Effective Institutional Practices to Support Student Success

2010 IHEP Symposium on Financial Literacy and College Success
February 13, 2010
New Orleans, Louisiana
Our agenda

- The panel
- Our goals for this session
- Overview of financial literacy assessment
- Program highlights from the Financial Literacy Teams
- Your questions
IHEP’s 2009 Summer Academy Participants (July 19-23)

- Individual Team Meetings
- Joint Team Sessions
- Featured Speakers and Workshops

Campus Financial Literacy Plans
Dr. Toya Barnes-Teamer
Vice President for Student Success
Julie Desjarlais
Vice President of Student Services

Sitting Bull College

“Let us put our minds together to see what we can build for our children.”

– Sitting Bull
Bradley Honious
Director of Financial Aid
Valencia Community College
Goals of session

- To highlight strategies and practices for establishing the need for student financial literacy programs
- To examine the impact of ongoing assessment practices on current and future financial literacy programming
- To identify best practices from the model institutions that have relevance for your campus
Research indicates that the number one reason for students leaving college is debt and financial stress, followed by poor academic performance and poor social fit. (Hoffman, McKenzie, & Paris, 2008; Chiang, 2007).
Current state of financial literacy

- College students are not prepared to manage their personal finances
- Parents are not providing the financial experiences students need
- Higher education is slow in responding to students’ need for financial education
- There is uneven delivery and availability of personal finance services
Assessment Model
The I4 Paradigm
FINANCIAL LITERACY

Information
Inquiry
Intervention
Impact
Retention
Percentage of incoming students with low financial security has increased over the past 3 years.

Poor academic performance coupled with financial issues is a formula for student departure.
## College Student Inventory™

<table>
<thead>
<tr>
<th></th>
<th>Regular Admits</th>
<th>Credit Limit</th>
<th>LEAP</th>
<th>Honor</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Coping Scales</strong></td>
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<tr>
<td>Sociability</td>
<td>46.1</td>
<td>38.6</td>
<td>39.6</td>
<td>49.7</td>
<td>43.4</td>
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<tr>
<td>Family Emotional Support</td>
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<td>Opinion Tolerance</td>
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<tr>
<td>Career Closure</td>
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<tr>
<td>Sense of Financial Security</td>
<td>46.1</td>
<td>38.6</td>
<td>39.6</td>
<td>49.7</td>
<td>43.4</td>
</tr>
<tr>
<td><strong>Receptivity Scales</strong></td>
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<tr>
<td>Academic Assistance</td>
<td>48.7</td>
<td>54.6</td>
<td>59.3</td>
<td>47.0</td>
<td>51.5</td>
</tr>
<tr>
<td>Personal Counseling</td>
<td></td>
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<tr>
<td>Social Enrichment</td>
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<tr>
<td>Career Counseling</td>
<td></td>
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</tr>
<tr>
<td>Financial Guidance</td>
<td>48.7</td>
<td>54.6</td>
<td>59.3</td>
<td>47.0</td>
<td>51.5</td>
</tr>
</tbody>
</table>

* 191 (or 47.5%) of the FY class scored 35 or lower, average was 18.9% on “sense of financial security”
“Money Doesn’t Grow On Trees”

Successfully obtained funding ($183,000 over 3 years)

Developed comprehensive financial literacy program, *Money Doesn’t Grow on Trees*, including

-- speaker series
-- financial literacy course focusing on 1st and 2nd year
-- financial counseling, students who serve as “Money Mentors,”
-- comprehensive website,
-- assistant director of financial literacy position.

https://www.noellevitz.com/NR/rdonlyres/7F6DB552-0505-4F9F-A6CE-0D003BD784BF/0/RetScssJrnIStCatherineU0909.pdf
97.3 percent indicated that they are more conscientious about living within their means.

97% percent indicated that they have become more conscientious about paying bills on time.

Other behaviors that were identified as being influenced includes:
- tracking expenses
- reading contracts more carefully
- developing a budget
- being more mindful of saving and sharing their money.
“Our goal is to institutionalize the Financial Management Center and program without reliance on grant funding so that financial literacy services are embedded as an integral program of student affairs within the university.”

Ellen Richter-Norgel
Direction, Student Retention
St. Catherine University
Email: erichter-norgel@stkate.edu
What can you do today?
What can you do next week?
What can you do next term?
What can you do next year?
The Panel

- Pam Kutara – Needs assessment model
- Dr. Toya Barnes-Teamer – Student integration model
- Julie Desjariais – Community model
- Brad Honious – A comprehensive multi-campus model
2010 IHEP Symposium on Financial Literacy and College Success at Minority-Serving Institutions: Institutional Practices that Support Student Success

February 10–12, 2010 © New Orleans, LA

Team Members: Julie Desjarlais, Donna Seaboy, Michael Moore, Jennifer Jewett, Ronya Hoblit, Dyneil Moriarty, Ed Grant, Jonathan Anderson, Verl Walking Elk
Mazaska Woksape

Mázaska Iwáktaya Kuwapi
Financial
Literacy

Community:
Greater Standing Rock Sioux Reservation & Supportive Entities

Assessment:
Community & Student Surveys
Pre and Post-test
Baseline
Embedded Assessments
Participation in Activities

Outcomes:
Financial Responsibility
Retention
Sustainability

Sitting Bull College
Community:
Students
Families
Tribe (Cultural) & Tribal (Extended)

Activities
Freshman Year
College Awareness Days
Tribal Justice Month

Sitting Bull College
Vision:
Catching the spirit to fulfill a dream through culture, academics, technical training, and responsible behavior for now and the future

Let us put our minds together to see what we can build for our children.
-Sitting Bull-
Lakota Values

Woksape—*Wisdom*
Unsiiciyapi—*Humility*
Wowacintanka—*Perseverance*
Wawoohola—*Respect*
Wayuonihan—*Honor*
Cantognake—*Love*
Icicupi—*Sacrifice*
Wowicake—*Truth*
Waunsilapi—*Compassion*
Woohitike—*Bravery*
Cantewasake—*Fortitude*
Canteyuke—*Generosity*
STANDING ROCK SIOUX TRIBE

- Location: Standing Rock Reservation
- Tribal Agency Headquarters: Fort Yates, ND
- Land Area: 2.3 million acres
- Number of Districts: 8

http://www.standingrock.org/?id=21&page=Community+Environmental+Profile
Project Vision

- Sitting Bull College (SBC) will be the catalyst that leads a community-wide financial education awareness campaign, beginning with SBC students and extended family, that will bring about a basic understanding of money management resulting in higher retention and graduation rates.
Project Mission

- To deliver Mazaska (money) management information for SBC students and their extended families in collaboration with other organizations in order to bring about Woksape (wisdom) for the express purpose of achieving financial independence and personal fiscal responsibility.
Project Goal

- To bring about an awareness of basic Mazaska Woksape (Money Wisdom).
Project Objective 1:

- Develop three-year plan of action that will be tied into the Sitting Bull College ten-year strategic plan.

- Have researched the institutions’ strategic plan and found FEAT fit into four of the eight goals.
- Will research strategies for increased retention that directly ties into the FEAT retention strategy.
- Will develop money management tips to be shared through classroom, radio, newsletter, website and marquis.
Project Objective 2:

- Develop plan to educate faculty and staff, students and community, local businesses and financial organizations for buy-in to change.
  - Met and presented their plan at New Moon meeting to staff and faculty.
  - Included FEAT information in SBC quarterly newsletter that reaches all SBC students and over 2000 households in the surrounding community.
  - FEAT members went on the radio, kicked off the first information sharing, and will go on the air monthly.
  - Meet with all faculty individually to discuss their understanding of money management.
Project Objective 3:

- Develop culturally appropriate strategy for integrating Mazaska Woksape (Money Wisdom) throughout the campaign.
  - The Director/Instructor for Native American Studies, a member of FEAT, will provide, review and edit cultural information prior to submitting it to the committee.
  - Invite local entrepreneurs, bankers, and TBIC representative into the Psychology of Student Success and Jobs Skills classes.
How, you might ask, is this plan going to be put into play and who are the players?

Students

- Class participation
- Participation in Brown Bag Community Circles
- Increased awareness that leads to increased retention and completion of degrees
- Develop desire to be better money managers with stipends, financial aid, scholarships, internships
Faculty

- Announce money management tips in class
- Submit, through e-mail, basic financial information (i.e., books, news articles, links)
- Attend Brown Bag sessions
Community

- Attend Brown Bag sessions
- Participate in the financial literacy survey
- Use local business leaders, economic development experts, Tribal Business Incubator Corporation (TBIC) specialists to discuss basic money management issues (i.e., predatory lending, Refund Anticipation Loan {RAL}, payday loans)
Planned Activities

- Community Brown Bag Circles
- Family Game Nights
- Booths at Local Powwows
- College Awareness Day
- SBC Newsletter: Mazaska Woksape Report
- Community Workshops
Participating Organizations

◊ JumpStart Coalition ◊ First Step ◊ MoneySmart
  ◊ Marketplace for Entrepreneurship
◊ Wells Fargo ◊ Fast Track Entrepreneurship
◊ Quick Book ◊ Building Native Communities
  ◊ OWEESTA ◊ Investing in Your Future
  ◊ USA Funds Tool Kit
◊ Mini–society Entrepreneur Camp
  ◊ The Village ◊ Starion Financial
◊ Youth Entrepreneurship Education Project
University of Hawai'i at Manoa

A Report on the UH Financial Literacy Project
A Needs Assessment

Students were asked:
• What kinds of financial information topics would they be interested in learning about?
• What were their preferred methods of delivery?

Staff/Faculty were asked:
• What kinds of financial information topics did they think students needed to learn about?
• What were the student preferred methods of delivery?
<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Faculty /Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investing</td>
<td>Budgeting</td>
</tr>
<tr>
<td>2</td>
<td>Getting Ahead after Degree</td>
<td>Avoiding Credit Problems</td>
</tr>
<tr>
<td>3</td>
<td>Avoiding Credit Problems</td>
<td>Student Loans</td>
</tr>
<tr>
<td>4</td>
<td>Budgeting</td>
<td>Avoiding ID Theft</td>
</tr>
</tbody>
</table>
## Receiving Financial Information

<table>
<thead>
<tr>
<th>Students</th>
<th>Faculty /Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial aid interview</td>
</tr>
<tr>
<td>2</td>
<td>Event with free food</td>
</tr>
<tr>
<td>3</td>
<td>Extra credit</td>
</tr>
<tr>
<td>4</td>
<td>Website</td>
</tr>
<tr>
<td>5</td>
<td>New Student Orientation</td>
</tr>
</tbody>
</table>
Financial Literacy Curriculum

• Review & Select suitable curriculum
  – Pilot
  – Evaluate
  – Revise & Adapt

• Organize a campus committee

• Train peer educators as delivery vehicle
  – Evaluate
  – Revise & Adapt
Peer Educator Workshops

Workshop Participation
• 500 students in 20 sessions
• New Student Orientation, dormitory, freshman seminars, ad hoc requests

Workshop Evaluations
• Students gained new knowledge and understanding of basic personal financial management.
• Compared with non-participants, attendees
  – Increased their awareness of money management practices
  – Demonstrated greater awareness on 13 of 20 indicators; significant differences on 5
Program Expansion

• Shidler College of Business faculty now incorporate the materials in training peer educators and other students considering financial planning as a career
  – Student Support Services in fall semesters
  – New Student Orientation each semester

• Access to College Excellence (ACE) peer mentors incorporate materials in freshmen learning communities
ACE – First Year Program

- Fall 2009: 350 freshmen; 38 mentors
  - Kept track of expenses
  - Class lesson
  - On-line lessons
  - Reflection
  - Pre/Post Surveys: 12/20 significant
  - Final semester reflection
SSS - Student Support Services

• Financial literacy workshops conducted by Shidler peer educators
  – Budgeting (freshmen)
  – Using Credit Wisely (upper classmen)

• Kept track of expenses
• Used hard copy of workshop materials
• Wrote in journals
Qualitative Information

• **ACE**
  – Financial literacy was the most important session
  – Time and money management lessons had the most impact

• **SSS**
  – Not much experience with money
  – Surprises, e.g., “no wonder I gained weight, I spent so much money on Jamba”
  – After setting big goals, the short-term ones just fall into place
Future Plans

• **UH Saves Day – February 24th**
  – Workshops based on needs assessment
  – Exhibitors from government, nonprofit, and financial organizations
  – Live team quiz bowl

• **Funding** -- Developing grant proposal to fund a full-time administrator for program continuance
Aloha!
Presentation

Valencia Community College
Take One.....Lights, Camera, Action!
Valencia Community College presents this year’s blockbuster FLIRT!

Rated E for Everyone!

Directed by Brad Honious
About Us: 2008-2009

- Located in Orlando, Florida serving Orange and Osceola Counties
- 5 College Campuses (6th on its way) and a Criminal Justice Institute
- Annual Enrollment credit enrollment is 50,225; FTE 26,821
About Us: 2008-2009

- 41% Caucasian, 26.5% Hispanic, 15.3% African-American
- 44% of the students attend full-time
- Average Student Age 23.4
- # 5 producer of Associate Degrees in the country
A Little History

- 1995 – Institutional Transformation Initiative which focused on collaboration to become a more learning-centered institution
- 2000 – Designated one of 12 International Vanguard Learning Colleges by the League of Innovation in Community Colleges
- 2005 – Named Achieving the Dream Institution
Life Map Tools

MeInTheMaking
Start creating your own LifeMap by exploring this database of resources for school, work, your future and life in general.

MY EDUCATION PLAN
Completely map out all of your classes, set a projected graduation date and never take an unnecessary class again.

MY PORTFOLIO
Keep an online portfolio of your best work to show professors, friends, college admissions officers and potential employers.

Lifemap - My Career Planner

Lifemap - My Job Prospects

Lifemap - My Financial Planner
904 Student Users between 12/03/08 – 1/21/10
Welcome to CashCourse!

Take a look around. The information here will help you make informed financial decisions throughout your college years and into your professional life.

What's New?

What do you need to know about managing money? Take our quiz to find out

Finding work in a tough job market.

Credit card companies dropping out of college.
Financial Aid Statistics

Loans

Total

2005/06: $11,595,126
2006/07: $11,688,351
2007/08: $18,430,008
2008/09: $35,820,066

2005/06: $38,892,023
2006/07: $43,123,373
2007/08: $58,525,973
2008/09: $90,411,108

$0

2005/06 2006/07 2007/08 2008/09
Default Rates & Unemployment

Extended forecast available. Please see Reporting Capabilities below for more information.
Then Came Dr. Lana Low, IHEP, and USA Funds

Institute for Higher Education Policy’s Summer Institute 2009
Our Team

- Chris Klinger, Dean of Students, Osceola Campus
- Christy Cheney, Director of LinC (Learning in Communities) College-wide
- Kathy Suarez, Coordinator of Financial Aid, East Campus & Winter Park Campus
- Madelyn Young, Career Center Counselor and SLS Coach, West Campus
- Brad Honious, Director of Financial Aid College-wide
Then came FLIRT and New Logo!

Financial Learning Implementation & Research Team
Additions to Team

- Marva Pryor, Professor of Business
- Chanda Torres, Director of Student Development
- Barbara Shell, Assistant Director for Community & Alumni Relations
- Ilia Cordero, Coordinator of Financial Aid, Osceola Campus
- John Stover, Director of Bridges to Success Program
What we’ve done in 6 months

- 3 “Flirting with Money” presentations with Lin students (180)
- 3 “Financial Aid & Scholarship” presentations with LinC students (120)
- 3 Skillshop Series presentations (25-30)
- Presented to Student Success Faculty – Welcome Back
What we’ve done in 6 months

- Hands on Presentation to SS Faculty on LifeMap – My Financial Planner & Student Resource Web Page
- Presented on Financial Aid And Financial Learning Resources to SLS Classes
- Started a pilot at Osceola Campus of “Financial Learning Ambassadors”
- Started planning for spring, summer, fall
- Surveyed our students
Student Survey

- Opened the survey for a week
- Offered Prizes
  - 3 $25.00 Gift Cards to the Bookstore
  - 6 Copies of *Getting Loaded: Make a Million...While You’re Still Young Enough to Enjoy It* by Peter G. Bielagus
  - 1 set of Suze Orman Financial Cards
- 2274 Student responded
- 5 questions and a comment section
# Student Survey Results

Please select the answer that best describes your opinion of personal financial learning.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Important</th>
<th>Important</th>
<th>Moderately Important</th>
<th>Of Little Importance</th>
<th>Unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How important is it that Valencia offer you opportunities to learn about personal finances?</td>
<td>□ 1289</td>
<td>□ 622</td>
<td>□ 242</td>
<td>□ 55</td>
<td>□ 53</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. I value opportunities to learn about personal finances.</td>
<td>□ 1291</td>
<td>□ 814</td>
<td>□ 78</td>
<td>□ 27</td>
<td>□ 47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How would you rate the opportunities for personal financial learning offered at Valencia?</td>
<td>□ 332</td>
<td>□ 534</td>
<td>□ 1046</td>
<td>□ 262</td>
<td>□ 71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>1--5 times</th>
<th>6-10 times</th>
<th>11 times or more</th>
<th>I didn’t know this was available</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Since starting at Valencia, I have used the My Financial Planner portion of My LifeMap.</td>
<td>□</td>
<td>□ 917</td>
<td>□ 669</td>
<td>□ 85</td>
<td>□ 46</td>
</tr>
</tbody>
</table>
5. How would you like personal financial learning opportunities delivered (choose all that apply)?

- [1429] Online web pages
- [1008] Computer-based instruction
- [1112] Classroom instruction
- [665] Social networking web page (i.e. Facebook)
- [983] Workshop format
- [760] Newsletters
- [877] E-mail blasts
- [683] Videos online
Student Survey Results

Topics

- Avoiding Loans and Paying for College: 17.2%
- Credit/Credit Cards: 16%
- Managing Money: 13.4%
- Budgeting: 13.1%
- Saving: 11.3%
- Investing: 11%
- Get out of/Avoid Debt: 10.8%
- Personal Spending: 8%
- Banking/Insurance: 6%
- Employment Ideas: 2%

The pie chart shows the distribution of interest among different financial topics among students.
What’s Coming up in Spring

- College Learning Day Presentations
  - Faculty & Staff Helping Students with the Financial Aid Puzzle @ Valencia
  - Learn to FLIRT in 75 Minutes
- Skillshops on all campuses
- LinC Presentations
- Bridges to Success Presentations
- Student Clubs & Organizations Presentations
What’s Coming up in Spring

- Spring Financial Learning Week – April 5th-9th
  - Financial Learning Peers Information Fair in the Atrium Osceola Campus
  - National Speaker on 3 Campuses
    - Peter G. Bielagus (www.peterbielagus.com)
  - Skillshops on 4 campuses
    - Finances Spinning out of Control? Learn about Budgeting and Savings
    - Student Loans, ‘Oh My! I’m Graduating College – What Now?
    - Other Financial Learning Sessions Planned
FLIRT Moving Forward

- Meets Once a Month
- Planning for Summer 2010, Fall 2010, and Spring 2011
- Develop a Web Presence & Brand
- Refine and Develop a Sustainable Program
- Develop Student Learning Outcomes
- Look for Grant Funding
FLIRT Moving Forward

- Develop an Evaluation Strategy and Tools
- Developing a Speakers Bureau with Alumni
- Develop Programs for the Community
- Develop a Financial Learning Library for Faculty & Staff
- Plan a Major Event once a Semester
- Continue to Try New Things
MY TIME IS UP!

Remember to FLIRT!
Effective Institutional Practices to Support Student Success

Dillard University’s Building Engagement and Attainment for Minority Students (BEAMS) Project

Student Integration Model for Success

Financial Integration: Financial Literacy
Dillard University

- Dillard University is a private, historically black, comprehensive, undergraduate institution, having as its purpose the development of graduates who are broadly educated, culturally aware, concerned with improving the human condition, and able to meet the competitive demands of a global and technologically advanced society.

- To achieve this purpose, the university strives to create and maintain an academic climate that is conducive to the pursuit of scholarship through programs of excellence anchored in the liberal arts.
Dillard University’s Strategic Pillar

“OUR BLUEPRINT FOR THE FUTURE”

V: Dillard University will demonstrate commitment to the success of all students.
Project’s Vision

- Dillard University’s *BEAM Team* under the leadership of its President and Executive Cabinet will strive to facilitate institutional change that provides the necessary support for all students to successfully meet their academic and professional goals and objectives through their Dillard University experience.
Project’s Mission

- Dillard University defines student success as an appropriate match between a student and the university.
- It is incumbent upon the entire university community to provide the resources necessary to assist the student through matriculation to become an asset to our society.
- It also means fostering a pride and respect from the experiences obtained at the institution, that students can, and will positively promote and encourage others to want to be a part of the Dillard University family.
- Student success will be defined through increased retention, graduation, and placement rates which would add to increased overall enrollment.
Project’s Goals

- Increase the number of **first year** student enrollment incrementally to pre-Katrina status
- Increase the number of **transfer** students incrementally to pre-Katrina status
- Increase the **return rate** each year for all students by **classification** and **academic** program to **exceed** pre-Katrina status
- Increase **overall** and academic **divisional** student enrollment
- Increase the number of **faculty and staff** involved in **enrollment & retention** initiatives
Continuation of Project’s Goals

- Increase the number of parents and alumni involved in enrollment & retention initiatives.
- Develop a retention plan of action for each academic classification (first-year, sophomores, juniors, and seniors).
- Develop policies, procedures, programming and support for students that address their needs as a whole person (i.e. administrative, academic, social, psychological, financial, career, and spiritual).
The basic premise of the Student Integration Model for Success is that academic, social, psychological, financial, career, spiritual, and administrative integration are essential to student retention and success.

Tinto (2005) noted that “eventual persistence requires that individuals make the transition to college and become incorporated into the ongoing social and intellectual life of the college.”

Incorporation is analogous to integration.
Continuation of the Model for Success

- The term “integration can be understood to refer to the extent which the individual shares the normative attitudes and values of peers and faculty in the institution and abides by the formal and informal structural requirements for membership in that community or in the subgroups of which the individual is a part.”

- Interaction between the student and his/her environment and the match between individual motivation, academic ability, and his/her academic and social characteristics causes a student to stay or depart.
Student Integration Model for Success

Financial Integration: Financial Literacy

Student Success is Everybody’s Business

- Administration
- Spiritual
- Academic
- Social
- Career
- Psychological

Financial Literacy
# Student Integration Model for Success

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Academic</th>
<th>Social</th>
<th>Psychological</th>
<th>Financial Literacy</th>
<th>Career</th>
<th>Spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Engagement</td>
<td>Academic Programs</td>
<td>Housing</td>
<td>Mental Health Services</td>
<td>Pricing</td>
<td>Alumni &amp; Development</td>
<td>Chaplain</td>
</tr>
<tr>
<td>Marketing</td>
<td>Admissions &amp; Recruitment</td>
<td>Campus Life</td>
<td></td>
<td>Alumni &amp; Development</td>
<td>Career Planning</td>
<td>VisionQuest</td>
</tr>
<tr>
<td>Institutional Policies</td>
<td>Academic Policies</td>
<td>Social Support Programs</td>
<td>Financial Aid &amp; Scholarships</td>
<td>Academic Affairs</td>
<td>UMC/UCC</td>
<td></td>
</tr>
<tr>
<td>Assessment of Student Learning</td>
<td>Records &amp; Registration</td>
<td></td>
<td></td>
<td>“How Do I Manage My Credit Card Debt?”</td>
<td></td>
<td>Counseling</td>
</tr>
<tr>
<td>Facilities</td>
<td>Teaching &amp; Learning</td>
<td></td>
<td></td>
<td>“How Do I Apply for Financial Aid?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>Academic Support Programs</td>
<td></td>
<td></td>
<td>“What Do Credit Scores Mean to Me?”</td>
<td></td>
<td></td>
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<tr>
<td>Human Resources</td>
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Financial Integration: Financial Literacy

- “A student’s decision to leave college reflect not so much cost per se as it does the value of what they receive for that cost” (Tinto, Promoting Student Success in College, 1993)
Financial Integration: Financial Literacy

- **Financial Integration** reflects how comfortable a student feels about meeting his/her fiscal obligations to the institution (Student Affairs Administrators in Higher Education, 2006).
- Finances influence decisions to leave college.
- Many students, especially those from working class and disadvantaged backgrounds, leave because they are unable to bear the full cost, direct and indirect, of going to college.
- In addition, when attending, they are often forced to attend part-time and/or work while in college because the financial aid is either insufficient or structured to require large debt burden.
## Financial Integration: Financial Literacy continued

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Financial Integration: Financial Literacy Workshops continued

- “How I Apply for Financial Aid?”
- “How Do I Manage My Credit Card Debt?”
- “What Do Credit Scores Mean to Me?”
- “How Do I Live on a Budget While I’m in School?”
- “What Do I Need to Know About Repaying My Student Loans?”
- “What Do Credit Reports Mean to Me?”
- “How Do I Protect Myself From Identity Theft?”
- “How Do I Manage My Personal Life While I’m in School?”
- “How Do I Establish Career Goals?”
- “Now That I am About to Graduate, How Do I Find a Job?”
Data to Support the Student Integration Model for Success

- Demographic
- Enrollment
- High-Risk Failure Courses
- Retention
- Graduation
- Noel-Levitz Student Satisfaction
- National Survey of Student Engagement (NSSE)
- Cooperative Institutional Research Program (CIRP)
- Quality Enhancement Plan (QEP)
Literature Review

- American College Testing (ACT), (2006)
- Astin (1977; 1982; 1993; & 1999)
- Gardner, J., & Hunter, M. S.
- Nettles, Wagener, Millet, & Killenbeck, (1999)
- Pascarelli, Terenzini, & Wolfe (1986; 1991; & 2005)
2009-2010

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