships, and employment.

Antelope Valley College continues to see a significant increase with enrollment and use of financial aid services and programs over the past five years. **Data: See Area 2.2, Figure 2 through 5**

We participate in different events throughout the year that provide students with financial aid information that will help them to accomplish educational goals. One of the events we utilize to educate students is our annual Financial Aid Awareness Day. During this event we survey students to get feedback about financial aid programs and services. We will reference the survey results from our 2014 event throughout our report.

Table 4.1: 2014 Financial Aid Awareness Day Survey Question 2: Have you applied for financial aid?

No	8.3%
Yes, at another college	5.0%
Yes, at AVC	86.4%

Table 4.2: 2014 Financial Aid Awareness Day Survey Question 3: Is financial aid essential to your ability to attend college?

No	7.0%
Unsure	7.2%
Yes	85.5%

As you can see from Tables 4.1 and 4.2, 86% of our students applied for financial aid for the 2014-2015 aid year; of the 86% surveyed, 85.5% said that financial aid was essential to their ability to attend college.

The Financial Aid Office's professional relationships with guarantee agencies, California Student Aid Commission (CSAC), California Community College Chancellor's Office (CCCCO), Department of Education (ED), and National Student Loan Data System (NSLDS), allows direct access to their services and enables financial aid staff to provide information to the student.

The Financial Aid Office collaborates with other departments such as Enrollment Services, Outreach, Counseling, Veteran's Office, Student Development, Job Placement, Business Services, Cashier's Office, AVC Foundation, and Office for Students with Disabilities. The staff works closely with categorical programs such as CalWORKs, Student Transfer and Retention (STAR), and Extended Opportunity Programs and Services (EOPS), to assist with issuing funds and to help maximize student success.

Financial aid relies heavily on technology to deliver aid to students. Students who receive their aid in a timely matter will be more successful and are likely to stay in school and complete educational goals. Financial aid provides all students access to their financial aid information through email and the myAVC portal. In order to assist in accessing their information online we created a Navigating myAVC brochure. In order to determine how effective the myAVC platform is we included questions in the financial awareness survey which are mentioned below.

Table 4.3: 2014 Financial Aid Awareness Day survey Question 4: How Often do you access your myAVC email account?

Daily	59.3%
Weekly	30.8%
Monthly	6.6%
Never	2.9%

Table 4.4: 2014 Financial Aid Awareness Day survey Question 14: Have you ever used the financial aid online services on myAVC?

Yes	60.7%
No	36.5%

Table 4.5: 2014 Financial Aid Awareness Day survey Question 15: If you answered "Yes" to question 14, were the financial aid online services helpful?

Yes	95.8%
No	3.0%

As you can see from Tables 4.4 and 4.5, 60% of students have used financial aid online services and 95.8% said it was helpful.

Table 4.6: 2014 Financial Aid Awareness Day survey Question 16: Have you ever watched the "Financial Aid TV" videos on the AVC website?

Yes	55.4%
No	43.3%

Table 4.7: 2014 Financial Aid Awareness Day survey Question 17: If you answered "yes", were the" Financial Aid TV" videos helpful?

Yes	96%
No	4%

Staff members are active in campus committees and are involved in contributing to the college community through their participation. As part of the Student Success Initiative we have instituted a

variety of activities. Our office has held flex events for staff and faculty to inform them about financial aid, important deadlines, and why dropping students in a timely manner is essential to the success of our students. Financial aid also has a Facebook page where we can post updates and important information. In spring 2014 we expanded our Financial Aid Awareness Day to a week of informational activities regarding financial aid literacy and new policies and procedures. Financial aid staff provides FAFSA workshops to assist current and potential students in completing the FAFSA and Dream-Act applications. Our department provides educational workshops about financial aid services to the area elementary through high schools. The workshops cover the FAFSA and Dream-Act application procedures for students and their families. We continue to be successful in providing our community and district with information on financial aid programs at outreach and awareness events such as Student Success Kick Off, I'm Going to College, College Information Night, Foster Youth Awareness Day, and Veteran's Awareness Day.

Table 4.8: 2014 Financial Aid Awareness Day survey Question 8: Have you ever attended a financial aid FAFSA workshop?

Yes	47%
No	52.3%

Table 4.9: 2014 Financial Aid Awareness Day survey Question 9: If you answered "yes", was the FAFSA workshop helpful?

Yes	95%
No	4.3%

As you can see from Tables 4.8 and 4.9, 47% of students have attended a FAFSA workshop and 95% said they were helpful. Our goal is to reach out to the 4.3% who have not attended a workshop and let them know we are here to provide assistance.   One of the reasons we hold FAFSA workshops is to eliminate mistakes and encourage the use the Data Retrieval Tool (DRT). This will lessen the number of corrections that have to be made by technicians and students.

Antelope Valley College Financial Aid Office has a veteran's liaison who serves this population by hosting events, conducting workshops and orientations. The veteran's liaison also provides individual financial counseling and financial aid assistance.

Antelope Valley College also has a foster youth liaison to help our foster youth population on campus. The liaison has gone to area high schools to help with FAFSA workshops and holds special workshops for foster youth students in Independent Living Programs to help them prepare for college. AVC is starting a foster youth club for California Youth Connection.

A staff member interviewed a student worker who is also a former foster youth for the 2014-2015 Financial Aid Handbook. During the interview the student was asked how she is able to pay for school. She replied, "By receiving the Pell Grant, CHAFEE Grant, EOP&S, Board of Governor's Fee Waiver,

being a student worker, and, of course, scholarship resources." The student was also asked in the interview how does financial aid help? She replied by saying, "From being a former foster youth and to now living on my own, financial aid is how I get through school and also my financial needs. It makes my college experience more enjoyable." Financial aid currently serves over 150 former and current foster youth students. We hold annual Foster Youth Awareness Day events to help students and staff understand the special needs of this population. The liaison helps these students with all aspects of their financial aid, as well as connecting them with different resources both on and off campus.

Table 4.10: 2014 Financial Aid Awareness Day survey Question 10: Have you ever read the AVC financial aid handbook?

Yes	61.3%
No	37.8%

Table 4.11: 2014 Financial Aid Awareness Day survey Question 11: If you answered "yes", was the handbook helpful?

Yes	94.3%
No	5.7%

As you can see from Tables 4.10 and 4.11, 61.3% of students have read the AVC Financial Aid Handbook, and 94.3% found the handbook helpful. This means we have more students that understand the process and how financial aid works.

We rely on this feedback to help assess how well our program serves the needs of the students.

Part 5 - Goals and Objectives

The goals and objectives for the Financial Aid Office are to enhance our efficiency and provide effective, quality service to our students. With the changes and upgrades highlighted in this section, the growth of the department will be substantial.

5.1 **Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss progress in achieving those goals.**

The Financial Aid Office has made substantial progress on the following goals which were previously included in the 2010 Fall Program Review

Previous Goal 1: Continue to streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner.
- Award letters available through myAVC
- Outstanding requirements listed through myAVC
- Provide a link to needed financial aid documents

Previous Goal 2: Continue to offer one-on-one service to students to resolve issues related to receiving financial aid.
- Technicians are available to address student inquiries
- Students with high loan debt meet one-on-one with technicians for counseling
- Various workshops are offered for specific needs

Previous Goal 3: Provide advising, as well as financial literacy opportunities to financial aid students.
- Implemented Financial Awareness Counseling for student borrowers
- Our office retained the services of an educational advisor on limited term contract
- Cash Course, an online financial tool, is available to our students for personalized financial information
- Net Price calculator is available to students

Previous Goal 4: Provide financial aid services at the Palmdale Center.
- Two staff members alternate providing coverage at the Palmdale Center, for a total of eight hours per week.

Previous Goal 5: Continue to increase outreach efforts to "get the word out" that financial aid is available to students and increase the numbers of students applying for and receiving aid.
- Week of financial aid awareness events on campus
- Financial Aid Awareness Day event at the Palmdale Center
- Meet with veterans and foster youth in individual group settings

Previous Goal 6: Review policies and procedures to enhance processes and focus on training and compliance of state and federal regulations.
- Staff continue to attend annual training events
- Staff participates in webinars offered through the Department of Education (See part 6.4)

5.2　List discipline/area goals and objectives related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP) They must be supported by an outcome action plan, data analysis, national or professional standards and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board).

Current (up to three years)

Goal 1: Continue to streamline the financial aid application process and procedures with the use of technology to deliver information and aid to students in a timely manner to align with the Student Success Initiative

        This goal is guided by district Strategic Goal # 1, 2, 3

        Data: See Part 4, Table 4.2, 4.3 & 4.4, Data: Part 2.1, Figure 1; Educational Master Plan,
            Population Projections, page 17, Figure 3 and Figure 4

        Supporting Action: Upgrade to software that will allow students to complete and upload documents electronically. Partner with outside consultant to update Banner.

- Increase accuracy and legibility by providing autofill options
- Provide real time notifications
- Utilize SARS grid as a check in system for students at front counter
- Automate Cal Grant Process

Goal 2: Institute video chat options for financial aid students to increase availability of resources for distance education students

        This goal is guided by district Strategic Goal # 1, 2, 3

        Data: See Part 4, Table 4.2, 4.3 & 4.4, Data: Part 2.1, Figure 1; Educational Master Plan,
            Population Projections, page 17, Figure 3 and Figure 4

        Supporting Action: Upgrade to video conferencing software and hardware

Goal 3: Increase security measures for staff and students to create a safe environment to share confidential information that impacts student financial aid

        This goal is guided by district Strategic Goal # 1, 2, 4

        Data: Part 2.1, Figure 1; Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4

        Supporting Action: Have risk management evaluate current security measures and address areas that need improvement

- Move to a new office space which will increase privacy and security
- Install a panic button under front counter
- Install key card locks on doors
- Install security cameras
- Full time security officer present during business hours
- Increase privacy by installing security glass and partitions at front counter.

Goal 4: Improve default prevention plan to further lower our Cohort Default Rates

        This goal is guided by District Strategic Goals 1,2,3,4,5,6,7

        Data: Part 3, Findings; Part 2, Figure 5, 7

        Supporting Action: Additional Staff Required

- Hire full time Default Prevention/Financial Literacy Specialist

- Outsource 2013 delinquent calls

Goal 5: Continue to collaborate with other departments to enhance student success and promote institutional effectiveness in support of the Student Success Initiative
This goal is guided by District Strategic Goals 1, 3, 4, 6, 7
Data: Part 2, Figure 1, 2, 3,4, 5; Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
Supporting Action: Increase information in our outreach efforts
- Team with Outreach Office to participate in the First Year Student Experience
- Continue our annual Financial Aid Awareness week.
- Continue with Veterans Awareness Day and outreach
- Continue with Foster Youth Awareness day and outreach
- Collaborate with all areas on campus involved with implementing the student success initiative

Goal 6: Review policies and procedures to enhance processes and focus on training and compliance of state and federal regulations
This goal is guided by district Strategic Goals 1, 3, 4, 7
Data: Part 2, Figure 1, 2
        Educational Master Plan, Population Projections, Figure 3 and Figure 4
Supporting Action: Staff will continue to attend annual trainings, as well as webinars, workshops and conferences
- Hire Assistant Director of Financial Aid as compliance officer
- Create a policy and procedure committee to oversee revisions and updates as needed
- Create an office manual for employees
- Review and revise operational outcomes and action items on an annual basis

Goal 7: Institute self and peer auditing
This goal is guided by district Strategic Goals 1, 3, 4, 7
Data: Part 2, Figure 1, 2
Supporting Action: Create a requirement for self and peer auditing within the department to increase accuracy of financial aid processes
- Utilize tech reports to provide timely processing of student files
- Utilize internal verification reports for peer auditing

Goal 8: Provide increased services at the Palmdale Center
This goal is guided by district Strategic Goals 1, 3, 4, 7
Data: Educational Master Plan, Population Projections, Figure 3 and Figure 4
Supporting Action: Increase space and provide full time financial aid staffing at Palmdale Center location
- One Financial Aid Technician I, bilingual/Spanish preferred
- One Financial Aid Technician II, bilingual/Spanish preferred

Near Term (three to five years)

Goal 1: To support the growing student population revise financial aid documents and website for increased student understanding of financial aid
This goal is guided by district Strategic Goal # 1, 2, 3
Data: Part 2, Figure 1, 2; Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
Supporting Action: Form a committee to evaluate revisions and clarify language
- Revise website to make it easier to navigate
- Evaluate and revise letters and communications sent to students
- One Financial Aid Technician I, bilingual/Spanish preferred
- One Financial Aid Technician II, bilingual/Spanish preferred

Goal 2: Continue to partner with Information Technology Services (ITS)
This goal is guided by district Strategic Goal # 1, 2, 3
Data: Part 2, Figure 1; Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
Supporting Action: Partner with ITS and outside consultants implement upgrades to Banner
- Hire second Financial Aid Technical Analyst
- Automate data load
- Automate packaging process
- Automate uploading payment process of Cal Grants into Web Grants

Goal 3: Lower Default Rate to under 25%
This goal is guided by District Strategic Goals 1,2,3,4,5,6,7
Data: Part 3, Findings; Part 2, Figure 5, 7
Supporting Action: Continue to review and evaluate data from default management plan

Goal 4: Increase financial aid presence at Palmdale Center
This goal is guided by district Strategic Goals 1, 3, 4, 7
Data: Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
Supporting Action: Institute full time financial aid staffing for Palmdale
- One Financial Aid Technician I, bilingual/Spanish preferred
- One Financial Aid Technician II, bilingual/Spanish preferred
- One Clerical III

Long Term (five to ten years)

Goal 1: Disburse Aid to students weekly
      This goal is guided by district Strategic Goal # 1, 2, 3
      Data: Part 2, Figure 3, 4
      Supporting Action: Automate financial aid processes
- All automated processes mentioned in Near Term, Goal 2 must be operational
- Hire a Financial Aid Specialist
- One Financial Aid Technician I, bilingual/Spanish preferred
- One Financial Aid Technician II, bilingual/Spanish preferred

Goal 2: Review security measures in place to ensure continued effectiveness
      This goal is guided by district Strategic Goals #1, 2, 4
      Data: Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
      Supporting Action: Annual review by risk management regarding effectiveness of security measures
- Implement changes as recommended

Goal 3: Lower default rate to under 20%
      This goal is guided by District Strategic Goals 1,2,3,4,5,6,7
      Data: Part 3, Findings; Part 2, Figure 5, 7
      Supporting Action: Continue to review and evaluate data from default management plan

Goal 4: Increase financial aid staff to support student population at Palmdale Center
      This goal is guided by district Strategic Goals 1, 3, 4, 7
      Data: Educational Master Plan, Population Projections, page 17, Figure 3 and Figure 4
      Supporting Action: Evaluate financial aid staffing needs of the Palmdale Center
- Provide complete financial aid services
- One Financial Aid Technician I, bilingual/Spanish preferred
- One Financial Aid Technician II, bilingual/Spanish preferred

Part 6 - Resource Needs
Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.*

6.1   List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

Current (up to three years)

1. **One Default Prevention/Financial Literacy Specialist:** (New) It is the responsibility of the Financial Aid Office to reduce the number of students defaulting on student loans by providing adequate loan counseling and follow up with students who are delinquent on their loans.

2. **One Assistant Director of Financial Aid:** This position has been approved but has not been funded due to budget constraints.

3. **One Financial Aid Technician I, bilingual/Spanish preferred:** (New) To provide full time financial aid services in Palmdale

These resource needs are guided by Goals 4, 3, 8

Near Term (three to five years)

1. **Two Financial Aid Technician I, bilingual/Spanish preferred:** (New) To help with the increase in student applicants.

2. **. Two Financial Aid Technician II, bilingual/Spanish preferred:** (New) To help with the increase in student applicants

3. **One Financial Aid Technical Analyst:** (New) To assist with disbursement and data analysis. Ensure technology is current and efficient to the office

4. **One Clerical III:** (New) To assist staff with day to day operations in Palmdale

These resource needs are guided by Goals 1, 2, 4

Long Term (five to ten years)

1. **One Financial Aid Technician I, bilingual/Spanish preferred:** (New) To help with the increase in student applicants.

2. **One Financial Aid Technician II, bilingual/Spanish preferred:** (New) To help with the increase in student applicants

3. **One Financial Aid Specialist:** (New) To assist in data management

These resource needs are guided by Goals 1, 4

6.2   List needed technology resources in priority order. Identify which discipline/area goal(s) guides
       this need.

Lancaster Technology Resources

1. All equipment (computers, dual monitors, phones, desks, etc.) needed for new staff
2. Software update to document imaging system
3. Default Management Tracking software
4. Large HD scanner
5. Small scanners for all technicians
6. Computer upgrades on a regular cycle
7. Large copiers for the front counter area
8. Large shedder
9. Key Card Reader
10. SARS
11. Video conferencing software and hardware
12. Equipment needed for increased security measures

Guided by current Goals 1, 2, 3, 4

Palmdale Technology Resources

1. All equipment (computers, dual monitors, phones, desks, etc.) needed for new staff
2. ID card reader
3. Scanners
4. Higher One ATM
5. Fax
6. Shredder
7. Counterfeit reader
8. Copier

Guided by current Goals 1, 2, 3, 4, 8

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and
       appropriate student learning and/or work environment. List needs in priority order. Identify
       which discipline/area goal(s) guides this need.

Lancaster Facilities

The facilities for Financial Aid should include dedicated space to ensure confidentiality and the following additional space:

1. Office and/or workspace to accommodate our current and additional staff
2. Front counter with 5 workstations that include privacy barriers
3. Reception area
4. Conference room
5. Work space for ten student assistants
6. Computer lab space to conduct workshops

   Guided by current Goals 1, 4

Palmdale Facilities

The facilities for Palmdale Center should include dedicated space to ensure confidentiality and the following additional space:

1. Office and/or workspace to accommodate our current and additional staff
2. Confidential workspace for technicians
3. Private front counter space
4. Computer lab space to conduct workshops
5. Secure cabinets

Guided by current Goal 8

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

Every financial aid professional must continually be involved in training and professional development to ensure strict compliance with all applicable laws and regulations. Staff attends annual conferences and participates in webinars which include compliance, professional judgment, default management, customer service and technical training. Training is provided by the following organizations:

- California Student Aid Commission (CSAC)
- California Association of Student Financial Aid Administrators (CASFAA)
- California Community Colleges Student Financial Aid Administrators Association (CCCCSFAA)
- National Association of Student Financial Aid Administrators (NASFAA)
- Western Association of Student Financial Aid Administrators (WASFAA), which includes the Sister Dale Summer Institute
- Federal Student Aid (FSA)
- Ellucian
- ECMC

- Sallie Mae

Guided by current Goal 9

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

N/A

Part 7 - Recommendations and Comments

7.1   List recommended changes to the Educational Master Plan to:
- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

None at this time.

7.2   What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

None at this time