



**NON-ACADEMIC
DEPARTMENTAL REVIEW**

August 2019

FINANCIAL AID DEPARTMENT



Non-Academic Departmental Review Self-Study

Department: Financial Aid

Department Head: Melinda Harrington

Submitted by: Melinda Harrington

Submission Date: May 5, 2021

INSTRUCTIONS:

Complete this form using department documentation and your own observations. This self-study is designed to be a narrative document and all responses to questions should be supported by rationale, explanation and or specific documentation.

All documentation provided for the Non-Academic Departmental Review Self-Study should include the previous five years, beginning with the 2014-2015 academic year.

Adapted from Azusa Pacific University, Arizona State University, & Tyler Junior College, 2017.

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1: Non-Academic Departmental Review Participants

List the names of **your department personnel** who contributed to the writing of this report and their position/association within your department.

Name	Association/Dept Role
Melinda Harrington	Director Financial Aid
Jill Lucas	Assistant Director Financial Aid
Vanessa Rodriguez	Financial Aid Advisor
Vacant	Scholarship Coordinator

2: Departmental Profile

A. Mission/Purpose

1. What is the mission of the department and how does it align with the institutional mission and other strategic priorities?

While complying with Federal, State, and Institutional regulations/policies we ensure equality and consistency in the delivery of comprehensive student aid programs to students. Through a sincere commitment to all students and their families, we provide financial resources for the cost of higher education. We are dedicated to providing high-quality service in a fair, sensitive, and confidential environment that supports the entire student body, faculty, staff and our community.

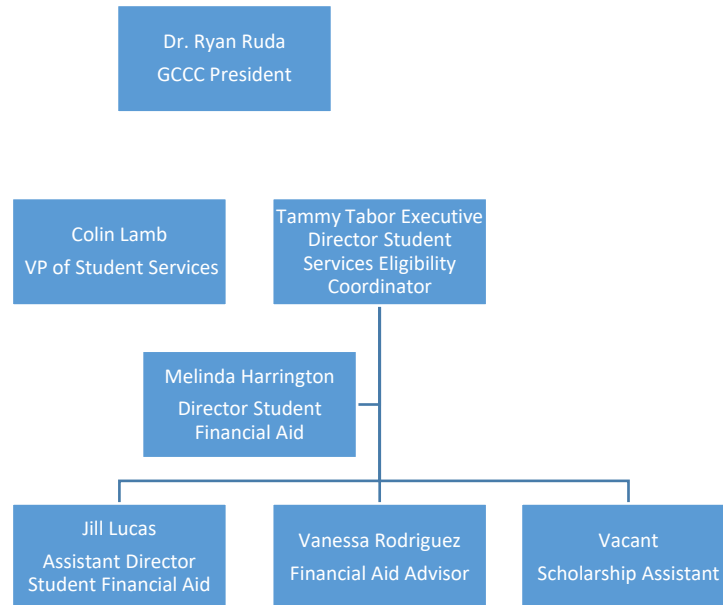
B. Human Resources

Combine all Sub-units for analysis.

1. How does the department assure that all personnel are qualified for their position?

The department assures that all personnel are qualified for their positions by first hiring a qualified staff member while adhering to the job description and requirements. After hiring a qualified individual, job specific training and resources are provided; completion of such is tracked to ensure quality/efficient work performance. Continuous training, evaluations and “spot checking” job duties provides helpful data for any areas of concern and/or additional training if needed.

2. Include an organizational chart with names and titles.



3. List departmental, divisional, College, professional, or community committee or board activities and leadership roles, if applicable, of each full-time employee for the past **five** years.

Melinda Harrington

GCCC Extended Sick Leave Committee
 GCCC Refund Appeal Committee
 GCCC Academic Dismissal Committee
 GCCC Curriculum Committee (ad hoc)
 GCCC Diversity Committee
 KASFAA Outreach Training Committee Chair
 KASFAA Conference Planning Committee
 KASFAA Board of Directors- Secretary

Holcomb High School Booster Club President

Jill Lucas

- GCCC Budget Committee
- GCCC Census Committee 2020
- GCCC Enrollment Retention Committee
- Garden City Community Daycare Board

Vanessa Rodriguez

- GCCC Census Committee 2020
- GCCC Ready Education App 2020
- GCCC Enrollment Recruitment Committee

4. List names and anticipated dates of retirement (month, year) within the next five years.

NAME	MONTH	YEAR
None		

5. How are the results of employee evaluations used in identifying professional development needs?

Employee evaluations play a large role in many departmental decisions regarding professional development needs. Each staff member completes a self-evaluation performance appraisal, and the Director completes an evaluation for each staff member. Once evaluations are completed, the Director meets with each staff member individually wherein performance, achievements, improvements, and goals are discussed. Cross training is really important for sustainability within this department, many times the goals do require professional development. Federal and other regulations are constantly changing and the need for professional development/training is always addressed. The reason for, type of professional training and where to receive training are discussed individually and with the department as a whole, then a defined goal to implement professional development/training is created and relayed forward to the overall goals of the department. Professional development/training is constantly reviewed and monitored within the departmental goals and mission.

6. What department-specific professional development opportunities are offered/provided by the department?

Staff attend **annual** conferences/trainings with Kansas Association Student Financial Aid Administrators (KASFAA) and the Federal Student Aid (FSA) national conference. Periodically, a staff member will attend Rocky Mountain Association Student Financial Aid Administrators (RMASFAA) summer institute training. Additional training is also performed

through FSA Coach – the Federal Student Aid online training platform and through various webinars with NASFAA and FSA. Scholarship Coordinator is kept abreast and trained on the NJCAA rules each year by the Athletic Department. Continuous staff training occurs in the office with various software (Datatel, Perceptive Software, Word, Autobot reports, etc.) All staff participate in GCCC SafeCampus trainings (online platform for employee training). FERPA training and NASFAA Code of Conduct is reviewed with each employee annually. The Department encourages staff to enroll in and/or participate in professional development opportunities that will assist in their job responsibilities.

7. Show evidence that employees have continued their professional development by attaching a list of current full-time employees who participated in professional development activities during the past **five** years, and those activities.

Melinda Harrington

September 2014- Loan Rehabilitation Webinar

October 2014 KASFAA Training

November 2014- Cost of Attendance Webinar

January 2015- 15-16 FAFSA Training Webinar

March 2015- COD System Update Webinar

March 2015- Changes to the Direct PLUS Loan Program Webinar

May 2015- Modular Programs and R2T4 Webinar

May 2015- SAP Webinar

June 2015- RMUG Conference

October 2015- KASFAA Fall Conference

April 2016 KASFAA Spring Conference

November 2016- Conflicting Info Webinar

December 2016- Modular Program and R2T4 Webinar

October 2016- KASFAA Fall Conference

November 2016- FSA Training Conference for Financial Aid Professionals

October 2017- RMASFAA Conference

April 2018- Comment Codes Webinar

April 2018-Using FATV Webinar

September 2018- NASFAA U (KASFAA Drive In training)

July 2019- Federal Work Study Experiment Training and Information Webinar

November 2019 -- FSA Training Conference for Financial Aid Professionals

Spring and Summer 2020- NASFAA various webinars: COVID-19 and Federal Aid

November 2020 --FSA Training Conference for Financial Aid Professionals- Virtual

April 2021- KASFAA Spring Conference

Jill Lucas

September 2014- Loan Rehabilitation Webinar

October 2014 KASFAA Training

November 2014- Cost of Attendance Webinar

January 2015- 15-16 FAFSA Training Webinar

March 2015- COD System Update Webinar

March 2015- Changes to the Direct PLUS Loan Program Webinar

May 2015- Modular Programs and R2T4 Webinar
 May 2015- SAP Webinar
 June 2015- RMUG Conference
 October 2015- KASFAA Fall Conference
 April 2016 KASFAA Spring Conference
 November 2016- Conflicting Info Webinar
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 November 2016- FSA Training Conference for Financial Aid Professionals
 October 2017- RMASFAA Conference
 April 2018- Comment Codes Webinar
 April 2018-Using FATV Webinar
 September 2018- NASFAA U (KASFAA Drive In training)
 July 2019- Federal Work Study Experiment Training and Information Webinar
 November 2019 -- FSA Training Conference for Financial Aid Professionals
 Spring and Summer 2020- NASFAA various webinars: COVID-19 and Federal Aid
 October 2020- RMASFAA Virtual Conference
 November 2020 --FSA Training Conference for Financial Aid Professionals- Virtual
 April 2021- KASFAA Spring Conference

Vanessa Rodriguez

Fall 2019-Federal Student Aid Coach Fundamentals
 Spring and Summer 2020- NASFAA various webinars: COVID-19 and Federal Aid
 Spring and Summer 2020- Ready Education App webinars/presentations
 Spring 2020-Webinar: Education Debt Shouldn't Be a Gamble
 October 2020- RMASFAA Virtual Conference
 November 2020 --FSA Training Conference for Financial Aid Professionals- Virtual
 April 2021- KASFAA Spring Conference

C. Description of the Department and the Customers/Clients Served

1. What are the key functions, processes and services provided by the department? Include production level data such as students/customers served, transactions processed, etc. Explain any compliance duties or responsibilities.

The financial aid department's key functions are to provide financial aid consumer information to students and their parents, review/process applications, request additional information if needed, determine aid eligibility, and notify students of awards. Additional functions include scheduling the certification and disbursement within Department of Educational (DOE) contractors such as common origination disbursement (COD) and grants management system (G5), reconciliation of all funds, renewal of the DOE Program and Participation Agreement, and various reporting requirements. Services provided by the department are to help students file applications accurately and verify their eligibility for aid. We assist students on a personal level by fostering financial literacy and debt management, and by mitigating unusual circumstances that might otherwise hinder a

student's academic progress. We advocate for streamlining and (simplifying the aid application process. Ensure compliance with voluminous and detailed federal, state, and local regulations, and often coordinate campus-wide compliance and reporting requirement efforts. Maintain membership and participate in professional associations, such as KASFAA, RMAFAA and NASFAA, which provides opportunities for advocacy and professional development. The GCCC Financial Aid department processed 2,517 unduplicated student FAFSA's, awarded approximately \$4.6 million in federal student aid (grants/loans), \$50,043 in state aid, \$2.2 million in total scholarships, and administered the federal/institutional work- study programs (\$199,000/ 151 students) during the 2018-2019 academic year.

2. What impact do those services have on students and other key stakeholders? What are the department's enhancements to the institution?

The financial aid department provides services to students on various types of aid that are available, who qualifies for aid, how aid is equitably distributed, and the renewal requirements for subsequent years. We help students file applications accurately and verify their eligibility for aid. We assist students on a personal level by fostering financial literacy and debt management, and by mitigating unusual circumstances that might otherwise hinder a student's academic progress. Additionally, we advocate for streamlining and simplifying the aid application process.

The financial aid department impacts other key stakeholders by providing student employees for community service projects, literacy projects, and tutoring within local school districts. We are a resource for high school counselors and community-based college access programs and initiatives. We present at college nights or other events to explain application processes, budgeting, financial literacy, and financing an education beyond high school. We serve as a resource for working adults who have an interest in attending or completing college

The financial aid department enhances the institution by helping to recruit and retain students; many students could not attend or remain in school without financial assistance. Facilitate receipt of substantial sums of money to help students meet institutional costs. Provide student employment; on-campus jobs help support academic departments, production offices, community services, and other facets of institutional operations. Provide statistics related to aid applicants/recipients and funding increases/decreases. Help justify institutional budget using data regarding student costs and federal aid received. Contribute information/data for public and community relations, and recruitment of students and staff. Advocate for adequate levels of student aid funding and reasonable eligibility criteria at the local, state and national levels. Alert the school administration regarding any deficiencies in federal aid compliance and/or if grassroots support or opposition is needed in response to proposed legislation that would affect the institution or its students

3. Discuss how the department utilizes appropriate technology to provide services to its stakeholders.

Implemented GCCC Ready Ed app, which allows us to track how students interact with our office, post work-study jobs, and share campus-wide or customized student notifications. Through the app, we can also create events, track attendance, and receive student feedback about our events. The app has centralized, increased student engagement and access to academic and campus community information.

We currently use mail, social media, Canvas, Busermail, GCCC student email, and the GCCC app to disseminate information. In the future, we would like to streamline our communication with our current students using self-serve, so that students can access their financial aid documents online

4. Describe any existing continuous improvement activities.

We supported Records and Admissions departments in the transition to “self-serve” and overall implementation knowing once those departments are complete, then financial aid department is better supported/positioned and ready to implement our department into “self-serve”.

Despite budget cuts, travel restrictions, and cancelled conferences, we still made training a priority through webinars, zoom and virtual conferences. Additionally, extra online research through websites and other resources were utilized.

Since 2018, we have been using the free online tools provided by Cash Course to promote financial literacy across campus. Cash Course will be retiring July 2021, so we will need to identify new financial literacy tools and resources to continue educating students on topics such as: budgeting, saving, investments, fraud, and paying for college.

Continue to use new avenues to communicate information to all current and prospective students about financial aid processes, awards, missing documents, and policies. We currently use mail, social media, Canvas, Busermail, GCCC student email, and the GCCC app to disseminate information. In the future, we would like to streamline our communication with our current students using self-serve, so that students can access their financial aid documents online. We would also like to explore ways to utilize the Admissions Office e-recruit to better communicate with prospective and incoming students about their financial aid and scholarships status. We hope that these additional measures will help with recruitment and retention of our students by increasing transparency and access to information that tends to be confusing and complex for many.

5. Provide any other relevant information needed for a complete understanding of your department.

Federal financial aid is constantly changing and because of its evolving nature, it is imperative we stay on top of trainings, webinars, national news, and notifications. As a result, we consistently discuss/implement ways to improve our policies and procedures to

stay in compliance with federal regulations, and to also meet the needs of our student population.

3: Departmental Resources

1. Describe the overall adequacy of resources (human, technological, capital, facilities, and fiscal) available to the department for providing effective service delivery and achieving outcomes. If additional resources are needed, please provide data and describe how those resources would improve services.

Include documentation if requesting additional resources.

Human resources:

Financial aid department constantly strives for effective friendly service to GCCC students and the public with specific goals and outcomes that are identified annually. We know the importance of financial aid availability to help students succeed with their educational goals. All three current full-time employees are fully cross trained and share the responsibilities of the department. Additionally, we are in compliance with federal, state and local regulations and continue to have a clean audit each year. The GCCC student Cohort default rate (CDR) continues to remain well below public 2-year college national average (13.1%) and has been over the past 10 years due to the constant communication and default management approach which includes financial resources and software. A CDR is a headcount of borrowers who enter repayment during a federal fiscal year (FFY) compared to the number in that group that default by the end of the specified timeframe. The denominator comprises the group of borrowers who entered repayment during a particular FFY, FY 2012 for example. The numerator is comprised of those borrowers in the denominator who defaulted between 10/1/2013 and 9/30/2016. The official rates for the last 3 reporting years are as follows: FY16 at 7.5%, FY17 at 7.4%, and FY18 at 4.7%

The past 18 months definitely proved our department as a functioning and effective support system at GCCC; whether remote environment or a combination of in person/electronic communication, we served our students effectively. We learned to adapt, make changes, and improve from the experience. Over \$2 million in student COVID relief emergency grants were disbursed to help students stay in school and/or complete their educational goals. We continue to focus efforts on continuous training, improvement, compliance with federal aid, scholarships, and COVID relief funding/flexibility/regulations.

The financial aid department operated without a scholarship coordinator for approximately one year. Even though the position was not up for rehire due to budget constraints and

unknown future enrollment numbers, the director and assistant director fulfilled the job responsibilities along with a part time (15 hours per week) clerical assistant. After discussion within student service division a decision was made and approved to benefit two departments by hiring a full time Financial Aid/Records Office Assistant. This position has been filled and is currently being trained. Both departments have experienced great strides in improving student services.

The "Institutional Effectiveness" position we had within administration for a short time during HLC review/probation was truly beneficial in maintaining compliance campus wide. Reinstating this position or a compliance officer would ensure constant compliance and accountability campus wide.

Technology, capital, facilities, and fiscal resources - overall are adequate.

Hire a Compliance Officer: A few years ago, we had a temporary compliance officer who truly helped the institution remain compliant. While various departments remain in complaint, reinstating this full-time position is desired to serve as the institution's primary resource on federal/state/institutional policies, regulations, and directives to ensure compliance in all areas. Position duties/responsibilities will be performed within the institution's vision, mission and values directed by strategic goals. Such position is vital in adhering to federal regulations/compliance in regard to remaining "Administratively Capable" and as an "Eligible Institution for Title IV federal aid" and for state and institutional compliance and overall accreditation as well. Additionally, this position would also be responsible for reviewing/maintaining/documenting compliance requirements for the college website; reviewing communication within complaints; ensuring we are communicating with students in a timely and appropriate fashion; analyzing potential impact of operational issues, decisions, and business processes; and collaborating with all departments. The position would serve as a part of college council, providing leadership and guidance for operations.

4: Departmental Innovation

1. Does the department engage in extracurricular activities as a service to the students and community (yes or no)?

If yes, list activities and explain how they benefit the students and/or community (e.g. fliers, internal department documentation)

Yes, we offer FAFSA/scholarship workshops and assistance to all local high schools and any other community service group upon requests. We organize other events to promote financial literacy and financial aid awareness. The past couple of years we transitioned from the traditional FAFSA night which was just an informational session in the evenings to a more hands on approach with high school seniors during school scheduled times. The financial aid staff along with local high

school counselors agree the hands on approach to introduce and begin the FAFSA process is much more effective. By scheduling during high school class time all seniors get introduced and receive information/instruction about FAFSA instead of just a few seniors who were attending the evening meetings.

2. What innovative ideas have been incorporated into the operation of the department during the last five years? Discuss the results and provide documentation.

On campus FAFSA labs after hours and “late nights” were offered during various times/dates of each semester; however not really utilized by students/coaches/others. Decision to discontinue late nights due to little or no participation; however coaches and others may schedule FAFSA labs at any time that is more convenient for student groups/teams.

With the pandemic we were innovative in the way we allowed documents and information into a “virtual” office. We were more flexible regarding anything we could while staying in compliance with federal regulations. We used zoom and other technology to help students with FAFSA applications and processes.

Ready Ed App implementation has really helped us identify strengths and areas to improve on.

5: Outcomes, Assessment Measures, Targets of Achievement, and Prior Results

1. If data has previously been gathered, list the intended objectives for the department for the past three years and cite the institutional Essential Skills and other Strategic Plan priorities that each objective supports.

While complying with Federal, State, and Institutional regulations/policies we ensure equality and consistency in the delivery of comprehensive student aid programs to students. Through a sincere commitment to all students and their families, we strive to eliminate financial and other barriers to higher education. We are dedicated to providing high-quality service in a fair, sensitive, and confidential environment which supports the entire student body, faculty, staff, and our community.

Our objectives and mission support: Retention Work Preparedness- degree and/or transcript availability when bill is paid in full. Academic Advancement-students transfer when bill is paid, and transcript is available immediately. Our goals and objectives support essential skills for student success with communication and social responsibility.

2. Describe the data gathering process and give results.

2018/2019

Processed 2,892 unduplicated student FAFSA's, awarded approximately \$5.5 million in federal student aid, \$50,043 in state aid and 2.4 million in scholarships (2017-2018).

Administered federal and institutional work- study programs; totaling approx. \$199,000 while serving 151 students served (2017-2018).

Created and implemented scholarship policy/procedures for all scholarships (GIA's, LOI's, endowment, institutional); FA staff provided guidance and training for new hire within scholarships

2019/2020

Participated in efforts to establish and ultimately regained HLC full accreditation Implemented and transitioned to a new ADA compliant and mobile friendly college website

Set up and now utilizing "portal" single sign-on for students and employees

Processed 2,518 unduplicated student FAFSAs, awarded approximately \$4.63 million in federal aid, \$53,000 in state aid and \$2.2 million in scholarships (2018-2019 acad yr)

Administered federal and institutional work study programs- totaling \$165,970 while serving 111 unique students (2018-2019 acad yr)

2020/2021

Identified and awarded over \$1.2 million in Higher Ed Emergency Funds (HEERF) in record time to assist students with "exceptional need" during pandemic

Assisted in HEERF reporting and website compliance per DOE regulations
 Researched and implemented over a dozen of new COVID related flexibilities and regulations in regard to Title IV federal aid
 Processed 2,079 unduplicated student FAFSAs, awarded approximately \$4.9 million in federal aid, \$27,692 in state aid and \$2.3 million in scholarships (2019-2020 acad yr)

3. Analyze the data by comparing the actual results to the targeted levels of achievement and document what was learned.

Summary of office visits via app

1810 total visits

802 unique visits

1006 repeat visits

Average rating of 4.7 from 1018 students

Student Engagement from the last year per app data – FA specific

Based on this, I think we can say 36.9% (802) of app users are engaged with our office.

Multiple engagements: 402 (18.5%)

number of students who checked in to more than one event or service.

One engagement: 400 (18.4%)

Number of students who checked in to one event or service.

No engagement: 1373 (63.1%)

We had 6 total events in 20-21. In total, 235 students participated with an average rating of 4.5. Below is a breakdown of participation.

3 football labs: 69 students participated, average rating of 4.4

FA awareness month: 8 students participated, 4.4 rating – feedback question we asked was “do you better understand financial aid processes after your visit?” Two students responded and said yes.

Cash Cart: 19 participants, 4.8 rating –feedback questions we asked was “did you learn something new?” Student responses:

Fun.

Yes.

Yes!!!! A lot of important financing information. Credit info and scholarship information.

CashCourse gift card drawing –we did not use the app for this one: 139 students participated

22 students completed 54 assignments. Topics ranged from budgeting basics, paying back student loans, credit savvy, career planning, saving and goal setting, fraud protection, and preparing for emergencies

Each course starts with a 10 question pre-test and ends with a post-test to measure knowledge gained. On average, students scored 60% on the pre-test and 73% on the post test, which shows a 13% increase in knowledge learned.

4. The department will gather feedback regarding expectations and performance from stakeholders through interviews, surveys, focus groups or other appropriate measures. This feedback shall be considered when selecting performance measures and when continuous improvement plans are developed. Describe what changes have been made in response to these measures.

Attach copies of any stakeholder survey results for your department.

(see surveys from campus climate)

5. Use the results to develop a Continuous Improvement Plan for the department, improving efficiencies based on targeted outcomes. Include consideration for resources, processes, data collection, analysis and timelines for monitoring and assessing the results. List intended outcomes for the department that insure alignment with institutional Essential Skills and other strategic priorities.

For each outcome identify at least one method of measurement that will be used to assess progress toward the outcome. Assessment is strengthened when multiple measures are used. An assessment measure should provide meaningful, actionable data that the department can use to assess efficiency and improve processes.

Describe the target level of achievement for each measure. Levels of achievement shall be:

- Specific and measurable.
- Stated in numerical terms.
- Stated in realistic terms.
- Directly related to the outcome.
- Inclusive of all aspects of the outcome.
- Manageable and practical.

To demonstrate efficiency, determine if external or internal benchmarks are available for comparison.

Phase 1: Planning	Performance Objective	Use avenues to communicate information to all current and prospective students about financial aid processes, awards, missing documents, and policies.	Phase 1: Planning	Performance Objective	provide courteous and efficient financial aid support to students navigating the financial aid process	Phase 1: Planning	Student Learning Outcome (for depts with student services function) & Essential Skill(s) if applicable	Students will be able to communicate financial aid needs.
	Direct Measure #1: (Effectiveness)	promote financial aid Self-Serv		Direct Measure #1: (Effectiveness)	hire and fully train new position with scholarship processes		Direct Measure #1:	Analytics from Ocelot
	Target:	send 1 message/post when goes live plus 2 per semester (email, social media AND ReadyEd App)		Target:	hire by end of Fall 2021 semester; fully train by end of Sprign 2022 semester		Target:	75% of student body ????
	Data Collected:			Data Collected:			Data Collected:	
	Summary of Results:			Summary of Results:			Summary of Results:	
Phase 2: Reporting	Target Met/Not Met & Discussion of Factors		Phase 2: Reporting	Target Met/Not Met & Discussion of Factors		Phase 2: Reporting	Target Met/Not Met & Discussion of Factors	
	Action Plan Title & Explanation (if needed):			Action Plan Title & Explanation (if needed):			Action Plan Title & Explanation (if needed):	
	Expected Result:			Expected Result:			Expected Result:	
	Action Steps & Responsible Party:			Action Steps & Responsible Party:			Action Steps & Responsible Party:	
	Completion Date:			Completion Date:			Completion Date:	
Resources Needed:		Resources Needed:		Resources Needed:		Resources Needed:		
Phase 1: Planning	Indirect Measure: (Satisfaction)	ReadyEd App follow-up question: how confident do you feel with using the Financial Aid Self Service	Phase 1: Planning	Indirect Measure: (Satisfaction)	Student Wide Assessment of Services Survey: Question about how well students understood their scholarships	Phase 1: Planning	Overall Assessment of SLO:	
	Target:	75% of students WHO ARE SURVEYED WILL LIKE SCALE		Target:	80% of students will report that they clearly understood			
Phase 2: Reporting	Data Collected:		Phase 2: Reporting	Data Collected:		Phase 2: Reporting		
	Summary of Results:			Summary of Results:				
	Target Met/Not Met & Discussion of Factors			Target Met/Not Met & Discussion of Factors				
	Action Plan Title & Explanation (if needed):			Action Plan Title & Explanation (if needed):				
	Expected Result:			Expected Result:				
Action Steps & Responsible Party:		Action Steps & Responsible Party:						
Completion Date:		Completion Date:						
Resources Needed:		Resources Needed:						
Overall Assessment of OBJ:		Overall Assessment of OBJ:						

6: Additional Comments

This space is for the department to add any additional comments to help clarify or explain its functions, if applicable.

7: Executive Summary

- Briefly describe how the department review was conducted:

All staff from the financial aid office was involved. Introductory meeting was helpful to familiarize all. Some questions were identified and discussed together- with goal of answering together. Other questions were divided among staff and answered individually. The Director answered general questions.
- Describe the MAJOR conclusions regarding the present state of the department:

The financial aid department is efficient and supports student needs. We remain compliant in all aspects, and we strive to be innovative while constantly improving effective communication with students and others we serve. Financial aid staff is fully trained and capable of all functions related to student federal aid, scholarship processing, and reporting requirements. We are also cross trained and feel confident regarding sustainability with the learning guides and manuals we have created/updated, despite stretched a little thin without a full-time scholarship coordinator. The GCCC student Cohort default rate (CDR) continues to remain well below public 2-year college national average (13.1%) and has been over the past 10 years due to the constant communication and default management approach which includes financial resources and software. A CDR is a headcount of borrowers who enter repayment during a federal fiscal year (FFY) compared to the number in that group that default by the end of the specified timeframe. The denominator comprises the group of borrowers who entered repayment during a particular FFY, FY 2012 for example. The numerator is comprised of those borrowers in the denominator who defaulted between 10/1/2013 and 9/30/2016. The official rates for the last 3 reporting years are as follows: FY16 at 7.5%, FY17 at 7.4%, and FY18 at 4.7%

3. Briefly describe the goals and objectives of the department:

While complying with Federal, State, and Institutional regulations/policies we ensure equality and consistency in the delivery of comprehensive student aid programs to students. Through a sincere commitment to all students and their families, we strive to eliminate financial and other barriers to higher education. We are dedicated to providing high-quality service in a fair, sensitive, and confidential environment which supports the entire student body, faculty, staff and our community.

- Implement Datatel self-serve FA modules to enhance a campus wide campaign to help students understand and be knowledgeable of GCCC accounts receivable (college costs), available financial aid resources, missing information and improve overall personal financial literacy at GCCC
- Reconstruct FA office web and portal pages to provide transparency and understanding
- Review and restructure various endowment scholarship criteria to align with student and program needs (i.e. eliminate criteria that is outdated or irrelevant)
- Improve overall health, well-being, and productivity with proper office ergonomics.

4. Comment on the progress on previous Departmental Review Action Plans or Recommendations

Departments completing the review for the first time will not have these items and need not answer this question.

N/A

4. Describe the department strengths:

Director and Assistant Director are experienced and well trained (32 years combined experience). Financial Aid Advisor is fully trained and will begin to cross train. All staff is fully committed to serving students and our community; we have a passion and true understanding of helping others. We work diligently with all others on and off campus. All department staff serve on various GCCC committees and Kansas Association Student Financial Aid Administrator (KASFAA) committees along with leadership roles within the association. Continuous professional development training is top priority to ensure compliance.

College wide assessment and student assessment surveys, ready ed app analytics, and other data is used to measure strengths, performance, and areas of concerns. We will continue this process and add in other ways to measure like the new Ocelot software analytics.

5. Describe what areas need improvement:

We would like to focus efforts on effective communication to students and find avenues that are unique and that work to get students to respond and stay connected. Most times, students miss out on funding by not meeting deadlines and/or not applying for assistance.

Email, ready ed app and even social media posts- does not seem effective when ACTION is needed from students. Self-serve implementation may help improve some disconnect.

6. State the recommendations for the department:

Implement Datatel self-serve FA modules to enhance a campus wide campaign to help students understand and be knowledgeable of GCCC accounts receivable (college costs), available financial aid resources, missing information and improve overall personal financial literacy at GCCC

Hire a Compliance Officer: A few years ago, we had a temporary compliance officer who truly helped the institution remain compliant. While various departments remain in complaint, reinstating this full-time position is desired to serve as the institution's primary resource on federal/state/institutional policies, regulations, and directives to ensure compliance in all areas. Position duties/responsibilities will be performed within the institution's vision, mission and values directed by strategic goals. Such position is vital in adhering to federal regulations/compliance in regard to remaining "Administratively Capable" and as an "Eligible Institution for Title IV federal aid" and

for state and institutional compliance and overall accreditation as well. Additionally, this position would also be responsible for reviewing/maintaining/documenting compliance requirements for the college website; reviewing communication within complaints; ensuring we are communicating with students in a timely and appropriate fashion; analyzing potential impact of operational issues, decisions, and business processes; and collaborating with all departments. The position would serve as a part of college council, providing leadership and guidance for operations.

8: Departmental Action Plan (with timelines for recommendations)					
	Year 1	Year 2	Year 3	Year 4	Year 5
	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications	Actions & Budget Implications
<p>Recommendation 1: Measure of Success: To measure E-consent login to self-service and student usage.</p>	<p>Actions: Use avenues to communicate information to all current and prospective students about financial aid processes, awards, missing documents, and policies.</p> <p>Budget Implications: Scheduled Datatel Consultant with funds approved from prior budget Timeline: August 2020-December 2021</p>	<p>Actions: Improve overall health, well-being, and productivity with proper office ergonomics. Budget Implications: \$2,000 possibly use administrative cost allowance funds Timeline: January 2022-August 2022</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
<p>Recommendation 2: Measure of Success: Fully trained new Financial Aid/Records Assistant and an increase in Grant in Aid (GIA) response time</p>	<p>Actions: provide courteous and efficient financial aid support to students navigating the financial aid process Budget Implications: none Timeline: August 2021-December of 2022</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>

<p>Recommendation 3: Measure of Success: Ocelot usage reports and analytics</p>	<p>Actions: Students will be able to communicate financial aid needs Budget Implications: Ocelot implementation cost already approved Timeline: August 2021-December 2022</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
<p>Recommendation 4: Measure of Success:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>
<p>Recommendation 5: Measure of Success:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>	<p>Actions: Budget Implications: Timeline:</p>

9: Signature Page and Archiving

Department Head/Director

Date

Dean

Date

VP of Instruction & Student Svcs or VP of Administrative Services

Date

Vice President of Institutional Effectiveness & Accountability

Date

President

Date

Archiving:

Division Leader submits to VP of Institutional Effectiveness & Accountability.

1. A complete electronic version of the Academic Comprehensive Program Review
2. All documentation (electronic)
3. A signed signature page