



FOCUS ON  
**FINANCIAL FITNESS**  
WITH HILL COLLEGE

# **Focus on Financial Fitness**

## **Hill College**

**112 Lamar Drive  
Hillsboro, TX 76645**

**Reaffirmation Committee On-Site Review  
October 12-15, 2020**

**Dr. Pam Boehm, President  
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## Table of Contents

- I. Executive Summary
- II. Definition of Terms
- III. Topic Development
- IV. Literature Review and Best Practices
- V. Goals, Objectives, & Student Learning Outcomes
- VI. Implementation Plan
- VII. Institutional Capability
  - a. Organizational Structure
  - b. Resources
- VIII. Assessment
- IX. Bibliography
- X. Appendix

## I. EXECUTIVE SUMMARY

**The purpose of Hill College’s Quality Enhancement Plan (QEP), “Focus on Financial Fitness,” is to enhance student’s financial education with essential resources that support their financial well-being at Hill College and into the future.**

Utilizing existing planning and evaluation information in the topic development process, it was determined that financial fitness of students was a significant issue that needed to be addressed. Hill College’s QEP topic was chosen and designed to address the higher than average debt load that Hill College graduates carry and the challenges they are facing in managing expenses and debt. The QEP topic supports a key aspect of the Hill College Mission Statement: “Hill College provides high quality, comprehensive educational programs and services. The college enhances the educational, cultural, and economic development of its service area and ***prepares individuals for a more productive life.***”

The QEP purpose was used to guide the development of five key strategies, the college’s roadmap to achieve the ultimate goal of financial fitness for Hill College students: educate students about finances through implementation of focused curriculum in courses, workshops, and speakers; establish a faculty learning community where faculty will explore and develop cost savings initiatives for students, design curriculum and assessments, and train one another to impact student financial health; establish a money management center for students to access resources, training, and professional guidance; develop a tailored loan letter to engage and educate student debt holders; and educate faculty and staff about their impact on students’ finances through a series of workshops, speakers, and trainings. Implementation of the plan occurs over three phases, beginning in summer 2020.

Six student success outcomes have been clearly identified with measurable criteria for success. A full assessment plan includes both formative and summative assessment activities. Assessment of the plan is ongoing as implementation of the plan progresses and modifications will be made for continuous improvement.

Hill College will support the QEP activities by allocating financial and human resources for implementation.

## II. DEFINITION OF TERMS

The following definitions were adopted by Hill College for use in the design and implementation of the QEP:

### Financial Education

The U.S. Government Accountability Office (GAO) defines financial education as “the process by which people improve their understanding of financial products, services, concepts, so they are empowered to make informed choices, avoid pitfalls, know where to go for help and take other actions to improve their present and long-term financial well-being” (U.S. Government Accountability Office, 2009, p.4).

### Financial Literacy

The GAO defines financial literacy as “the ability to use knowledge and skills to manage financial resources effectively for a lifetime of well-being” (U.S. Government Accountability Office, 2009, p.4).

### Financial Fitness

As a result of financial education, Hill College believes students will become more financially fit. Studies show young adults with better financial management skills transition to independence more smoothly after college and report higher levels of life satisfaction, including better mental health, strong relationships, and improved overall health (Shim et. Al., 2009, p. 721; Li et. Al., 2019).

### Tailored Loan Letter

Personalized debt letters designed to empower students to achieve better outcomes including strategic degree choices, maximizing credits, and reducing borrowing. Letters will include key information tailored to the student as follows: borrowing levels to date, average borrowing level of peers, estimated monthly repayment amount at time of graduation, estimated accrued interest if student defers interest payments, tuition plan payment options,

average entry salary of graduates in the student's major (Financial Literacy and Education Commission, 2019).

### CashCourse

A free online financial education resource designed specifically for college and university students. The program takes a whole-life approach to personal finance, with resources divided into six main areas of learning: earn, save and invest, protect, spend, borrow, pay for education. Created with input from students and higher education institutions, CashCourse equips students with information that helps them make informed financial decisions, from orientation to graduation and beyond. CashCourse is 100-percent funded by the nonprofit National Endowment for Financial Education® (NEFE®), which began as the College for Financial Planning in 1972.

### III. TOPIC DEVELOPMENT

Hill College's QEP topic of financial education, financial fitness, was chosen and designed to address the higher than average debt load that Hill College graduates carry and the challenges they are facing in managing expenses and debt. The purpose of the QEP is to enhance student's financial education with essential resources that support their financial well-being at Hill College and into the future.

#### **Hill College Profile**

Hill College is a comprehensive community college located in Hillsboro, Texas, which opened in 1923. The college consists of two campuses, one center, and numerous off-campus instructional sites at local high schools. By the fall of 2019, Hill College enrollment rebounded to just over 4,500 students since the significant state-wide declines experienced in 2014-2016. The following counties are the primary service area of the college: Bosque, Hill, Hood, Johnson, and Somervell.

Hill College's student population is relatively young with 74 percent of the enrollment age 21 and under in fall 2019. This is due, in part, to the continued emphasis the state of Texas has placed on dual credit enrollments. Approximately one-third of the college's enrollment is dual credit students. Eighty percent of our students are classified as freshmen.

As reflected in the college's mission, Hill College provides high quality, comprehensive educational programs and services. The college enhances the educational, cultural, and economic development of its service area and prepares individuals for a more productive life. In support of its mission, Hill College promotes values of accountability, dedication, integrity, positivity, and respect.

The mission and core values are implemented in the fulfilling of specific academic and technical educational programs defined in the Texas Education Code, Section 130.003.



These include the offering of Associate of Arts, Associate of Science and Associate of Arts in Teaching degrees in many academic disciplines and Associate of Applied Science degrees and certificates in a wide variety of technical programs.

Just over eighty percent of the contact hours generated by Hill College students in fall 2019 were in the academic disciplines. In the last full academic year, just over half of the degrees/certificates awarded were in technical programs.

### **Identification of the Topic**

Hill College engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that focus on institutional quality and effectiveness and incorporate a systematic review of institutional goals and outcomes consistent with our mission. Planning and evaluation at Hill College is directed and monitored by the Office of Institutional Effectiveness and the Institutional Effectiveness Committee with oversight by the Vice President of External Affairs, who is also the SACSCOC Liaison. All instructional programs and administrative units are active participants in planning and evaluation at Hill College. The broad-based, multi-faceted, cyclical processes are designed and executed to encourage participation by all members of the college throughout the year keeping the college's mission and strategic plan at the forefront of all decision making. Key elements include: mission review, strategic planning, instructional program review, administrative unit planning, student and employee surveys, accountability reports and benchmark comparisons compiled by the THECB, guided pathways, and ad hoc analyses.

The Office of Institutional Effectiveness, with oversight of the planning and evaluation processes of the college, was enlisted to review, evaluate, and assess a broad range of planning and evaluation data from the past few years with the goal of recommending potential QEP topics for consideration that align with and enhance the college's current strategic

priorities and further drive student success. Analysis resulted in multiple opportunities for improvement in student success that were presented to President’s Council, comprised of the president and five vice presidents responsible for all areas of the college. Broad topics for consideration included developmental education, financial literacy/debt, completion, and transfer. [See Appendix A.] After a great deal of review and discussion, based on the data presented and utilizing their understanding of the SACSCOC QEP criteria in standard 7.2, President’s Council identified three key student success opportunities: financial education, graduation in critical fields, and time to degree/cumulative hours for further evaluation by a broad group of constituents.

The college’s existing Institutional Effectiveness Committee, comprised of faculty, deans, and directors from across the institution, served as a review and recommendation body during topic development. After reviewing data and vetting the potential topics through a series of questions and discussion, they recommended financial education as the QEP topic to President’s Council. President’s Council approved the topic on April 8<sup>th</sup>.

In summary, Hill College began identifying the QEP topic in fall 2018. The timeline below summarizes the key tasks involved in identification of the QEP topic.

<b>QEP Topic Identification Timeline</b>	
Office of Institutional Effectiveness reviewed information and data from ongoing IE planning and evaluation processes	Fall 2018 – Spring 2019
SACSCOC Annual Meeting in New Orleans and Official Orientation for Reaffirmation, attended by institutional leadership	December 2018
Initial findings of the institutional data review were presented to President’s Council for evaluation and consideration	February – March 2019
President’s Council requested Institutional Effectiveness Committee further evaluate three of the key issues identified in the research	April 2019
Institutional Effectiveness Committee recommends Financial Education as QEP topic	April 2019
President’s Council approves Financial Education as QEP topic	April 2019
Topic announced to all employees at end of year meeting	May 2019
QEP presentation to Board of Regents at Annual Retreat	June 2019

Utilizing existing planning and evaluation information, the IE Committee and President's Council determined that financial fitness of students was a significant issue that needed to be addressed. The evidence of the need for financial fitness as the topic for the QEP is discussed below.

### **Hill College Student Financial Profile**

The *Texas Public Higher Education Almanac* is an annual publication of the Texas Higher Education Coordinating Board (THECB) that the college regularly utilizes in its planning and evaluation processes. The information contained within the *Almanac* allows for comparison with other community colleges in the state.

In the fall of 2017, the average tuition and fees at Hill College were \$2,690; however, student debt for graduates averaged \$19,231, with \$19,037 of that being native student debt, debt incurred at Hill College. Those statistics placed Hill College approximately 3<sup>rd</sup> in the state among community colleges for highest student debt among graduates. In the same year, 42% of students graduated with debt, which is in the top third tier in the state. Thirty-percent of students received Pell Grants.

Student debt is a primary focus of the THECB's Strategic Plan *60x30TX*. Launched in 2015, this statewide plan helps drive efforts of higher education across the state. In addition, the state provides relevant data that Hill College evaluates as part of the planning processes. As published in the THECB's 2018 Accountability Data, undergraduate debt as a percent of first year's wages for Hill College graduates is 58.5%, which is high in comparison to the statewide community college average of 40.5% and other medium size community colleges in the state at 37.5%.

Since 2016, Hill College has participated in the Texas Pathways Initiative through the Texas Success Center. As part of this strategic focus, Hill College is a part of the national *Student Financial Wellness Survey* (SFWS) conducted by Trellis Research beginning

in fall 2018. The SFWS is a self-reported, online survey that seeks to document the financial well-being and student success indicators of postsecondary students across the nation. Key findings from the fall 2018 SFWS for Hill College included: 61% of students indicating they have more student loan debt than they expected at the time of the survey, 60% are less than confident about paying off debt acquired while in school, 27% of students pay for college with credit cards, 56% have run out of money three or more times in the past year, 36% find their total debt amount (including credit cards, car loan, etc.) to be overwhelming, and 66% of Hill College students say they would use financial support services offered by the school.

The student success focused topic of financial education is applicable to the college's entire student population. The significant '21 and under' population, comprised largely of dual credit students, will benefit from foundational financial education that will teach key concepts and provide resources early in their educational career with the goal of keeping them out of debt and providing awareness of resources to pre-empt emergencies they may face going forward. The 'adult' population will also benefit from a solid financial education to deter any additional debt and help them manage existing debt and expenses they are currently facing.

### **Topic Development**

In order to narrow the scope of financial education and include as many broad-based perspectives as possible, a questionnaire was distributed for completion by all college employees, faculty and staff. Employees were asked to respond to three questions:

1. With an intentional focus on student financial education across the college, what would be the most valuable benefit to our students?
2. How could you imagine incorporating financial education into your interactions with students?
3. What else would you like to share with the research team regarding financial education?

Responses varied from concepts that could be taught in the classroom to behaviors that students should learn. There were several ideas presented on how to specifically implement financial education into courses and services that the college could offer students. [See Appendix B for full results.]

With results from the employee questionnaire and the institutional effectiveness data used to identify the topic, a team of faculty members conducted a comprehensive literature and best practices review. Research focused on financial literacy, student debt, money management, and other financial education programs in higher education.

Building on what had already been discovered and researched, the president appointed a QEP Steering Committee; chaired by a faculty member, the team included representation from all areas of the college. The charge of the QEP Steering Committee was to lead the college through the process of developing and refining the plan. The QEP Steering Committee began meeting in October 2019 tasked with reviewing best practices, mapping out major tasks and strategies needed to implement the plan, assigning roles, identifying necessary resources, and designing assessments. Efforts kicked off with review of existing college data from the Office of Institutional Effectiveness, results of the employee questionnaire, and the literature/best practices review. The Steering Committee also met with the faculty that completed the literature review to further discuss some of the key strategies and implementation from their research.

Additionally, focus group sessions were conducted with current Hill College students to further investigate the topic of financial education and ensure initial topic development discussions were on target from a student perspective. Six groups were held across the district (two at the Hillsboro Campus, two at the Johnson County Campus, one at the Burleson Center, and one at Early College High School) including students that take both face-to-face and online courses, as well as dual credit students. The following prompts were utilized to spur discussion and explore financial education:

- Students have told us that they have more debt than they had anticipated...do you feel that way? Do any of your friends feel that way? Why do you think that's the case? What would be helpful to you/them to stop that feeling or would have been helpful before now?
- Students have told us that paying for big expenses that come up like car repairs and medical bills is really hard and they don't know how they would even come up with \$500 if needed. What would you suggest to students to help them with that? How could Hill College help? How do you handle unexpected expenses?
- How could the college help reduce financial burdens for students other than lowering tuition?
- How much do your current finances and future career salary factor into your college decision-making? Share some examples. What would you do differently if your current financial situation was better? What if your future financial situation was going to be better?

Student feedback was very helpful in providing additional insight and perspective on a topic that was identified and validated by data sources as an issue for Hill College students. Responses were broad; however, key areas of concern for students were cost of textbooks and required supplies for courses and then those not being used in class; high fees; wanting someone to talk them through the FAFSA application and financial aid options; wanting to learn more about money management; wanting the college to advertise scholarships, grants and jobs better; and would like a more useful learning frameworks course that includes financial education. [See Appendix C for full results.]

To accomplish their charge, the Steering Committee divided into several subgroups to further research best practices in implementation strategies that would fit Hill College, including attendance at financial education related conferences and communication with other higher education institutions. The subgroups and training are outlined below.

Curriculum Subgroup	<ul style="list-style-type: none"> <li>•Larry McCord</li> <li>•Nancy Holland</li> <li>•Kyle May</li> <li>•Mike Itashiki</li> <li>•Meredith Lewis</li> </ul>
Tailored Loan Letter Subgroup	<ul style="list-style-type: none"> <li>•Michael Johnson</li> <li>•Heather Holt</li> <li>•Meredith Lewis</li> </ul>
Money Management Center Subgroup	<ul style="list-style-type: none"> <li>•Lauri Heintz</li> <li>•Micheal Johnson</li> <li>•Aaron Baker</li> </ul>
Donna Beegle's Poverty Immersion Conference	<ul style="list-style-type: none"> <li>•Heather Holt</li> <li>•Meredith Lewis</li> <li>•Micheal Johnson</li> <li>•Nancy Holland</li> </ul>
Texas Association of Collegiate Financial Education Professionals Conference	<ul style="list-style-type: none"> <li>•Mike Itashiki</li> <li>•Aaron Baker</li> <li>•Kyle May</li> <li>•Heather Holt</li> </ul>
Higher Education Financial Wellness Summit	<ul style="list-style-type: none"> <li>•Lauri Heintz</li> <li>•Meredith Lewis</li> <li>•Larry McCord</li> </ul>

Committee members reached out to a variety of internal resources at the college and external resources in the community and across the state, as well as attended conferences. Subgroups met in between committee meetings to work on their assigned topic(s) and then reported out at each Steering Committee meeting, facilitating discussion and questions amongst all members. During the spring 2020 semester, as implementation strategies and outcomes were being finalized, additional input was sought from Hill College faculty via an online survey. The survey was focused on specific implementation strategies of financial education including:

- Incorporation within the classroom and existing curriculum
- Role and purpose of a Faculty Learning Community
- Ideas for student cost savings at the course level
- Content for a money management webpage
- Location and use of a money management center
- Impactful interventions for students  
[See Appendix D for full results.]

Additionally, a panel of current students met with the Steering Committee chair to discuss specific implementation strategies that were being considered by the committee. Feedback was gathered on the following topics:

- Tailored Loan Letter
- Money Management Center
- Motivators to attend workshops
- Name for the QEP
- Topics to be considered for classroom content  
[See Appendix E for full results.]

The timeline below illustrates key topic development activities across a broad-based group of constituents including, faculty, staff, administrators, students, and the Board of Regents.

<b>QEP Topic Development Timeline</b>	
Exploratory questionnaire provided to all employees	May 2019
Literature review conducted	Summer 2019
QEP Steering Committee established	September 2019
Literature review team shares findings with Steering Committee	October 2019
Steering Committee establishes subgroups	October 2019
Subgroup attends Donna Beegle’s Poverty Immersion Conference	November 2019
Student focus groups conducted	November 2019
Subgroup evaluates Austin Community College and University of North Texas Money Management Centers	November 2019



QEP Topic Development Timeline	
President's Council approves draft strategies	December 2019
Steering Committee chair presents to all employees at All Staff Day: strategies, requests volunteers	January 2020
Director of Student Information Services visits with Steering Committee concerning financial aid	February 2020
Steering Committee chair presents strategies to Board of Regents	February 2020
Faculty survey conducted	April 2020
Student panel conducted	April 2020
Subgroup attends the virtual TACFEP symposium	May 2020
Steering Committee chair provides update to Institutional Effectiveness Committee	May 2020
Budget created	May 2020
QEP Director job description drafted	May 2020
Steering Committee chair presents update to President's Council, including finalized strategies, outcomes, budget, timeline	May 2020
QEP Director interviews	July 2020
Subgroup attends the HEFWA summit	July 2020

### Alignment with Institutional Mission

The QEP topic, financial education, supports a key aspect of the Hill College Mission Statement: "Hill College provides high quality, comprehensive educational programs and services. The college enhances the educational, cultural, and economic development of its service area and ***prepares individuals for a more productive life.***" While the academic and technical education students receive at Hill College is critically important, financial education addresses another vital aspect of the college's mission which will benefit students after they leave Hill College and help equip students for a productive life. Providing effective and relevant financial education for Hill College students fulfills a critical role the college plays in a student's future.

The QEP Steering Committee reviewed best practices, mapped out major tasks and strategies for plan implementation, assigned roles, identified necessary resources, and designed assessments keeping in mind the potential relevance of concepts for Hill College constituents and the practical utilization in the action plan with the ultimate goal of improving the financial fitness of students. The chart below illustrates the broad-based constituents involved in topic identification and development.

## QEP Topic Identification and Development Teams

### President

- Pam Boehm, Ed.D.

### President's Council

ongoing

- Jessyca Brown - Vice President of External Affairs
- Billy Don Curbo - Vice President of Administrative Services
- Kerry Schindler, Ed.D. - Vice President of Instruction
- Lizza Trenkle - Vice President of Student Services
- Jessie White - Vice President of Information Technology

### Institutional Effectiveness Committee

ongoing

- Sherry Davis (Co-chair) - Director of Institutional Effectiveness and Analytics
- Joe Shaughnessy (Co-chair) - Director of Educational Support Services
- Joanne Baham - Program Coordinator/Instructor, Education
- Noelle Barnes - Director of Academic Advising & Success Center
- Thomas Bloss - Enterprise Applications Analyst
- Jessyca Brown (ex-officio) - Vice President of External Affairs/SACSCOC Liaison
- Frances Burt - Instructor, English
- Alisa Carter - Assistant Dean, STEM Pathway
- Sarah Degner - Instructor, Vocational Nursing
- Debbie Gerik - Dean of Financial Services
- Jamie Jaska - Director of Human Resources
- Rukmani Kuppuswami - Instructor, Biology
- Nancy McKenzie - Dean, Academic Pathways
- Scott Nalley - Dean of Students
- Joe Price - Program Coordinator/Instructor, Welding
- Kathleen Pustejovsky - Director of Student Information Services
- John Versluis - Dean, Texas Heritage Museum

### QEP Steering Committee

established 9/2019

- Lauri Heintz (Chair) - Instructor, Biology
- Aaron Baker - Wellness Coordinator
- Nancy Holland - Executive Director of Community Relations
- Heather Holt - Academic Advisor
- Mike Itashiki, Ph.D. - Instructor, Sociology & Economics
- Michael Johnson - Dean of Students
- Meredith Lewis - Student Navigator, Dual Credit
- Kyle May - Program Coordinator/Instructor, Criminal Justice
- Larry McCord - Instructor, Music

### Literature Review Team

summer 2019

- Joanne Baham - Program Coordinator/Instructor, Education
- Frances Burt - Instructor, English
- Jenny Corder, Ph.D. - Instructor, Drama

## IV. LITERATURE REVIEW AND BEST PRACTICES

Hill College's QEP topic of financial education was chosen and designed to address the higher than average debt load that Hill College graduates carry and the challenges they are facing in managing expenses and debt. A team of faculty conducted a literature and best practices review of sources that concentrate on financial literacy, student debt, and money management in the development of the Hill College QEP.

### **National Financial Education Need**

In the United States of America, the issue of student debt is recognized as a growing concern making financial literacy a necessity for the 21st-century college student (Geddes & Steen, 2016; Johnson, 2016; Trombitas, 2012). Increases in tuition, fees, and living expenses can require students to either attend classes part-time, lengthen the amount of time to degree completion, or take out larger student loans increasing the debt a student owes upon graduation (Goldrick-Rab, 2018). Johnson (2016) found that although college students recognize that student loan money is a substantial amount of money, that if not given support with financial education, they do not understand the impact the debt will have on their lives after college. Included in this is recognizing that many students have never had the responsibility of making payments or managing a budget.

Harnisch (2010) discusses how a financial literacy education program can aid students in planning for their future, allowing them to maintain a sustainable lifestyle once they graduate from the institute of higher learning. A financial literacy education program supports students in managing the impact of their student loan debt in their post-graduation years. One issue that arises when discussing financial literacy education is that the terms financial literacy and financial education are used interchangeably. However, each term means different things. In 2009, the U.S. Government Accountability Office (GAO) defined

financial literacy as “the ability to use knowledge and skills to manage financial resources effectively for a lifetime of well-being” (p.4). In the same document, the GAO defines financial education as “the process by which people improve their understanding of financial products, services, concepts, so they are empowered to make informed choices, avoid pitfalls, know where to go for help and take other actions to improve their present and long-term financial well-being” (U.S. Government Accountability Office, 2009, p.4). When creating a financial literacy education initiative, it is recommended that the terms be clearly defined to support the initiative’s objectives (Geddes & Steen, 2016; Johnson, 2016). This review of the literature found that programs in higher education tended to use the terms financial education and money management when discussing initiatives addressing financial literacy of college students (Johnson, 2016; Amarillo College SMMC, 2019).

### **Factors Influencing Money Management Habits**

In a study over money management tendencies in college students, Kidwell and Turrissi (2004) note that results of educational interventions about personal budgeting often have limited results because these interventions “typically focus on variables that are resistant to change in short-term interventions” (p. 603). The authors argue that a “more viable approach to intervention efforts is to focus on variables that are theoretically and empirically related to decision-making” (p.603). The authors found that students budgeting decisions connect to their attitudes, habits, and perceptions of control. Students who are confident in their abilities to budget and realize that budgeting is important to others are more likely to maintain a budget. Kidwell & Turrissi (2004) also noted that emphasizing negative life impacts created better results than focusing on positive life impacts when helping increase students’ perceptions of control. For example, showing how budgeting can help avoid negative feelings brought on by debt may result in better results and lead to higher

levels of perceived control and should be taken into consideration when developing an initiative to address student debt.

Other researchers have also found that perceived control is important in financial decisions. Students who are confident in their ability to budget are more likely to avoid negative spending behaviors. Chan, Chau, & Chan (2012) state that “On the other hand, students not having perceived control tend not to take action; hence may fail in realizing their financial management plans and end up in money troubles.” (p. 115) A more recent study in the *Journal of Financial Counseling and Planning* also describes the importance of perceived control, “Respondents who reported having more control over their lives were more likely to report less financial stress.” (Britt, Mendiola, & Schink, 2016 p. 180). This same article lists factors that make up financial stress including: “feelings of needs not being met, feeling inferior based on peer comparisons of adequacy, having low mastery, managing a large number of financial stressors, and having high student loan debt and little savings” (p.181). These researchers argue for a need for combined financial education and psychological counseling to help influence individual attitudes about financial management.

Furthermore, this study highlights how important coping with financial stressors is on college performance. Students with higher levels of life and financial stressors have lower GPAs, and are much more likely to leave college. A financial literacy education program needs to focus on positive coping methods for handling life’s financial stressors. These researchers found that students who lack positive coping strategies “respond by coping in various ways, including engaging in risky behavior to save or earn extra money, which may put completing one’s education at risk” (Britt, Mendiola, & Schink, 2016, p. 181).

### **Addressing Poverty Barriers, Financial Hardships, and Parental Influence**

Donna Beegle’s (2007) research on poverty finds that people who grow up in systemic poverty can experience self-blame for their financial struggles. Dr. Beegle asserts

that there is a “predominance of misconceptions, stereotypes, and punitive structures” in American society that leads people to “internalize the blame for their poverty situation” (p.63). Beegle goes on to argue that self-blame creates internal barriers that limit the ability to succeed. Financial literacy education programs for students should be careful to avoid blaming students for financial stressors beyond their control and focus instead on helping students overcome economic barriers.

Many students face financial obstacles that interfere with their educational success. In their study on how students cope with financial stressors, Britt, Mendiola, and Schink (2016) found “that colleges and universities would be more effective in their efforts to increase the academic achievement of students if they aided students in tangible ways to increase their financial resources, especially for basic needs” (p.181). One community college that has taken extensive steps to address poverty barriers is Amarillo College. In a case study report on Amarillo College, the Wisconsin HOPE Lab argues that aiding with financial stressors increases student success:

For college completion rates to rise and economic development to ensue from an expanded stock of college-educated labor, students must escape the conditions of poverty long enough to graduate. Facilitating that escape requires a cultural shift that sees financial, family, and health issues as integral to academics, recognizes poverty as a societal problem rather a personal failing, and unites college and community in partnerships to provide support. (Goldrick & Cady, 2018, p.3)

The same document describes how Amarillo College is working to garner institution-wide and community support to address poverty barriers.

Socialization factors also influence spending and saving habits, and parents are often particularly strong influencers. Shim, Xiao, Barber, and Lyons (2009) found that students who strongly “recalled that their parents had talked about money matters while they were growing up at home, and the more money-related classes they had taken, the more

knowledgeable they felt they were about personal finance” (p.719). The same researchers found that parents have dual roles as “financial educators and advocates of fiscal responsibility” (Shim et al., 2009, p. 720). A financial literacy education program at the higher education level may not be able to address parental behaviors. However, a financial literacy education program can include meaningful resources to help parents advocate for their student’s financial well-being and provide students with tools to support change in their learned financial behaviors.

### **Improved Outcomes for Adulthood Linked to Financial Skills**

Teaching financial skills effectively yields lasting impacts. Studies show young adults with better financial management skills transition to independence more smoothly after college and report higher levels of life satisfaction, including better mental health, strong relationships, and improved overall health. (Shim et al., 2009, p. 721; Li et al., 2019). According to a recent study by Li et al. (2019), students who learn to make responsible financial decisions develop their adult identity more quickly. A longitudinal study completed by the University of Arizona APLUS program or Arizona Pathways to Life Success found that early and repeated opportunities to support financial education have both a positive and cumulative impact on the students financial behaviors (Johnson, 2016).

### **Financial Literacy Education Programs in Higher Education**

The Texas legislature ratified HB 399 in 2011, requiring general academic teaching institutions to offer financial literacy training, “which may include budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, and financing of health care and other benefits (HB 399, 2011).” The Texas Higher Education Coordinating Board (THECB), the United States Department of the Treasury’s Financial Lit-



eracy and Education Committee (FLEC), and the National Endowment for Financial Education have all published studies regarding financial literacy and recommended best practices for implementing financial education in institutes of higher education. In researching best practices in financial literacy education, this literature focused on 4 Texas institutes of higher education: Alamo Colleges District, Amarillo College, Sam Houston State University, and Texas Tech University.

Two-year institutes of higher education in Texas have offered a wide variety of programs to students regarding financial literacy education. Colleges that are TRiO designated must offer some form of financial education, but what the colleges offer and the quality of the offerings are not consistent (Student Support Services Program, 2019). Many colleges, including Grayson College, Blinn College, the Dallas Community College District, McLennan College, and Navarro College have financial management webpages with links to various money management websites, videos, and workshops. Grayson College and Amarillo College, according to their websites, require a Learning Frameworks course as a 1-hour course and integrate financial aid, money management, and financial education in the course.

The Alamo Community College District has a very comprehensive Financial Literacy page that includes links to multiple resources available to students (Financial Literacy, n.d.). The financial literacy page is a part of their financial aid site and provides links to money management sites such as CashCourse, Mint, Budget Tracker, Inc., and Bankrate.com. The Alamo Community College District also provides information to students regarding financial aid including information such as the difference between a loan and a grant, as well as links to IonTuition, the National Association of Student Financial Aid Administrators (NASFAA), and MyMoney.gov. Many of these tools are used by colleges and universities that are leading the way in financial education.

Amarillo College is home to a Student Money Management Center (SMMC) for Financial Fitness as part of their Career and Employment Services (Money Management Center. n.d.; Johnstone, 2017). The mission of the SMMC is “to provide quality resources, programming, and compassionate support needed to educate and empower our students and alumni to achieve life-long financial literacy and money management success” (Amarillo College SMMC, 2019; Johnstone, 2017). The college received a grant from TG Philanthropy “to provide Amarillo College students and their families with financial and economic literacy education, training, and support services through the establishment of a Student Money Management Center” (Amarillo College SMMC, 2019). An interesting feature of Amarillo College’s SMMC is that they provide resources for parents of college students which acknowledges parents as part of students’ financial fitness journey. Support provided to parents by the SMMC includes providing tools to help them better understand the financial aid process, budget for college, and aid in estimating the true costs of attending an institute of higher education.

The Student Money Management Center’s website is robust, catering to students and their families, and providing a wide range of tools for money management. The first menu item on the page is budgeting, reflecting the SMMC’s belief that “creating a budget is one of the first steps to financial independence” (Amarillo College SMMC, 2019). The SMMC offers both face-to-face workshops and online tools to reach as many students as possible. In addition to workshops, the web page offers paper-based budgeting sheets which are freely available to students for use off-line as well as links to budgeting apps outside of the Amarillo College system. These workshops and apps include CashCourse, Dave Ramsey’s Envelope System, Easy Envelope Budget Aid, Mint, Expensify, Checkbook App, and HomeBudget.

Sam Houston State University is also home to a Student Money Management Center (SMMC). The Sam Houston State Money Management Center (SMMC) is a financial

outreach and education program provided by the 4-year institution (Johnson, 2016). Sam Houston State University Division of Student Affairs operates the program and the mission is to provide students with financial education tools to support financial independence. Additionally, the center works with many of the academic programs to best address the needs of the students in that individual program. For example, the SMMC worked with the nursing department in meeting with advisors to support students who needed alternative streams of money due to a variety of reasons to complete their program (Johnson, 2016).

Sam Houston State University's Student Money Management Center is in a physical location with advertised walk-in hours available and includes the option of scheduling an appointment with a staff member, peer coach, or student loan mentor (Sam Houston State University, n.d.). The staff in the SHSU SMMC consists of five full-time, professional staff, three peer coaches, three student assistants, and five student loan mentors. The professional staff, peer coaches, and the majority of the student loan mentors are Certified Personal Finance Counselors, assuring students they have received training and certification to aid individuals with personal finance needs.

### **Best Practices Financial Literacy Education**

This literature review identified five best practices concerning implementing a financial literacy education program. First it is important to note that when developing a financial education initiative at the higher education level, it should be used to complement or reinforce skills taught at the primary and secondary levels through the use of collaboration and partnerships (Geddes & Steen, 2016). Additionally, when beginning a financial literacy education program, it is critical to first ascertain students' current level of financial literacy including aspects of income, money management, savings and investment, and understanding of spending and credit (NEFE, 2014). These assessments allow institutions to formulate an appropriate educational approach and to measure and evaluate success as the program

moves forward. One suggested measurement instrument is Mandell's (2008) *Jump\$tart Coalition® College Questionnaire* which examines students understanding of financial matters.

The first best practice identified is to mandate participation in the financial education initiative in some form for all students. Online programs such as the popular CashCourse by NEFE (2014) is one option. CashCourse is used by about 900 colleges and can support a financial education program by reaching a large number of students. However, Johnson (2016) cautions that unless there is a mandate or incentive for course completion this format is not an adequate means of addressing financial literacy education. She also discusses how even though online programs have been shown to boost short-term knowledge, long-term behavioral change has not been documented. FLEC (2014) recommends that institutions of higher education require mandatory financial literacy courses, deploy well-trained peer educators, integrate financial literacy into core curricula, and communicate with students about financial topics more often than just during the required entrance and exit counseling.

An additional way of mandating participation in the financial literacy education program, and the second identified best practice is to incorporate aspects of it into a required freshman seminar or institutional course (Johnson, 2016). Faculty members teaching these required courses must embrace the benefit of having aspects of financial education embedded in their curriculum for success to occur in these courses (Geddes & Steen, 2016). If faculty are reluctant or do not see the value, then academic coursework should not be used as a means to support financial education. Additionally, there needs to be a curriculum that has been reviewed to be correct, up-to-date and guided by learning outcomes and objectives appropriate to the level of the students being taught (NEFE, 2014).

A third best practice found was to provide tailored loan letters to students at the beginning of each semester they attend college. Johnson (2016) found that as the expected

amount of money students received through loans has increased, the number of students who plan to pay the loans back in full has decreased. Unfortunately, award letters are sometimes unclear, leaving students with inadequate information to make financial decisions, and many students do not fully understand student loans or available repayment plans (FLEC, 2019). Included in providing students with a tailored loan letter by semester, it is encouraged to provide students with regular loan assistance. FLEC (2019) recommends that institutions of higher education help students understand loan repayment options and obligations, build a budget to set a repayment goal, identify and connect with their student loan servicer, and assess the costs and benefits of graduate and professional studies (FLEC, 2019; Johnson, 2016). Informing students of the importance of understanding their repayment obligations before leaving or graduating may help students to focus on their financial obligations along with other major life decisions.

Target specific student populations of the student body including recognizing the needs of students from different demographics is the next best practice (Johnson, 2016). There is a significant amount of data that institutions of higher education can collect, evaluate and use to target financial literacy education efforts for different student populations. This practice is especially important for more vulnerable students, including older and other non-traditional students, low-income students, first-generation students, and students of color. It is important to recognize that there is no one size fits all program for addressing financial education. These students are more likely to face difficult hurdles on their paths to college completion and financial security. Targeting specific student populations includes taking into consideration different adult learning theories when planning to implement a financial literacy education program. Initiatives such as Eastern Washington University “One-Minute Clinics” program that used the entryway of the dorms to provide quick informational sessions on personal finance may fit one population well, but miss the non-resident stu-

dents on campus (Johnson, 2016). It is critical that an institution considers all its populations and form specific approaches and examples based both varying populations and learning styles (NEFE, 2014).

The final best practice identified is to include education or training requirements for the faculty, staff, or peer who is providing financial education instruction (FLEC, 2019). Studies have found that in many financial literacy education programs the instructor has lacked the knowledge needed to ensure that students are receiving quality financial education instruction (Holden & Way, 2010; Hunt & Bowen, 2016). A key factor in financial literacy education success identified by NEFE (2014) is that there needs to be a well-trained educator who is competent and knowledgeable in personal finance or a tested e-learning protocol. One option is to require certification through the Association for Financial Counseling and Planning Education (AFCPE) or the Institute for Financial Literacy (Collins, 2016).

The literature and best practices review explored selected concepts and definitions related to financial education, keeping in mind the potential relevance of the ideas for development of the Hill College QEP and their practical utilization in the action plan to be implemented as discussed in Section VI.

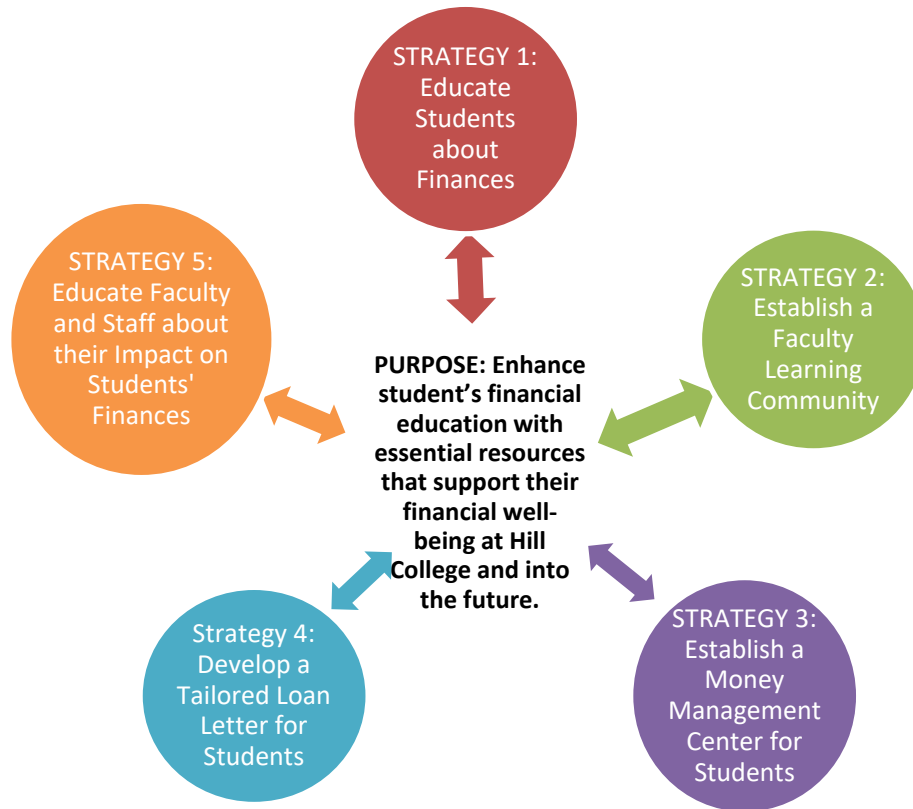
## **V. PURPOSE, STRATEGIES & STUDENT SUCCESS OUTCOMES**

The QEP topic, financial education, ties to a fundamental element of Hill College’s educational mission “to enhance...economic development of its service area and prepare individuals for a more productive life.” With this in mind the purpose of Hill College’s QEP is to enhance student’s financial education with essential resources that support their financial well-being at Hill College and into the future. Therefore, focusing on the topic of financial education utilizing five identified strategies, a plan was designed to attain specific student success outcomes.

### **Purpose and Strategies**

The QEP Steering Committee, after review of data, discussions with key constituents, and attendance at various professional development events, established the following over-arching purpose of the Hill College QEP: to enhance student’s financial education with essential resources that support their financial well-being at Hill College and into the future. This purpose was used to guide the development of five key strategies, the college’s roadmap to achieve the ultimate goal of financial fitness for Hill College students. These strategies include:

1. Educate students about finances
2. Establish a Faculty Learning Community
3. Establish a Money Management Center for students
4. Develop a tailored loan letter for students
5. Educate faculty and staff about their impact on students’ finances



The College established the following student success outcomes in support of the overarching purpose.

### Student Success Outcomes

<b>PURPOSE:</b> Enhance student's financial education with essential resources that support their financial well-being at Hill College and into the future.	<b>Outcome 1</b> Students graduate with less debt
	<b>Outcome 2</b> Students are confident in their ability to pay off debt
	<b>Outcome 3</b> Students demonstrate knowledge of personal finance principles
	<b>Outcome 4</b> Students will be able to differentiate between various types of financial aid
	<b>Outcome 5</b> Students recognize the benefits of budgeting, saving, and planning for the future
	<b>Outcome 6</b> Employees recognize their role in and impact on student financial health



## VI. Implementation Plan

Building on the identified purpose and developed strategies, the cross-functional Steering Committee incorporated information from the literature review, best practices from around the country, and feedback from internal constituents to develop a comprehensive multi-faceted Implementation Plan. Implementation activities were designed to be undertaken in three phases, beginning summer 2020 with all strategies fully implemented by the end of 2022, and continuing to the time that Hill College will make its required Fifth Year Report. The purpose of the QEP, to enhance student's financial education with essential resources that support their financial well-being at Hill College and into the future, is highlighted and prioritized in all phases.

Specific initiatives will be implemented during each of the three phases. The following illustrates the phases and major initiatives to be implemented in support of the purpose and the six outcomes of the plan.

### Phase I (Summer 2020 – Summer 2021)

Phase One of implementation is the foundation on which the success of the plan is built. Strategies, developed to affect the financial fitness of students now and into the future, become a tangible reality during Phase One.

QEP Director: The QEP Director is responsible for providing leadership and support for the implementation and evaluation of the QEP. The director is responsible for the on-going planning, day-to-day operations, and achievement of annual objectives. [see Appendix F for full job description] The position was posted internally and, after a thorough interview process, a qualified candidate was hired in summer 2020. In fall 2020, the director begins training

through the Association for Financial Counseling and Planning Education, a nationally recognized leader in financial counseling, coaching and education. Two courses will be completed by mid-fall: *Money Management Essentials* and *College Finance Essentials*.

- **Money Management Essentials:** 10-hour online course that takes you through the essential steps of money management; covers topics such as debt reduction, credit cards/loans, housing, risk management, financial counseling, money management, taxes, banking, credit, and others.
- **College Finance Essentials:** covers all aspects of college finance, including benefits and cost of college attendance, financial aid, personal finance for students, tax benefits for education, student loan repayment/discharge/forgiveness, and others.

This focused training allows the director to serve as both a direct resource to students in the coming years, as well as provide professional development and guidance to faculty and staff as the college works to improve student financial fitness.

Faculty Learning Community: The Faculty Learning Community (FLC) is an integral part of the instructional organization of the QEP. Eight faculty members, many of whom are also program coordinators, representing both technical and academic programs will serve on the fall 2020 FLC. Volunteers were solicited for the inaugural FLC and members were approved based on their demonstrated leadership abilities and current teaching assignments.

The FLC's primary charge is to evaluate and collaborate with regards to how instructional policies and decisions impact student financial health. For example, during plan development, students expressed concerns about required textbooks and supplies listed on course syllabi as required, but then not utilized in the course. The FLC will work together to

review current practices and student feedback to determine actions that can be taken to reduce unnecessary costs for students. Additionally, the FLC will work to identify resources for all college faculty that will benefit students such as Open Education Resources and provide training for implementation.

## Faculty Learning Community

Fall 2020

- Chris Andry: Cosmetology, Instructor/Program Coordinator
- Joanne Baham: Education, Instructor/Program Coordinator
- Brian Bennett: Welding, Instructor/Program Coordinator
- Paula Curbo: Biology, Instructor/Program Coordinator
- Steve Hart: Band, Instructor/Director
- Karen Kaiser: Sociology, Instructor/Program Coordinator
- Esmaeel Masadeh: Chemistry, Instructor
- Aaron Warren: Biology, Lab Instructor

The second FLC will begin meeting in the spring of 2021 and will be comprised of faculty teaching the courses identified for implementation in Phase Two of the plan starting fall 2021. This FLC will focus their efforts entirely on developing curriculum and assessments aligned with the student learning outcomes scheduled for implementation the following semester.

The Faculty Learning Communities will report to the QEP Director to ensure that strategies and resources developed by faculty are aligned with the QEP purpose and strategies. The FLCs will meet regularly in weekly meetings, also attended by the QEP Director, to accomplish their charge.

Professional Development: Educating faculty and staff is a key strategy of the QEP, as there is a significant amount of information available on financial education for faculty and

staff. Professional development is scheduled throughout Phase One, including at both All Staff Days in August and January.

Annually, the president funds summer faculty study grants to encourage innovation and promote student success exploration by college faculty. The Request for Proposal for summer 2020 requested 'proposals for the development of a quality, online, zero-cost course offering.' Four faculty were awarded grants and are piloting their developed courses in fall 2020. In addition to the resulting course, the study grants require awarded faculty to share their research and findings during the Professional Development week at the start of the fall semester. Two of the grantees are members of the fall FLC; all grantees will meet with the Faculty Learning Community to further share their research and findings for consideration of additional research by the FLC.

The fall 2020 All Staff Day will feature two professional development sessions, attended by all employees of the college. The first, presented by the Steering Committee Chair and QEP Director, will provide employees with an update on the plan details that were finalized over the past few months and provide a detailed preview of Phase One implementation. The second, presented by Trellis Research, will review the Hill College student responses to the Student Financial Wellness Survey explaining what financial challenges our students are facing, the impact of those, and comparison with other schools of similar size. The spring 2021 All Staff Day professional development will feature the fall FLC. Members will present findings from their fall research and introduce solutions and resources developed for broad use at the college. The QEP Director will also provide an update on Phase One implementation.

In addition, a professional development event will be held mid-fall for faculty and staff, organized by the QEP Director, Manager for Faculty Affairs, and Human Resources, to share financial education best practices from other institutions of higher education across the

state. The goal of the training is to help all employees recognize the ability college employees have in improving the financial fitness of our students.

Money Management Center: As discovered in the review of literature and best practices, creation of a Money Management Center (MMC) is often utilized by higher education institutions when implementing student financial education. Hill College's MMC, under the direction of the QEP Director, will serve as a virtual and physical center designed to provide students resources necessary to improve their financial fitness, including hosting student workshops, providing referrals to community resources, hosting the Financial Education Day each spring, utilizing social media and other platforms to inform students, providing individual access to the CashCourse tool, and providing one-on-one financial education support to students.

The first phase of the MMC begins fall 2020 and will include developing an online center. This allows the college to develop and share quality resources for students in a concentrated area on the Hill College website. This online center is being designed and created by the Information Technology and Communications teams with the QEP Director and feedback from students. Ultimately, it will include reliable sources to help students who want to further their own knowledge about their finances and/or seek out assistance to address financial challenges they are facing. Resources will include access to CashCourse, specific links to the financial aid office for scholarships and other aid, career and employment opportunities from the local community, calendar of events and workshops that will take place throughout the year, videos and recorded presentations, and other need-based support services. Starting with an online center allows access for all Hill College students, no matter where they take face-to-face courses or if they are an online student.

In addition, the QEP Director will be working with administration and facilities staff to finalize the physical center location on both the Hill County and Johnson County campuses

for a summer 2021 opening. The physical space will allow for students to seek one-on-one counseling by appointment with the QEP Director as well as provide a welcoming environment for students or employees to stop by during designated drop-in hours to browse resources and have discussions with the director. The MMC will also host financial education related topics during orientation for new students each summer.

Ultimately, when the MMC opens, the QEP Director's office will be in the appropriately branded Hill College Financial Fitness Center, which will also serve as the branded presenter of all student workshops, events, and materials. This will help build awareness of the services available to students and tie communication and activities together into a cohesive resource for students.

Student Education: One of the best ways to begin helping students is to meet them where they are: in the classroom. In Phase One, curriculum will be developed and implemented in the college's one-hour Learning Frameworks course (PSYC 1100), which was recently added to the college's core curriculum. Adding focused topics to Learning Frameworks such as budgeting, saving, borrowing, and repaying loans, allows most students, certificate and degree seeking, to be introduced to concepts to positively influence their personal finance decisions. As part of the fall Faculty Learning Community work, curriculum and assessments will specifically be designed for spring 2021 implementation in Learning Frameworks, impacting the identified student learning outcome - students will demonstrate knowledge of personal finance principles.

In addition to educating students in the classroom, financial education workshops will be conducted by the QEP Director, including Hill College's first Financial Education Day in spring 2021. This event will be designed to provide students with a fun, informative day introducing them to a variety of resources, including opportunities to speak with financial aid staff, participate in mini workshops, hear from community and industry partners, and learn about resources available to them through Hill College and the community.

First identified in the literature review and then further researched by the Steering Committee, CashCourse is a free, online, noncommercial financial literacy resource for colleges and universities created by the National Endowment for Financial Education. Using worksheets, calculators, quizzes, and articles, CashCourse helps students build financial skills to get through their college years and prepare for their future financial lives. This tool will be utilized in the MMC, during workshops and in one-on-one coaching sessions, and will be evaluated by FLC members during Phase One for incorporation into select curriculum to impact identified student learning outcomes.

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**Phase I Course Implementation**

Course	Reasoning	Student Learning Outcome
<b>PSYC 1100, Learning Frameworks</b>	<ul style="list-style-type: none"> <li>• Elective course</li> <li>• Added to the core curriculum in fall 2020, expected increases in enrollment</li> <li>• 2018-19 enrollment of 139</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of personal finance principles</li> </ul>

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Tailored Loan Letter: A key component of long-term financial success for students is creating clear forms of communication regarding student loans taken out during their time at Hill College. One of the best practices discovered in the literature review was a comprehensive, easy-to-read tailored loan letter.

The goal for this letter is to keep students informed about their borrowing status. Students need to be aware each semester of what they are borrowing and how it is adding up over their semesters with Hill College. Not only do they need to know their loan balance, but they also need to be aware of what repayment could look like. This will only be an estimate; circumstances change following graduation and repayment, but students need to have a general idea.

This letter will also provide information on who to specifically contact for concerns students may have after receiving the letter. While Hill College wants students to have awareness about their student loans, it does not want to create anxiety concerning loans. The QEP Director will provide coaching for those students whom feel they need more guidance concerning their school and personal finances, as well as referring students to the financial aid department when necessary.

Ideally, the relevant information will be condensed onto a one-page visual summary for students who have taken out student loans. Hill College is in the process of converting to a new ERP system, Jenzabar One, which will allow for more efficient communication with students, including financial aid. During Phase One, a team from Student Information Services, Information Technology and the QEP Director will research the capability of the new system with regard to a tailored loan letter as final stages of training for implementation of the ERP system is taking place. Resulting from this will be a draft letter and distribution process that aligns with the literature review findings and QEP purpose for piloting in fall 2021.

### Implementation Calendar

<i>Phase I: Summer 2020 - Summer 2021</i>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>Summer 2020</b>	Select QEP Director	Implementation of QEP	President's Council
<b>Summer 2020</b>	Faculty Study Grants awarded	Research and development of quality, online, zero-cost to students course offerings	President's Office, Instructional Administration, Manager for Faculty Affairs
<b>August 2020</b>	All Staff Day employee training	Build awareness of and motivation around financial education and QEP	QEP Steering Committee, Manager for Faculty Affairs, Human Resources



<b>Phase I: Summer 2020 - Summer 2021</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>August 2020</b>	Faculty Learning Community #1 begins	Research how instructional decisions and policies cause unnecessary student expense; create resources for all faculty; develop curriculum aligned with SLOs for spring 2021 implementation in Learning Frameworks	QEP Director, Manager for Faculty Affairs, Faculty
<b>Fall 2020</b>	QEP Director obtains financial counselor certification	Ensure proper training to serve as student resource and guide faculty and staff in financial education implementation	QEP Director
<b>Fall 2020</b>	Develop online Money Management Center	Create variety of resources for financial education and design an engaging webpage	QEP Director, Information Technology, Communications
<b>Fall 2020</b>	Professional Development for faculty and staff	Share financial education best practices from other institutions	QEP Director, Manager for Faculty Affairs, Human Resources
<b>Fall 2020</b>	Student Financial Wellness Survey	Assess student debt perceptions and behaviors	Office of Institutional Effectiveness
<b>Fall 2020</b>	Student Focus Groups	Gather student perceptions regarding planned future activity; identify current challenges students are facing; drive content of spring Financial Education Day	QEP Director, Office of Institutional Effectiveness
<b>January 2021</b>	FLC hosts training session at All Staff Day	Share learnings and resources from fall FLC work	FLC, QEP Director, Manager for Faculty Affairs
<b>January 2021</b>	Faculty Learning Community #2 begins	Develop curriculum aligned with SLOs for fall 2021 implementation courses	QEP Director, Manager for Faculty Affairs, Faculty

<b>Phase I: Summer 2020 - Summer 2021</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>Spring 2021</b>	Incorporate financial education into Learning Frameworks courses	Educate students about finances	Learning Frameworks Faculty, Instructional Administration
<b>Spring 2021</b>	THECB <i>Almanac</i> and Accountability System data review	Assess graduate debt level, percent with debt, and debt as percent of first year wages	Office of Institutional Effectiveness
<b>Spring 2021</b>	Online Money Management Center opens	Provide resources for students, including access to CashCourse	QEP Director, Information Technology, Communications
<b>Spring 2021</b>	Research tailored loan letter with new ERP system	System capability in creating and distributing letter	QEP Director, Student Information Services, Information Technology
<b>Spring 2021</b>	Host first annual Financial Education Day for students	Provide students with fun, informative day introducing them to a variety of financial education workshops, community resources, job opportunities, financial aid sessions, and the new online money management center	QEP Director, Communications, Student Services, Coordinator of Events and Community Relations
<b>April 2021</b>	Survey of Employee Engagement	Assess employee perceptions regarding their role in student financial health and access to professional development	Office of Institutional Effectiveness
<b>Summer 2021</b>	Open physical Money Management Center	Provides a designated space students can seek financial education help and guidance	QEP Director, Facilities, Communications
<b>Summer 2021</b>	Annual Report to Institutional Effectiveness Committee	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer 2021</b>	Annual Report to President's Council	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer 2021</b>	Annual Report to Board of Regents	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director

**Phase I: Summer 2020 - Summer 2021**

<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>Summer 2021</b>	Financial education session at summer Orientation, including tour of Money Management Center	Early financial education presentation as students first begin college and introduction to MMC resources	QEP Director, Student Services

**Phase II (Academic year 2021-2022 – Fall, Spring, Summer Semesters)**

Phase Two of implementation features significant focus on student education incorporating student learning outcomes into nine core courses, piloting and rolling out a tailored loan letter for students, and engaging workshops and training sessions for employees and students.

Education: In addition to adding student learning outcomes (SLOs) in PSYC 1100 Learning Frameworks in Phase One, SLOs will also be incorporated into nine other core courses, which were selected because they are part of the degree plans in both academic and technical programs, during Phase Two. All courses chosen for implementation meet part of the Core Requirements for AA, AS, AAT, and AAS degrees. Many are also incorporated in various technical certificate programs, are taught in a face-to-face setting, online, and hybrid modalities. Chosen courses are primarily entry-level offerings that cover a broad range of student paths, including dual credit students. This will allow for financial education at the earliest point in the student’s educational careers, building financial confidence early to allow for the most impact on their decision-making.

## Phase II Course Implementation

Course	Reasoning	Student Learning Outcomes
<b>MATH 1314, College Algebra</b>	<ul style="list-style-type: none"> <li>• Entry level math course in the core curriculum</li> <li>• 2018-19 enrollment of 1,372, including dual credit students</li> <li>• Provides multiple opportunities to tie in financial education</li> <li>• Topics such as budgeting, investing, retirement, credit</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of personal finance principles</li> </ul>
<b>MATH 1324, Business Math for Business &amp; Social Sciences</b>	<ul style="list-style-type: none"> <li>• Entry level math course in the core curriculum</li> <li>• Increasingly added to degree plans due to guided pathways initiative, expected increase in enrollment</li> <li>• Provides multiple opportunities to tie in financial education</li> <li>• 2018-19 enrollment of 50</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of personal finance principles</li> </ul>
<b>MATH 1332, Contemporary Math</b>	<ul style="list-style-type: none"> <li>• Entry level math course in the core curriculum</li> <li>• Increasingly added to degree plans due to guided pathways initiative, expected increase in enrollment</li> <li>• 2018-19 enrollment of 42</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of personal finance principles</li> </ul>
<b>ENGL 1301, Composition</b>	<ul style="list-style-type: none"> <li>• Entry level English course in the core curriculum, often taken by both technical and academic majors</li> <li>• 2018-19 enrollment of 1,674, including dual credit students</li> <li>• Allows opportunities for students to research further into a topic in financial education using reliable sources</li> </ul>	<ul style="list-style-type: none"> <li>• Students will differentiate between various types of financial aid</li> </ul>
<b>SPCH 1315, Public Speaking</b>	<ul style="list-style-type: none"> <li>• Elective course in the core curriculum</li> <li>• 2018-19 enrollment of 1,081, including dual credit students</li> <li>• Allows students the opportunity to research and speak about a financial education topic</li> </ul>	<ul style="list-style-type: none"> <li>• Students will differentiate between various types of financial aid</li> </ul>

<b>BCIS 1305, Business Com- puter Applica- tions</b>	<ul style="list-style-type: none"> <li>• Elective course in the core curriculum, often taken by both technical and academic majors</li> <li>• 2018-19 enrollment of 855 students</li> <li>• Allows students a chance to apply computer applications they are learning in class to essential financial education knowledge such as budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of personal finance principles</li> </ul>
<b>SOCI 1301, Intro to Sociology</b>	<ul style="list-style-type: none"> <li>• Social/behavioral science course option in the core curriculum, often taken by both technical and academic majors</li> <li>• 2018-19 enrollment of 338 students</li> <li>• Allows students to study behaviors related to spending</li> </ul>	<ul style="list-style-type: none"> <li>• Students can recognize the benefits of budgeting, saving, and planning for the future</li> </ul>
<b>PSYC 2301, General Psychol- ogy</b>	<ul style="list-style-type: none"> <li>• Social/behavioral science course option in the core curriculum, often taken by both technical and academic majors</li> <li>• 2018-19 enrollment of 715 students</li> <li>• Allows students to study behaviors related to spending</li> </ul>	<ul style="list-style-type: none"> <li>• Students can recognize the benefits of budgeting, saving, and planning for the future</li> </ul>
<b>ECON 2301, Principles of Mac- roeconomics</b>	<ul style="list-style-type: none"> <li>• Social/behavioral science course option in the core curriculum</li> <li>• 2018-19 enrollment 505</li> </ul>	<ul style="list-style-type: none"> <li>• Students can recognize the benefits of budgeting, saving, and planning for the future</li> </ul>

Curriculum and assessments will be developed by faculty in the spring 2021 Faculty Learning Community. Faculty will evaluate resources, such as CashCourse, which contains presentations, assignments, a budgeting tool, and assessments for instructor use, to create assignments. For example, a speech instructor can create an assignment that requires writing and presenting a speech over a student loan topic of the student's choice. This would satisfy both the subject's traditional learning outcomes while also providing a unique learning opportunity for students about loans.

Tailored Loan Letter: In fall 2021, the tailored loan letter, developed by Student Information Services, Information Technology and the QEP Director in spring 2021, will be piloted with approximately 20% of Hill College students carrying a loan balance. After soliciting feedback from students receiving the letter and from staff creating/distributing the letter, modifications will be made as necessary and rolled out to all students carrying a loan balance in spring 2022.

Faculty Learning Community: The third Faculty Learning Community will begin in early January 2022. This FLC will be comprised of volunteer faculty members who incorporated financial education into their courses. Faculty will share learnings from implementation of financial education in their courses in the fall with other faculty interested in developing/incorporating curriculum in their courses. The Faculty Learning Community will report to the QEP Director to ensure that strategies and resources developed are aligned with the QEP purpose and strategies. The FLC will meet regularly in weekly meetings, also attended by the QEP Director, to accomplish their charge. With financial education fully implemented across all identified courses and learnings shared with all faculty, the FLC model will not continue beyond Phase Two. Continued training, learning, and sharing will take place during professional development activities scheduled in Phase Three.

### Implementation Calendar

<i>Phase II: 2021-2022 Academic Year (Fall, Spring, Summer semesters)</i>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>August 2021</b>	Annual Report to Employees	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Fall 2021</b>	Incorporate financial education student learning outcomes into designated courses	Educate students about finances	Faculty, Instructional Administration

<b>Phase II: 2021-2022 Academic Year (Fall, Spring, Summer semesters)</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>Fall 2021</b>	Student Workshops utilizing CashCourse	Students receive hands-on help with various financial topics	QEP Director, Communications
<b>Fall 2021</b>	Pilot Tailored Loan Letter	Students will know how much they have borrowed, how to pay it off, and where to get help	Student Information Services, QEP Director, Information Technology
<b>Fall 2021</b>	Professional Development for faculty and staff	Educate faculty and staff about their impact on students' finances	QEP Director, Manager for Faculty Affairs, Human Resources
<b>Fall 2021</b>	Student Financial Wellness Survey	Assess student debt perceptions and behaviors	Office of Institutional Effectiveness
<b>Fall 2021</b>	Student Focus Groups	Gather student perceptions regarding Tailored Loan Letter, Money Management Center/website; identify current challenges students are facing; drive content of spring Financial Education Day	QEP Director, Office of Institutional Effectiveness
<b>January 2022</b>	Training session during professional development week for faculty	Share learnings and resources	QEP Director, Manager for Faculty Affairs
<b>January 2022</b>	Faculty Learning Community #3 begins	Faculty share learnings from implementation of financial education in their courses with other faculty interested in developing/incorporating curriculum in their courses	QEP Director, Manager for Faculty Affairs, Faculty
<b>Spring 2022</b>	Implement Tailored Loan Letter	Students will know how much they have borrowed, how to pay it off, and where to get help	Student Information Services, QEP Director, Information Technology
<b>Spring 2022</b>	THECB <i>Almanac</i> and Accountability System data review	Assess graduate debt level, percent with debt, and debt as percent of first year wages	Office of Institutional Effectiveness

<b>Phase II: 2021-2022 Academic Year (Fall, Spring, Summer semesters)</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>Spring 2022</b>	Host second annual Financial Education Day for students	Provide students with fun, informative day introducing them to a variety of financial education workshops, community resources, job opportunities, financial aid sessions, and encouraging use of money management center	QEP Director, Communications, Student Services, Coordinator of Events and Community Relations
<b>April 2022</b>	Survey of Employee Engagement	Assess employee perceptions regarding their role in student financial health and access to professional development	Office of Institutional Effectiveness
<b>Summer 2022</b>	Annual Report to Institutional Effectiveness Committee	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer 2022</b>	Annual Report to President's Council	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer 2022</b>	Annual Report to Board of Regents	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer 2022</b>	Financial education session at summer Orientation, including tour of Money Management Center	Early financial education presentation as students first begin college and introduction to MMC resources	QEP Director, Student Services

### **Phase III (Academic Years 2022-2023, 2023-2024, and 2024-2025)**

Phase Three of implementation consists of continuation of strategies and assessments previously outlined. It does not include any new elements unless a modification or addition is identified and approved through the annual evaluation performed by the QEP Director.



## Implementation Calendar

<b>Phase III: 2022-2023, 2023-2024, 2024-2025 (Fall, Spring, Summer semesters)</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>August</b>	Annual Report to Employees	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Fall</b>	Student Workshops	Students receive hands-on help with various financial topics	QEP Director, Communications
<b>Fall</b>	Professional Development for faculty and staff	Educate faculty and staff about their impact on students' finances	QEP Director, Manager for Faculty Affairs, Human Resources
<b>Fall</b>	Student Financial Wellness Survey	Assess student debt perceptions and behaviors	Office of Institutional Effectiveness
<b>Fall</b>	Student Focus Groups	Gather student perceptions regarding Money Management Center/website; identify current challenges students are facing; drive content of spring Financial Education Day	QEP Director, Office of Institutional Effectiveness
<b>January</b>	Training session during professional development week for faculty and staff	Share learnings and resources	QEP Director, Manager for Faculty Affairs, Human Resources
<b>Spring</b>	THECB <i>Almanac</i> and Accountability System data review	Assess graduate debt level, percent with debt, and debt as percent of first year wages	Office of Institutional Effectiveness
<b>Spring</b>	Host annual Financial Education Day for students	Provide students with fun, informative day introducing them to a variety of financial education workshops, community resources, job opportunities, financial aid sessions, and encouraging use of money management center	QEP Director, Communications, Student Services, Coordinator of Events and Community Relations

<b>Phase III: 2022-2023, 2023-2024, 2024-2025 (Fall, Spring, Summer semesters)</b>			
<u>Date</u>	<u>Activity</u>	<u>Results</u>	<u>Responsibility</u>
<b>April</b>	Survey of Employee Engagement	Assess employee perceptions regarding their role in student financial health and access to professional development	Office of Institutional Effectiveness
<b>Summer</b>	Annual Report to Institutional Effectiveness Committee	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer</b>	Annual Report to President's Council	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer</b>	Annual Report to Board of Regents	Provide results of annual plan evaluation, inform of any plan modifications	QEP Director
<b>Summer</b>	Financial education session at summer Orientation, including tour of Money Management Center	Early financial education presentation as students first begin college and introduction to MMC resources	QEP Director, Student Services

To conclude Section VI and to reiterate, there are three implementation phases of the Hill College QEP “Focus on Financial Fitness.” Throughout the process, the overall purpose of the five strategies and three phase implementation approach is to enhance student’s financial education with essential resources that support their financial well-being at Hill College and into the future. The flow of implementation is focused, realistic, and measurable and is within the capability of Hill College to implement.

## **VII. Institutional Capability**

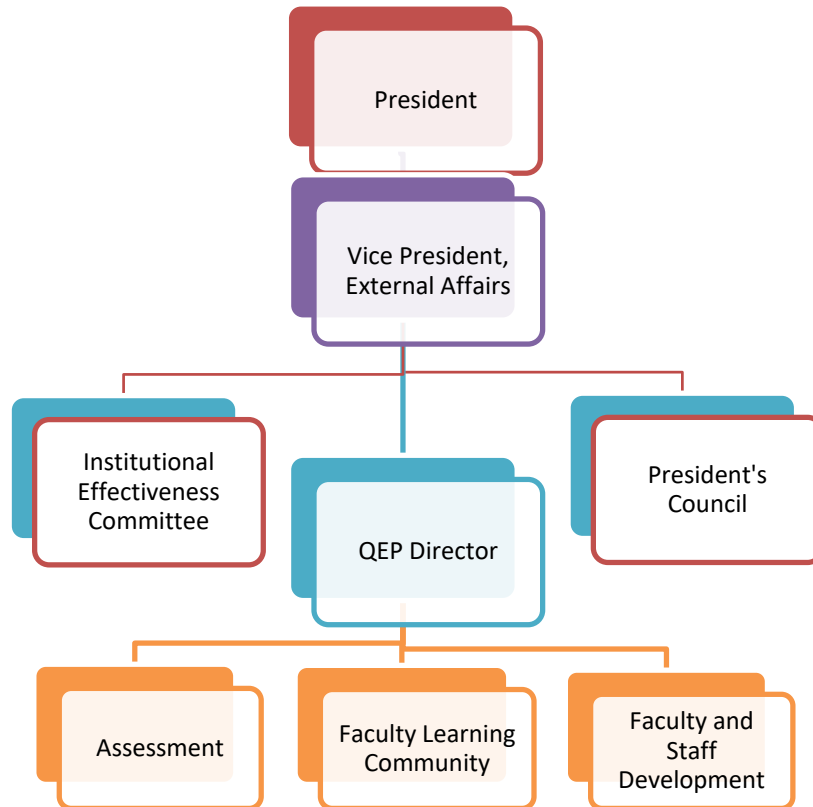
Hill College has ample resources and institutional commitment to implement, sustain, and complete the QEP as outlined in this plan. The organizational structure presented below clearly defines the roles and responsibilities for full implementation. Adequate personnel have been allocated to the QEP to provide the necessary oversight and to fulfill the day-to-day operations required for successful implementation.

Hill College is a financially strong and stable institution. Financial resources are available and committed to support the project and are adequate to ensure successful implementation. A detailed budget demonstrates sufficient financial resources have been strategically planned and ensures adequate financial resources are available through the implementation of the plan.

Implementation activities are outlined in detail over three phases of the project previously discussed in this document. All implementation activities are within the scope and capability of the college, its faculty and staff, and its budget. In addition, procedures are in place to make adjustments to those activities as needed based on assessment of student learning and plan implementation.

### **a. Organizational Structure**

Responsibility for implementing and sustaining the Hill College QEP lies with the administration of the college, headed by the vice president of external affairs who reports to the president of the college as shown in the following chart:



**Responsibilities:**

Vice President of External Affairs – Leads and supervises accreditation and compliance at the college; has responsibility for district communications, community relations, partnerships, and development; leads college-wide initiatives such as guided pathways and strategic planning; oversees planning and assessment activities; reports to the president of the college.

President’s Council – Includes the president and vice presidents of the college.

Institutional Effectiveness Committee - Comprised of faculty, deans, and directors from across the institution; reviews and makes recommendations regarding the on-going,

comprehensive, college-wide process of planning and evaluation for the purpose of ensuring the college is achieving its mission and goals in continually improving its programs and services. Serves as the oversight committee for plan implementation and review.

QEP Director – Provides leadership and support for the development, implementation, and assessment of the QEP; responsible for on-going planning, day-to-day operations and achievement of annual objectives; works collaboratively with the faculty and staff in the development and implementation of pedagogy and strategies; leads the Faculty Learning Community; reports to the vice president of external affairs. [See Appendix F for job description.]

Faculty Learning Community (FLC) – Consists of faculty from a variety of subject areas; collaborate on how faculty can best serve students in the classroom concerning their finances; has responsibility for reviewing course material requirements and impact on student finances; collecting resources for instructors and students; developing curriculum and assessment; implementing student learning outcomes into courses; and for reporting as required to the leadership of the college, the QEP Director, and the Institutional Effectiveness Committee. After phase two of implementation, the FLC will no longer be needed since their responsibilities will have been fulfilled. All SLOs will be implemented by that time and activity in phase three will fall within the established processes of the college regarding assessment and review of curriculum and student learning.

## **b. Resources**

Hill College is committed to supporting the QEP by providing both the fiscal and human resources needed to successfully implement, assess, and institutionalize the plan. The college has both the financial resources and administrative capacity to ensure sustainability of the QEP.

Hill College has a sound financial base and demonstrated financial stability necessary to support the mission of the college and scope of its programs and services. The financial statements, the statement of financial position, and the budget demonstrate a stable institution with a consistent pattern of growth in revenue, expenditures, and net assets. The college's annual budgeting and planning cycles make it possible to revise future year budgets based on the findings of the formative assessment component of the overall plan. One hundred percent of the QEP budget stems from reallocation of existing resources.

Hill College has developed a comprehensive budget that allocates adequate resources for personnel, professional development, materials, assessment, and supplies.

## **Personnel**

The majority of the allocated funds is to support the human resources needed to execute and sustain the plan across the institution. A qualified individual serves as the full-time QEP Director, one-hundred percent of time is dedicated to the QEP. Salary was determined by Human Resources based on the job description, including education and experience required. The college strives for, and has regularly achieved, providing a 3% annual raise for employees which is factored into the QEP budget for the director. Stipends are allocated for the Faculty Learning Community (FLC) members based on the anticipated amount of time this group will spend outside their normal teaching load during each phase of the project. Two Faculty Learning Communities (Phase 1: 1 in fall, 1 in spring) will be implemented during the 2020-21 year with the third scheduled for implementation spring 2022 (Phase 2). FLCs will be capped at 10 members per community and faculty receive \$1,500 per semester served.

## **Professional Development**

Professional development plays a significant role in Hill College's QEP as faculty and staff are introduced to and trained in financial education. The college will support professional development both on-campus with guest speakers, webinars, and video training modules and off-campus at conferences and observation of best practices at other colleges. The budget is front-loaded with significant professional development funds in Phase One and Two to address the learning curve associated with introducing a new topic across a broad audience. In the first two implementation phases, two guest speakers are planned per year at a cost of \$2,500 per speaker. Remaining funds will provide for workshop materials, online trainings, and regional conferences. The college will take advantage of a train-the-trainer type model as significant numbers of faculty and staff are trained in phases one and two, more professional development in phase three will be done in-house.

The QEP Director's training, as outlined in Section VI, from the Association for Financial Counseling and Planning Education (AFCPE) is accounted for in the QEP Budget as well. This training will ensure that the QEP director is equipped with knowledge and strategies to best serve students.

Hill College has also purchased institutional memberships to the Texas Association of Collegiate Financial Education Professionals (TACFEP) and Higher Education Financial Wellness Alliance (HEFWA). These memberships provide faculty and staff with quality professional development concerning the financial education of Hill College students. Both organizations provide current and relevant resources. Through these memberships Hill College faculty and staff can attend both organizations' summits and webinars, providing virtual and in-person opportunities. The QEP budget includes annual renewal of these memberships.

## **Money Management Center**

A budget has been developed for the Money Management Center (MMC) to ensure resources to successfully implement student workshops and the annual Financial Education Day. Allocated funds for these efforts are all-inclusive of speakers, training tools, attendance incentives such as food and giveaways, and marketing materials. Additionally, funds have been allocated for books and supplies for the MMC. Increases in the budget allow for increased cost of goods, as well as increases in usage by students.

## **Materials and Supplies**

Funds are allocated for office supplies and photocopies for the QEP Director and Money Management Center daily operations. Additionally, funds are allocated for necessary meeting expenses for the QEP Director's use when hosting meetings, such as food, drinks, and other supplies. Necessary clerical support will be provided by the Administrative Assistant for the External Affairs Division that reports directly to the VP External Affairs, including fund requisition, photocopying, mail service, and assistance with meeting logistics.

## **Assessment**

Two external surveys are incorporated in the QEP assessment plan, the Student Financial Wellness Survey and the Survey of Employee Engagement. The student survey is free to the college through the Texas Success Center's Guided Pathways Initiative. If at some point during QEP implementation, a cost arises, the college is committed to covering that cost to maintain the assessment tool. The employee survey is an ongoing survey through the Office of Institutional Effectiveness. The cost is \$2,700 annually, which is accounted for in that department's budget.

A detailed budget chart begins on the next page.



QEP Budget	Planning Year	Phase One	Phase Two	Phase Three		
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Personnel</b>						
QEP Director	\$ 4,166	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Faculty Learning Community Stipends (\$1,500 ea)	-	\$ 30,000	\$ 15,000	-	-	-
Literature Review and Steering Committee Faculty Stipends	\$ 11,305	-	-	-	-	-
<b>Total Personnel</b>	<b>\$ 15,471</b>	<b>\$ 80,000</b>	<b>\$ 66,500</b>	<b>\$ 53,045</b>	<b>\$ 54,636</b>	<b>\$ 56,275</b>
<b>Professional Development</b>						
Amarillo College Poverty Summit	\$ 1,100	-	-	-	-	-
AFCPE training for QEP Director	-	\$ 650	-	-	-	-
TACFEP Institutional Membership	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150
HEFWA Institutional Membership	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250	\$ 250
Guest speakers/workshops/training	-	\$ 8,000	\$ 8,000	\$ 5,000	\$ 2,500	\$ 2,500
<b>Total Professional Development</b>	<b>\$ 1,500</b>	<b>\$ 9,050</b>	<b>\$ 8,400</b>	<b>\$ 5,400</b>	<b>\$ 2,900</b>	<b>\$ 2,900</b>
<b>Money Management Center</b>						
Student Financial Education Day	-	\$ 2,000	\$ 2,200	\$ 2,400	\$ 2,600	\$ 2,800
Student Workshops	-	\$ 1,500	\$ 1,700	\$ 1,900	\$ 2,100	\$ 2,300
Books & Supplies	-	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750	\$ 2,000
<b>Total Money Management Center</b>		<b>\$ 4,500</b>	<b>\$ 5,150</b>	<b>\$ 5,800</b>	<b>\$ 6,450</b>	<b>\$ 7,100</b>
<b>Materials and Supplies</b>						
Office supplies	-	\$ 400	\$ 400	\$ 400	\$ 400	\$ 400
Meetings & Workshops	\$ 100	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Photocopy	-	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
<b>Total Materials and Supplies</b>	<b>\$ 100</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>	<b>\$ 1,400</b>
<b>Assessment</b>						
Student Financial Wellness Survey (free to college)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Survey of Employment Engagement - \$2,700 annually (paid for by Institutional Effectiveness Office, not included in QEP budget)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total QEP budget</b>	<b>\$ 17,071</b>	<b>\$ 94,950</b>	<b>\$ 81,450</b>	<b>\$ 65,645</b>	<b>\$ 65,386</b>	<b>\$ 67,675</b>

## VIII. Assessment

The primary purpose of the Hill College Quality Enhancement Plan, Focus on Financial Fitness, is to enhance student’s financial education with essential resources that support their financial well-being at Hill College and afterwards. A series of assessments will be conducted over each phase of the QEP for the next five years. These assessments will provide data demonstrating the QEP’s effectiveness and providing feedback for areas of improvement. Hill College has the human and technical resources necessary to provide data and analysis for project assessment. The Office of Institutional Effectiveness has the experience and expertise to lead the assessment efforts and interpretation of results. The Institutional Effectiveness Committee is a well-versed, cross-functional team with oversight responsibilities for all college-wide effectiveness efforts. Components of the assessment plan are as follows:

Texas Public Higher Education Almanac - This annual publication of the Texas Higher Education Coordinating Board (THECB) provides higher education facts and performance data that allows users to compare Texas public higher education institutions. For purposes of this plan, assessment data will include the total student debt of Hill College graduates and percentage of students graduating with debt. The population of these measures is *graduates*; so for QEP assessment purposes, the first eligible group of graduates will be 2022. There is a one-year lag on data released by the state, so it will be available in 2023.

	2018-2019 2-year average BASELINE	2021	2022	2023	2024	2025
Total debt of graduates	\$18,169			\$17,308	\$16,346	\$15,385
% graduates with debt	42.7%			39%	36%	32%

In the 2018 publication, student debt for 2017 graduates averaged \$19,231, placing Hill College graduates approximately 3<sup>rd</sup> in the state among community colleges for highest student

debt among graduates. The goal of the college is to reduce the debt load by 20% by the end of the QEP implementation. A 20% reduction would be in line with the state average for community college graduates. In the same publication, 42% of students graduating in 2017 incurred debt, which is in the top third tier in the state. The plan goal is to reduce that by 10 percentage points, bringing the percent to the state average for community college graduates. In preparing and reviewing the assessment of measures from the *Almanac*, the college must acknowledge that there will be some delay in reported impact due to the lag in the state publication, as well as these measures focusing on *graduates*.

Texas Higher Education Accountability System – This statewide resource maintained by the Texas Higher Education Coordinating Board (THECB) provides performance measures for universities and community colleges in the state, along with multiple benchmarks for comparison. Community colleges are categorized into five groups based primarily on institution size with Hill College part of the medium size peer group. This resource will serve as a regular assessment tool during the QEP evaluation process. The population of this measure is *graduates*; so for QEP assessment purposes, the first eligible group of graduates will be 2022. There is a one-year lag on data released by the state, so it will be available in 2023.

	2018-2019 2-year average BASELINE	2021	2022	2023	2024	2025
Undergrad debt as % of first year wages	57.2%			53%	50%	46%

As published in the THECB’s 2018 Accountability Data, undergraduate debt as a percent of first year’s wages for Hill College’s graduates was 58.5%, which is high in comparison to the statewide community college average at 40.5% and other medium size community colleges in the state at 37.5%. The QEP focus on financial fitness should decrease the debt percent of first year

wages of Hill College graduates in the future. The goal is to reduce that by 12 percentage points to better align with the statewide community college average. In preparing and reviewing the Accountability System assessment measure, the college must acknowledge that there will be some delay in reported impact due to the lag in the state publication, as well as the measure focusing on *graduates*.

Student Financial Wellness Survey – This online survey conducted by Trellis Research provides insight into the financial well-being and student success factors of postsecondary students across the nation, including students attending Hill College. In addition to providing data on Hill College students, it also compares these numbers to nationwide results providing further understanding of the widespread struggles students in higher education are facing.

This survey has been conducted at Hill College for the past two consecutive fall semesters: 2018 and 2019. Both years demonstrated similar responses and serve as baseline data for the QEP. Overall students are expressing similar concerns and dilemmas year to year; the QEP is designed to address these student challenges. While the survey will be administered in fall 2020, results are not included in the QEP assessment plan as student initiatives to impact financial fitness will not have been realized yet.

	2018-2019 2-year average BASELINE	2020	2021	2022	2023	2024	2025
More loan debt than expected	57%		56%	54%	50%	50%	50%
Not confident in paying off debt	63%		58%	54%	50%	50%	50%

Over the three phases of the QEP, the Student Financial Wellness Survey will serve as a key measurement of the effectiveness of the college’s focus on financial education. The overall goal is to reduce the students responding positively to the above statements to 50%.

Survey of Employee Engagement – This annual survey, conducted by the Institute of Organizational Excellence at the University of Texas, is used by the college to measure employee engagement, specifically focused on the key drivers relative to the ability to engage employees towards successfully fulfilling the vision and mission of the organization. Custom questions were added to this survey in spring 2020 to assess employee perceptions of their impact on students’ financial education and availability of professional development on the topic.

	2020 BASELINE	2021	2022	2023	2024	2025
I understand how decisions made in my department or class impact our students financially	73%	77%	78%	79%	80%	80%
I have access to professional development that can help me have a positive impact on our students’ finances	43%	55%	64%	68%	70%	70%
I believe that we can reduce the amount of debt that our students have upon graduation	57%	63%	66%	68%	70%	70%

Each spring this survey will include the same questions to provide ongoing evaluation. Goals were set to improve the agreement ratings of the above statements among employees, with greater improvements taking place in the first few years as the learning curve is addressed with significant professional development efforts.

Event Specific Surveys – Surveys will be given to students attending the Annual Financial Education Day, workshops, seminars, and the Money Management Center. Employees will be given surveys as well upon attendance at professional development events. Survey instruments will be developed jointly by the QEP Director and the Office of Institutional Effectiveness for each event based on content and delivery. Evaluation and feedback collected from participants is important to ensure offerings are relevant and impactful, as well as guide the development of future events.

Course Assessments – Student learning outcomes will be assessed within the identified courses. Faculty created assessments will directly measure student learning and will be integrated into the existing IE processes to ensure continuity and continuous improvements. In addition, faculty will explore the possibility of utilizing CashCourse pre/posttest assessments available in this money management tool as a potential source of student learning assessment. This will be determined by the FLC and, if applicable, to Hill College will be adopted and implemented as a form of student learning assessment.

Student Focus Groups – Focus groups will be held by the QEP Director each fall. In fall 2019, groups were held as part of the QEP development process where students provided insight into the topic of financial education and provided feedback on draft strategies for the Steering Committee. Going forward, groups will focus on current QEP efforts, such as the rollout of the Tailored Loan Letter, and serve as a thought gathering tool to drive future offerings and content for the student Financial Education Day and other workshops. Direct student input combined with employee experience helps pave the way for effective program development.

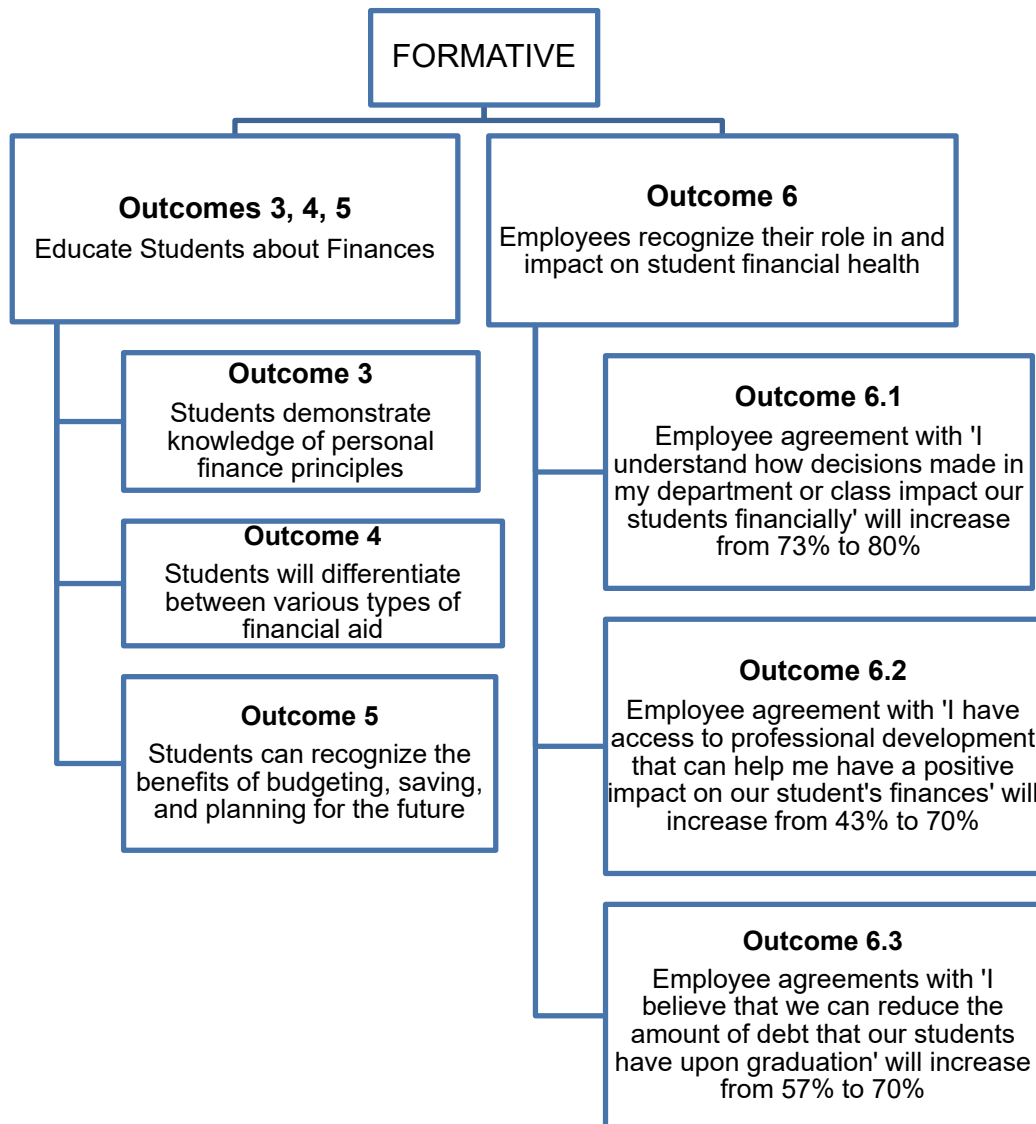
### Assessment Calendar

Date	Assessment Tool	Description	Use of Results
Fall 2018 and ongoing each fall semester	Student Financial Wellness Survey by Trellis Research	National, annual survey that seeks to document financial well-being and student success indicators	Establish a baseline level; evaluate changes
Spring 2020 and ongoing each spring semester	Survey of Employee Engagement	Questions added to existing annual employee survey	Establish a baseline level of employee perceptions regarding their role in student financial health and

Date	Assessment Tool	Description	Use of Results
			access to professional development; evaluate changes
Fall 2020 and ongoing	Event Specific Surveys for attendees of all employee professional development activities and student workshops	Questions focus on events attended by employees and students	Ongoing evaluation of attendee perception of event, learning opportunities, and ideas to shape future events
Spring 2021 and ongoing each semester	Embedded assessments of student learning	Assessments to measure specific student learning outcomes in courses	Measure changes in student learning
2018 and ongoing annually	THECB Almanac	Annual publication of standard higher education data at state and college level	Establish a baseline level of graduate debt; evaluate changes
2018 and ongoing annually	THECB Accountability Data	Annual publication of standard higher education data at state and college level	Establish a baseline level of graduate debt as percent of first year wages; evaluate changes
Fall 2019 and ongoing annually	Student focus groups	Focus groups with students	Gather student perceptions regarding targeted efforts and identify current challenges students are facing; drive content of spring Financial Education Day

**Formative Evaluation:** The assessments described in the key assessment tools mentioned above, will allow the QEP Director, Institutional Effectiveness Committee, and President's Council the ability to assess the plan throughout each phase of implementation and modify efforts for continuous improvement. Formative assessment results will be analyzed by the QEP

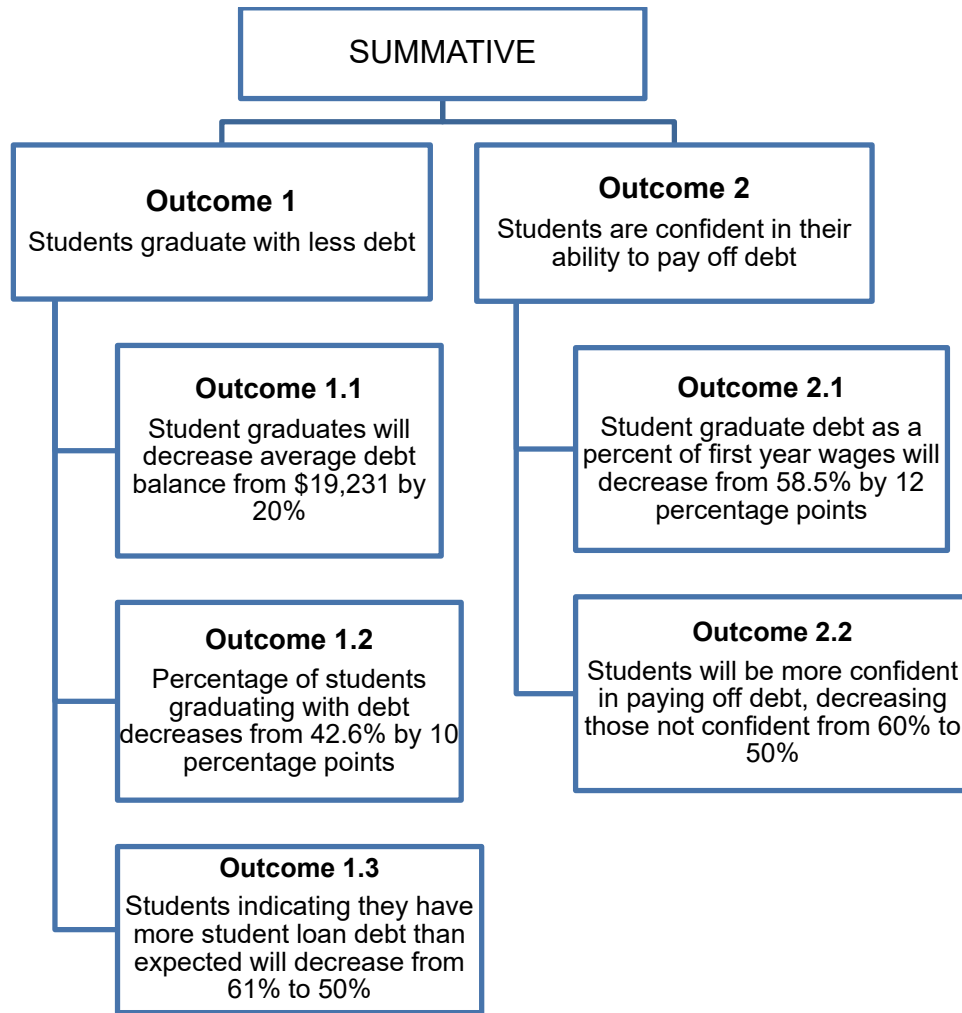
director and any recommended changes will be communicated to college leadership.



**Summative Evaluation:** Annually, the QEP Director will prepare a progress report. This analysis will go beyond formative evaluations to determine the degree to which the college is accomplishing the overall student learning outcomes. This report will include not only the assessment results but also financial and personnel updates. Student performance in each phase of the plan will be measured against baseline data on each criterion. The director will share this report with the President’s Council, the Institutional Effectiveness Committee, and the college’s



Board of Regents. An annual summary and update will also be provided to all employees at each fall All Staff Day by the QEP Director. In preparation for the Fifth Year Interim Report, the QEP Director will prepare a summative final report to track the history and results of the plan.



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## **X. Appendix**

- A. Topic Development, Broad Topics for President's Council, February 2019
- B. Topic Development, Questionnaire, All Staff May 2019
- C. Topic Development, Student Focus Groups, fall 2019
- D. Implementation Strategies, Faculty Survey, spring 2020
- E. Implementation Strategies, Student Panel, spring 2020
- F. QEP Director, Job Description

## Appendix A: Topic Development, Broad Topics for President’s Council, Feb 2019

### Data Gaps identified by Office of Institutional Effectiveness Possible QEP Topics

February 2019

#### Developmental Education

##### Developmental Education Success Rate\*

###### MATH

- a. 32% Math TSI Completion- Behind statewide 37% and medium college 44%
- b. Gateway Completion in Math 17% versus statewide 19% and medium colleges 20%

###### READING

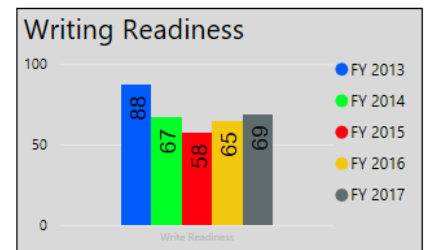
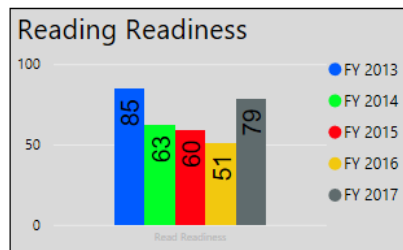
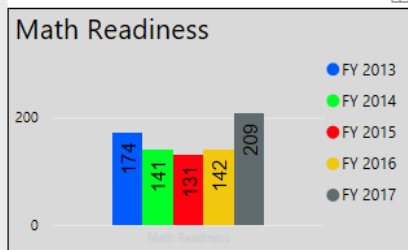
- a. 39% Reading TSI Completion-Behind Statewide 53% and medium colleges 55%
- b. Gateway Completion in Reading 29% versus statewide 40% and medium colleges 37%

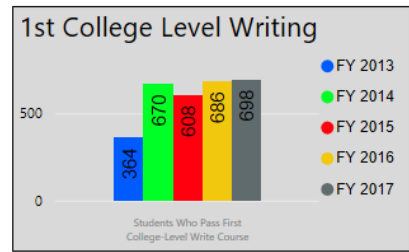
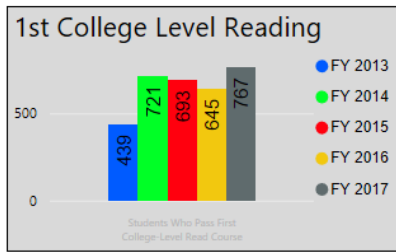
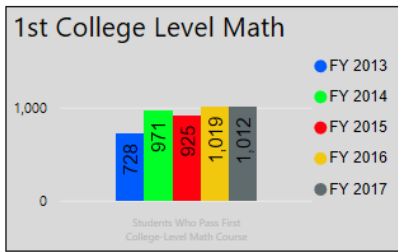
###### WRITING

- a. 38% Writing TSI Completion-Behind Statewide 50% and medium college 52%
- b. Gateway Completion in Writing 25% versus statewide 33% and medium colleges 31%

\*2018 almanac data, FTIC 2 years to hit benchmark, cohort 2014

##### Success Points\*\*





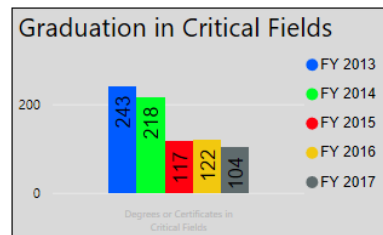
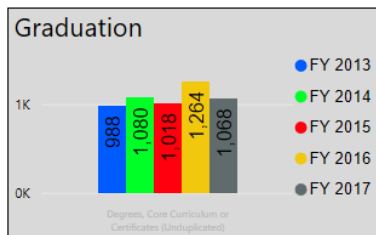
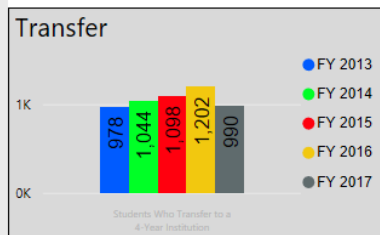
\*\*no cohort, just those that hit benchmark in given year

## Financial Literacy/Debt

- 42.6% Students with Debt (almanac data, 2017 grads) roughly 15<sup>th</sup> in state
  - \$19, 231 average HC student debt (almanac) 3<sup>rd</sup> highest among CC's in state
  - 61% have more debt than expected (trellis survey)
  - 60% not confident about paying off debt (trellis survey)
  - On and on, but trellis survey not terrible in comparison to benchmarks
  - Undergraduate debt as % of first year's wage: HC 58.5%, medium college's: 37.5%, statewide CCs: 40.5%
- + 60x30 and SACSCOC focus

## Completion

- Average SCH to associate degree: 80 (almanac) about average for state
- Graduates as a % of FTE – Hill: 29.1%, medium colleges: 38.6% , statewide cc: 30.2%



## HILL COLLEGE - Degrees and Certificates Awarded

Degrees and certificates awarded for students at public 2-year institutions. Percent change is from first to last year displayed.

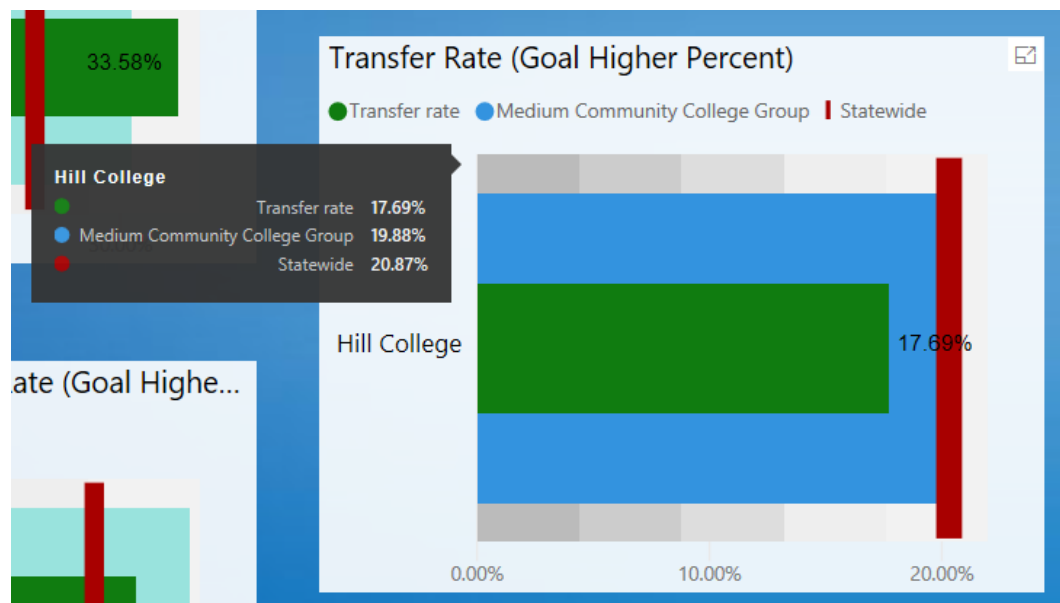
	2016	2017	2018	Percent Change
	Count	Count	Count	
<b>Total</b>	804	689	701	-12.8 %
Certificate 1	259	250	235	-9.3 %
Certificate 2	68	47	52	-23.5 %
Advanced Technology Certificate				
Associate	477	392	414	-13.2 %
Bachelor's				

## HILL COLLEGE - Degrees and Certificates Awarded (Economically Disadvantaged)

Economically disadvantaged undergraduates receiving a certificate, associate degree or bachelor's degree. Percent change is from first to last year displayed.

	2016	2017	2018	Percent Change
	Count	Count	Count	
<b>Undergraduates Receiving an Award</b>	399	292	329	-17.5 %

## Transfer





## HILL COLLEGE - Students Who Transferred to a Senior Institution

Students who entered college for the first time at a two-year institution and were not concurrently enrolled at a four-year institution, and then transferred for the first time to a four-year institution. Percentage point change is from first to last year displayed.

	2016		2017		2018		Point Change
	Count	Percent	Count	Percent	Count	Percent	
<b>Total</b>	887	100.0 %	746	100.0 %	734	100.0 %	0.0
0-12 Hours	11	1.2 %	10	1.3 %	9	1.2 %	0.0
13-24 Hours	19	2.1 %	20	2.7 %	21	2.9 %	0.8
25-29 Hours	14	1.6 %	14	1.9 %	13	1.8 %	0.2
30-42 Hours	32	3.6 %	16	2.1 %	27	3.7 %	0.1
43+ Hours	104	11.7 %	72	9.7 %	102	13.9 %	2.2
Not a Transfer	707	79.7 %	614	82.3 %	562	76.6 %	-3.1
<b>Total</b>	887	100.0 %	746	100.0 %	734	100.0 %	0.0
All Transfers	180	20.3 %	132	17.7 %	172	23.4 %	3.1
Non Transfer Completer	159	17.9 %	135	18.1 %	114	15.5 %	-2.4
Non-Completers	548	61.8 %	479	64.2 %	448	61.0 %	-0.8
<b>Total</b>	887	100.0 %	746	100.0 %	734	100.0 %	0.0
Awarded Core	76	8.6 %	59	7.9 %	85	11.6 %	3.0
Not Awarded Core	811	91.4 %	687	92.1 %	649	88.4 %	-3.0
<b>Total</b>	887	100.0 %	746	100.0 %	734	100.0 %	0.0
Awarded Field of Study	3	0.3 %	3	0.4 %	1	0.1 %	-0.2
Not Awarded Field of Study	884	99.7 %	743	99.6 %	733	99.9 %	0.2

## Appendix B: Topic Development Questionnaire, All Staff May 2019

<b>With an internal focus on student financial literacy across the college, what would be the most valuable benefit to our students?</b>
The goal of debt free or knowledge of financial management.
The education component; awareness of debt.
An understanding of and tools to accomplish degree completion without incurring debt.
Tie the topic to the curriculum in the classroom: budgeting in business classes; spreadsheet budgeting in office admin tech; budgeting in auto management class, etc.
I believe that a program of guest speakers specializing in budget management would be beneficial in the classroom
Financial Advisors
Reducing debt, managing funds, work/life balance.
How much "life" costs (aka why it's important to get their education).
It could help students build financial stability in their future life.
Resources or programs that helped students financially. Examples: job skills, housing.
It would allow them to make plans about their future and whether they can purchase new things or chose the right job.
The ability to put money away for the future. To understand that the US ranks quite high in the world of opportunity.
Students being able to navigate their college experience with the least amount of debt possible.
Manage their loans, books and college supplies.
Using student loans, using credit cards, making poor financial decisions.
Including info about this in a required course or a required web-based session that they have to work through.
No student loans.
Debt counseling/Budgeting
Financial awareness and responsibility
Understanding how to manage personal finances and how their personal finances relate to the broader global and national economy
Wise use of financial resources can be the most determinate factor in personal well being
Managing debt. Understanding benefit of living within means
The benefit to our students would be cultivating the habit of not spending the money the student does not have.
Less financial debt after college.
A course on financial literacy
Understanding of debt and how to live debt free.
Understanding that it can't go out if it doesn't come in.
Learning how to manage finances with regards to managing money
How to make wise decisions regarding budgeting, staying out of debt
Preparing for their future
Helping them (to learn) to be financially responsible in how they pay for college, and how much debt they accrue.
Understanding that you need to look at the possibilities of income from whatever you want to do in life.
Learning to manage finances

Hopefully they'll start to understand budgeting and stuff.
Learning how to manage through difficult financial situations, such as unexpected emergencies. (Perseverance and problem solving)
Perhaps having seminars or other learning (lunch & learn) opportunities where students can ask questions and receive guidance regarding good, ethical personal financial practices.
How to manage/control debt (both student and credit card)
How to handle budgets and debt
Give them structure to begin with
Learning to manage debt
Students having an "eyes wide open" perspective regarding cause/effect of financial reality.
Budgeting/Understanding financial aid (especially loans & amounts needed vs. awarded)
With student loan issues becoming more significant with each academic year, learning to manage debt is increasingly important
Budget, planning for future, basic budget planning, setting goals.
Helping them build a future after college.
Balance, family, work, and fun while planning for the future.
Savings, work, scholarship
Make students aware of expenses
Students need to learn how to manage money (how to create budgets, balance checks, etc.)
Advice on how to use financial aid
Contact with financial aid employees.
Freshman orientation
Finances beyond college. Good debt vs. bad debt
Lifelong learning of financial literacy
How to handle \$\$
A copy of their bill, what the true cost of college will be for 4 years.
Personal financial responsibility.
Savings & investment/mortgage rates
Self-mastery
Think long term, not just cash flow
Partnering with a bank to teach about checking and savings account.
Providing financial and assistance (representative) at ALL locations on a daily basis (Burluson)
Have financial aid employees on ALL campuses to help students and explain financial aid, and more.
To have a full time financial aid person at the Burluson Center, where student do not have to travel.
Hold workshop for students on financial literacy.
Having a financial aid representative at the Burluson location full time so that those students could have questions answered and submit documents.
Promote political candidates who are for free basic college for all.
Understanding loan debt and repayment %.
An understanding of the costs of attending college.
Awareness
Scholarships
Assure students understand cost per credit hour, and most likely Pell Grants do not cover all costs.
Degree plan cost estimate on website. I visited a website and they had a breakdown of cost for each pathway.

Students need to understand REALISTIC income when starting a new career. Many have unrealistic views of what money they will make after getting a degree, which leads to depression (suicide) what starting at lower income and repaying student loans.
Understanding debt and how to handle/manage it. Also to understand that it is OK to have debt but it important that it is managed properly.
Clearer understanding of student loans.
Students understand the difference between loans and grants along with the expectations of both.
Understanding the ration of future earnings to debt accrual.
To understand their options and how their financial decision affects them in the present and future. Need a Finance 101 mandatory course or workshop.
Don't offer loans if student's school is paid for. No option to accept both.
Education on student LOANS, credit cards, credit score, etc.
Assisting students to a debit free future (or almost debt free)
Students would be able to use what they have more successfully during their time in school.
Leaving college with small debt (no debts). Even if it takes longer to complete.
To teach them how to manage funds received via financial aid. Focusing on taking out only what they need for tuition.
Managing finances to minimize need for financial aid loans.
The most valuable benefit for our students, that they would be better informed about their involvement in the process.
To help them plan for and be prepared for managing their own household budgets after graduation. Also to help them manage finances during education so they do not go into their first career with a huge debt.
When students agree to "take on" or accept their student loans- they don't realize and/or understand the consequences and repayment process.
Literacy is more than student loans. It should be about finances, budgeting, etc. It should be an overview of a student's financial situation and if that involves student loans then it teaches responsible borrowing.
Awareness of pitfalls in credit cards.

<b>How could you imagine incorporating financial literacy into your interactions with students?</b>
I would encourage students to take advantage of resources and support services.
Advertising; financial literacy games implemented by SGA, student activities implemented in class assignments.
In advising, students in my major and course lectures regarding transfer of courses and in the financial value of what we teach.
Workshops.
As a history instructor, I could readily incorporate financial literacy into my pre-existing lectures concerning economics.
Through critical thinking exercises and development.
Informal discussions of aid and scholarships.
Econ stuff is a big part of my course.
Learning frameworks.

I use examples of financial literacy in my class.
Students who are struggling financially to refer to resources.
How to do financial aid. Affording bills.
Compare/contrast other countries and how people save for what.
Students in my classes complete problems relating to compound interest, annuities, credit card interests and payments. This could be expended upon in other classes.
Could be in using their writing to think about their priorities and need to spend money on.
Teaching it in Sociology. Micro-economics.
Making sure they understand their options on course materials and how NOT to use the bookstore.
I loan students lab kits to save them \$. Also openstax.org
Budget for project/experiments.
Extra credit in learning frameworks.
Discussions of economic developments in US History and how that relates to individual financial circumstances.
I might need some guidance on how to incorporate into a Biology lab.
Discussing various courses and salaries.
If I have the opportunity to interact with students on the subject of financial responsibility, I would advise them to buy things they have the money for. Avoid credit card purchases.
Teach student how to manage money.
Using our web presence and or mobile app to provide knowledge.
Guidance with my student assistance.
Incorporating into course material.
I don't interact with students but if I did, I would give them advice.
History of spending decisions at governmental level and personal level.
By not loaning them money when they ask.
Discussing these matters at appropriate times in class.
Incorporating how to use a checkbook or a smart phone. Why an app for banking might be a good idea.
I'm not sure. Maybe we can read an essay that explains or makes an argument about student loans and then analyze the rhetoric. (English Comp. 1)
Discuss responsible student loan borrowing. Use model texts about financial literacy.
Fin. Literacy links well with learning activities that focus on ethical decision making and becoming a strong leader in a global society.
Talking about wages and cost of being an adult. Insurance, housing, food, retirement.
Teach it as life skills.
Do it as a life like situation assignment.
Within some coursework - within certain classes as is appropriate.
Content area business (in additional to philosophy and subject implementation)
Importance of finding and applying for scholarships (internal & external)

Obviously, we can share financial strategies and experiences informally, but I think each discipline can incorporate financial literacy into their respective curriculum.
Bringing awareness to personal and business planning. Through small increments of videos and implementing how the effects of planning benefit students.
As a Cosmetology Instructor, it is very important.
Budgeting, retailing, marketing, building salon from the ground up.
Being trained and sharing knowledge how Fin. Aid incorporates w/ bills, budget, etc.
Write down expenses & income.
Explain to them the difference between subsidized and unsubsidized loans.
By the least complicated way.
Financial aid would be a good place to start.
Focused lessons with life applicability.
Detailed tuition fees, supplies, and other associated cost that students might not be aware of.
Do they understand student LOANS are not free money?
Assess work-school balance.
Just asking while working in Fin. Aid if they have a checking/savings account and see if they are comfortable using it often, sometimes, hardly, or never.
More cross training in order to answer simple questions.
More cross training so that we can help answer questions - simple questions.
Talk about how they can earn \$ in their chosen field.
Repetition (repeat)
Provide student with realistic starting pay in their chose career path.
Student loans, paying for next step in education.
When talking to students at events/school visits.
Offering a mandatory workshop with information that would benefit students.
Discuss issues of accepting loans and how to manage the money.
Encouraging work study instead of accepting loans and WHY.
For advising, encourage students to speak with financial aid.
Having students apply for aid or benefits even if they aren't sure if it will help them to see if this could help their funding for school and family.
Make sure they are not taken advantage of while young.
More help separating wants from needs.
Instill idea of sacrifice today for a better tomorrow (as opposed to going into debt for easier today)
Reminding them on how important it is to use a budget and sticking to it. Ex. Don't buy what you can't afford.
Library purchase of materials.
One on one interaction; as needed.
Already do help students with these issues - research where to find best prices on books, school supplies, etc that students need at the beginning of semester.

In speaking with students (advising) helping them understand how SAP & financial responsibilities will impact their future. Evening discussing credit, having emergency funds available and goal setting.
My department is already charged with this info. But it is always great to get buy-in from across the district.
Must be somehow mandatory. They will not attend voluntarily.

<b>What else would you like to share with the research team regarding student financial literacy?</b>
Need stories of how students have gotten out of debt.
Let us attempt to not only inform, but provide tangible tools to assist students in understanding the necessity of being proactive in their financial choices.
Look at instructional way for them to achieve knowledge.
Students have said that my talk about the stock market and investing were notably useful and practical. Perhaps more attention to these topics would instructive.
Great topic.
Students do not understand what they will face in future years.
Seek financial services through Texas Workforce, personal agencies, and companies/business within the community. Amazon, Facebook, etc.
Student independence is a big issue for students.
It is lacking and very important.
Excellent choice of QEP.
Need a database/library/sources available. I'd like help if possible Mike Itashiki
They need it. Especially traditional students.
Loans = Bad
This is a very useful topic for students.
Never too late to start.
I think it is a good idea.
Savings and investment in bonds and CD for interest gain, a good proactive to adopt.
Use other (sister) colleges for information.
Utilize Dave Ramsey Financial Peace University course for materials for students.
It will be like a foreign language to a lot of our students. It will be a great addition to their education.
Hope they get a better understanding.
I really like this. So important to teach students real-life habits.
Students need this. Great topic!
Just that they know how important it is that students learn to be financially responsible while they are in college. Not to amass too much debt while they are in college.
Students fortunately have great imagination but a little "real world" is a good thing.
There needs to be better communication with financial aid people and students regarding disbursements and costs.

It might be hard for non-math classes to implement.
I think one of the most important things we could do would be to open many avenues where students can have an honest, real life dialogue with a Hill College mentor about student's own financial goals and struggles.
Critical skill for both personal and business.
PTK has done extensive research into food insecurity. Financial instability in colleges across the state as well as at HC. Understanding the financial burdens on our students is a huge responsibility.
Basics such as income to debt ratio, the lifelong effects of high interest debt, etc. could benefit students throughout their lives.
Budgets, effects of budgets, business plans (the big picture), awareness of fin. Planning is core!
I think it is an amazing idea.
We need a worksheet, reality check, for students regarding their personal budget and financial aid.
Parents of students need to be educated on financial literacy as well.
How to balance banking account.
Basic information taught at high school level.
I like that this is being addressed.
Many opportunities to research.
Students should have learned the concept in high school.
They need to realize what their budget is and what college cost daily.
Responsibility trumps rights.
Providing resources for student for help within our community.
Correspond with those who provide information to the student.
Most of the students asking questions of me are asking about loans vs. grants. Most are unaware that it is necessary to maintain a GPA or that withdrawals count for a lifetime OR the rule of 50?, 150% - whatever that rule is.
Hold a financial aid (basic) workshop for faculty/staff, so everyone is giving the same and correct info to students and they know who to refer students to for more detailed info.
We should all be as financially literate as we are expecting our students to be.
Professional development on subject matter.
New students do not realize that the tuition//fee schedule is on website. And when they find it, it does not give the bigger picture, like books, labs, in district/out of district costs.
Students today are clueless about financing college and how they can pay for college.
Understand how to access their financial information.
How to use their money wisely.
Understand how to save their money and not spend immediately.
Students have no idea the impact they are setting up for the rest of their lives when they accept loans. Thinking long term in not in the head of an 18 year old
Some students don't want personal funds to be shared with the offices to see what benefits they are eligible for, but if we help with personal finances they won't be in the dark about their eligibility and maybe be more comfortable about reporting financial info. if it's in a more organized space.



Students do not understand difference between grants, scholarships, secured loans, and unsecured loans. They and their parents need to be educated that LOANS may not be the best option.
Incorporate financial literacy training in first generation and international college students.
Availability of Schoology for resources.
Just try as much as possible to keep it simple and to the point. Most of the students have a lot going on in their lives and this would be another item on their minds.
Budgeting classes should be mandatory for all our students. Very few get personal financial mgt. training before they get to college.
Utilization SMART goal/thinking strategies, holistic appreciative advising practices, it's everyone's responsibility, NOT just financial aid staff.
Federal student aid website has some information available.
Students do not think they need it.

## Appendix C: Topic Development, Student Focus Groups, fall 2019

### Combined Feedback – all groups

#### In relation to more debt than expected:

1. Books are too expensive, and they didn't factor in that cost up front.
  - (a) Teachers add books to the syllabus that aren't actually used.
  - (b) Students will buy a book, and then find out that they need an access code to do homework. (There were LOTS of complaints about paying to do homework).
  - (c) Students would buy a calculator, and then find out it's not the same one the teacher uses, so they'd have to buy another one.
  - (d) Students will buy an eBook, and then the instructor will tell them not to use tech in the classroom and that they need a physical book to use in class.
  - (e) Students report that the bookstore no longer does buy backs, and have a bad return policy, so they are stuck with expensive textbooks.
  - (f) Students would like the library to have books so they wouldn't need to purchase.
2. Syllabi often don't include all the purchases necessary for class, or they mandate a book that is then never used.
  - (a) Syllabi should specify if a book is required, or recommended.
  - (b) Students need more time to buy materials, don't make quizzes due so soon.
  - (c) Students want to know why they need a book (they want to decide for themselves if they would actually use the book).
3. Students end up having to take unnecessary classes because we won't offer what they actually need.
  - (a) Why do we only teach physics online? They want this as a face-to-face class on the Cleburne campus.
  - (b) They take biology (that won't help them get the Bachelor's degree) because we don't offer a good science class that they need.
4. Fees.
  - (a) They pay a gym fee for a crappy gym on the Cleburne campus.
  - (b) They have to pay a drop fee to drop a course.
  - (c) Failing classes, so have to pay "excessive course fee" or retake courses at own expense.
  - (d) Stop paying for sports, and put that money into scholarships.
  - (e) free printing on campus.
  - (f) parking should be free.
5. Lack of awareness of available help
  - (a) Don't know about FAFSA, or need help filling out FAFSA. Belief that FAFSA doesn't properly calculate how much parents can contribute to education.
  - (b) Don't know about possible grants or scholarships.
  - (c) No college fund, didn't work and save money for college.
  - (d) Students want someone at the school (financial aid advisor) to talk with them about how much school will actually cost.
6. Taking out loans when better alternatives are available.
  - (a) BOF students report that they do not have more debt than anticipated, and weren't stressed about finances.
  - (b) Subsidized loans are better options than unsubsidized.

#### In relation to struggling with big expenses:

1. For students on payment plans, they would like a forbearance option if something important (like medical bills) come up.
2. If a student misses a payment, they would like to be able to complete the course, but then have a hold on the grades. Once they pay, the grades would post to the transcript.
3. Don't take out pay day loans.
4. Sell off body tissues/cells
5. Create an emergency fund.
6. Make a budget.

For helping reduce financial burdens:

1. They would like help with FAFSA and scholarship applications, and the college should offer more scholarships. Add scholarships for low-income students or laptops.
2. They would like more counseling with financial aid personnel, and they would like someone to talk them through options. Advice should be personalized and provided in layman's terms.
3. They feel like the counselors (and advisors) are mean, and don't educate the students on pathways or financial options. They complain that the counselors make them feel dumb.
4. Advisors should know if other schools will accept transfer credits from us.
5. Add more relevant classes (physics again).
6. This group wants more face-to-face options, and fewer online options. More flexible course offerings in general.
7. Students don't have adequate wifi/internet at home, so they would like good service and longer hours on campus to use the internet.
8. They need classes that go to their majors, not just filler classes that get them a degree from Hill.
9. Need to accept AP classes as dual credit. Advisors don't help students understand the difference between AP and dual credit classes.
10. We have an unhelpful orientation course, that only one student in my class was even aware of. Once the other students heard about orientation, they all said that they would have loved this option. Here's what they think it should cover:
  - (a) How to study, (b) How to pay taxes, (c) Money management/access to financial planning, (d) Apartments/housing information, (e) How to interact with teachers, (f) How to use Schoology (and show them SmarThinking), (g) How to conduct research and use library databases, (h) How to use computers, (i) How to write resumes, (j) How to be an adult, (k) How to navigate our website (they hate MyRebel in particular)
11. Every student in this group hates mandatory registration. They like having the option to register with an advisor, but they don't like being forced to. We have pathways, but the students report that they have never gotten any pathways paperwork on what courses they should be taking for their degree plan. They hate that they have to see a different advisor every time they go in.
12. Donate blood, or go to parents for help. Get a part-time job, open a savings account.
13. Meal plan should be cheaper.
14. There should be more student worker programs or opportunities.
15. We should connect students with fundraising, employment companies and/or churches. Students can also search for jobs that offer tuition reimbursements.
  - (a) Maybe the school can keep a jobs board and include which employers offer tuition reimbursement.
16. Ensure scholarship parity for students who live in campus and commuter students (commuter students essentially get less aid).
17. A campus nurse or clinic could help with unexpected medical expenses. (include a fee to help pay for this). Free vaccinations.
18. The partnership with Tech helps students save money.
19. Free or low cost transportation would help save money.
20. Community service in exchange for class credit.
21. Offer free tutoring.
22. Year round attendance.
23. Supply with scantrons.
24. Access to free or reduced price school supplies.
25. Provide workshops during lunch time.
26. Financial aid should come through faster/before classes actually start.

Other things mentioned:

1. Access codes suck! Students hate teachers that make them pay more to do homework.

2. They want better communication between instructors and students (in relation to what materials are necessary for the class).
3. They want food trucks on campus more often, and fewer vending machines.
4. They want online instructors to be more involved in classes, and to respond to student emails.
5. They report that some teachers are unwilling to meet with students before and after class - instead the instructor wants students to use office hours.
6. VA paperwork is difficult, and the one person who can help is hardly ever on this campus.
7. Students can't check their student email on their phones.
8. Students want instructor reviews (course evaluations) to be viewable to help them choose who to take.
9. 8/13 students factored future career salary into college decision making.
10. 100% of these students came here to save money.
11. My students think that about 80% of our students take out loans over what they actually need.
12. When they heard that some students pay for college with credit cards, they reiterated that no one ever taught them any money management skills.
13. Students want us to advertise about the SGA and scholarship opportunities. They also want more extracurricular options.
14. They think we could do a better job announcing when there will be free food on campus.
15. They want the library to open earlier in the morning so they can study before classes.
16. They want more instructors in the math lab.
17. They want bigger coffee cups for morning coffee, and would like a Starbucks in the library.
18. Students do use school websites to calculate how much school will cost.
19. For the most part, students are not getting any type of education in regards to finances.

## Appendix D: Implementation Strategies Faculty Survey, spring 2020

Academic or Technical Faculty?

Answer Choices	Responses	
Academic Faculty Member	65.48%	55
Technical Faculty Member	34.52%	29
Total		84

Do you think financial education for our students would be best addressed as a component of current offerings or as a separate course or series of workshops outside degree requirements?

Answer Choices	Responses	
Component of current offerings	26.76%	19
Separate course or series of workshops	47.88%	34
Not sure	25.35%	18
Total		71

In your current course offerings, do you have components which address financial education?

Answer Choices	Responses	
Yes	17.14%	12
No	72.28%	52
Not sure	8.57%	6
Total		70

If not, could you add a component without significant impact on meeting current course objectives?

Answer Choices	Responses	
Strongly agree	8.82%	6
Agree	33.82%	23
Neither agree nor disagree	32.35%	22
Disagree	17.64%	12
Strongly disagree	7.35%	5
Total		68

Would you benefit from training associated with inclusion of financial education in your courses?

Answer Choices	Responses	
Yes	62.29%	45
No	35.71%	25
Total		70

What resources do you wish a faculty learning community could help create/provide for you to reduce the cost of attendance for students?

- 1 Sharing resources to use instead of textbooks.
- 2 choose different online lockdown browser. the one we have no works part time and students are struggling to get into a proctoring location to take tests and they're scattered across 200 miles of territory
- 3 Quality online homework platform...one that works with math (not multiple choice) and one that does not require hours and hours of prep to create each assignment
- 4 Focused effort on development of endowment funds.
- 5 Books! Different meal plans
- 6 The biggest expense are the textbooks and codes that are required to access the textbooks online. The library could provide a common link from the company that sells the textbooks and they could access it upon registration.
- 7 Hiring online teachers
- 8 Technology in classrooms and in student's hands to reduce need for overpriced textbooks and access codes
- 9 Online proctoring, like "Proctor U". Develop a platform similar to lingt.com or Quizlet, etc.
- 10 faster approval for students
- 11 Textbook cost.
- 12 Increase a faculty member's authority to drop a student who fails to improve their engagement in a course of study.
- 13 Increasing online courses would benefit those with children, work expenses, and travel costs and time on road.
- 14 partial scholarships or grants etc. for book and access code costs.
- 15 Provide each student with Chromebook
- 16 To help students find resources for affordable housing, food, transportation, Internet access, a way to make it possible for students to use a Lockdown Browser or ProctorU application that does not cost and that the instructor does not have to supervise.
- 17 scholarships within departments
- 18 A "think-tank" setting - just an exchange of current or new ideas.
- 19 Lower cost compare to other schools. Have personnel that know what they're talking about. Get those people on the same page with each other. They're not consistent
- 20 Development of Hill College Faculty textbooks
- 21 A reviewed and recommended list of OER available for each subject.
- 22 Free online resources.
- 23 grants
- 31 More OER
- 32 I think book costs are the primary concern, but I believe books or e-books of quality are what student need.
- 33 Work shops
- 34 Content and assignments 37 none
- 38 Scholarship knowledge.
- 39 Free or low cost books
- 40 Access to computers, calculators, and Wi-Fi that could be checked out for short periods of time.
- 42 Most expenses are generated in the business office. This is better addressed to that department.
- 43 Support with OER more than just articles but one on one support on incorporation 47 unsure- what is the cost?
- 49 We could look into Scholarships to reduce the cost, tuition based reimbursements, cost of classes based on merit

50 Textbooks are the main problem that students need assistance with since they are vital. Also child care would really help if maybe we could have Child development look at starting a day care the students and also look at sick child options.

51 I don't think a lot can be done. I say this because we have it to just what is needed or required for our courses. If other text or helpful we make certain to say this is optional. The courses offered are set at a reasonable cost. I know when I was taking classes here for electives for my Master, payment plans were available.

52 Provide as much technology-based learning tools as possible (i.e. electronic textbooks, etc.) 59 books and supplies

What are some student cost savings adjustments you could make to your courses?

- 1 Using online sources in place of textbooks.
- 2 i dont require the textbook. the only thing they pay for to take my course is the tuition itself
- 3 Not requiring the textbook.
- 4 using other sources rather than textbooks and/or access codes
- 5 Keep them virtual to conserve gas and time
- 6 There are not cost savings adjustments at this time.
- 7 no textbook
- 8 Fewer physical texts and more online resources
- 9 Purchasing Pearson MyLab through Pearson instead of the Hill College Bookstore.
- 10 Increase the use of hybrid course offerings that are truly hybrid and/or "flipped" to place greater responsibility on the student for content acquisition.
- 11 I don't believe we have any choices left. We need F2F lectures, labs, and clinical hands-on experience.
- 12 IDK, textbooks have been taken out of our requirements in math; however they need the textbook as a resource
- 13 A ProctorU type service that does not require the instructor to spend time watching student take test, evaluation.
- 14 I already make my books available online for free when possible and try to make sure texts are as inexpensive as possible when I cannot get them free
- 15 Offer shopping/comparative alternatives.
- 16 We could just do away with textbooks and go to complete open resource. That is pretty radical but it would do away with the biggest student expense outside of tuition.
- 17 cheaper online access for my course
- 18 Lower fees
- 19 This has been an ongoing process. The next step would OER which I have not been able to find a quality program.
- 20 Not require a printed or online textbook, provide online course materials to be used in class.
- 21 Use OER instead of traditional textbooks.
- 22 Already do all OLR
- 23 I already use a free online textbook
- 24 no computer program costs

- 25 Already have.
- 26 Not requiring a book
- 27 Providing free course materials
- 28 Unknown
- 29 using high quality OER texts if available
- 30 Make a required textbook optional instead of mandatory, or encourage buying their books from sources other than through the bookstore.
- 31 Use more OER. Don't require students to purchase own lab supplies.
- 32 ebooks, but students don't really want those
- 33 Using free OER books



- 34 Already gone to e-textbooks. Have the cost about as low as it can be.
- 35 None we already work hard to save students money
- 36 We strive to keep textbooks and other supplies to the most economical and practical level possible.
- 37 Let nursing students buy the supplies needed for their kit from other sources.
- 38 supply bunker gear to the students
- 39 All encompassing Agreements with publishers for electronic textbooks
- 40 Trying to implement OER.
- 41 Reducing cost of textbooks-grants for reduced tuition
- 42 delete printed text materials, delete wellness center fee
- 43 provide online books
- 44 eliminating the hard back book go to ebook instead
- 45 lower cost of kit
- 46 Textbooks we are always looking at these to find a better way
- 47 Have students purchase only the required materials for our courses. If other text are helpful make certain to say this is optional. Use the materials that we require them to purchase. The courses offered are set at a reasonable cost. I know when I was taking classes here for electives for my Master, payment plans were available.
- 48 For my class, I would like to incorporate everything into one cost. Like a package.
- 49 E BOOKS
- 50 using Cengage for all books
- 51 I could move classes to access codes rather than physical textbooks that are typically more expensive.

As a faculty member, if you were going to be out sick or at a conference, how likely would you be to request a trained staff member to come teach your class about financial wellness?

Answer Choices	Responses	
Very likely	33.33%	23
Likely	25.53%	19
Neither likely nor unlikely	18.84%	13
Unlikely	10.14%	7
Very likely	10.14%	7
Total		69

Order the following topics with 1 being the topic you most wish you had been taught in school, and 8 being the topic you least wish you had been taught.

	1	2	3	4	5	6	7	8	Total
Budgeting	45.45%	10.61%	13.64%	15.15%	10.61%	4.55%	0.00%	0.00%	
	30	7	9	10	7	3	0	0	66
Investing	15.15%	18.18%	6.06%	15.15%	10.61%	10.61%	16.67%	7.56%	
	10	12	4	10	7	7	11	5	66
Paying for college	18.46%	15.38%	15.38%	18.46%	12.31%	6.15%	12.31%	1.54%	
	12	10	10	12	8	4	8	1	65
Student loan repayment	3.08%	10.77%	16.92%	10.77%	12.31%	23.08%	12.31%	10.77%	
	2	7	11	7	8	15	8	7	65
Types of student loans and who qualifies	12.12%	10.61%	15.15%	15.15%	12.12%	12.12%	4.55%	18.18%	
	8	7	10	10	8	8	3	12	66
Retirement	2.99%	7.46%	8.96%	8.96%	10.45%	13.43%	16.42%	31.34%	
	2	5	6	6	7	9	11	21	67
Paying taxes	0.00%	7.14%	16.67%	7.58%	12.12%	13.64%	30.30%	13.64%	
	0	4	11	5	8	9	20	9	66
Credit score/credit cards	5.97%	20.90%	8.96%	8.96%	17.91%	16.42%	5.97%	14.93%	
	4	14	6	6	12	11	4	10	67

## Appendix E: Implementation Strategies Student Panel, spring 2020

They like the idea of a money management center with 1 on 1 interactions with a trained advisor/coach/instructor, but they wouldn't want to use a peer.

It is believed that advisors could provide guidance when registrations slows down.

They believe a tailored loan letter that isn't written "by a lawyer" would be beneficial. They want it to provide payment information so they can plan a budget, and they want an educational component to the letter.

They suggested a peer welcoming committee or workshop so seasoned students can provide guidance about class purchases (buy used, use amazon, teach about using loans to get books).

In addition to food and extra credit, they think prizes (like a gift certificate to the bookstore) could incentivize students to come to voluntary workshops.

They think budgeting is the most important topic, with types of student loans in second place.

They like both possible names "Financial Education" and "Focus on Financial Fitness".

Can we add a 3-hour financial education course? This class had the most long-term benefit of any class I took as an undergrad.

Fast food gift cards may be a great incentive. Reduced tuition, a free class, or a scholarship could also work for a "boot camp" type course. Raffle off scholarships or reduced tuition. A 10 to 12-week boot camp with a work book offering introspective questions and discussion opportunities would be useful.

Maybe offer a course in summer I or II or the mini-mesters. Start small (short).

Childcare discounts?

Teach budgeting and credit.

One reason that students pull out the maximum in loans is to pay for the meal plan that is due up front. Can we adjust that?

Non-trads don't want peer tutors, they want an instructor to coach them in the MMC.

Can we offer a "Can I afford this" tool in the MMC and include a goals component? For example, if they want to know if they can afford a trip to Hawaii, but the calculator says no, it offers goals like "save X amount of dollars and you can take the trip in the summer of 2023".

Tailored loan letter would be beneficial. Can we include images/pictograms to make it more visually impactful?

FLC – put more books in the library especially newer editions.

Names: "Focus on Financial Fitness for your Future"

"Future finances"

Make it hipper and add a hashtag.

Make workshops virtual (zoom or facebook/youtube live).

I have been thinking about the Financial Education session from yesterday. Why couldn't the school make the orientation day (for lack of a better term) mandatory for all first time students attending the school regardless of age and during the orientation have a section that is devoted to Financial Education to discuss the thing that we talked about yesterday? I still think it would be a good idea to create a liaison person for students to talk throughout their time at Hill.

## Appendix F: QEP Director, Job Description

<b>Department:</b> External Affairs	
<b>Reports To:</b> VP External Affairs	
<b>Job Summary:</b> Provides leadership and support for the implementation and evaluation of the Hill College Quality Enhancement Plan. Responsible for on-going planning, day-to-day operations and achievement of annual objectives.	
<b>Minimum Required Education:</b> <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• AFC Certified Financial Counselor, or ability to obtain within one year</li> <li>• Preferred: Master's degree</li> </ul>	<b>Minimum Required Experience:</b> <ul style="list-style-type: none"> <li>• Experience working in higher education and/or financial planning</li> </ul>
<b>Required Abilities:</b> <ul style="list-style-type: none"> <li>• Ability to be detail-oriented.</li> <li>• Ability to communicate orally and in writing. Ability to interact with all levels of the organization.</li> <li>• Ability to operate an IBM compatible computer and other standard office equipment. Working knowledge of Microsoft Office products including Word, Excel, and Outlook.</li> <li>• Ability to think critically and apply appropriate problem-solving skills.</li> <li>• Ability to maintain confidentiality of all information.</li> </ul> <b>Required Skills:</b> <ul style="list-style-type: none"> <li>• Demonstrated customer service skills.</li> <li>• Demonstrated initiative to engage in continuous learning of new concepts, skills, and experiences.</li> <li>• Demonstrated organization skills. Demonstrated time-management skills. Ability to set priorities, meet deadlines, and multi-task with minimal supervision. Ability to work independently and as a member of a team.</li> </ul> <b>Required Knowledge:</b> <ul style="list-style-type: none"> <li>• Working knowledge of the Hill College vision and mission. Ability to articulate and support the values and Code of Conduct of Hill College. Ability to interpret and abide by the policies and procedures of Hill College.</li> </ul>	<b>Essential Job Functions:</b> <ul style="list-style-type: none"> <li>• Coordinates and implements the Hill College Quality Enhancement Plan (QEP).</li> <li>• Communicates the purpose, objectives and outcomes of the QEP to the college community.</li> <li>• Coordinates and manages all QEP responsibilities, including the QEP calendar, budget, workshops, meetings, reports and other activities.</li> <li>• Plans and facilitates professional development for employees as outlined in the plan.</li> <li>• Reports the QEP progress, assessment, adaptation, improvement, and overall effectiveness to appropriate individuals and groups in accordance with timeline outlined in the plan.</li> <li>• Plans and executes financial education workshops for students.</li> <li>• Plans annual financial education day on campus with community involvement.</li> <li>• Serves as the director of the Money Management Center. Serves as an advocate for students connecting them to financial-related resources and assistance within the college and the community.</li> <li>• Works with financial aid to stay up-to-date on processes, procedures and requirements.</li> <li>• Serves as the administrator of the Hill College CashCourse account. Assists students and faculty in the utilization of the tool.</li> </ul>
<b>Other Information:</b> <ul style="list-style-type: none"> <li>• Attends professional development/training sessions</li> </ul>	<b>Physical Requirements:</b> <ul style="list-style-type: none"> <li>• None.</li> </ul>