

# HAWAI‘I COMMUNITY COLLEGE ANNUAL UNIT REVIEW (AUR)

## Financial Aid

Date March 23, 2019

Review Period  
July 1, 2017 to June 30, 2018

Initiator: Dorinna Cortez  
Writer(s): Dorinna Cortez

*Program/Unit Review at Hawai‘i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College’s budget process. This ongoing systematic evaluation and assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART 1: UNIT DATA AND ACTIVITIES

### Unit Description

<p>Provide the short description as listed in the current catalog. If no catalog description is available, please provide a short statement of the unit's services, operations, functions and clients served.</p>	<p>The Hawai'i Community College Financial Aid Office administers a variety of federal, state, and institutional financial aid programs. These financial aid programs are intended to assist students and their families pay for educational costs. Students may apply for financial aid, and Peer Advisors are available to assist with completing the Free Application for Federal Student Aid (FAFSA) and renewal FAFSA.</p>
---	---

### Comprehensive Review information (required by UH System)

<p>Provide the year and URL for the location of this Unit's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a></p>	
<p>Year</p>	<p>2009</p>
<p>URL</p>	<p><a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2009_financial_aid_comprehensive_unit_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2009_financial_aid_comprehensive_unit_review.pdf</a></p>
<p>Provide a short summary of the CERC's evaluation and recommendations from the unit's last Comprehensive Review.  Discuss any significant changes to the unit that were aligned with those</p>	<p>Due to a number of staffing issues during which the Financial Aid Office Manager position was vacant or only filled temporarily, the Financial Aid Office Comprehensive Unit Review has been repeatedly postponed. As such, the last CUR was written for the 2008-2009 Academic Year. The CERC's recommendations archive only go back as far as 2011, so the writer does not have access to the CERC's recommendations for the FAO's CUR.</p>

recommendations but are not discussed elsewhere in this report.

**Unit Data: Analysis of ARPD Data and Other Quantitative Indicators**

Unit ARPD data, if applicable, can be found on the ARPD website:

<http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the Unit’s ARPD data tables, if applicable, and submit with this Annual Unit Review (AUR). If other quantitative data is discussed below, please attach relevant documentation.**

**Analyze the Unit’s ARPD data, if applicable, and other relevant quantitative data for the review period.**

**Describe, discuss, and provide context for all 2017-18 ARPD and other data categories and indicators that are relative to the Unit’s provision of services.**

For the past three (3) years, Pell participation has hovered at a little over 50%, with the actual numbers of students receiving Pell tracking with enrollment numbers, namely about a 3% decline from the previous year on both measures. At the same time, the Total Pell disbursed declined by less than one percent, indicating a comparative increase in Pell disbursement.

The Pell participation rate and actual number of Native Hawaiian students receiving Pell increased, 60% to 62%, by a similar percent increase of Native Hawaiian students to the overall student population – Fall 2015 43.08% to Fall 2017 45.12%.

CCSSE Data:

The rating scales for the 2018 Frequency (12.1) and Satisfaction (12.2) questions changed from previous years. Therefore, it is not possible to compare prior years’ responses with 2018 data. Cohort means

were provided. Compared to Small Colleges, Hawai'i Community College's responses showed lower frequency of use for Academic Advising, Financial Aid Advising and Transfer Advising, higher frequency of use for Career Counseling, Student Organizations and Services for Students with Disabilities, and equal frequency of use for Job Placement Assistance. Satisfaction levels at Hawai'i Community College were higher in all areas, except Financial Aid Advising where the level of satisfaction was 0.03 lower than at Small Colleges. Respondents indicated that all areas were equally or more important than indicated by respondents at Small Colleges.

The CCSSE data appears indicative of a comparatively higher level of satisfaction with services that the students deem as important as, or more important than, students deem the same services at cohort colleges.

The degree of importance increased for Academic Advising, Career Counseling, and Financial Aid Advising, while it decreased for Job Placement Assistance, Student Organizations, Transfer Credit Assistance, and Services for People with Disabilities.

**What else is relevant to understanding the Unit's data? Describe any trends, internal/external factors, strengths and/or challenges that can help the reader understand the Unit's data but are not discussed above.**

Due to a variety of changes to federal financial aid rules and regulations, policy and procedural revisions, transitions from using a home-grown data management/communication system to greater reliance on the UH System's Banner protocols, upheaval caused by a move to the shared Welcome Center and processing area, and on-going understaffing, the unit has been challenged in its ability to deliver consistent and timely services.

## **UNIT ACTIVITIES**

**Report and discuss all major actions and activities that occurred in the unit during the review period, including meaningful accomplishments and successes. Describe how these unit activities helped contribute to student success.**

**Also discuss the challenges or obstacles the unit faced in meeting its goals and supporting student success. Explain what the unit did to address those challenges.**

The unit joined the Admissions & Records Office and the Information Center to form the Paepae Haumāna – Welcome Center and a shared processing area. This move was implemented to offer students a “one-stop” enrollment experience. The move, while eventually completed successfully, involved a considerable amount of disruption and adjustment.

The Financial Aid staff engaged in professional development and training to gain a better understanding of the seemingly, ever-changing rules and regulations.

Recognizing that dividing the office workload by functions resulted in bottlenecks and delays in service, the unit implemented a division of workload by student last name alpha. Rather than a student being served by multiple staff members, one advisor works with an individual student from initiation to completion. This process change has resulted in fewer delays and more personalized service delivery.

**UNIT WEBSITE**

Has the unit recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the unit’s website up-to-date.

- The unit does not have a website.
- Unit faculty/staff have reviewed the website in the past six months, no changes needed.
- Unit faculty/staff reviewed the website in the past six months and submitted a change request to the College’s webmaster on \_\_\_\_\_ (date).
- Unit faculty/staff recently reviewed the website as a part of the annual unit review process, found that revisions are needed, and will submit a change request to College’s webmaster in a timely manner.

**Please note that requests for revisions to Unit websites must be submitted directly to the College’s webmaster at <http://hawaii.hawaii.edu/web-developer>**

## PART 2: UNIT ACTION PLAN

### AY18-19 ACTION PLAN

**Provide a detailed narrative discussion of the unit's overall action plan for AY18-19, based on analysis of the unit's AY17-18 data and the overall results of Unit Outcomes (UOs) assessments conducted during the AY17-18 review period (reported below, Part 3). This Action Plan should identify the unit's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal. Please provide attachments and additional documentation as appropriate.**

In September of 2018, the unit's manager was placed on administrative leave and later resigned, leaving the unit without direct leadership for what will likely be the remainder of the AY 18-19. Already short-staffed, the unit has been in "survival mode" with each staff member assuming additional duties and responsibilities to ensure the unit meets its most pressing obligations and keeps the institution in compliance with federal requirements. While the UH System Financial Aid Office and UH Hilo Financial Aid Office personnel have provided support and expertise and the staff are working overtime hours, they only have the resources to focus on maintaining day-to-day operations, until the Financial Aid Manager vacancy can be filled.

There are three primary areas of focus for the unit during the AY18-19.

1. Accurate and timely processing of financial aid application and packaging for students, inclusive of federal and institutional aid, student loans, grants and scholarships, and UH initiatives, such as Hawai'i Promise.
2. Compliance with federal reporting and return to Title IV requirements.
3. Addressing the institution's loan default rate through emphasis on financial literacy education and outreach.

## **ACTION ITEMS TO ACCOMPLISH ACTION PLAN**

**For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the unit faculty/staff plan to implement in order to accomplish the goals described in the Action Plan above.**

**For each Action Item below, discuss how implementing this action will help the College accomplish its goals for student success.**

**For each Action Item below, identify how implementing this action will help the unit achieve its Unit Outcomes (UOs).**

**Action Item 1:** The FAO will process financial aid applications and packaging for students, inclusive of federal and institutional aid, student loans, grants and scholarships, and UH initiatives, such as Hawai'i Promise.

Implementation will provide access to educational opportunities at Hawai'i Community College and serve to minimize achievement gaps by reducing the financial burden on students and their families.

Implementation will help the unit achieve UO#1.

**Action Item 2:** The FAO will ensure compliance with federal reporting and return to Title IV requirements.

Implementation will ensure Hawai'i Community College has the ability to participate in federal financial aid programs

Implementation will help the unit achieve UO#2.

**Action Item 3:** The FAO will provide education and outreach to students on financial literacy and planning.

Implementation will provide students with the information they need to make sound choices when it comes to incurring and repaying debt.

Implementation will help the unit achieve SLO#1.

### RESOURCE IMPLICATIONS

*NOTE: General "budget asks" are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.*

### BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.

There is an immediate and critical need for two (2), additional, 1.0 FTE APT positions to enable the office to meet compliance requirements.

According to the National Association of Student Financial Aid Administrators (NASFAA) 2017 Benchmark Report, in order to maintain administrative capability to administer federal financial aid appropriately, there should be 1.7 staff members for every 1,000 applications processed.

The FAO's past four year average is 7,110, which indicates a staffing need of 12. However, the office currently has six (6) positions, with one vacant. Two more positions, while still falling short of the NASFAA benchmark, would give the additional staff needed to meet reporting and processing deadlines. Currently, because the staff have assumed

	<p>additional responsibilities and because they do not have enough people to do all that needs to be done, there have been multiple instances of missed deadlines, which may have a deleterious impact on future federal audit results.</p>
<p>Include estimated cost(s) and timeline(s) for procurement.</p>	<p>Each APT position:  Salary: \$44,112 (base)  Fringe: \$27,570 (62.5%)</p> <p>Total: \$71,682  TOTAL for 2 Positions: \$143,364</p>
<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:   <a href="http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf">http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</a></p>	<p>Adequate staffing for the FAO aligns directly with the HGI by increasing Pell participation and access to the educational opportunities at Hawai‘i Community College through financial support.</p> <p>Continued inadequate staffing in the FAO puts the institution at risk for non-compliance and termination of the institute’s eligibility to administer Title IV funding.</p>

### PART 3: UNIT OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on assessments of Unit Outcomes (UOs) and/or Student Learning Outcomes (SLOs) conducted in AY17-18

#### Unit Outcomes

Provide the full text of the unit’s current approved Unit Outcomes (UO) and Student Learning Outcomes (SLOs); indicate each UO’s/SLO’s alignment to one or more of the Institutional Learning Outcomes (ILOs). The College’s ILOs may be found on the Assessment website:

<http://hawaii.hawaii.edu/files/assessment/index.php?category=Outcomes&page=Institutional.php>

UO #	UNIT OUTCOMES (text)	Aligned to ILO #
1	The Financial Aid Office will assist students who otherwise would not be able to pay for the educational costs to attend college	4
SLO#	STUDENT LEARNING OUTCOMES (text)	Aligned to ILO #

#### Assessment Strategies

For each UO/SLO assessed in AY17-18, discuss the assessment strategy, including a description of the type of assessment tool/instrument used, e.g., student surveys provided to all student participants in an activity or event, or a log/count of services provided, etc.

UO #	Assessment Strategies
1	The FAO used APRD and CCSSE data to assess the degree to which it assisted students who otherwise would not be able to pay for the educational costs to attend college.


**Results of Unit Outcomes and Student Learning Outcomes Assessments**

**For each UO/SLO assessed in AY17-18 listed above, provide:**

- a statement of the quantitative results;
- a brief narrative analysis of those results.

**UO/SLO#: UO#1:** For the past three (3) years, Pell participation has hovered at a little over 50%, with the actual numbers of students receiving Pell tracking with enrollment numbers, namely about a 3% decline from the previous year on both measures. At the same time, the Total Pell disbursed declined by less than one percent, indicating a comparative increase in Pell disbursement.

The Pell participation rate and actual number of Native Hawaiian students receiving Pell increased, 60% to 62%, by a similar percent increase of Native Hawaiian students to the overall student population – Fall 2015 43.08% to Fall 2017 45.12%.

--

<b>UO/SLO#:</b>
-----------------

<b>UO/SLO#:</b>
-----------------

<b>UO/SLO#:</b>
-----------------

**Other Comments**

<b>Include any additional information that will help clarify the unit's assessment results, successes and challenges.</b>
---

**Discuss, if relevant, a summary of student survey results, CCSSE, special evaluations, or other special assessment projects that are relevant to understanding the unit's services, operations, functions and clients.**

CCSSE Data:

The rating scales for the 2018 Frequency (12.1) and Satisfaction (12.2) questions changed from previous years. Therefore, it is not possible to compare prior years' responses with 2018 data. Cohort means were provided. Compared to Small Colleges, Hawai'i Community College's responses showed lower frequency of use for Academic Advising, Financial Aid Advising and Transfer Advising, higher frequency of use for Career Counseling, Student Organizations and Services for Students with Disabilities, and equal frequency of use for Job Placement Assistance. Satisfaction levels at Hawai'i Community College were higher in all areas, except Financial Aid Advising where the level of satisfaction was 0.03 lower than at Small Colleges. Respondents indicated that all areas were equally or more important than indicated by respondents at Small Colleges.

The CCSSE data appears indicative of a comparatively higher level of satisfaction with services that the students deem as important as, or more important than, students deem the same services at cohort colleges.

The degree of importance increased for Academic Advising, Career Counseling, and Financial Aid Advising, while it decreased for Job Placement Assistance, Student Organizations, Transfer Credit Assistance, and Services for People with Disabilities.



**Next Steps – ASSESSMENT ACTION PLAN for AY18-19**

**Describe the unit’s intended next steps to support improvements in student success and achievement of its UOs/SLOs, based on the unit’s overall AY17-18 assessment results. Include any specific strategies, tactics, activities or plans for improvement to the unit’s future assessments of its services, operations or functions**

In September of 2018, the unit’s manager was placed on administrative leave and later resigned, leaving the unit without direct leadership for what will likely be the remainder of the AY 18-19. Already short-staffed, the unit has been in “survival mode” with each staff member assuming additional duties and responsibilities to ensure the unit meets its most pressing obligations and keeps the institution in compliance with federal requirements. The staff are working overtime hours, and they only have the resources to focus on maintaining day-to-day operations, until the Financial Aid Manager vacancy can be filled.

Once the Financial Aid Manager position is filled, the Vice Chancellor for Student Affairs will enlist the assistance of the Assessment Coordinator to work with the unit to develop a realistic and well-designed assessment action plan for AY19-20.

