

# Financial Aid



## 2019 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**KAUA'I**  
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

## 1. Program Description

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### Program or Unit Mission Statement

Our mission is to educate and empower current and prospective students with information and resources to financially support their educational dreams. We are committed to the accurate and efficient administration and delivery of student financial aid. We value positive relationships with our students and parents, help to guide them to success and act as a resource for our entire Kaua'i 'ohana.

### Part I. Program Description

<b>Date of Last Comprehensive Review</b>	2/1/2017
<b>Date Website Last Reviewed/Updated</b>	11/1/2018
<b>Target Student Population</b>	All Kauai CC students Potential Students • High School Seniors • Adult Learners
<b>External Factor(s) that Affected the Program or Unit</b>	FAFSA/DRT technological issues; Timeliness of IRS responses; Natural Disasters; Banner Defects

## 2. Analysis of the Program

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Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial

## 2019 Kaua'i Community College ARPD

Program: Financial Aid

Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

### The Overall Program Health is Healthy

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Figure 1. Demand and Efficiency Metrics

<b>Demand Indicators</b>	<b>2016 - 17</b>	<b>2017 - 18</b>	<b>2018 - 19</b>
Annual Headcount ALL Students	1,724	1,752	1,860
Annual Headcount NH Students	518	560	591

<b>Efficiency Indicators</b>	<b>2016 - 17</b>	<b>2017 - 18</b>	<b>2018 - 19</b>
Pell Participation Rate ALL Students	48.6	47.3	49.2
Pell Participation Rate NH Students	55.2	50.7	54.5
Number ALL Students Receiving Pell	508	476	454
Number NH Students Receiving Pell	203	182	177
Total Pell Disbursed ALL	\$1,521,407	\$1,500,288	\$1,466,636
Total Pell Disbursed NH	\$592,327	\$549,038	\$571,539

# 2019 Kaua'i Community College ARPD

Program: Financial Aid

Figure 2. Dollars Disbursed by Fund

	<b>FSEOG Grant</b>	<b>Opportunity Grant</b>	<b>Federal Work Study</b>	<b>Subsidized Loans</b>	<b>Unsubsidized Loans</b>	<b>Hawaii Promise</b>
<b>2016-2017</b>	\$29,900	\$248,672	\$14,203	\$327,065	\$246,670	N/A
<b>2017-2018</b>	\$28,617	\$237,739	\$15,992	\$258,622	\$228,438	\$106,059
<b>2018-2019</b>	\$34,605	\$219,931	\$11,495	\$276,261	\$239,256	\$71,296

Figure 3. Initiated and Submitted Scholarship Applications

<b>Year</b>	<b># Initiated</b>	<b># Submitted</b>	<b>Total Applications</b>
2016-17	88	66	154
2017-18	140	146	286
2018-19	139	146	285

Figure 4. Scholarships Awarded and Dispersed

<b>Year</b>	<b>Awarded</b>	<b>Disbursed</b>
2016-17	95	\$156,475
2017-18	103*	\$185,684*
2018-19	118	\$167,006

\* Revised from 17-18 APRU

Figure 4. Cohort Default Rate History List

<b>Fiscal Year</b>	<b>Rate Type</b>	<b>Numerator</b>	<b>Denominator</b>	<b>Rate</b>	<b>Process Date</b>
2016	3YR OFFICIAL	25	138	18.1	8/3/2019
2016	3YR DRAFT	26	139	18.7	1/26/2019
2015	3YR OFFICIAL	31	150	20.6	8/18/2018
2015	3YR DRAFT	33	151	21.8	1/27/2018
2014	3YR OFFICIAL	29	170	17	8/5/2017
2014	3YR DRAFT	30	171	17.5	1/28/2017
2013	3YR OFFICIAL	35	132	26.5	8/6/2016
2013	3YR DRAFT	35	132	26.5	1/23/2016

## 2019 Kaua'i Community College ARPD

Program: Financial Aid

Figure 5. FAFSA Submissions by High School. Applications are processed through October 31 of the first year of each cycle.

Name	2018/20189 Cycle		2017/2018 Cycle		2016/2017 Cycle	
	Submitted	Completed	Submitted	Completed	Submitted	Completed
Island School	27	25	18	18	30	27
Kapaa High School	152	145	130	120	140	133
Kauai High School	150	142	180	167	167	154
Waimea High School	77	71	80	73	80	75

Figure 6. Number of FAFSA's Received by Campus.

Aid Year	Total	% of Headcount	% Excluding Early College
2016-17	1337	77.5%	112.0%
2017-18	1400	79.9%	124.0%
2018-19	1326	71.2%	128.0%

Figure 7. Community College Survey of Student Engagement 2018 Results.

Community College Survey of Student Engagement (CCSSE)	Survey Year - 2018					
	Kauai CC		Small Colleges		2018 Cohort	
	Count	Percent	Count	Percent	Count	Percent
<b>Financial Aid Advising - Frequency</b>						
Never	141	42.9	34,900	36	119,350	41.4
1 time	66	20.1	20,154	20.8	56,515	19.6
2-4 times	89	27.2	29,419	30.3	77,725	27
5 or more times	32	9.8	12,586	13	34,350	11.9
Total	328	100	97,059	100	287,940	100
<b>Financial Aid Advising - Satisfaction</b>						
Not at all	13	4.2	7,637	8.2	24,065	8.7
Somewhat	72	22.5	22,851	24.5	63,665	23.1
Very	109	34.3	33,068	35.4	85,252	30.9
N.A.	124	38.9	29,834	31.9	103,127	37.4
Total	319	100	93,390	100	276,108	100
<b>Financial Aid Advising - Importance</b>						
Not at all	46	14.9	15,434	16.7	51,185	18.7
Somewhat	52	16.9	16,599	18	48,878	17.9
Very	211	68.2	60,416	65.4	173,103	63.4
Total	309	100	92,449	100	273,166	100

## 2019 Kaua'i Community College ARPD

Program: Financial Aid

### ARPD Data – Demand Indicators

The number of all students receiving Pell decreased from 17-18 award year by 22 students. Interestingly, Pell Participation rate increased from 17-18 award year by 2%. Per ARPD website Pell participation rate is defined as, “Number of Pell recipients divided by fall Potential Pell. Potential Pell – unduplicated headcount excluding those that have "Non Degree Seeking" majors, "International" or "Other" (Home based in CC other than the CC they are enrolled in.)” Noting, the number of students actually receiving Pell decreased when the percentage of students receiving Pell increased, and at the same time overall head count increased as well. This is because overall headcount includes early college students. Early college students are not eligible for a Pell grant. A year to year comparison for “Potential Pell” headcount (Pell eligible students) is as follows, and explains that the decrease in enrollment for Pell eligible students was falling at a faster rate than the number of students actually receiving Pell.

1617 – 1,189

1718 – 1,133

1819 – 1,038

Decreases in Pell dollars disbursed, as well as number of students receiving Pell can be attributed to not only falling enrollment, but many things, most of which are outside of the locus of control of the Financial Aid Office. Examples include, an increase of students not enrolled in a financial aid eligible major, income levels for families increasing, an increase of students not meeting academic progress, etc.

The decrease in total dollars of Pell disbursed is correlated with the number of students receiving Pell for the given award year. So it is understandable that when the total number of students receiving Pell decreases, so shall the total Pell dollars disbursed. However this is not a 1:1 ratio due to varying income levels, EFC's, and enrollment levels. An analysis of the data shows that the total number of students receiving Pell dropped 22 students from 1718, while the total dollars disbursed decreased by \$33,652. Although possible that the absence of these 22 students could account for this drop in Pell disbursements, other factors such as higher baseline incomes for the Pell recipient families, lower enrollment levels, and possible verification issues should be considered as well.

Then number of NH students receiving Pell decreased from the 1718 award year by 5 students. However, the total Pell dollars disbursed to Native Hawaiians increased from 1718 by \$22,501. Possible explanations for this could be that income levels for the remaining NH students decreased which increases Pell award amounts. Also, increased enrollment levels for the remaining NH students would result in higher Pell dollars disbursed to NH.

## 2019 Kaua'i Community College ARPD

### Program: Financial Aid

#### Disbursement Rates from Non-Pell Funds (Figure 2)

Reflected in the chart Figure 2 is the year to year comparison of dollars disbursed for the other federal programs as well as our Opportunity Grant and Hawaii Promise. The federal government provides our institution with an annual allocation of the Federal SEOG grant and for Federal Work Study. The allocation we received for 2018-19 was \$29,605 and \$20,000 respectively. When FWS is not fully expended on student workers for hours worked, the Financial Aid Office transfers remaining funds into the FSEOG account so that the extra funds can then be spent on awards to students.

Federal loans are not tied to a federal allocation. Institutions can “offer” loans to each student via the award letter that is mailed or emailed to the student. Starting in mid 2015-16 award year, as part of the initial stages of our default prevention plan, Kauai CC ceased the practice of “offering” loans to all students. Instead, we implemented a separate application process to be considered for loans. Implementing this practice had a significant impact on the amount of loan dollars disbursed, as illustrated by the 21% decrease in Subsidized Loans, and 7.4% decrease in Unsubsidized Loans from 2016-17 award year. During the 2018-19 award year, we do see a slight increase in student borrowing. With that, during 1819 we also implemented face-to-face loan counseling for every first time borrower we encounter. During these sessions, we go over the students rights and responsibilities when taking out a student loan, counsel them on borrowing only what is needed (not necessarily the full amount), create budgets, and review expected monthly payments when they enter repayment. Since implementing this practice, students have been better informed on the realities of borrowing and our Cohort Default Rate (CDR) has decreased (see figure 5).

The UH system provides Kauai CC with an annual allocation of our Opportunity Grant. This allocation is shared with our Waialeale department to be used amongst their various need-based and NH based scholarships, as well as with the Kipaipai program. The allocation remaining specifically for Opportunity Grant for the 2018-19 award year was \$219,931, which was spent in its entirety. This allocation decreased from the previous year due to an increased need for the Kipaipai program. Each year, including the 2018-19, we successfully spend all of our allocation for all funds.

#### Scholarship Applications/Disbursements (Figure 3)

Between the 2015-16 and 2016-17 award years the staff at the system financial aid office, which is responsible for the administration of the common application site, was experiencing heavy turnover. Until April 2017, there was no system support for promoting the scholarship opportunities. This resulted in lower numbers of applications submitted and scholarships awarded for the 1617 award year. Starting with the 2017-18 application cycle, the Kauai CC Financial Aid Office had the opportunity to enhance our outreach, specifically the application

## 2019 Kaua'i Community College ARPD

### Program: Financial Aid

workshops. This contributed to a 59% increase in applications initiated and 121% increase in apps submitted for the 2017-18 award year, as illustrated in Figure 3. 1819 saw virtually the same amount of applications initiated and completed as well as an increase in the number of scholarships awarded. There was a slight decrease in the amount disbursed when compared to 1718, and this may be attributed to lower funding levels or an increase in student transfers and no longer being a Kauai CC student.

2017-18 award year presented opportunities for the Financial Aid staff to enhance and improve our scholarship application outreach and conduct completion workshops in the Testing Center. During 1819 we built upon this initiative and created our “Workshop Wednesdays” events where we assist students with completion of various scholarship applications, UH Common Scholarship application and/or the FAFSA application. We had a total of 10 workshops with 61 attendees in total to complete and submit scholarship applications. This is an increase from 49 attendees during 1718 award year.

#### Default Management (Figure 4)

Default Management is an important topic for institutions. The Dept. of Ed holds institutions accountable for ensuring their loan recipients are educated on the details of repayment. Schools are held accountable in the form of their annual Cohort Default Rates (CDR's) which are figured using a 3 year cohort. Each year, DOE provides data to every institution showing information on their specific loan recipients, such as the number of students entering repayment during the year (denominator), and the number of those students who have defaulted anytime during the next 3 years (numerator). Once an institution reaches a CDR of 30% or higher, financial aid eligibility for that school is at risk. Above is a breakdown of Kauai CC's CDR for the past 3 years. Even though, to a certain extent, whether or not a student defaults is outside the control of the institution, the Financial Aid Office continues to strive to bring awareness of the responsibilities related to borrowing. With the hiring of our Band B position during the 2017-18 award year, the Financial Aid Office was able to further utilize the reporting analytics on our defaulted and at risk borrowers. We use these reports to send emails, letters, and make phone calls in an attempt to connect them with their lender. Often lenders will settle for pennies on the dollar in these situations in order to get the borrower current again. We also challenged our “defaulters” on our draft report, which caused our official rate to be reduced from 21.8% to 20.6% for 1718 award year and again from 18.7% to 18.1% for 1819 award year.

Towards the end of the 2017-18 award year we also implemented processes to start face to face entrance counseling. During these sessions, we consult the student on the details of taking out a student loan, create budgets and forecast monthly payments, and inform them of their rights and responsibilities. This is all in addition to the federally mandated online counseling sessions. It won't be until the 1819 cohort that we'll see any benefits from these face to face sessions in



## 2019 Kaua'i Community College ARPD

### Program: Financial Aid

regards to our CDR because of the default rate model using 3 year cohorts, but we expect that this will result in even further decreased default rates.

#### FAFSA Rates and Outreach (Figures 5 & 6)

The Financial Aid Office participates in various activities to promote awareness of financial aid opportunities for students and families to pay for higher education. These events are not limited to the campus, but rather, are open to the entire island community. The office directly markets to the campus and community through a variety of methods, including Financial Aid Nights, “Workshop Wednesdays” events, handouts, flyers, brochures, regularly updated website, email blasts, and occasional radio and newspaper advertisements. The office sees itself as the island’s resource for financial aid information.

The Financial Aid Office participates in the annual Kaua‘i Island College Fair by providing information on financial aid topics and financial literature to attendees.

The Financial Aid Office also plans and executes several yearly events to educate the community on financial aid opportunities. The first event is the High School Counselor Workshop, where all area high school counselors are invited to receive federal updates on the financial aid process, as well as training to assist their students with completing the Free Application for Federal Student Aid (FAFSA) and scholarship applications. During the workshop held in the 2018-19 award year, there were attendees from Waimea, Kauai, Kapaa, Island School, Kamehameha and Hawaii Community Foundation as well as campus staff such as counselors present. In the fall months, the office holds Financial Aid Nights at the 3 public high schools and Island School. The islands charter schools are invited to attend these events as well, or are invited to set up a time and date with us to do additional events. At the financial aid nights, office staff explains the financial aid process to graduating seniors and their parents (open to the general public). These Financial Aid Nights help contribute to FAFSA completion for the high school seniors, regardless of what college the student intends to attend. Figure 5 above reflects how many FAFSA’s were submitted from each of the high schools on island. The outreach provided by our Financial Aid Office helps contribute to these numbers reflected above. Attendance breakdown for the Financial Aid Nights during the 2018-19 award year is as follows:

Island School – 18 families

Kapaa High – 35 families

Waimea High – 13 families

Kauai High – approximately 40 families

Additionally, our outreach helps promote FAFSA completion, including those FAFSA’s received by Kauai CC. Figure 6 above reflects the number of FAFSA’s received by our institution, provides a percentage headcount and percentage of headcount minus Early College attendees since they’re not eligible to complete the FAFSA. Figure 6 also compares this information from year to year. Many factors play into the outcome of these numbers, including the level of

## 2019 Kaua'i Community College ARPD

### Program: Financial Aid

economic stability, however, as illustrated from the figure above, Kauai CC consistently has a high percentage of FAFSA's received to enrollment.

#### Survey Results (Figure 7)

Financial Aid was also included in the Community College Survey of Student Engagement (CCSSE), and was ranked on a 3 point scale, in three areas: 1) Frequency of utilizing services and/or Financial Aid office, 2) Satisfaction of Financial Aid services, and 3) Importance of Financial Aid. **\*\*Note\*\*** CCSSE Survey data from 2017-18 year

**Frequency:** The bulk of the students surveyed (42.9%) reported that they never were required to use the Financial Aid advising services we provide. The next highest group (27.2%) said they utilized our services 2-4 times. It would make sense that this group is the group that is selected for verification, as the Dept. of Ed selects approximately 30% of FAFSA filers for verification. Verification is a process where our office must work with the students to submit further documentation and requires at least one, often multiple trips to the Financial Aid office. Aside from the Verification process, financial aid, in theory, should be a seamless process once the FAFSA is completed, and as such, students shouldn't be required to spend a lot of time in the financial aid office, so that they can focus their time on their studies. So this is one of the areas of the survey where a low score indicates a good result. Our score over the past 4 surveys shows that our Financial Aid department is operating smoothly, efficiently, and seamless, like the process is intended.

- **Satisfaction:** since 2012, the students consistently have reported satisfaction with financial aid and continue to do so in the most recent survey. 34.3% of our students surveyed reported that they were very satisfied with our services. This is comparable to our comparison group of "small colleges" (35.4%), and exceeds the entire cohort surveyed (30.9%).
- **Importance:** A lot students depend on financial aid, in varying degrees, in order to pursue their educational goals. In all of the past 3 surveys, students reported feedback of financial aid having a high importance to them in regards to their studies, and this most recent survey continues that trend. The 2018 survey shows that 68.2% of students surveyed stated that financial aid is very important to them. This slightly exceeds our comparison group of small colleges (65.4%), and the entire cohort (63.4%).

#### Kauai CC Financial Aid Survey

At the end of each award year, the Financial Aid Office sends out a Customer Satisfaction Survey to all Financial Aid recipients in order to gauge the effectiveness of our processes, and level of satisfaction of our students. In addition, after each of our face-to-face loan counseling sessions, we send out a separate survey specifically about loan topics. In these surveys we ask specific questions to analyze our level of accomplishments for the following SLO's

## 2019 Kaua'i Community College ARPD

### Program: Financial Aid

Students who take out a loan will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan

Students will be able to identify scholarship resources, submit applications (UH), and meet deadlines.

Students will be able to identify financial aid resources, submit FAFSA applications, and meet deadlines.

The results show positive feedback in all three areas listed above. Our Student Loan Survey had 19 respondents for the 1819 year and 100% of our respondents state they now have a clear understanding of their rights and responsibilities with receiving a student loan, their repayment obligations, and the consequences of defaulting on their loans. In addition, 96.2% of respondents state they are familiar with what their expected monthly payment will be. Results from the Student Loan Survey can be found at

<https://docs.google.com/forms/d/122jgykf1pIJQku73Zm6w4HlAsOmy6kPFfx6SWCgE3wA/edit#responses>.

KCC Financial Aid Customer Satisfaction Survey had 22 respondents, and again showed very positive feedback. When asked “After meeting with a counselor, I am aware of how to access financial aid resources”, 36% reported a 5 (strongly agree), and another 27% reported a 4 (Agree). When asked “After meeting with a counselor, I am aware of how to access scholarship resources”, 27% reported a 5 (strongly agree), and 32% reported a 4 (agree). When asked “After meeting with a counselor, I am more comfortable submitting FAFSA applications”, 46% reported a 5 (strongly agree), and 18% reported a 4 (agree). When asked “After meeting with a counselor, I am more aware of the deadlines involved with student financial aid”, 41% reported a 5 (strongly agree), and 36% reported a 4 (agree). You can view the full survey and all the results at

[https://docs.google.com/forms/d/1yNs\\_xqQkZkpCq6twRaqYE15l3cNzw8HFxp9Ja1F0KzI/edit#responses](https://docs.google.com/forms/d/1yNs_xqQkZkpCq6twRaqYE15l3cNzw8HFxp9Ja1F0KzI/edit#responses).

### **3. Program Student Learning Outcomes**

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- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

Report on PSLO assessment for the prior year.

1. List of the PSLOs.

## 2019 Kaua'i Community College ARPD

Program: Financial Aid

2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

2019 Kaua'i Community College ARPD

Program: Financial Aid

<b>PSLO</b>	<b>Assessed During this APRU Cycle (Y or N)</b>	<b>Findings</b>	<b>Improvements Implemented</b>	<b>Next Assessment Date</b>
Students who take out a loan will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan	Yes	Healthy	N/A	19-20 APRU
Students will be able to identify scholarship resources, submit applications (UH), and meet deadlines	Yes	59% - Unhealthy	Changes to Loan counseling sessions	19-20 APRU
Students will be able to identify financial aid resources, submit FAFSA applications, and meet deadlines	Yes	Healthy	N/A	19-20 APRU

#### **4. Action Plan**

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Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

2019 Kaua'i Community College ARPD

Program: Financial Aid

Action Plan	Anticipated Outcome	Actual Outcome
Financial Aid along with A&R requested a shared employee	To assist with Student Services responsibilities	<b>Not approved/funded</b>

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Click or tap here to enter text.

**Analysis of Alignment with CPR**

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to \* in this section.

Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Reduce Cohort Default Rate	Yes	CDR of 26.5 (15-16 AY)	Less than 15%	18.1%	Dept. of Ed Reporting
Increase Student awareness of FA Resources	Yes	NA	70% or more surveyed agree or strongly agree	70% or more agree or strongly agree	Surveys
Increase Percentage of Scholarships Initiated and Submitted of Active Headcount	Yes	16-17 Data	25% or more	Greater than 25%	Scholarship application reporting

\*\*All Strategic Goals and Priorities are Aligned to the College Mission.

**Describe any impacts these goals had on your health indicator(s).**

Contributed to healthy status

\*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission,

## 2019 Kaua'i Community College ARPD

Program: Financial Aid

measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

<b>Goal</b>	<b>Strategic Goal/Priority (List number)</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Unit of Measure</b>	<b>Year(s) Implemented</b>
Increase Student Awareness of FA Resources	1, 2, 3, 4, 5, 7, 14, 17	17-18 Data	70% or more surveyed agree or strongly agree	Surveys	18-19
Reduce Cohort Default Rate	5, 14	26.5% (15-16)	Less than 15%	Dept. of Ed Reporting	18-19
Increase Percentage of Scholarships Initiated and Submitted	1, 2, 3, 4, 5, 7, 14, 17	16-17 data	25% or more	Scholarship application reporting	18-19

## 5. Resource Implications

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**Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).**

I am NOT requiring resources for my program/unit.

2019 Kaua'i Community College ARPD  
 Program: Financial Aid

Health Call Scoring Rubric

Area	Outcome	Benchmark	Scoring
<b>DEMAND</b>			
<i>Monitoring the capacity and need for</i>			
% of FAFSAs submitted of Active Headcount minus Early College	128.00%	2= 106% or more; 1= 96% to 105%; 0= Less than 95%	2
% of Scholarships initiated and submitted of Active Headcount	15.30%	2 = 15% or more; 1 = 10% to 15%; 0= Less than 10%	2
# of visits to the Financial Aid window		Illustrated to show deman, not used in Healthcall	
			2
<b>EFFICIENCY</b>			
<i>Monitoring how time is budgeted and</i>			
% of Grant Allocations Disbursed	100%	2= 100%; 1 = 90% to 99%; 0= Less than 90%	2
% Increase of Scholarship Apps Initiated/Submitted from Previous Year	0.00%	2= 25% or more; 1 = 0-24%; 0 = Decrease	1
% Increase in Scholarship awards and/or Dollars Disbursed from Previous	20.30%	2 = 20% or more; 1 = 0-19%; 0 = Decrease	2
% Point Decrease in Cohort Default	0.60%	2 = 2% points or more; 1 = 0-1.9% points ; 0 = Increase	1
			1.5
<b>EFFECTIVENESS</b>			
<i>Monitoring the quality of products</i>			
CCSSE - Student Satisfaction - Very Satisfied	34.30%	2 = > or within 2% points of Comparison Group ("Small Colleges"); 1 = 2.1-5% points less than; 0 = Less than 5% points	2
Kauai CC Survey - Loan Understanding	100%	2 = 70% or more agree or strongly agree; 1 = 60-69% agree or strongly agree; 0 = Less than 60% agree or strongly agree	2
Kauai CC Survey - Scholarship Resources	59%	2 = 70% or more agree or strongly agree; 1 = 60-69% agree or strongly agree; 0 = Less than 60% agree or strongly agree	0
Kauai CC Survey - Financial Aid Resources	63.00%	2 = 70% or more agree or strongly agree; 1 = 60-69% agree or strongly agree; 0 = Less than 60% agree or strongly agree	1
Kauai CC Survey - Financial Aid Deadlines	77%	2 = 70% or more agree or strongly agree; 1 = 60-69% agree or strongly agree; 0 = Less than 60% agree or strongly agree	2
% Decrease in Cohort Default Rate from	12.00%	2 = 2% or more; 1 = 0-1.9%; 0 = Increase	2
			1.5

Legend			
Overall Health Call		Individual Health Call	
4.5-6	Healthy	2	Healthy
3.5-4.4	Cautionary	1	Cautionary
<3.5	Unhealthy	0	Unhealthy