July 2, 2014

To: LaVache Scanlan, Coordinator FYE  
Kapiʻolani Community College

From: John Morton, Vice President for Community Colleges

Subject: FY 2015 Innovative Financial Aid Initiatives

The UHCC system is pleased to support the project “SAP for First-Year Students,” in the amount of $10,393.00. The project will develop workshops for SAP and Advising and Registration and includes meetings with FA Peer Mentors.

The project funding is subject to the following requirements:
1. Implementation will occur in AY 2014-15.
2. All funds must be expended, not just encumbered, by June 30, 2015.
3. The project final report (in the form attached) must be submitted in electronic form to Gayle Ishii (gaylei@hawaii.edu) with a copy to Suzette Robinson (suzette@hawaii.edu) not later than September 30, 2015.


Tuition and Fee Special Funds will be transferred to your campus for this project after July 1, 2014.

Based on the information provided in your final report, funds may be re-purposed. The project proposal and report will be published on the UHCC website.

Thank you for your work in developing innovations to increase student success. We look forward to working with you as the project unfolds.

ec: Leon Richards, Chancellor  
Peter Quigley, AVPAA  
Dawn Zoni, VCSA  
Brian Furuta, VCAS  
Carol Masutani, Fiscal Officer  
Suzette Robinson, Director of Academic Programs  
Gayle Ishii, Academic Support  
Lisa Tsuhako, Budget Specialist

Att: Final report template
FY 2015 UHCC Project Proposal Form

☐ATD  ☐Developmental Education  ☑Financial Aid  ☐Part Time Student Initiative

SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES BY: April 12, 2014

Date: June 5, 2014  REVISION DATE:

Project Title: Satisfactory Academic Progress for First-Year Students

Budget Request: $10,393

College: Kapilani Community College

Proposer's Name: LaVache Scanlan

Proposer's Email Address: lavache@hawaii.edu

PART 1 PROPOSAL

<table>
<thead>
<tr>
<th>Proposal</th>
<th>Pts</th>
<th>Narrative</th>
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<tbody>
<tr>
<td>1. Project Summary</td>
<td></td>
<td>Students with unsatisfactory academic progress, unable to receive financial aid, are at risk of attrition from the community college. At Kapilani Community College, 559 students were put on academic probation after the 2013-2014 AY, which means these students are not eligible for financial aid in fall 2014 unless they are able to justify their special circumstances through the SAP appeal. In the 2013-2014 AY, 222 students were suspended, unable to return to KapCC for a semester, and 56 students were dismissed from the college.</td>
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<tr>
<td>Guidelines: Concise description of project, including the following:</td>
<td></td>
<td>KapCC has been tracking first-time enrollment performance measures since fall 2009. The number of first-year students successfully completing 67% of their courses with a &quot;C&quot; or better after the fall semester is 60.7%. After the spring semester, this average is 56.8%. The number of first-year students on academic probation, and ineligible for financial aid in their second year is about 9.2%. Only 54.6% of first-year students continue at KapCC in their second year. This demonstrates that this intervention is necessary to increase retention of first-year students, thus reducing time to certificate or degree. This project could be expanded to serve all KapCC students if effective with first-year students.</td>
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<tr>
<td>• Actions to be taken and resources needed</td>
<td></td>
<td>This project is designed to reduce the number of first-year students on academic probation through the following interventions:</td>
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<tr>
<td>• Data supporting need for project (no attachments)</td>
<td></td>
<td>1. All first-year students will attend a workshop on Satisfactory Academic Progress at the mandated New Student Orientation prior to the fall semester, so that they are aware of this policy and its effect on both financial aid eligibility and the long-term consequences of unsatisfactory academic progress. Peer mentors trained in SAP, with supervision of the First-Year Experience (FYE) Financial Aid Specialist (APT Band B), will conduct these workshops.</td>
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<tr>
<td>• Explanation of how project reduces time to certificate or degree</td>
<td></td>
<td>2. All first-year students are required to attend an Advising and Registration Workshop prior to registering for the spring semester. All first-year students have an Academic Advising Hold until this requirement is completed. The FYE Program will identify students that withdrew from a course in the first semester and require these students to meet with a Financial Aid Peer Mentor after the workshop to discuss the possible</td>
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</table>
| • Prior year's outcomes for continuation projects | | }
implications of withdrawing from a class and not meeting SAP. Financial Aid Peer Mentors will also conduct follow-up phone calls in the second week and the week prior to the withdrawal deadline of the spring semester.

3. The FYE Program will identify students with unsatisfactory academic progress after the fall semester. Financial Aid Peer Mentors will call these students and make mandatory appointments in the first week of the spring semester and conduct follow-up phone calls and emails as needed. The FYE Financial Aid Specialist will meet individually with these students to make adjustments to the students’ schedule if necessary and create a plan to meet SAP by the end of the spring semester. Peer Mentors will assist by having students complete a USA Funds Life Skills lesson prior to meeting with the FYE Financial Aid Specialist.

4. All first-year students will be required to attend an Advising and Registration Workshop prior to registering for the fall semester. All first-year students will have an Academic Advising Hold until this requirement is completed. The FYE Program will identify students that withdrew from a course in the second semester and require these students to meet with a Financial Aid Peer Mentor after the workshop to discuss the possible implications of withdrawing from a class and not meeting SAP. Financial Aid Peer Mentors will also conduct follow-up phone calls in the second week and the week prior to the withdrawal deadline of the following fall semester.

5. All first-year students placed on Academic Probation after the first year will be required to meet with a specialized Financial Aid Peer Mentor to determine the reason for unsatisfactory academic progress. Students will be required to create a plan to meet SAP by the end of the fall semester so they will be eligible for financial aid by the spring semester and peer mentors will assist the student in completing a SAP Appeal and acquiring the necessary documentation if the student is eligible. Peer Mentors will assist students in making appointments with a Financial Aid Specialist.

2. Effectiveness Indicators/Outcomes and Benchmarks
Guidelines: Specific explanation of how project’s effectiveness will be assessed, including the following:
- Effectiveness indicators/outcomes
- Benchmarks (numeric and percentage)

This project aims to increase the number of first-year students meeting SAP after the fall semester from 60.7% to 70% and from 56.8% to 70% after the spring semester, with continued decreases as the project is improved in subsequent years.

This project aims to decrease the number of first-year students on academic probation after the first-year from 9.2% to 6%, with continued decreases as the project is improved in subsequent years.

This project aims to increase fall-to-fall reenrollment from 54.6% to 58%.

3. Background Research Guidelines: Concise explanation of background research (with citation information) for project


Recommendation 10 is to design financial aid to reward student progress.


Financial stress is an issue at the beginning of a student's academic career and a topic that deserves greater attention among colleges and universities. Students come to college with little financial preparation and without the tools to make effective financial decisions. Today, students are likely to graduate with credit card and student loan debt, often more than they can make in their desired occupation. Awareness of financial aid policies and improved financial awareness can increase retention and student success by eliminating financial
| 4. Relationship to Campus & UHCC Strategic Plans | UHCC Strategic Plan  
1.2 Increase Financial Aid Participation/Award – Native Hawaiian  
2.2 Increase Pell Participation/Award – All Students  
   Kap'ilolani Community College Strategic Outcome B: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.  
   Kap'ilolani Community College-Wide Strategies:  
   1. Manage and grow enrollment strategically  
   Diversify, improve and increase the college's financial aid portfolio for students. |
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<tr>
<td>5. Scalability Guidelines: Discussion of project's scalability (on campus and/or to other campuses)</td>
<td>This project could be scaled to non-FY students at KapCC if proven effective in reducing academic probation. Transfer students have a similar program with orientations and advising components. This project could be applied to this population, as well, especially since many transfer students already find themselves with financial aid eligibility problems. If successful, it would be recommended that the College create a policy, which would mandate this program for any KCC student on academic probation or not meeting SAP after each semester.</td>
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<tr>
<td>6. Sustainability Guidelines: Discussion of project's sustainability (after UHCC project funding ends)</td>
<td>The FYE Program currently employs a full-time APT Band B FYE Assistant Coordinator, with financial aid training and experience and the ability to conduct training and supervision of Financial Aid Peer Mentors. The College will also continue training for peer mentors on changes in financial aid processes and continue to mandate these workshops at New Student Orientation. Through a previous FA Innovation Grant, KapCC has a Financial Aid Mini-Lab where workshops and appointments can be conducted. USA Life Skills is a free online tool to be used in the workshops. If successful, the data collected through this project can be used to increase campus funding of the FYE Program with additional allocation for peer mentoring.</td>
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**TOTAL**

### PART 2: BUDGET

**Instructions:** Complete the following, inserting and/or deleting rows as needed.

**General guidelines:** Funds may be used for faculty and staff assigned time; for pilot projects; for consultants; for financial aid audits; for related equipment, software, or curriculum materials; or similar one-time expenses. Funds may not be used to hire new full-time faculty or staff.

For projects involving more than one campus, budget must include a breakdown of costs by campus in addition to a total project budget. Single requests over $2,500 require Superquote.

The relationship between the requested expenditures and the project's effectiveness indicators/outcomes and benchmarks must be addressed specifically in the project proposal.

Any change of more than ten percent (10%) of any cost item or $500 (whichever is less) in an approved budget will require the proposer to email a request for the change, prior to expenditure of funds, to the committee chair and Suzette Robinson with the following: (1) reason for the change (including the relationship between the requested
change and the project’s effectiveness indicators/outcomes and benchmarks); and (2) original and proposed revised budget. Committee will support, or not, the budget change request.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>BUDGET</th>
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<tr>
<td><strong>A</strong></td>
<td></td>
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<tr>
<td>A1 Personnel (Personnel costs include, but are not limited to, faculty or staff overload, student assistants, casual hires, and/or lecturer replacement. Unlike federal regulations, these funds do not require that the person doing the work be paid from this funding source. Personnel fill requests are required to be in the form of a lecturer B step.) Confirm the applicability of inclusion of fringe benefits costs and the amount of such costs with your human resources or business office. Indicate fringe benefit percentage and cost, if any, as a separate line item.</td>
<td>$1,236</td>
</tr>
<tr>
<td>A2 Peer Mentors to assist with New Student Orientation SAP Workshops (1200+ new students) at $10.30 (A3)/hour x 12 hours = $1,236</td>
<td></td>
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<tr>
<td>A3 Peer Mentors to assist with Advising and Registration Workshops and follow-up phone calls and appointments with students during the fall and spring semesters at $10.30 (A3)/hour x 10 hours x 64 weeks = $6,592 (includes weekends and evenings)</td>
<td>$6,592</td>
</tr>
<tr>
<td>A4 Training for Peer Mentors (10 Peer Mentors at $10.30 (A3)/hour x 16 hours = $1,648)</td>
<td>$1,648</td>
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<tr>
<td>Fringe</td>
<td>$417</td>
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<tr>
<td><strong>TOTAL PERSONNEL</strong></td>
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<tr>
<td><strong>B</strong> Supplies (Supplies include, but are not limited to, office supplies, travel, conference fees, mileage, and computers.)</td>
<td></td>
</tr>
<tr>
<td>B1 Printing Costs for Flyers and FA Signs to encourage participation</td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL SUPPLIES</strong></td>
<td>$500</td>
</tr>
<tr>
<td><strong>TOTAL BUDGET REQUEST</strong></td>
<td>$10,393</td>
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</tbody>
</table>
PART 3 SIGNATURE PAGE
SCAN AND SUBMIT PROPOSAL WITH REQUIRED SIGNATURES

Certification by Proposer

I certify that I have consulted with and submitted this proposal in a timely manner to the appropriate (A) institutional research office, (B) business office, and (C) human resources office for review of all assessment, budget, and resource commitments. Outcomes have been reviewed and are appropriate for the proposal.

I understand I will have primary responsibility for monitoring any funds awarded and agree to maintain accurate and current records of expenditures consistent with the budget.

Signature: ___________________________ Date: June 05, 2014
Name: LaVache Scanlan
Title: First-Year Experience Coordinator

Confirmation of Support by Vice Chancellor Academic Affairs (VCAA) or Vice Chancellor Student Affairs (VCSA)

I have reviewed and support this proposal.

Signature: ___________________________ Date: 6/10/14
PRINT Name: _______________________
Title: [ ] Vice Chancellor Academic Affairs (VCAA) OR
[ ] Vice Chancellor Student Affairs/DOSS (VCSC/DOSS)

Confirmation of Campus Approval by Chancellor

The campus approves the proposal and is committed to advance the amounts, if any, described in the proposal as being funded by the campus and is committed to sustaining the project if evidence of its success is warranted and funding is available.

Signature: ___________________________ Date: 6/10/14
Print Name: _______________________
Title: Chancellor