

ANNUAL
REPORT OF PROGRAM DATA

2022

UNIVERSITY of HAWAI'I

HAWAI'I
COMMUNITY COLLEGE



July 1, 2021 through June 30, 2022

Financial Aid Office

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1. Program or Unit Description

The Hawai'i Community College (Hawai'i CC) Financial Aid Office (FAO) mission is to assist current and prospective Hawai'i CC students, and their families, in funding their educational goals, through quality customer service and efficient, timely, and accurate processing, in accordance with all federal, state, system, and institutional regulations, guidelines, policies and procedures. The FAO administers a variety of federal, state, and institutional financial aid programs, some of which include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (SEOG), Federal Work-Study, Federal Direct Loans, University of Hawai'i (UH) access grants, University of Hawai'i Community Colleges (UHCC) access grants and scholarships, University of Hawai'i Foundation (UHF) scholarships, and institutional grants and scholarships.

2. Analysis of the Program/Unit

Since 2018, oversight of the FAO has been a collaborative effort between the Hawai'i CC Vice Chancellors for Student Affairs (VCSA's) and the Central Financial Aid Office (CFAO). In May 2022, a new Financial Aid Manager (FAM) was hired and designated the Campus Coordinating Official (CCO). During the first months since, it became apparent that growing pains as a result of centralization - an initiative to unify practices and procedures across the UHCC's - are ongoing. Hawai'i CC has transitioned away from their homegrown system, DARWIN, that was previously used to administer financial aid, and is now using Banner, along with the rest of the schools in the UH system. At present, the CFAO is wrapping up what it refers to as Phase 1 of the centralization process and has begun moving on to stage 2. Details of the present duties and responsibilities, both separate and shared, were presented (Appendix A) to the campus VCSA's and FAM's at an in-person meeting on 10/26/2022 and are summarized in the charts below.

Current Individual Responsibilities	
CFAO (Appendix A, page 0)	Individual Campuses (Appendix A, page 4)
<ul style="list-style-type: none"> ● Develop and maintain policies, procedures, and practices in collaboration with the UHCC campuses ● Maintain Banner rules for financial aid processing and communication ● Provide technical expertise in the implementation and maintenance of financial aid processing, reporting, and automation ● Serve as the technical lead for Banner, ProEd, and other technologies ● Serve as the UH System lead for audits and program reviews ● Run Tracking, SAP, Budgeting, and Packaging processes for the 7 UHCC campuses ● Provide guidance, training, onboarding, and back-fill for the campuses 	<ul style="list-style-type: none"> ● Campus Coordinating Official duties: <ul style="list-style-type: none"> ○ Serve as the lead for the FISAP, audits, PPA, NSLDS, COD, other US Department of Education (USDOE) reporting, oversight, and management of campus operational functions ● Funds management and reconciliation ● Review SAP appeals and Academic Plans ● Professional Judgment and Cost of Attendance reviews ● Return to Title IV calculations ● Monitor and revise financial aid awards ● Monitor scheduled system jobs (disbursements, Title IV Authorization, Banner Communication) ● Monitor Course Program of Study ● FAFSA assistance and local outreach ● Award and monitor FWS and student loans

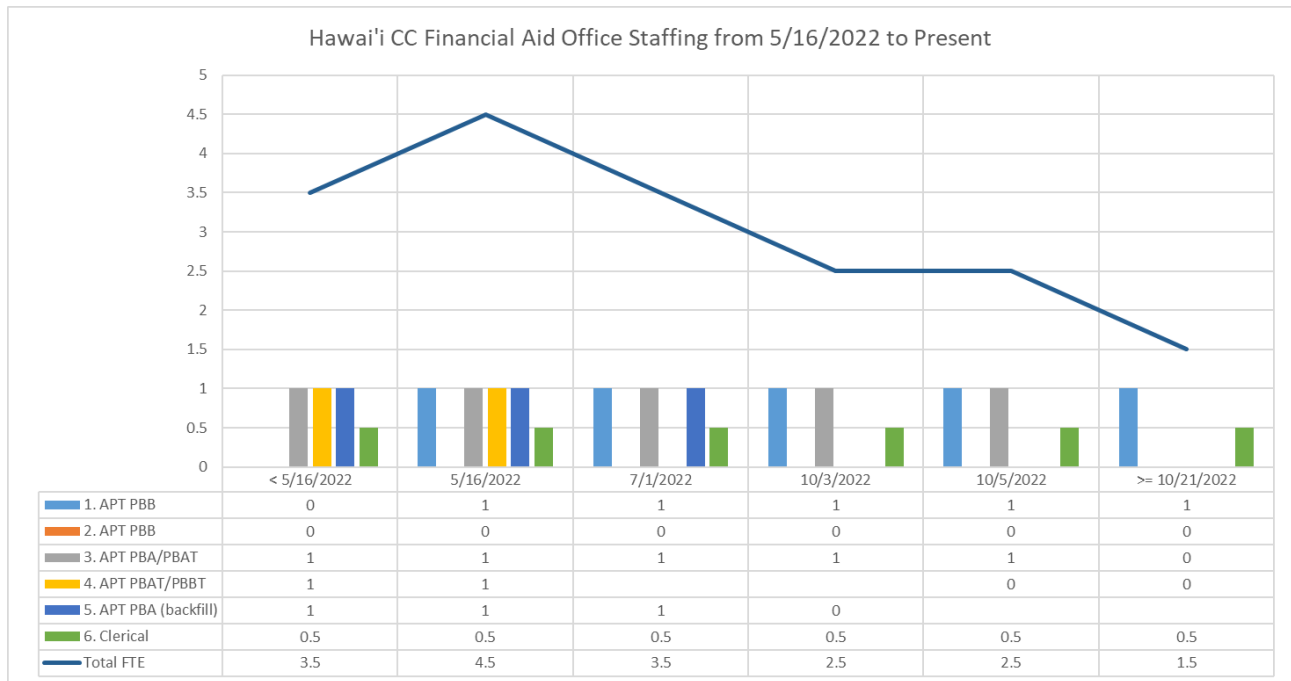
<ul style="list-style-type: none"> • Serve as a primary resource to the campuses for processing and reporting • Serve as the lead in planning and implementation of statewide financial aid outreach (not currently covered due to staffing shortages) • Maintain the UHCC Financial Aid website with aligned policies, procedures, forms, and communication 	<ul style="list-style-type: none"> • Process internal and external scholarship programs • Process and monitor concurrent enrollment • Monitor NSLDS, Transfer Monitoring • Default management • Maintain the campus website, catalog, and consumer information • Provide customer service, counseling and advising to students • Work with other campus departments in supporting students with financial aid
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Current Shared Responsibilities	
CFAO (Appendix A, pages 2-3)	Individual Campuses (Appendix A, pages 2-3)
Tracking (Receipt of FAFSA's, Missing Documentation, etc)	
<ul style="list-style-type: none"> • Transmit campus files to Banner and ProEd • Review ISIR's for inconsistencies; identify what campuses need to review • Run jobs and popsels (simplified queries within Banner that identify students who meet specified criteria) to identify what campuses need to review • Send tracking emails to students 	<ul style="list-style-type: none"> • Review lists of students and documents to review and process • Clear suspense records • Resolve duplicate ID's
Verification	
<ul style="list-style-type: none"> • Transmit and monitor campus files to ProEd for activation/deactivation; manage change of home campus • Review reports for inconsistencies • Send campuses lists to review and resolve issues • Manage electronic documents between ProEd and OnBase for doc imaging, eliminating paper submission/filing/scanning 	<ul style="list-style-type: none"> • Review lists of students and documents to review and resolve issues • Process forms (ATB, Unusual Enrollment, Loan requests) • Resolve duplicate ID's • Assist students with ProEd and other verification questions
Satisfactory Academic Progress (SAP)	
<ul style="list-style-type: none"> • Run jobs to identify what campuses need to review • Send emails to students about status • Process annual SAP evaluation check 	<ul style="list-style-type: none"> • Review lists of students to resolve issues and process SAP appeals • Monitor Academic Plans • Monitor SAP reports (limited timeframe, short term programs) • Provide financial aid counseling and other support services
Budgeting and Packaging	
<ul style="list-style-type: none"> • Run jobs and popsels to create budgets and award students • Identify students that campuses need to review • Send email award notifications to students • Create transfer monitoring files 	<ul style="list-style-type: none"> • Review lists of students to resolve and revise awards if needed • Monitor and revise awards for internal and external scholarships • Send and load transfer monitoring files to NSLDS • Provide financial aid and loan counseling

As is apparent from the charts above, most Banner jobs that the CFAO runs require campus follow-up, which has increased the administrative burden to Hawai'i CC FAO employees. According to Hawai'i CC FAO staff familiar with both DARWIN and Banner, the transition to Banner has been difficult because it turned processes that were managed by the old system into processes that require extensive manual review at the campus level. A compounding factor is that currently there is very little process documentation, which may not have been a big priority because most of the FAO's within the UHCC's have had consistent FAO leadership that has been able to guide them through the changes with little support from the CFAO. Though the situation is steadily improving, lack of adequate process documentation has a more significant negative impact on Hawai'i CC than at other UHCC locations. The CFAO assists to the best of their abilities, but staffing shortages at the CFAO have impacted their ability to provide support (Appendix A, pages 0-1).

In addition to reviewing the current individual and shared responsibilities of the CFAO and the individual UHCC campuses, the CFAO included their recommended minimum staffing requirements that would be needed to successfully develop and implement the centralization project. The CFAO based their minimum recommendations on student headcount at each campus and suggested that the minimum FAO staffing needed for Hawai'i CC during the centralization process was 4 FTE (Appendix A, page 5). At the time of data collection (8/5/2022), it was estimated that the Hawai'i CC FAO had 3.5 FTE, and nearly all campuses were short of the minimum recommendations, including the CFAO. While this is true according to the criteria applied by the CFAO at the time of data collection, Hawai'i CC's FAO staffing situation is more complex than a simple assignment of 3.5/4.0 FTE would suggest. The next chart, "Hawai'i CC Financial Aid Office Staffing from 5/16/2022 to Present," shows the ways that the FAO staffing has fluctuated from the middle of the 2022 calendar year through the end (present), decreasing consistently down to 1.5 FTE.

As shown, the FAO was only briefly (1 and a half months, during a transition period) at the CFAO's recommendation for minimum staffing, and has therefore struggled to keep up with the many functions that are expected of the individual campuses. The director of the CFAO also specified that changes and transition from the old, separated financial aid model to a centralized model requires more staff, not less. Minimum staffing levels have not been maintained, and it should also be noted that most, if not all FAO's in the UH system, have converted old clerical positions to APT positions due to the current nature of the financial aid field and the technical requirements thereof. 0.5 FTE of the Hawai'i CC FAO's FTE allotment is a clerical position which has not yet been converted.



Definitions and Notes:

- *APT = Administrative, Professional, Technical (Bargaining Unit 08)*
- *PBA = Pay Band A*
- *PBB = Pay Band B*
- *PBAT = Pay Band A, Temporary*
- *PBBT = Pay Band B, Temporary*
- *A 0 value is a position that is filled but absent*
- *A blank value is a position that is vacant or discontinued*
- *Position 3 is 0.5 PBA and 0.5 PBAT*
- *After Position 4 became vacant on 7/1/2022, it was converted from PBAT to PBBT but not filled until 10/5/2022. The individual previously serving in position 5 was hired for the newly converted PBBT position (4), at which time position 5, a tuition-funded backfill position, was discontinued.*

In order to keep up with regulatory minimum requirements, overtime of up to 10 hours per week has been approved for one or two FAO employees at a time, and other offices on campus, such as Academic Counseling and the Information Center (INFO), have been recruited to assist with tasks that cannot be maintained in the FAO at current staffing levels. Additionally, certain tasks have been prioritized differently within the FAO to ensure compliance with federal, state, and institutional laws, regulations, and rules, but other FAO responsibilities, such as outreach and customer service, have been reduced or put on hold.

Another staffing issue at Hawai'i CC is the current and historical use of temporary funding for positions when the positions are intended to be permanent. The use of temporary positions in the FAO at Hawai'i CC is not ordinary and the FAO's at the other UH campuses do not use temporary funding for positions on a long-term basis. Hawai'i CC staff with fully or partially temporary positions indicated that they were told at the point of hire - over 7 years ago for some - that their positions were effectively permanent, however termination notices were sent out multiple times throughout the COVID-19 pandemic due to budget cuts, which then had to be challenged in order for the FAO to retain the positions. This employment uncertainty

has caused morale issues amongst the FAO staff, which has subsequently resulted in reduced productivity, including lower employee outcomes associated with increased workload, stress-related inability to focus, and absenteeism.

Moving forward, it is expected that more work will be required of the individual campus FAO's, not less. For example, a change regarding the awarding practices for Federal Direct Student Loans is in development, which will post visible loan offers to students' MyUH portals instead of requiring them to reach out for information. This is expected to increase the demand for student loans, which will in turn increase the demand for loan-related services, including counseling, intervention, outreach, clarification, and follow-up. With higher student loan volume, it will be more important than ever to ensure that the FAO has a proper default management program in place to ensure that Hawai'i CC does not reach a Cohort Default Rate (CDR) of 30% or higher, which would place the institution under higher scrutiny by the US Department of Education (US DOE) and may eventually result in the cancellation of Title IV eligibility. Hawai'i CC was dangerously close to 30% - 28% in fiscal year (FY) 2014 - which led to the current outsourcing of default management to Inceptia, a company that contacts students to help rehabilitate loans and bring borrowers back into good standing. As seen in the table below, Inceptia has been successful in lowering Hawai'i CC's CDR year after year, however their services are currently being paid for by HEERF funds, which will not be available moving forward. Thus, other funding or additional staffing will be required to meet the deficiency.

Fiscal Year	Borrowers in Default	Total Borrowers	Cohort Default Rate
2019	9	158	5.6%*
2018	34	167	20.3%
2017	35	184	19%
2016	44	210	20.6%
2015	60	244	24.5%
2014	79	281	28.1%

** FY 2019 was the first year of the pandemic payment pause, which temporarily put borrowers back into good standing and lowered default rates nationwide.*

Another process that has changed is the way that SAP is calculated and indicated in Banner. A chart has been provided below to show the number of students with a SAP Appeal requirement in their MyUH student portals, the number of appeals satisfied (approved or denied appeals, not appeals reviewed but marked incomplete), and the percentage of SAP Appeals that were satisfied from the total number of students with a SAP appeal requirement added to their accounts.

School Year	Appeal Required	Appeal Satisfied	Percent Satisfied
2020-21	110	76	69%
2021-22	456	108	24%
2022-23	1125	171	14%

In 2020-2021, in order for a SAP Appeal requirement to be added to a student's account, the student had to submit an appeal, at which time the requirement would be added with a status of 'R' for 'Received' until the appeal was reviewed and approved or denied, at which point it would be marked 'S' for 'Satisfied'. For the 2021-2022 school year, a SAP appeal requirement was added to the accounts of all students who were not meeting SAP, which increased the number of appeals that had to be reviewed from 76 to 108 (456 students had a requirement added but only 108 submitted an appeal, not including incomplete appeals, as

previously mentioned). For 2022-2023, after a review of policies and procedures by the National Association for Student Aid Administrators (NASFAA), it was determined that the previous method for evaluating a student's maximum time frame was not compliant with federal regulations. Before, each time a student changed majors or pursued a different degree, credits that were not applicable to their new program were excluded from the attempted credit limits. After the change, all credits attempted counted toward the attempted credit limits and were not excluded upon request, which meant that anybody who previously may have been meeting SAP if inapplicable credits were excluded would now need to submit an appeal to be considered for aid eligibility. This increased the number of students who were not meeting SAP from 456 in the 2021-2022 school year to 1125 in the 2022-2023 school year as of the date the data was shared by the CFAO (10/26/2022), which in turn increased the number of SAP appeals that needed to be reviewed from 108 to 171 as of that date, which is a 58% increase from the prior year total, all before the end of the fall semester.

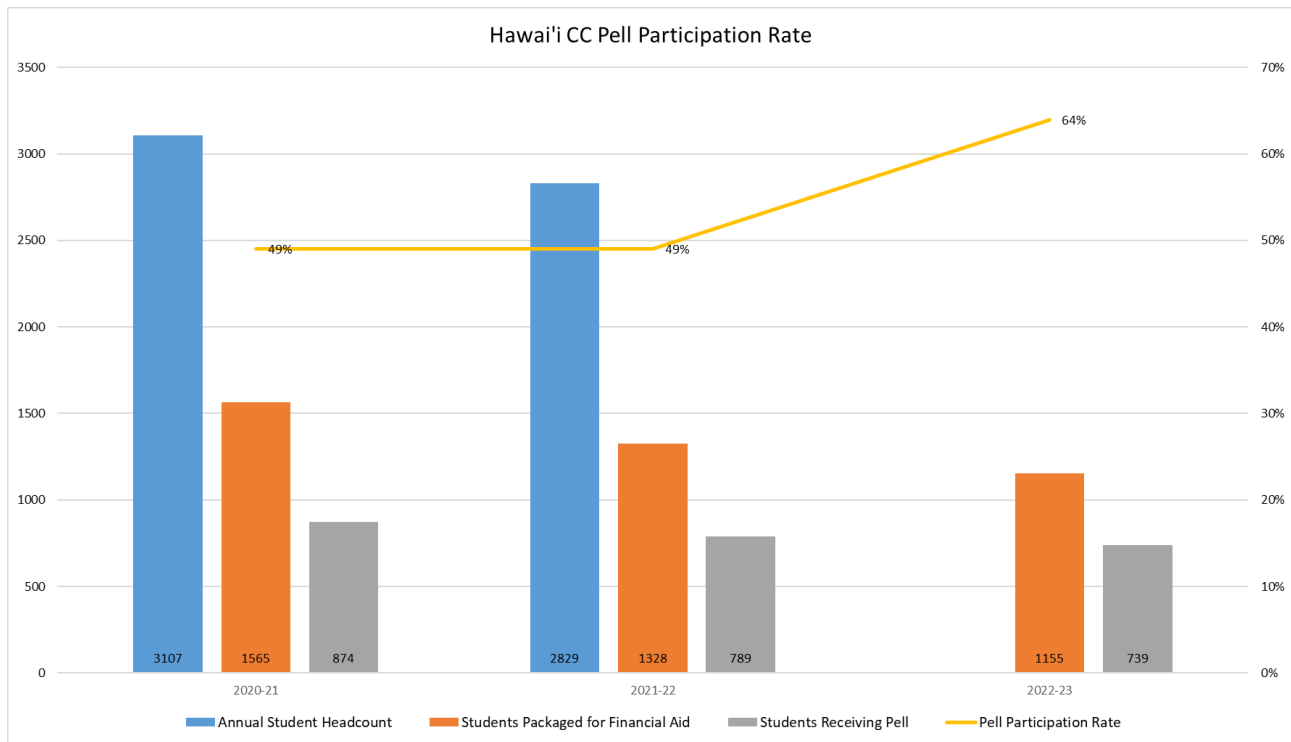
To complicate matters further, several large changes are being made to the FSA programs, many of which will be effective for the 2023-2024 school year, but all of which will be effective for the 2024-2025 school year. These include alterations to the way the Cost of Attendance (COA) is determined and applied, a requirement to be able to consider all types of professional judgment requests, several changes to the way dependency overrides are administered and applied, the establishment of Pell Grants for incarcerated students in eligible programs, many changes to the FAFSA questions and the form itself, and perhaps most significantly, changes to the Federal Methodology (FM) for calculating financial need. These changes will require substantial training for staff for successful implementation, which may require travel or attendance at regional, state, and national training conferences. With the current staffing shortage, any person not in the office for even a short period of time causes a hardship on students, other FAO employees, and the offices that rely on the FAO to comprehensively provide services to students and administer their own programs.

While processes and workload has changed drastically due to the centralization project and other factors, the "Hawai'i CC Pell Participation Rate" chart below, with data from the [2022 Annual Report of Program Data \(ARPD\)](#), shows that Hawai'i CC's Pell Participation Rate has remained relatively stable. While the total number of students for the 2022-2023 school year is not yet available, the percentage of students packaged for aid was at or just under 50% for the prior two years, and the number of those students who were Pell recipients was 49%. As of 12/20/2022, for the 2022-2023 school year, the percentage of students who have been packaged that are Pell recipients has risen to 64%. This could mean that a greater percentage of low-income students who will need financial aid services are now attending Hawai'i CC, who may need help with items such as FAFSA completion, income re-evaluations in order to reflect more current financial situations (the FAFSA uses income data from two tax years prior to the beginning of the school year), and loans to pay for the cost of obtaining an education.

The current staffing shortages and the challenges associated with them are the primary barrier to efficiency and effectiveness within the FAO. In 2021, Hawai'i CC underwent a US DOE Program Review focused on aid years (AY) 2018-2019, 2019-2020, and 2020-2021. Findings concluded that mandatory consumer information and internal policies and procedures for verification, professional judgment, and dependency overrides were missing or inadequate. Also, the UH system credit balance utilized by Hawai'i CC was noncompliant with federal requirements because of different treatment for students that did not sign up for direct deposit, as well as manipulation of disbursement dates to make federally regulated refund time frames match institutional timing instead of the other way around, as required. These issues have since

been addressed by website revisions and policies and procedures established at both the campus and system level, however there are likely many additional areas that require special attention in order to maintain compliance with ever-changing financial aid laws, regulations, and rules, particularly since so many of the fundamental changes implemented at the UH system level were not in effect during the years reviewed and there are likely new or recurring issues as a result.

Hawai'i CC was not audited for the 2021-2022 school year, having just completed a US DOE Program Review, however audit findings from the other UH campuses suggest that systems and staffing currently in place for the timely review and Return of Title IV (R2T4) funds may be insufficient (4 of 10 campuses had



findings), as well as systems for regularly reconciling program data (2 of 10 campuses had findings). These findings, as well as findings from Hawai'i CC's program review, demonstrate that it is critical to fill vacant positions with qualified staff, as well as provide funding for regular and comprehensive training. It is important to recognize that [Volume 2, Chapter 3 of the 2022-2023 Federal Student Aid Handbook](#) (federal student aid regulations) states, in the Adequate Staffing section, "To manage a school's aid programs effectively, the aid administrator must be supported by an adequate number of professional and clerical personnel." It is not just a recommendation to maintain adequate staffing, it is a federal requirement, and therefore the lack of adequate staffing should be remedied as quickly as possible.

A secondary barrier to the efficiency and effectiveness of the FAO is lack of adequate resources and facilities that are in disrepair. The move in 2018 from a separate servicing office to Paepae Haumāna (the Welcome Center), intended to be a "one-stop shop" for the Admissions and Records Office (ARO), INFO, and the FAO, caused significant and ongoing challenges to the efficiency and effectiveness of financial aid services for students. Currently INFO is charged with monitoring and managing incoming student traffic both by phone and in-person for all three offices, but multiple factors inhibited their ability to adequately

assist the FAO, including reduced in-person staffing as a result of the transition to telework (originally necessitated by the COVID-19 pandemic but continued after the official return to campus); difficulty hiring student workers as both a result of the COVID-19 pandemic and the inability to offer competitive wages (private employers are offering significantly higher wages than what can be offered to student employees); and lack of adequate financial aid training for employees outside of the financial aid office, whose responsibility it is to assist with basic financial aid questions and information. Additionally, due to the building structure and the current office layout, FAO employees with customer service responsibilities are siloed away from students in a processing area in the back of the building, which makes it difficult to monitor student traffic and assist frontline student workers with more complex financial aid questions.

The Paepae Haumāna building (#378) is in need of improvements. For example, the air conditioning system (AC) does not work consistently and has been patched multiple times but still does not adequately cool all rooms in the building. The company that performed the latest repairs recommended a new AC system throughout the entire building, and though they restored AC to the front customer service area, which had been out since at least May 2022, there is still no AC in the FAM's office. Fans have been used throughout the building to help employees stay cool, but are not sufficient to combat daily heat, and lack of consistent air temperature has resulted in employees having to either wear warm or light clothing indoors to achieve some level of comfort, which in turn results in more distractions that lower focus and productivity.

Another necessary improvement is for the old fire alarm device in the hallway between the front and back of the building, which gets set off regularly and seemingly without cause. When triggered, a loud, continuous, beeping noise occurs, which does not stop until an employee repeatedly turns the key and pushes buttons at random. It is not known which combination of buttons turns off the alarm, or what triggers the alarm, but the regular noise has desensitized staff to the alarms, which could cause a safety issue in the event of a real fire.

Lastly, the front doors of Paepae Haumāna do not have a modern locking mechanism and do not close when they are unlocked; they remain three to four inches open and swing back and forth with the wind. The inability to close the front doors and the lack of a modern locking mechanism has caused significant safety concerns, particularly in light of a campus bomb threat during the Summer 2022 semester and multiple other incidents of violence and harassment from students and the public. Additionally, due to the weight and nature of the doors - they swing outward but are not wheelchair accessible - they are not ADA compliant.

Despite its challenges, there have been several significant accomplishments for the FAO during the current review period. To start, after two failed searches and a pandemic interruption to the third, a manager was hired (5/16/2022) to provide guidance and leadership that was previously lacking, and to satisfy a US DOE Program Review recommendation. Additionally, after one of the temporary budgeted positions was vacated (7/1/2022), it was converted from a PBAT to PBBT, allowing the office to employ (10/5/2022) a position with more knowledge and a higher level of responsibility, which helps to move the FAO forward in addressing the staffing shortage.

Since the FAM was hired, Hawai'i CC's FAO has had more input into the centralization process due to consistent communication with the CFAO and FAO managers from other UHCC's. As a result, additional process documentation has been developed and provided at both the CFAO and FAO levels, increasing productivity and consistency at the individual CC campus level and at the UHCC system level.

Moving forward, if adequate resources are provided, several key functions of the FAO should be able to be reclaimed or implemented, including in-person loan entrance counseling and budget development, in-person Satisfactory Academic Progress (SAP) counseling and appeal guidance for students not meeting minimum standards, more timely creation and maintenance of process documents for internal purposes, updates and renovation to the FAO's website, enhanced in-person and over-the-phone customer (student) support, and outreach projects to assist with financial aid processing and enrollment management.

3. Program Student Learning Outcomes or Unit/Service Outcomes

1. List all Unit/Service Outcomes (UOs) and their alignment to the College's Institutional Learning Outcomes (ILOs).

As the FAO has been without a manager for several years, there are no unit-specific outcomes established that take into consideration the current state of the office and the changes involved in the centralization process. However, an incomprehensive list of office duties and responsibilities are included below, including many that are currently collaborative efforts between the FAO and the CFAO, as well as many that are either being performed to minimum compliance standards or by faculty and staff outside of the FAO.

- Provide excellent customer service across multiple modalities, including in-person, phone, and email communications.*
- Perform student outreach and information related to the FAFSA, FSA programs, and scholarships.*
- Provide in-person FAFSA completion, SAP guidance, and loan counseling sessions.*
- Collect and evaluate FAFSA's to determine financial need for prospective, current, and returning students.
- Assist the CFAO in the centralized awarding processes, which include Federal Pell Grants, Federal SEOG's, and state and institutional scholarships.*
- Administer the institutional scholarship programs, including coordination of selection committees and posting funds to student accounts.**
- Evaluate eligibility for, and award, federal and private student loans.*
- Administer the institution's Federal Work-Study program and provide outreach to ensure funds are utilized to the extent possible each year.**
- Review regular reports for errors and required manual adjustments, some of which include ISIR load and tracking, loan exit counseling, concurrent enrollment, COD reporting, overawards, packaging, transfer monitoring, verification, and R2T4.
- Review and adjudicate professional judgment requests, dependency overrides, and SAP appeals.*
- Maintain and update financial aid information on the campus website.*

** Responsibilities are either limited to maintaining compliance or not being performed due to the ongoing staffing shortage.*

*** Responsibilities are being performed, in whole or in part, by faculty and staff outside of the FAO due to the ongoing staffing shortage.*

2. List the UOs that have been assessed in the year of this Review. If no assessment was conducted in the year of this Review, provide an explanation and schedule of upcoming planned assessments.

- Due to the significant changes summarized in section 2, as well as the shortage of staffing and lack of a FAM until midway through the review period, there were no assessments conducted this year.
 - Upcoming assessments, assuming data can be acquired, include the number of submitted FAFSA's, the number of financial aid recipients who attend, the number of outreach events and student appointments held, the number of students who rely on loan funding to cover their educational costs, and overall customer (student) satisfaction with the assistance and services provided by the FAO and its partners. Assistance from the CFAO and the Institutional Assessment Coordinator may be required.
3. Assessment Results: provide a detailed discussion of assessment results at the UO level in the year of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meeting its Outcomes.
- No assessment results (see question 2).
4. Changes that have been made as a result of the assessment results: non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.
- No changes as a result of formal assessments; see question 2. However, due to staffing shortages, the FAO's telework policy has been canceled indefinitely (see section 2).

4. Action Plan

[Hawai'i CC's Strategic Directions 2015-2021](#) outlines four strategic direction initiatives, as outlined below, under the Strategic Directions Initiatives heading. For the July 1, 2022 - June 30, 2023 review period, the FAO's action plan will be more goal-oriented, as opposed to data driven, due in part to the lack of current or prior assessment mechanisms, and in part due to the FAM's recent hire date (5/16/2022). This year's objectives and success measures are outlined below, under the FAO Action Plan heading. Each goal or objective identifies the component(s) of the strategic plan to which it is relevant.

Strategic Directions Initiatives

1. Hawai'i Graduation Initiative (HGI) Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations, and preparing them for success in the workforce and their communities.
2. Hawai'i Innovation Initiative (HII or HI2) Goal: Create more high-quality jobs and diversify Hawai'i's economy by leading the development of a \$1 billion innovation, research, education, and training enterprise that addresses the challenges and opportunities faced by Hawai'i and the world.
3. 21st Century Facilities (21CF) - Modern Teaching and Learning Environments Goal: Eliminate the university's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable, and supportive of modern practices in teaching, learning, and research.
4. High Performance Mission-Driven System (HPMS) Goal: Through cost-effective, transparent, and accountable practices, ensure financial viability and sustainability to ensure UH's ability to provide a diverse student body throughout Hawai'i with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.

FAO Action Plan

1. Work with the Vice Chancellor for Student Affairs (VCSA) to obtain 2 permanent APT positions, in addition to the 2.5 current permanent APT positions, to address staffing shortages and morale issues.
 - a. This objective will be considered achieved once the FAO has a minimum of 4.0 FTE permanent APT positions that are filled with qualified personnel who are not on long-term leave.
 - b. Completing this objective will also allow for the reclamation of most essential FAO functions, with the understanding that the CFAO also has plans to address some of them in future phases of implementation. They are currently finishing up parts of phase 1 of 3, and beginning some parts of phase 2.
 - c. This objective relates to Strategic Directions #1, #2, and #4 because assisting students with educational costs, the primary function of the FAO, is what allows aid recipients to fund their education, which removes cost barriers that could affect the graduation rates of Native Hawaiians, low-income students, and students from underserved regions and populations. As Hawai'i's economy grows and becomes more dependent upon work requiring education, students, including those who relied on financial aid in the process of earning their degree(s) or credential(s), will be able to fill those needs.
2. Work with current staff and outsourcing partners to address audit concerns, including those identified from prior Hawai'i CC audits and those identified at the other UH campuses.
 - a. This objective will be achieved by implementing individual strategies and projects to ensure that the consumer information provided on Hawai'i CC's website is sufficient to meet federal regulations, by implementing more timely processes for R2T4 calculations and returns, and by ensuring that federal reconciliation processes are being performed properly each month, including the retention of reconciliation records.
 - b. This objective relates to Strategic Directions #1 and #4, as cost-effective, transparent, and accountable processes are required for participation in the Title IV FSA programs, and the FSA programs are designed to help support a diverse student body by providing funds for higher education.
3. Continue the collaborative partnership with the CFAO to implement and maintain financial aid evaluation and awarding processes with a goal of increased automation and improvement of processes in order to positively enhance the student experience.
 - a. Factors contributing to the achievement of this objective include:
 - i. Fewer regular, manual reports to review with more streamlined review procedures
 - ii. Creation and maintenance of CFAO Standard Operating Procedures (SOP's) for processes that require campus participation.
 - iii. More frequent and more efficient advertisement of Hawai'i CC and UH financial aid programs, with clearer explanations to mitigate student expectations that are not able to be met.
 - iv. Updates to forms, such as the SAP Appeal form and the Loan Request form, that ask questions in a way that is clear to students and more useful and consistent for processors.
 - v. Assignment of individual FAO staff to specific tasks to achieve maximum efficiency and fewer discrepancies and processing errors.
 - b. This objective relates to Strategic Directions #1 and #4, as cost-effective, transparent, and accountable processes are required for participation in the Title IV FSA programs, and the

FSA programs are designed to help support a diverse student body by providing funds for higher education.

4. Continue working with ARO, INFO, and the VCSA to determine the best Paepae Haumāna layout in order to meet the needs of students, staff, the individual offices, and the community.
 - a. This objective will be considered achieved once the layout of the Welcome Center has been adjusted to best meet the needs of all stakeholders, but primarily students and community members. Stakeholders should have streamlined access to the information or assistance from the proper office when they visit, call, or email. There are multiple issues as a result of the current building layout.
 - b. Additional funding per department may be needed for student workers if it is determined that separate front desks is optimal.
 - c. This objective relates to Strategic Directions #1, #3, and #4. Having a more efficient layout for the Welcome Center will increase efficiency and enhance the services that the FAO is able to provide for the students, which supports the financial aid programs and the diverse body of students that they assist.
5. Develop and implement a customer satisfaction survey for the FAO so that students and other people in need of financial aid assistance can provide their feedback in a way that can be measured and used to identify training opportunities and accountability measures.
 - a. This objective will be considered achieved once a survey has been launched and advertised publicly, on the financial aid website and in the FAO staff email signatures at a minimum. Additional survey advertisements can be placed at the front desk and in other appropriate locations.
 - b. This objective relates to Strategic Directions #1, #2, and #4. Ensuring practices are transparent and sustainable ensures the quality and consistency of the student experience, as well as provides the support that is needed for a diverse student body so that they can focus on their education, which in turn supports the institution and the economy with high-quality jobs, research, and training programs.
6. Fix broken or dysfunctional building components, including the front entrance of Paepae Haumāna, the malfunctioning security system, and the AC no later than June 30, 2023.
 - a. These items will require working with the VCSA, facilities, and contractors to achieve. Several efforts have already been made to address these issues but there is no current satisfactory resolution.
 - b. This objective is directly related to Strategic Direction #3, as the Paepae Haumāna building is both old and a victim of deferred maintenance, which has made it an unsafe environment in which to work and provide services to stakeholders. The building has potential with fixes and renovations, but currently cannot be included in the category of, "Modern Teaching and Learning Environments."
7. Work with Hawai'i CC's Institutional Assessment Coordinator to establish official unit outcomes (UO's) for the FAO, as well as measures for evaluating student success.
 - a. This objective will be considered achieved once objectives and outcomes are established, after scheduling and holding one or more appointments with the Institutional Assessment Coordinator.
 - b. This objective is related to Strategic Direction #4, as it is intended to help the FAO identify and set the course for transparent, accountable, and sustainable practices, which contribute overall to a superb higher education experience.

5. Resource Implications

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are not included in your regular program or unit operating "B" budget.

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 2 (4 items max.)

1. 2 FTE permanent APT positions.
2. Paepae Haumāna building improvements and repairs by June 30, 2022.

Resource Request	Justification	Priority Criteria
2 FTE Permanent APT Positions	Current staffing level is not adequate to perform essential functions. CFAO recommends 4 FTE APT minimum, but more may be needed for comprehensive services.	1, 2, 3, 5, 7
Replace Paepae Haumāna air conditioning system	Current air conditioning system does not adequately cool all spaces within the building. The most recent assessment from the repairs company recommended replacing the whole system.	2, 4
Install security system throughout Paepae Haumāna, including in-door cameras	Recent and past threats and incidents of violence make additional security necessary for student and employee safety.	2, 4
Repair Paepae Haumāna fire security device	The device is not functional and false alarms are triggered randomly each day, causing a loud, continuous beeping sound.	2, 4
Replace Paepae Haumāna front doors	The building front doors are not ADA compliant and cause safety concerns because they would not be able to be shut or locked easily in the event of an emergency.	2, 4

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the

Hawaii CC - Program & Unit Review Submission portal

<https://hawaii.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run>

- ✓ **Item Description**
- ✓ **Justification**
- ✓ **Priority Criteria** (must meet at least one of the following):
 1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
 2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
 3. Expand our commitment to serving all segments of our Hawaii Island community through Pāalamanui and satellite centers
 4. Address aging infrastructure.
 5. Continue efforts to promote integrated student support in closing educational gaps.
 6. Leverage resources, investments with returns, or scaling opportunities
 7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation of Funds	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

- Develop and maintain policies, procedures, practices in collaboration with UHCC campuses
- Maintain Banner rules for financial aid processing and communication
- Provide guidance and training to UHCC campuses

Technical Lead

- Technical expertise in Implementation and maintenance of financial aid processing, reporting and automation
- Technical lead for Banner, ProEd, and other technologies
- UH System lead for audits and program reviews
- **Tracking, SAP, Budgeting and Packaging for 7 campuses**
- **Training, onboarding, back-fill for campuses (HAW, WIN)**
- **Primary resource to campuses**
- **Training, onboarding, back-fill for campuses**

PBB Specialist

- **Tracking, SAP, Budgeting and Packaging for 7 campuses**
- **Serve as a resource to campuses for processing and reporting**
- **Planning and implementation of statewide financial aid outreach**
- **Support Technical and Functional leads**
- **Training, onboarding, back-fill for campuses (HAW, WIN)**

PBA Specialist

- **Tracking, SAP, Budgeting and Packaging for 7 campuses**
- **Maintenance of UHCC Financial Aid website with aligned policies, procedures, forms and communication**
- **Co-lead for ProEd and OnBase**

Technical Lead

- Technical expertise in implementation and maintenance of financial aid rules, reporting and automation
- Lead for Banner, ProEd, and other technologies for compliance and best practices
- UH System lead for audits and program reviews
- Training development & coordination

Functional Lead VACANT

- Functional expertise in development of financial aid programming, policies and procedures
- Lead for centralization and alignment for compliance and best practices
- Assessment, data analysis and reporting
- Training development & coordination

PBB Specialist

- Tracking, SAP, Budgeting and Packaging for 7 campuses
- Primary resource to campuses for processing and reporting
- Lead in planning and implementing statewide financial aid outreach and scholarships
- Support for Tech and Functional leads (Banner, STAR)
- Training development and facilitation

PBB Specialist VACANT

- Tracking, SAP, Budgeting and Packaging for 7 campuses
- Primary resource to campuses for processing and reporting
- Lead for loan and default management
- Support for Tech and Functional leads (ProEd, Policies and Procedures)
- Training development and facilitation

PBA Specialist

- Tracking, SAP, Budgeting and Packaging for 7 campuses
- UHCC Financial Aid website maintenance
- Assist in coordinating financial aid outreach, UHCC scholarship programs, default management
- Assist with training
- Support for PBBs

CFAO



Campus

Tracking (Receipt of FAFSA, Missing Docs, etc)

- Transmit campus files to Banner and ProEd
- Review ISIRs for inconsistencies; identify what campuses need to review
- Run jobs and popsels to identify what campuses need to review
- Send emails to students

Verification

- Transmit and monitor campus files to ProEd for activation/deactivation; manage change of home campus
- Review reports for inconsistencies
- Send campuses lists to review and resolve issues
- Manage electronic documents between ProEd and OnBase for doc imaging, eliminating paper submission/filing/scanning

Tracking (Receipt of FAFSA, Missing Docs, etc)

- Review lists of students and documents to review and process
- Clear suspense records
- Resolve duplicate IDs

Verification

- Review lists of students and documents to review and resolve issues
- Process forms (ATB, Unusual Enrollment, Loan requests)
- Resolve duplicate IDs
- Assist students with ProEd and other verification questions

CFAO

SAP

- Run jobs to identify what campuses need to review
- Send emails to students about status
- Process annual SAP evaluation check

Budgeting & Packaging

- Run jobs and popsels to create budget and award students
- Identify students that campuses need to review
- Send email award notifications to students
- Create transfer monitoring files



Campus

SAP

- Review lists of students to resolve issues and process SAP appeals
- Monitor Academic Plans
- Monitor SAP reports (limited timeframe, short term programs)
- Provide financial aid counseling and other support services

Budgeting & Packaging

- Review lists of students to resolve and revise awards if needed
- Monitor and revise awards for internal and external scholarships
- Send and load transfer monitoring files to NSLDS
- Provide financial aid and loan counseling

- **Campus Coordinating Official duties:**
 - Lead for FISAP, Audit, PPA, NSLDS, COD, other Dept. of Ed reporting, oversight and management of campus operational functions
- **Funds management and reconciliation**
- **Review SAP appeals and Academic Plans**
- **Professional Judgement and Cost of Attendance reviews**
- **Return to Title IV calculations**
- **Monitor and revise financial aid awards**
- **Monitor scheduled system jobs (disbursements, Title IV Authorization, Banner Communication)**
- **Monitor Course Program of Study**
- **FAFSA assistance and local outreach**
- **Award and monitor FWS, loans**
- **Process internal and external scholarship programs**
- **Process and monitor concurrent enrollment**
- **Monitor NSLDS, Transfer Monitoring**
- **Default management**
- **Maintain campus website, catalogue, consumer information**
- **Provide customer service, counseling and advising to students**
- **Work with other campus departments in supporting students with financial aid**

- Obtain Position Number for CFAO PBB Financial Aid Specialist to fill ASAP - Fall 2022
- Fill vacant CFAO Functional Lead Position - Fall 2022
- Ensure campus positions are adequately filled until Phase 3 of Centralization is complete (Target: Fall 2024)

Campus	FTE Pre-Centralization	FTE Minimum During Transition	Current FTE (Filled/Working)
HAW	7	4	3.5
HON	5	4	3
KAP	5	5	4
KAU	3	3	3
LEE	5	5	4
MAU	6	4	3
WIN	4	3	2
TOTAL	35	28	22.5