

FINANCIAL AID**SPRING 2025**

Summary of Program Review:

A. Major Findings

1. Strengths:

- The number of students who applied for and received financial aid remained relatively stable over the past three years. Although there was a slight reduction in applicants, there were between 4,396 to 5,142 financial aid applicants (unduplicated) each academic year. 96% of the applicants completed the FAFSA. (Section II.A)
- More than 1,200 students received financial aid (Pell, FSEOG, Direct Loan, CalGrants, SSCG, NVC Promise) each academic year. (Section II.A)
- More than \$5.2 million in direct aid (Pell, FSEOG, Direct Loan, CalGrants, SSCG, and NVC Promise) was disbursed to students each academic year over the past three years. (Section II.A). The average amount awarded to students increased between the three years, for most awards. The NVC Promise and SSCG average amount awarded per student had an increase of 37.2% and 113%, respectively. (Section II.A)
- The financial aid programs served and provided resources to a diverse demographic student population. (Section II.A). The demographic groups listed accounted for a majority of the financial aid recipients:
 - Female – 61.6%
 - Latinx/Hispanic (53.9%)
 - Students 19 or younger (61.7%)
 - Students that were not first generation (72.2%)
 - Students without a disability reported (91.8%)
 - Non-veterans (98.9%)
- Financial Aid recipients and work study students had a higher rate of retention and course completion than among all NVC Credit students over the past three years. (Section II.B)
 - Retention rate for financial aid recipients: 91% to 94%; course completion: 77%
 - Retention rate for Work student students: 94% to 97%; course completion: 86% to 93%
 - Retention rate for NVC Credit Students: 89% to 92%; course completion: 73% to 74%
- Financial aid plays an important role in providing the necessary resources to help students complete their degree and/or certificates. 21.9% of financial aid recipients and 50.3% of work study students received a degree or certificate over the past three years.
- Financial aid staff assisted 2,858 students with one-on-one appointments through ConexED (in-person, video, phone) for various reasons. Top reasons were general FA questions, FAFSA/CADAA assistance, FA Refund/Bank Mobile, and FA SAP/Disqualification. (Section II.A)

2. Areas for Improvement:

- Increase the number of CalGrants and Student Success Completion Grant (SSCG) recipients. There was a significant reduction of CalGrant (-24.8%) and SSCG (-24.9%) recipients over the past three years. (Section II.A)

- Increase the number of students who received financial aid who completed the FAFSA. The proportion of FAFSA applicants who received financial aid was between 28% to 30%. (Section II.A).
- Increase appointment availability to students. The number of appointments scheduled with financial aid staff members decreased significantly (-64%) over the past three years. (Section II.A).
- Reduce manual processes: NVC Promise awarding, CalGrant processing and awarding

3. Projected Program Growth, Stability, or Viability:

The Financial Aid Program current state is Stability. Despite a slight reduction in financial aid applicants and recipients over the past three years, the number of financial aid applicants, recipients, and award amount disbursed is still significant. Financial aid plays a vital role in supporting students' retention, course completion, and degree/certificates conferred.

- There were between 4,396 to 5,142 financial aid applicants (unduplicated) over the past three years. FAFSA applications decreased by 4.4%, CADAA applicants decreased by 32.1%, but NVC Promise applicants increased by 23.9%. (Section II.A)
- There were between 1268 to 1372 financial aid recipients (PELL, FSEOG, Direct Loan, CalGrant, SSCG, and NVC Promise) annually over the past three years. There was a reduction in financial aid recipients in some programs, but an increase in other programs. (Section II.A)
- More than \$5.2 millions of direct aid was disbursed to students annually over the past three years. (Section II.A)
- The need for financial aid still exists and is critical in supporting students' retention, course completion, and degrees/certificates awarded. This is evidence in section II.B and II.C. Financial aid recipients and work study students have a greater rate of retention (three-year rate) and course completion (three-year rate), compared to NVC students, retention: 92.7%, 95.6%, and 90.9% respectively; course completion rate: 76.7%, 89.8%, and 73.0% respectively. Degrees/Certificates awarded to financial aid recipients 21.9% and to work study students 50.3%.

The Financial Aid Program projected state is it will remain Stable.

- With enrollment remaining consistent, the financial aid applicants and recipients is projected to remain relatively stable.
- With the on-campus housing opened this past Fall 2024, we have seen an increase in Direct Loan applicants and recipients.
- With the changes in the Student Aid Index (SAI) calculation and how Pell Grants are paid based on enrollment intensity, instead of enrollment status, starting with the 2024-205 AY, due to the FAFSA Simplification, more students are Pell eligible, and the amount disbursed to students for 2024-2025 have increased.
- Upcoming changes to the federal and state financial aid programs will impact students' eligibility and award amounts even more than in past years.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The Financial Aid Program supports the Institutional Mission in transforming students' lives by providing resources to support their goals. The Financial Aid Office promotes student access and success in higher education by providing financial resources to eligible students. Our knowledgeable and student-focused staff are committed to helping students and their families navigate the financial aid process.

- The Financial Aid Office is student-centered and equity focused.
- The Financial Aid Office provides services to a diverse demographic population.

- The financial aid plays an important role in retention and course and degree/certificate completion.

2. Assessment of Program's Recent Contributions to Institutional Mission:

- The Financial Aid program disbursed more than \$5.2 millions in direct aid to students each academic year to assist them with their educational goals to transform their lives.
- Financial aid recipients and work study students had a retention rate (three-year rate) of 92.7% and 95.7%.
- Financial aid recipients and work student students had a course completion rate (three-year rate) of 76.7% and 89.8%
- Degrees/Certificates awarded to financial aid recipients 21.9% and to work study students 50.3%.
- Financial Aid resources were paid to students from diverse demographic population to assist them with their education.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

- The Financial Aid Office held six Cash For College Workshops in 2024-2025 AY to bring financial aid awareness to students and families and to help them complete the FAFSA/CADAA to apply for financial resources to assist them with their educational expenses.
- The Financial Aid Office offered 5 FAFSA/CADAA Fridays to help students and families apply for financial aid.
- The Financial Aid staff participated in the registration dates
- The financial aid staff is actively identifying and mitigating potential financial aid fraud

C. New Objectives/Goals:

- Develop Financial Aid Student Handbook for students– Lists comprehensive financial aid resources and descriptions and important financial aid policies in one document for students to have access to so they can use it as a reference to better understand financial aid.
- Conduct monthly FAFSA/CADAA workshops to assist students in applying for financial aid to increase FAFSA/CADAA numbers.
- Automate the NVC Promise awarding to promote efficiency, eliminate the paper NVC Promise Application, and reduce processing time.
- Utilize and implement CalGrant Integration Interface to promote efficiency and reduce staff's manual processing of CalGrants and CalISIRS to increase CalGrant recipients.

D. Description of Process Used to Ensure "Inclusive Program Review"

- Financial aid staff were encourage to join the orientation and training provided by RPIE regarding the program review process.
- Program review was discussed in financial aid staff meeting and staff were encouraged to provide inputs.
- Completed program review will be shared with financial aid staff at staff meeting.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

The mission of the Financial Aid Office is to promote student access and success in higher education by providing financial resources to eligible students. Our knowledgeable and student-focused staff are committed to helping students and their families navigate the financial aid process to obtain the financial aid resources available to them.

B. Alignment with the Student Experience/Pipeline

- Financial Aid Programs provide financial resources to students to assist them with their educational costs so they can achieve their educational goal. It reduces economic barriers for them to succeed.

C. Student Population(s) Served

Financial aid serves a diverse demographic population regardless of gender, race/ethnicity, age, disability, and educational background.

D. Delivery of Services (Modalities)

The Financial Aid Program provides services to students in the following ways:

- We provide individual appointments (in-person, video, phone)
- Contacts can contact us via phone, email, and in person.
- We offer cash for college events in the weekends and evenings between the months of January and March
- We offer FAFSA/CADAA Fridays certain time of the year
- MyNVC Financial Aid provides status updates, award information, required documents that students can access 24/7
- Chatbot
- Electronic Forms for students to complete
- Refund option – student selects from choices

E. Effective Program

Program Reflection:

Ideally, an effective financial aid program would begin with the student completing their FAFSA/CADAA each academic year beginning in October and no later than March. The Financial Aid Office imports the FAFSA/CADAA each academic year beginning in late February. Student are notified via email and MyNVC Financial Aid with their status. Students review their status and submits any required documents. Required documents are processed within 4 weeks. Students set up their Bank Mobile Refund selection. Students are paid their first financial aid payment to their refund preference the first week of school. Students remain enroll in their classes and attend their classes. Students receive their second payment mid-semester. Student successfully completes their classes with at least a 2.0 GPA. Students complete their educational goal within 3 academic year.

II. PROGRAM DATA

A. Demand: Students Served and Needs among Students Served

Financial Aid Applicants

Type of Application	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
FAFSA	4,964	4,241	4,745	-4.4%
NVC Promise Program	612	633	758	23.9%
CADAA	162	138	110	-32.1%
Total (Unduplicated)	5,142	4,396	4,906	-4.6%
<i>Sources: FAFSA, NVC Promise, and CADAA Applicant Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office</i>				

RPIE Analysis: Over the past three years, the number of NVC students (unduplicated) applying for financial aid has decreased by 4.6%. The three-year change in the number of students applying for financial aid via the FAFSA (-4.4%) reflects the change across all types of applications, as the overwhelming majority of NVC financial aid applicants submitted a FAFSA. In each of the past three years, more than 96% of NVC financial aid applicants have used the FAFSA.

There were larger changes in the number of NVC students applying for financial aid via the NVC Promise Program and the CADAA over the past three years, with NVC Promise applicants increasing by 23.9% and CADAA applicants decreasing by 32.1%.

Program Reflection:

The overall financial aid applicants over the past three-year period saw a 4.6% decrease. The FAFSA applicants decreased by 4.4% and CADAA decreased by 32.1%; while the NVC Promise Program shows an increase of 23.9%. The reduction in financial aid applicants may also be due to the reduction in enrollment at NVC. More than 96% of NVC financial aid applicants submitted the FAFSA.

CADAA has the steepest decline. This may be due to changes in the students' immigration status, where they are now eligible to file the FAFSA instead of CADAA. More study needs to be done to see why there is a steep decline in CADAA applicants.

The NVC Promise Program shows an increase of 23.9%. This may be contributed due to the awareness of the program shared through the college and community (local high schools); and the change to the regulation where eligibility is not just for recent high school graduates, but also first-time college students and students who have not received an Associates degree.

Financial Aid Recipients, By Aid Type

Financial Aid Type	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Pell Grant	967	882	863	-10.8%
FSEOG	838	751	701	-16.3%
NVC Promise (Total, Unduplicated)	498	501	546	9.6%
NVCPE	201	216	206	2.5%
NVCPS	498	501	546	9.6%
Cal Grants (Total, Unduplicated)	456	348	343	-24.8%
CalGrantA	10	9	9	-10.0%

CalGrantB	441	339	332	-24.7%
CalGrantC	5	--	2	-60.0%
Student Success Completion Grant (SSCG)	249	214	187	-24.9%
Direct Loan (Total, Unduplicated)	28	24	30	7.1%
Subsidized (DLSB1)	26	24	27	3.8%
Unsubsidized (DLUN1)	27	21	28	3.7%
Total (Unduplicated)	1,372	1,268	1,321	-3.7%
<i>Sources: Federal and State Aid Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office</i>				

RPIE Analysis: In each of the past three years, more than 1,200 students have received financial aid. Between 2021-2022 and 2023-2024, the number of financial aid recipients decreased by 3.7%. Cal Grants and SSCG Grants claimed the largest decreases over the three-year period, with 25% fewer recipients in 2023-2024 than they had in 2021-2022. Pell Grants and FSEOG also experienced decreases, of approximately 11% and 16%, respectively. The number of students receiving support through NVC Promise and Direct Loans increased by approximately 10% and 7%, respectively, over the past three years.

Program Reflection:

Overall, between 1268 to 1372 unduplicated students receive some form of financial aid (Pell, FSEOG, CalGrants, SSCG, Direct Loan, and NVC Promise) each academic year for the past three years. However, the number of financial aid recipients decreased by 3.7% between the three years. This may be due to the reduction in financial aid applications between the three years; students not making financial aid satisfactory academic progress (SAP); students not grant eligible due to increase in family income and increased in EFC; or students not completing the financial aid process.

The steepest decrease is reflected in the CalGrant and SSCG recipients, accounting for almost 25% reduction between the three years. This may be due to students not making SAP, fewer students enrolled in full-time (12 or more units) for the SSCG, and students have maxed out in their 2 years eligibility for the SSCG. More data will be needed to validate.

The NVC Promise and Direct Loan recipients show an increase of 9.6% and 7.1% over the three years. The NVC Promise continues to see an increase in recipients each year for the past three years. This increases the workload for the financial aid specialists each academic year, as the NVC Promise processing is manual. Automated processing for the NVC Promise needs to be explored to reduce staff workload.

To improve the CalGrant recipients, the College will need to invest money to improve the ERP system (Colleague) so we can implement and utilize the CalGrant Integration interface system to allow for more automated processing instead of the current manual laborous process. Also, more focus in-reach/out-reach effort needs to be done to bring awareness to students to the importance of submitting the CADAA by the deadline date and the importance of enrolling in full-time course load and successfully completing the coursework within the timeframe.

The significant reduction in FSEOG is due to the reduction in federal allocation received for the FSEOG program between the 2021-2022 to that of the 2022-2023 and 2023-2024 academic year. Also, the award amount for FSEOG was increased to students between the three years; thus, reducing the number of FSEOG recipients.

Work-Study Students, By Work Study Type/Source

Type/Source of Work Study	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Work Study (Total Unduplicated)	70	63	72	2.9%
Federal Work Study (FWS)	37	29	34	-8.1%
Work Study Other (WSOTH)	34	29	37	8.8%
District Work Study (DISWS)	26	24	19	-26.9%
CalWORKS Work Study (CWON)	3	2	2	-33.3%
<i>Sources: Work Study Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office</i>				

RPIE Analysis: The number of work-study students ranged from 63 to 72 over the past three years, increasing by 2.9% between 2021-2022 and 2023-2024. The number of students hired through CalWORKS and District Work Study decreased by 27% and 33%, respectively, over the three-year period. The number of students assigned to Federal Work Study decreased by 8%. The number of students assigned to other forms of work study increased by 9% over the past three years.

Program Reflection:

There was a slight increase in the number of unduplicated work study students over the past three years by 2.9%. The number of district work study (DISWS) and CalWORKS work study saw a significant reduction. Most students were hired through the Federal Work Study (FWS) and Work Study Other (WSOTH) fundings. This is a good thing, as it uses less DISWS funds and more of the FWS and WSOTH funds. More departments, especially the math and English tutors and writing lab, had their own budgets to be pay students out of the WSOTH funds.

Proportion of Applicants Who Received Some Form of Financial Aid or Work Study, By Application Type

Application Type (Year)	Number of Applicants (Unduplicated)	Number Who Received Financial Aid	Number Who Received Work Study	Number Who Received One or Both (Unduplicated)	Proportion of Applicants Who Received Financial Aid or/and Work Study
FAFSA					
2021-2022	4,964	1,348	66	1,368	27.6%
2022-2023	4,241	1,247	55	1,262	29.8%
2023-2024	4,745	1,297	67	1,315	27.7%
NVC Promise					
2021-2022	612	492	13	492	80.4%
2022-2023	633	507	16	507	80.1%
2023-2024	758	578	19	579	76.4%
CADAA					
2021-2022	162	22	0	22	13.6%
2022-2023	138	21	0	21	15.2%
2023-2024	110	24	1	25	22.7%

Sources: FAFSA, NVC Promise, and CADAA Applicant Files 2021-2022 through 2023-2024, By Academic Year; Federal and State Aid Files 2021-2022 through 2023-2024, By Academic Year; Work Study Files 2021-2022 through 2023-2024, By Academic Year. All files provided by NVC's Financial Aid Office.

***RPIE Analysis:** The proportion of financial aid applicants who received financial aid or/and work study over the last three years varies with the type of application submitted. NVC Promise applicants enjoyed the highest rates of receiving some form of financial aid or securing a work-study position. In each of the past three years, more than 75% of NVC Promise applicants received some form of support. Students who applied for financial aid via the FAFSA claimed the second highest rates, with approximately 28% to 30% of FAFSA applicants securing some form of support in each of the past three years. Students who applied for financial aid via the CADAA claimed the lowest rates of receiving financial aid or/and a work-study position. Approximately 14% to 23% of CADAA applicants received some form of support in each of the past three years, with the proportion increasing across the three-year period.*

Program Reflection:

Of the students who completed the FAFSA, NVC Promise Application, and CADAA, over 75% of NVC Promise applicants received some form of financial aid; between approximately 28% to 30% of FAFSA applicants received some form of financial aid; and between approximately 14% to 23% of CADAA applicants received some form of financial aid.

The reason for the low percentage of CADAA applicants receiving some form of financial aid may be because CADAA applicants are limited to just state financial aid. CADAA applicants are not eligible for federal financial aid (Pell, FSEOG, Direct Loan, and FWS). This makes it very important for CADAA applicants to file their CADAA by the deadline date to be considered for CalGrants. It is critical for CADAA students who are CalGrant eligible to have the correct residency status in Colleague, enroll full-time for SSCG eligibility, complete their financial aid files by submitting all required documents to the financial aid office, and making SAP to maintain eligibility for state grants.

There is a need to increase the percentage of FAFSA applicants to receive some form of financial aid, if eligible.

More in-reach and direct student contact needs to be made to assist eligible students in navigating the financial aid process to complete their files to be awarded aid, and to understand the process to regain or maintain their eligibility. With the current level of staffing in the financial aid office, this is a difficult task. We have two vacant financial aid positions (Financial Aid Officer and Financial Aid Specialist) that have not been filled for over 2 years. In addition, there is currently no permanent front counter employee dedicated to assisting students with general questions and processes. Thus, the financial aid specialists are constantly needed to assist with front counter support for the temporary employees. We are barely able to maintain the workload and administrative capability to administer the student financial aid programs. The College needs to commit to providing much needed resources (technology and staffing) to the Financial Aid Department for us to be able to provide more one-on-one support to students and to offer more financial aid workshops. For the past three years, the Financial Aid Department has provided between five to seven Cash For College workshops between the months of January and early April, four to six FAFSA Fridays between the months of May and July, and some in-reach presentations to classrooms, EOPS events, and transfer day.

**Total Amount of Financial Aid Dispersed among NVC Students
and Proportion of Financial Aid Awarded, By Award Type**

Award Type	Total Amount of Financial Aid Awarded				Proportion of Financial Aid Awarded			
	2021-2022	2022-2023	2023-2024	3-Year Change	2021-2022	2022-2023	2023-2024	3-Year Change
Pell Grant	\$3,490,440	\$3,275,989	\$3,475,220	-0.4%	66.8%	62.5%	66.6%	-0.2%
Cal Grants	\$686,313	\$604,074	\$465,248	-32.2%	13.1%	11.5%	8.9%	-4.2%

Student Success Completion Grant (SSCG)	\$357,983	\$691,113	\$573,863	60.3%	6.9%	13.2%	11.0%	4.1%
NVC Promise	\$268,906	\$296,061	\$296,442	10.2%	5.1%	5.7%	5.7%	0.6%
FSEOG	\$236,664	\$215,352	\$215,352	-9.0%	4.5%	4.1%	4.1%	-0.4%
Direct Loan	\$183,250	\$156,850	\$192,869	5.2%	3.5%	3.0%	3.7%	0.2%
Total	\$5,223,556	\$5,239,439	\$5,218,994	-0.1%	--	--	--	--

Sources: Federal and State Aid Files 2021-2022 through 2023-2024 with Amounts, By Academic Year, provided by NVC's Financial Aid Office

RPIE Analysis: In each of the last three years, NVC's Financial Aid Office has dispersed more than \$5.2M in direct aid to students. The total amount of financial aid dispersed was relatively stable across the three-year period. Cal Grants experienced the largest decrease in the amount of aid dispersed (providing 32.2% less aid to students in 2023-2024 than in 2021-2022). FSEOG claimed a decrease of 9% over the past three years. SSC Grants claimed the largest increase, with 60.3% more aid dispersed in 2023-2024 than in 2021-2022. The amount of aid dispersed through the NVC Promise also increased, by 10.2%.

Pell Grants have accounted for the majority of financial aid awarded to students in each of the last three years, accounting for 62.5% to 66.8% of total aid dispersed. Cal Grants and SSC Grants accounted for approximately 7% to 13% of aid awarded over the last three years. While the proportion of aid provided by Cal Grants decreased over the three-year period, the proportion of aid provided through SSC Grants increased. All other types of aid accounted for less than 6% of financial aid dispersed across the three-year period.

Program Reflection:

Over the past three years, the Financial Aid Department has disbursed more than \$5.2 million of direct aid to students each year. This direct aid includes: Pell, FSEOG, Direct Loan, CalGrants, SSCG, and NVC Promise. The total amount disbursed is stable over the three years.

SSCG saw the largest increase in disbursement, 60.3% in 2023-2024 compared to 2021-2022. This may be a result of the increase in award amount from \$1298 to \$2596 per academic year for students enrolled between 12 to 14.99 units and increase to \$8000 per academic year for students enrolled in 15 or more units.

CalGrant saw the largest decrease in amount disbursed, 32.2% less in 2023-2024 compared to 2021-2022. This may be due to students not having the correct residency status, not completing their financial aid file, and/or not making SAP. More data is needed to determine the cause. More follow up needs to be made with the students and Admissions and Records Office to update the students' residency status in the system in a timely manner for the CalGrant to be awarded to eligible students, and the need for a more integrated and automatic CalGrant awarding system, instead of the labor intensive manual process to determine eligibility, awarding, and reporting.

Pell Grants accounted for most of the financial aid awarded to students, between 62.5% to 66.8% aid disbursed over the three years. CalGrants and SSCG accounted for approximately 7% to 13% over the three years. More work needs to be done to increase the amount of CalGrants disbursed. The actions below may help to increase CalGrants disbursed:

- CalGrant Integration to efficiently process CalGrant eligibility, awarding, and reporting to CSAC. Cannot implement/utilize CalGrant Integration until Colleague system meets prerequisite requirements (Ethos and Experience).

- More Collaboration with Admissions and Records staff to update AB540 students' residency status often, utilizing AB540 Affidavit Reports from WebGrant for students who completed the AB540 Affidavit with their CADAA .
- Follow up with students to make sure that they've resolve their residency status with Admissions and Records Office
- Workshops to students regarding importance of completing their financial aid file, and successfully completing their classes to meet SAP standards to maintain eligibility.

Average, Median, and Range of Amount of Financial Aid Received, By Award Type

Award Type	Measure	2021-2022	2022-2023	2023-2024	Change over 3-Year Period
Pell Grant	Average	\$3,610	\$3,714	\$4,027	11.6%
	Median	\$3,248	\$3,448	\$3,698	13.9%
	Range	\$43-9,742	\$51-10,342	\$92-11,092	--
FSEOG	Average	\$282	\$287	\$307	8.9%
	Median	\$350	\$250	\$256	-26.9%
	Range	\$100-450	\$150-1,200	\$150-481	--
NVC Promise: NVCPE	Average	\$1,145	\$1,139	\$1,156	1.0%
	Median	\$1,198	\$1,244	\$1,232	2.8%
	Range	\$461-2,096	\$461-1,704	\$415-2,165	--
NVC Promise: NVCPS	Average	\$78	\$100	\$107	37.2%
	Median	\$81	\$94	\$94	16.0%
	Range	\$37-696	\$37-844	\$37-1,439	--
CalGrants	Average	\$1,505	\$1,736	\$1,356	-9.9%
	Median	\$1,236	\$1,442	\$1,236	0%
	Range	\$206-6,000	\$412-6,000	\$206-6,000	--
Student Success Completion Grant	Average	\$1,438	\$3,230	\$3,069	113%
	Median	\$1,298	\$2,596	\$2,596	100%
	Range	\$369-4,000	\$573-8,000	\$649-9,751	--
Direct Loan (Total per Student)	Average	\$6,545	\$6,535	\$6,429	-1.8%
	Median	\$5,568	\$5,439	\$5,198	-6.6%
	Range	\$2,492-10,392	\$2,722-9,896	\$1,979-10,392	--

Sources: Federal and State Aid with Amount Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office

RPIE Analysis: *The average, median, and range of financial aid awarded to students (by type of aid) over the past three years is reported in the table above.*

For most types of financial aid, the average amount awarded to students increased between 2021-2022 and 2023-2024. The exceptions are Cal Grants (with a decrease of 9.9% in the average award per student) and Direct Loans (with a decrease of 1.8%). NVC Promise (NVCPS) and SSC Grants claimed the largest increases in the average amount awarded per student, with increases of 37.2% and 113%, respectively.

The largest changes in the median amount awarded occurred among FSEOG (with a decrease of 26.9%) and SSC Grants (with an increase of 100%). Pell Grants and NVC Promise (NVCPS) claimed increases in the median award amount of 13.9% and 16.0%, respectively, between 2021-2022 and 2023-2024.

Program Reflection:

Overall, the average amount of financial aid award for most types of award (Pell, FSEOG, SSCG, and NVCPE/NVCPS) saw an increase between the three years. With the data from the Pell and CalGrant awards amounts, many students are not enrolled full-time to maximize their Pell and CalGrant eligibility for the Academic year. With the data for SSCG award amounts, not many students are enrolled in 15 or more units

The average award amount for the CalGrant and Direct Loan decreased between the three years. The decrease in the CalGrant average amount may be due to the reduction in students not enrolled full-time. CalGrant award amounts are prorated to reflect enrollment status.

Average award amount for the SSCG saw an increase of 113% due to the change in award amount, increase, set by the state. Students saw an increase from \$1298 to \$2596 AY for students enrolled between 12 to 14.99 units, and increase to \$8000 AY for students enrolled in 15 or more units.

More awareness needs to be made to students regarding the amount of aid they may be eligible for if enrolled full-time and potential reduction in the award amount, if not enrolled full-time. Perhaps, this may encourage more students to enroll full-time and complete their program of study in a shorter time frame.

Scheduled Reasons for Appointments with Financial Aid Staff Members

Scheduled Reason	2021-2022	2022-2023	2023-2024	Proportion of Appointments over 3-Year Period	Change over 3-Year Period
General FA Questions	446	196	143	27.5%	-67.9%
FAFSA or CADAA Assistance	253	106	129	17.1%	-49.0%
FA Refund/BankMobile	227	68	28	11.3%	-87.7%
FA SAP/Disqualification	133	93	78	10.6%	-41.4%
FA Self Service	74	[<10, included in "All Others"]	0	2.6%	-100%
Required Documents	73	38	39	5.2%	-46.6%
Direct Loan	39	18	14	2.5%	-64.1%
Promise	38	21	16	2.6%	-57.9%
Work Study	30	69	67	5.8%	123%
Special Circumstances	30	25	20	2.6%	-33.3%
Scholarships	25	14	[<10, included in "All Others"]	1.4%	N/A
All Others (including blanks/"other"; no specific reasons >10)	211	69	28	10.8%	-86.7%
TOTAL	1,579	717	562	--	-64.4%

Sources: Financial Aid Contact Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office

RPIE Analysis: Over the past three years, the majority (55.8%) of students scheduled appointments with Financial Aid staff members with general financial aid questions, for assistance with FAFSA or CADAA, or refunds. These three reasons accounted for 27.5%, 17.1%, and 11.3% of appointments, respectively. Approximately 11% of student appointments were associated with academic progress or disqualification. All other scheduled reasons accounted for less than 6% of appointments.

The number of appointments scheduled with Financial Aid staff members has decreased significantly over the past three years – decreasing by 64% between 2021-2022 and 2023-2024. The largest decreases were related to Self Service (-100%), financial aid refunds (-87.7%), and general financial aid questions (-67.9%). The only category with an increase in the number of appointments over the three-year period was work study.

Program Reflection:

The majority of students appointment with financial aid staff have been general financial aid questions, FAFSA/CADAA assistance, or financial aid refund/Bank Mobile. This was expected.

It was unexpected to see that FA SAP/Disqualification did not account for more of the students appointments, especially when there is a great amount of financial aid students with SAP Disqualification status. This may be because of the SAP FATV videos and SAP Appeal video available for students to watch.

It is not a surprise to see that there was an increase in appointments for work study. After the Covid Pandemic ended, more departments were seeking work study students and more students needed work clearances to be completed for them to begin work. Thus, there was an increase in appointments for work study for the I-9 to be completed and work study orientation. This created a workload on one of the financial aid specialist away from other financial aid tasks and duties.

It is expected that the number of scheduled appointments with financial aid staff members decreased significantly over the past three years, 64% between 2021-2022 and 2023-2024. Due to two vacant positions, there were less staff available for student appointments, and the available number of student appointments were reduced due to the remaining financial aid staff additional work load. Services (student appointments) had to be cut back to allow financial aid staff time to process and perform other critical tasks and functions of their job duties.

The staffing level in the financial aid department has made it very difficult for the department to be able to offer/maintain services without jeopardizing or cutting back other services. Staff mental and physical health are being affected due to increased workload and constant changes and issues to the federal and state financial aid programs within the last few years. Staff are stressed and burnt out with additional workload and responsibilities as a result of staffing shortage, addition of managing more financial aid programs introduced by the state, learning and keeping up to date with all the changes in regulations for state and federal programs, and added responsibilities related to on-campus housing.

**Scheduled Reason Codes among Counseling Appointments
with Reported Reason(s) Including "FINAID"**

Scheduled Reason	2021-2022	2022-2023	2023-2024	Proportion of Appointments over 3-Year Period	Change over 3-Year Period
Academic	74	72	83	18.7%	12.2%
1st Check-in	73	67	85	18.4%	16.4%
2nd Check-in	72	82	85	19.5%	18.1%
3rd Check-in	62	52	70	15.0%	12.9%
EOPS Check-In	35	21	40	7.8%	14.3%
Personal	31	0	13	3.6%	-58.1%
Graduation Petition Preparation	13	[<10, included in "All Others"]	10	1.9%	-23.1%

Transfer	13	10	20	3.5%	53.8%
All Others (<10)	19	92	32	11.7%	68.4%
TOTAL	392	396	438	--	11.7%
<i>Sources: Financial Aid Reason Code Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office</i>					

***RPIE Analysis:** Over the past three years, the majority (56.5%) of counseling appointments for students identified as financial aid students had scheduled reason codes of academic, first check-in, or second check-in. Each of the three categories accounted for 18% - 20% of appointments over the three-year period. Third check-in appointments accounted for an additional 15% of appointments across the period. [The “all others” category accounted for almost 12% of appointments over the past three years. The majority of “all others” cases pertained to 2022-2023, when 70 appointments did not have scheduled reason identified.]*

Over the past three years, the number of counseling appointments made by financial aid students increased by 11.7%. There was an increase in the number of appointments scheduled for almost all categories – with the exceptions of personal reasons and graduation petition preparation.

Program Reflection:

There has been an increase in students’ appointments with the academic counselors in the past three years relating to financial aid. This may be due to the reduction in the number of financial aid appointments available to students from the Financial Aid Department. Thus, students are meeting with academic counselors for questions relating to financial aid. Due to financial aid staffing shortage and increased workload and responsibilities, it was necessary for the financial aid department to reduce their student appointments to prioritize on critical tasks to maintain compliance and to process students’ files for them to be paid.

This shows that there is a need for the financial aid department to be properly and sufficiently staff to minimize the effect it has on academic counselors.

Demographics among Students Who Received Financial Aid, 2021-2022 through 2023-2024

Demographic Group	Students Who Received Financial Aid	NVC Credit Students
Number of Students	2,984	12,638
Gender		
Female	61.6%	56.2%
Male	37.5%	40.9%
Unreported	0.9%	3.0%
Race/Ethnicity		
African American/Black	5.9%	5.0%
Asian	3.5%	4.2%
Filipinx	10.3%	8.9%
Latinx/Hispanic	53.9%	43.8%
Multiple Race	6.2%	5.7%
Native American	*	0.3%
Pacific Islander	0.5%	0.6%
White	17.5%	27.0%
Unknown	2.2%	4.5%

Age Group		
19 or less	61.7%	47.4%
20 to 24	18.2%	22.5%
25 to 29	8.5%	9.7%
30 to 34	4.9%	6.5%
35 to 39	2.7%	4.0%
40 to 54	3.6%	6.2%
55 and older	0.5%	3.7%
Unknown	0.0%	0.1%
First Generation		
Yes	27.8%	24.2%
No	72.2%	75.8%
Disability Status		
Reported Disability	8.2%	6.7%
Disability Not Reported	91.8%	93.3%
Veteran Status		
Yes	1.1%	1.0%
No	98.9%	99.0%
Sources: Unduplicated Students Included in Federal and State Aid Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office; SQL queries conducted by Research, Planning & Institutional Effectiveness		
Bold italics denote a statistically significant difference between the population shares among Basic Needs Center students and among all NVC credit students, with the lower of the two population shares highlighted in bold italics. *Data suppressed due to low N (<10 students in cohort). Students affiliated with these groups were incorporated into the "unknown" category. <u>Note:</u> Age groups for both populations are based on age as of August 15 of first academic year of enrollment or receiving financial aid within the three-year period.		

RPIE Analysis: The table above describes the demographics among the 2,984 financial aid recipients (unduplicated) over the past three years.

The following demographic groups accounted for a majority of financial aid recipients over the past three years:

- Females (61.6%)
- Latinx/Hispanic (53.9%)
- Students 19 or younger (61.7%)
- Students that were not first-generation (72.2%)
- Students without a disability reported (91.8%)
- Non-veterans (98.9%)

The following demographic groups claimed a significantly lower proportion of the population of financial aid recipients than they did among the population of NVC credit students over the past three years:

- Males (-3.4%)
- Students with unreported gender (-2.1%)
- Asians (-0.7%)
- Whites (-9.5%)
- Students of unknown race/ethnicity (-2.3%)
- Students in the 6 age groups ranging from 20 through 55 and older (-4.3%, -1.2%, -1.6%, -1.3%, -2.6%, and -3.2%, respectively)

- Students who are not first-generation (-3.6%)
- Students without a disability reported (-1.5%)

Females, African Americans/Blacks, Filipinx, Latinx/Hispanics, students ages 19 or younger, first-generation students, and students with a disability reported claimed a significantly higher proportion of the population of financial aid recipients compared to the population of NVC credit students over the past three years.

Program Reflection:

Of the 12,638 NVC Credit Students for the past three years, 2984 unduplicated students received some form of financial aid (Pell, FSEOG, Direct Loan, CalGrants, SSCG, and NVC Promise). Financial Aid recipients consist of many different demographic groups. The demographic groups accounting for the majority of financial aid recipients are in alignment with the College's Credit Students demographic.

This shows that the financial aid recipients served by the College supports the colleges vision "Napa Valley College cultivates a learning environment grounded in equity, inclusion, and empowerment". The program displays: Social Justice, sustainability, student-centered, and equity-focused.

Demographics among Work-Study Students, 2021-2022 through 2023-2024

Demographic Group	Work Study Students	NVC Credit Students
Number of Students	151	12,638
Gender		
Female	65.6%	56.2%
Male	34.4%	40.9%
Unreported	0.0%	3.0%
Race/Ethnicity		
African American/Black	6.6%	5.0%
Asian	7.3%	4.2%
Filipinx	10.6%	8.9%
Latinx/Hispanic	39.7%	43.8%
Multiple Race	7.9%	5.7%
Native American	*	0.3%
Pacific Islander	*	0.6%
White	26.5%	27.0%
Unknown	1.4%	4.5%
Age Group		
19 or less	43.0%	47.4%
20 to 24	35.8%	22.5%
25 to 29	7.9%	9.7%
30 to 34	6.6%	6.5%
35 to 39	2.6%	4.0%
40 to 54	4.0%	6.2%
55 and older	0.0%	3.7%
Unknown	0.0%	0.1%
First Generation		
Yes	25.2%	24.2%
No	74.8%	75.8%

Disability Status		
Reported Disability	21.9%	6.7%
Disability Not Reported	78.1%	93.3%
Veteran Status		
Yes	0.7%	1.0%
No	99.3%	99.0%
Sources: Unduplicated Students Included in Federal and State Aid Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office; SQL queries conducted by Research, Planning & Institutional Effectiveness		
Bold italics denote a statistically significant difference between the population shares among Basic Needs Center students and among all NVC credit students, with the lower of the two population shares highlighted in bold italics. *Data suppressed due to low N (<10 students in cohort). Students affiliated with these groups were incorporated into the "unknown" category. <u>Note:</u> Age groups for both populations are based on age as of August 15 of first academic year of enrollment or work study within the three-year period.		

***RPIE Analysis:** The table above describes the demographics among the 151 work-study students (unduplicated) over the past three years.*

The following demographic groups accounted for a majority or plurality of financial aid recipients over the past three years:

- Females (65.6%)
- Latinx/Hispanic (39.7%)
- Students 19 or younger (43.0%)
- Students that were not first-generation (74.8%)
- Students without a disability reported (78.1%)
- Non-veterans (99.3%)

The following demographic groups claimed a significantly lower proportion of the population of work-study students than they did among the population of NVC credit students over the past three years:

- Students with unreported gender (-3.0%)
- Students of unknown race/ethnicity (-3.1%)
- Students 55 or older(-3.7%)
- Students without a disability reported (-15.2%)

Females, Asians, students ages 20 to 24, and students with a disability reported claimed a significantly higher proportion of the population of work-study students compared to the population of NVC credit students over the past three years.

Program Reflection:

Of the 12,638 NVC Credit Students, 151 students participated in the workstudy program. There was not much of a surprise to the student demographic that made up the majority of the work study program. Majority of work study recipients were Females, Latinx/Hispanic, Students 19 or younger, students who were not first-generation, students without a disability reported, and non-veterans. This aligns with the college's student demographic population.

B. Momentum

Retention Rates among Financial Aid Recipients and Work Study Students

Student Population	2021-2022	2022-2023	2023-2024	Three-Year Rate	Change over 3-Year Period
Financial Aid Recipients	91.0%	93.2%	93.8%	92.7%	2.8%
Work Study Students	93.6%	95.7%	97.3%	95.6%	3.7%
All NVC Credit Students	89.0%	91.4%	92.4%	90.9%	3.4%

Sources: Federal and State Aid Files and Work Study Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office; RPIE files for 2024-2025 Program Review Retention and Successful Course Completion Rates at Institutional Level

Bold italics denote a statistically significant difference between the rates among financial aid recipients/work study students and the NVC credit-student population.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: The retention rate among financial aid recipients ranged from 91% to 94% over the past three years. The retention rate among work-study students ranged from approximately 94% to 97%. The three-year retention rates among both the financial aid and work-study student populations were significantly higher than the three-year rate among all NVC students. The increase in retention rate across the three-year period for the three student populations ranged from approximately 3% to 4%.

Program Reflection:

Data shows that students who received financial aid and/or work study have a higher retention rate than other NVC credit students. The retention rate for financial aid recipients is between 91% to 94%, work study students 94% to 97%, NVC credit students 89% to 92%. This shows that financial aid plays an important role in helping students' retention. It provides the financial resources to assist students to continue with their education to transform their lives and accomplished their goals.

This contributes to supporting the Institution Mission and Goals. It supports the students' goal in transferring and pursuing a career, as a high retention percentage leads to more success in completing the students' goal to transfer, complete their degree, and leading to a satisfying career.

It also contributes to the goal of the Educational Master Plan by promoting enrollment stabilization. High retention rate equals less drop-out.

Successful Course Completion Rates among Financial Aid Recipients and Work Study Students

Student Population	2021-2022	2022-2023	2023-2024	Three-Year Rate	Change over 3-Year Period
Financial Aid Recipients	76.7%	76.5%	76.8%	76.7%	0.1%
Work Study Students	86.1%	90.8%	92.6%	89.8%	6.5%
All NVC Credit Students	72.5%	73.0%	74.0%	73.2%	1.5%

Sources: Federal and State Aid Files and Work Study Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC's Financial Aid Office; RPIE files for 2024-2025 Program Review Retention and Successful Course Completion Rates at Institutional Level

Bold italics denote a statistically significant difference between the rates among financial aid recipients/work study students and the NVC credit-student population.

Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above.

This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

***RPIE Analysis:** Over the past three years, the successful course completion rate among financial aid recipients was approximately 77%. The successful course completion rate among work-study students ranged from 86% to almost 93%, with a pattern of increase across the three-year period. The three-year successful course completion rates among both the financial aid and work-study student populations were significantly higher than the three-year rate among all NVC students.*

Program Reflection:

Data shows that students receiving financial aid and/or workstudy has a significantly higher percentage of course completion than the NVC students, over the past three years. The trend shows an increase pattern of course completion for students receiving financial aid/workstudy. Students receiving financial aid has a 77% course completion rate; workstudy students have a course completion rate between 86% to 93%; while NVC students have a course completion rate of 73% to 74%.

This again shows that financial aid programs support the college missions and vision: transforming lives by providing programs that are student-centered and equity-focused to help students reach their goals.

The financial ai programs also promotes the goals of the college’s Educational Master Plan: Enrollment Stabilization and Equitable Student Outcomes.

C. Student Achievement

Completion (Degree or Certificate Conferral) among Financial Aid Recipients & Work Study Students, 2021-2022 through 2023-2024

Student Population	Number of Students (Unduplicated)	Number of Degree/Certificate Recipients 2021-2022 through 2023-2024	Proportion of Students Who Received Degree/Certificate 2021-2022 through 2023-2024	Number of Students with Awards Prior to Summer 2021
Financial Aid Recipients	2,984	653	21.9%	61
Work Study Students	151	76	50.3%	4
Total (Unduplicated)	3,015	673	22.3%	62

Sources: Federal and State Aid Files and Work Study Files 2021-2022 through 2023-2024, By Academic Year, provided by NVC’s Financial Aid Office; SQL Query conducted by Office of Research, Planning & Institutional Effectiveness.

***RPIE Analysis:** Over the past three years, 21.9% of financial aid recipients received a degree or certificate. The rate of degree/certificate completion among work-study students was more than double the rate of financial aid recipients, as 50.3% of work-study students received degrees or certificates over the past three years. Among both populations combined (unduplicated students), 22.3% received a degree or certificate. Sixty-two students who received financial aid or work-study positions over the past three years received a degree or certificate prior to summer 2021.*

Program Reflection:

Overall, 22.3% of financial aid recipients and work study students completed their degree/certificate over the past three years. Of the financial aid recipients, 21.9% received a degree or certificate, while 50.3% of work study students received a degree or certificate.

There is a huge gap, more than 50% difference, in degree/certificate completion between students engaged in work-study to that of students receiving financial aid without work study. More analysis and data need to be conducted to see why the significant difference in outcome.

More focused intervention needs to be prioritized by the college to increase financial aid recipients' degree/certificate completion rate. Some suggestions may include:

- Implementing Degree Audit – this provides a clear map for students to see what required courses they must take and successfully complete to complete their degree/certificate. It also minimizes classes that are non-degree applicable.
- Minimize the number of Majors students can declared and work on at a time. This helps students stay focused on a single major to successfully complete the degree/certificate for the major before declaring or working on another major. This will lead to greater success and completion.
- Limiting the students' ability to change their major without the approval of an academic counselor. This allows for open dialogue between the student and academic counselors to explore the students' educational and/or career goals and to see how close they are to completing their educational/career goal before deciding to change their major.
- Encouraging students to enroll full-time in required classes for their program of study and stressing the importance of successfully completing the courses to complete their goal within 2 to three years to maximize their financial aid resources.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings

Student Services Outcomes have not been assessed by Financial Aid. Use of the survey to assess outcomes should be incorporated into the three-year plan for the program.

III. EVALUATION OF EFFECTIVENESS**Program Reflection:**

N/A. Student Services Outcomes have not been assessed by Financial Aid at the time of this program review. Therefore, unable to evaluate its effectiveness in this program review cycle.

IV. PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (spring 2022) included the following initiatives:

- Conduct more in-reach financial aid presentations to bring awareness to underserved demographic populations
- Develop short financial aid videos to educate students on how to use Financial Aid Self-Service more effectively, how to access information on the NVC Financial Aid website, and Bank Mobile Refund selection so students are self-sufficient and encourage students to be more self-help
- Assess Staffing Needs for Financial Aid Unit and Reorganize Unit
- Conduct Monthly Financial Aid Workshop for various topics

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

- In-reach workshops and participations were conducted by the Financial Aid Department in the past three years.
 - The Financial Aid Department held five Cash for College workshops on the NVC campus each academic year for the past three years to bring financial aid awareness to the NVC student population, as well as inviting the community (high school students and their parents) to the college campus. General financial aid information/resources were shared with the attendees, and hands on assistance were provided to the attendees to complete and submit their FAFSA/CADAA. The shift was moved from more outreach to more in-reach events due to staffing issues, and the goal to bring financial aid awareness and services to students who are already on campus.
 - In class financial aid presentations were provided to targeted classes with high underserved student populations – College Success classes, Counseling classes for learning communities: Umoja, Puente, and Kasaysayan in the past three years.
 - Financial aid staff were present in on campus transfer day event and EOPS events to provide general financial aid information and answer questions that students have.
 - Financial aid staff continues to be involved in the Enrollment Taskforce so financial aid is represented, and to share the importance of including financial aid as part of the enrollment steps and the importance it plays in students' enrollment, retention, and completion. With the last Enrollment Taskforce, financial aid will be listed as a sub-step in the “Five Steps to Enroll”.
 - Financial aid staff have participated in the “registration dates” coordinated by Enrollment Services to be available to students on those dates/times.
- Although the financial aid short videos have not been created since the last program review, financial aid department have used other outlets to help students use the self-help features of FA Self-Service more effectively and empower them to be more self-help.
 - Utilized materials developed by Bank Mobile and shared them with students to help them understand and select their refund preference.
 - The Financial Aid department has developed written material (step-by-step) instructions posted in the Financial Aid lobby to assist students in navigating MyNVC, Financial Aid, as well as included detailed instructions on their Offer email and notification.
 - Front counter staff providing one-one assistance to students on how to access and navigate MyNVC Financial Aid and navigating the NVC Financial Aid website to locate important payment information, forms, and applications.

- The Financial Aid Department had scheduled between four to five FAFSA/CADAA Fridays/open lab each academic year for the past 2 years between the months of April and July to assist students with FAFSA/CADAA questions and completions, and assist them with any financial questions they have, in addition to the five Cash for College workshops conducted each academic year.
- The College has made a commitment to fill the Financial Aid Officer and Financial Aid Specialist position for this Fall 2025. This will help address the staffing shortage/issue experienced in the Financial Aid Department over the past years and allow the Financial Aid Department to focus more on students' needs and reduce processing time.

B. Recent Improvements

- More students are utilizing MyNVC, Financial Aid to check their financial aid status, submit required documents, and review offer letters.
- More students are setting up their refund preference through BankMobile, resulting in less returned (timeout) disbursements
- Most required forms required from students are available in MyNVC, Financial Aid, Required Documents, after students sign on.
- Increase use of email notifications through Colleague Communication Management instead of physical paper notifications.
- Financial Aid Resources brochure created and available to students
- Federal Direct Loan brochure created and available to students

C. Effective Practices

The Financial Aid Department engages in the practices listed to meet student needs, increase student success, and improve student learning:

- Financial Aid Specialists are available by appointment (in-person, video, phone) for one-on-one meeting, four days each week for a specific block of time, rotating between the staff, to meet with students to assist students with the financial aid process and resolve questions/issues, while also allowing time for staff to perform other critical tasks to maintain compliance and to process files/documents/applications for students to be paid.
- Financial aid department email available to students. Emails are usually responded to within 48 business hours.
- Continue to have "Specialist on Duty" each day on rotating schedule to support front counter staff with critical, time sensitive students' questions that front counter staff are unable to provide, so students' needs can be met without them waiting for next available appointment.
- Open lab located in Financial Aid building available to students to use during business hours. This allows front counter staff to assist students with questions, troubleshoot issues, and show them how to use and navigate MyNVC Financial Aid, NVC Financial Aid webpage, and federal and state financial aid websites.
- Continue to offer between five to six in-reach Cash for College workshops each academic year between the months of January and March to help students and parents complete the FAFSA/CADAA by the priority deadline date March 2 to apply for federal and state aid for the upcoming academic year, as well as current academic year for students who still have not submitted the FAFSA/CADAA. Data presented in program review, section II.B and section II.C shows that financial aid recipients have a 91% to 94% retention rate, 77% course completion rate, and 21.9% degree or certificate conferred rate between 2021-2022 to 2023-2024. In addition, in section II.A data shows that more than \$5.2 million direct financial aid (Pell, FSEOG, Direct Loan, CalGrants, SSCG, and NVC Promise) was disbursed to students each academic year for the past three years.

- Utilize MyNVC, Financial Aid to provide real time status update, award information, links to required documents specific to the student, and required policies for students to access 24/7. Continue to educate and encourage students to use MyNVC, Financial Aid to self-help.
- Continue to offer scheduled FAFSA/CADAA Fridays monthly after the Cash for College workshops and throughout the academic year.

V. PROGRAM PLAN

A. Based on the information included in this document, the program is described as being in a state of:

☐ Viability

☒ Stability

☐ Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

Financial Aid Program is in a state of Stability. Despite a slight reduction in financial aid applicants and recipients over the past three years, the number of financial aid applicants, recipients, and award amount disbursed is still significant. Financial aid plays a vital role in supporting students' retention, course completion, and degree/certificates conferred.

- Supported with data from RPIE section II.A, there was a slight reduction, 4.6% in the number of NVC students (unduplicated) applying for financial aid (FAFSA, CADAA, and NVC Promise) over the past three years. There were between 4,396 to 5142 financial aid applicants (unduplicated) over the past three years. FAFSA applications decreased by 4.4%, CADAA applicants decreased by 32.1%, but NVC Promise applicants increased by 23.9%.
- Supported with data from RPIE section II.A, there were between 1268 to 1372 financial aid recipients (PELL, FSEOG, Direct Loan, CalGrant, SSCG, and NVC Promise) annually over the past three years. There was a reduction in financial aid recipients in some programs, but an increase in other programs.
- Supported with data from RPIE section II.A, more than \$5.2 million of direct aid was disbursed to students annually over the past three years.
- The need for financial aid still exists and is critical in supporting students' retention, course completion, and degrees/certificates awarded. This is evidence in section II.B and II.C. Financial aid recipients and work study students have a greater rate of retention (three-year rate) and course completion (three-year rate), compared to NVC students, retention: 92.7%, 95.6%, and 90.9% respectively; course completion rate: 76.7%, 89.8%, and 73.0% respectively. Degrees/Certificates awarded to financial aid recipients 21.9% and to work study students 50.3%.

With the on-campus housing opened this past Fall 2024, we have seen an increase in Direct Loan applicants and recipients. In addition, with the changes in the Student Aid Index (SAI) calculation and how Pell Grants are paid based on enrollment intensity, instead of enrollment status, starting with the 2024-205 AY, due to the FAFSA Simplification, more students are Pell eligible, and the amount disbursed to students for 2024-2025 have increased. These changes and other state and federal changes to the financial aid programs have impacted the financial aid department and students even more than in past years. Changes need to be made to the financial aid system in Colleague to be more efficient, automated, and to be in compliance. The changes that need to be adopted and implemented includes: Degree Audit, CalGrant Integration, GPA calculation for CalGrant Submission (the existing process XCAL is not working effectively), and automating the NVC Promise awarding.

- B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

VI. RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

- A. Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Description of Current Program Resources Relative to Plan:

The Financial Aid Department is currently understaffed, and lacks the necessary technology resources for the department to continue to maintain its current level of services and to be able to grow and operate more efficiently.

Currently, the Financial Aid Department personnel consists of: Director Financial Aid, 4 Financial Aid Specialists, 3 part-time TEAs (19hrs/week), and 2 student workers (15 hrs/week). The 4 Financial Aid Specialists are tasks with: student appointments, financial aid processing (eligibility, verification, awarding, resolving conflicts, direct loan processing, dependency overrides, financial aid appeals, work study, ISIR import, CADAA imports, CalGrant, reconciliation, cash for college workshops, in-reach presentations/events, etc...), and back up support for front counter TEAs staff. TEAs provide front counter support to assist students with general financial aid questions, answering phone calls and emails, and helping students in the computer lab with FAFSA/CADAA questions and forms. Student workers are preparing student files for specialists to process, scanning, logging in documents, filing, and special projects assigned by staff. With the current level of staffing, it will be difficult for the Financial Aid Department to expand and offer more in-reach events and workshops. We are trying to maintain the current level of services and to stay in compliance.

Many processes in the financial aid department are still manual. Staff's time is consumed with these manual processes. To implement the plan, the College needs to invest in resources (technology and IT staff) to allow the financial department to utilize updated processes to be more automated and efficient.

- Ethos and Experience for Colleague – are necessary for financial aid to be able to use the CalGrant Interface Integration that is available through Colleague.
- Degree Audit – needs to be fully set up by Academic and Admissions and Records and implemented by the College, for Financial Aid to utilize to pay students only for classes that are required for their program of study to be in compliance with federal and state regulation. This will need the College to invest in resources to guide/assist in the set-up of degree audit.

- GPA Script for CalGrant Submission - IT Programmer needs to write/develop script for GPA for CalGrant submission to replace the broken XCAL process that is currently being used. XCAL is outdated – it needs to be updated for it to run effectively, or a new script needs to be written by IT Programmer to replace the XCAL.

- B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles

FINANCIAL AID

SPRING 2025

Completed by Supervising Administrator:

Jessica Erickson

Dean of Enrollment Services

Date:

08/15/2025

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

The Financial Aid Program demonstrates strong stability and effectiveness in advancing student access, equity, and success. Over the past three years, the office has consistently supported between 4,300–5,100 applicants annually, disbursing more than \$5.2 million in aid each year. Data show that financial aid and work-study students outperform the general student population in both retention and course completion, with work-study students achieving completion rates as high as 93%. More than one in five financial aid recipients and half of work-study students earned a degree or certificate, underscoring the program’s impact on student achievement. The program also serves a diverse student body, with a majority of recipients identifying as Latinx, female, and under 19, reflecting the college’s equity-focused mission. In addition, financial aid staff provided nearly 2,900 one-on-one student appointments and hosted workshops such as *Cash for College* and FAFSA/CADAA Fridays, further expanding access and support. Collectively, these outcomes highlight the program’s critical role in removing financial barriers, improving persistence, and helping students reach their educational goals.

Areas of concern, if any:

The program review highlights several areas of concern that impact both student access to aid and the department’s operational capacity. Notably, the number of CalGrant and Student Success Completion Grant (SSCG) recipients has declined by nearly 25% over the past three years, and only 28–30% of FAFSA applicants ultimately received aid, suggesting barriers in application completion, eligibility, or processing. Student appointments with financial aid staff dropped by 64%, largely due to long-standing staffing shortages and vacant specialist positions, which also contribute to staff burnout and limited capacity for proactive outreach. Manual, labor-intensive processes, particularly for NVC Promise and CalGrant awarding, create inefficiencies and may prevent students from accessing aid in a timely manner. Additionally, a significant gap exists in completion outcomes: while half of work-study students earn a degree or certificate, only 22% of other aid recipients do so, indicating the need for targeted interventions to support persistence. Together, these concerns point to the urgent need for increased staffing, technology upgrades, and more intentional strategies to improve student access, equity, and completion outcomes.

Recommendations for improvement:

To strengthen the Financial Aid Program and build on its successes, several improvements are recommended. Filling vacant financial aid positions and securing permanent front-counter support should be a top priority to reduce staff burnout, expand student appointment availability, and enhance proactive outreach. Investment in technology upgrades, particularly ERP/Colleague enhancements to implement CalGrant integration and automate NVC Promise awarding, will streamline processes, reduce manual workload, and increase efficiency.

Expanded outreach and in-reach efforts, such as monthly FAFSA/CADAA workshops, targeted communication campaigns, and closer collaboration with Admissions & Records to resolve residency issues, will help increase CalGrant and SSCG participation and improve FAFSA conversion rates. Additionally, developing structured interventions, such as degree audits, enrollment intensity campaigns, and closer coordination with counseling, can help address the completion gap between work-study and non-work-study aid recipients. Finally, the program should establish clear student services outcomes and implement regular assessment tools (e.g., surveys) to measure service quality and student satisfaction, ensuring data-driven improvements and stronger alignment with institutional equity and completion goals.

Additional information regarding resources:

Primary resources needed are technology and staffing.

PROGRAM: Financial Aid
PLANNING YEARS: 2025-2026 through 2027-2028

Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
Identify the Program/Service undergoing review.	Describe each unit-level initiative (as briefly as possible).	Use the drop-down menu to identify the academic year each initiative will be implemented.	If the unit-level initiative is implemented, what is the expected result/outcome? How will you know it has been successful? Describe what you expect to happen. Examples: increased performance at the program level, a deliverable, improvement in the student experience	Briefly identify the specific resources that are needed to implement each initiative. Examples: 5 tablets, 25 laptops, a laptop cart	Use the drop-down menu to identify the type of resource described in Column E. If more than one resource is needed, describe those resources and identify the resource type within the rows immediately following each initiative.
Financial Aid	Review possibilites for automating NVC Promise processing/awarding to promote efficiency and eliminate the need for paper applications	2026-2027	NVC Promise Applications will no longer be required from student to apply for the program. The NVC Promise will be automatically awarded to students who are eligible. Workload to process the NVC Promise will be significantly reduced.	Consulting with Colleague advisor. Need SQL report to be written by IT or RPIE to identify eligible students	Technology
Financial Aid	Develop/Write Script to calculate the GPA (regular and re-established) for regular and AB540 students for submission to CSAC for CalGrant GPA submission to maintain compliance. This will replace the current XCAL process that is not working properly.	2026-2027	We will no longer use XCAL, which takes over 12 hours to run the process each time to calculate the GPA due to errors in the process. This ensures that the GPA calculated and submitted to CSAC are accurate.	IT Programmer will need to write the script and run the process twice each year. Then, provide the GPA reports to Financial Aid to submit to CSAC each March and September	Technology
Financial Aid	Implement CalGrant Interface Integration to promote efficiency and to reduce manual processing by staff.	2027-2028	CalGrants would be processed weekly, resulting in more CalGrant Recipients, and students would be disbursed aid earlier. Staff time to process would be significantly reduced.	The college needs to implement ETHOS and Experience for the Ellucian Colleague ERP System. IT Staff will need to work with Ellucian consultants for set-up. Financial Aid staff needs to be train by Ellucian.	Technology
Financial Aid	Hire full-time Financial Aid Technician to staff front counter so there is stable and reliable customer service provided to students to meet their needs	2026-2027	Students can expect to receive consistent service, where the office is not forced to closed on days due to staffing shortage.	1 full-time 40 hours/week classified staff	Staffing
Financial Aid	Conduct monthly FAFSA/CADAA workshop/open lab to assist students in applying for financial aid to increase financial aid applicants number	2025-2026	Increased number in FAFSA/CADAA applicants and aid recipients.	existing financial aid specialists and TEAs. Computer lab with Wi-fi to be availabe	
Financial Aid	Develop Financial Aid Student Handbook and make it available to students so students have the information in one document	2026-2027	Students will have a better understanding of the financial aid processes and resources available to them.	Financial Aid Department working on the document together at staff meetings	