

2019 GRCC Team Charter

Team Name: Default Management Team
Team Leaders: Paul Doane and Ann Isackson

Chartering is a two-way process

Team sponsor(s) specify the mission of the team, its resources, the expectations for what the team is to accomplish, the timelines, decision-making authority, and how the team relates to the broader College strategy and goals.

The team itself thinks through and creates a draft charter, including team goals, stakeholder requirements, and strategies for goal accomplishment.

Together, they review and finalize the team charter, adding the process that will be used to review team progress on a regular basis.

1. Purpose of the Team (*What is this team expected to accomplish?*) To develop and implement a student loan default management plan and monitor its success in reducing the college's Cohort Default Rate (CDR).
2. Decision-making Context and Scope (*What level of decision making authority does this team hold?*) This cross-functional team advises and assists in the development, implementation and monitoring of the default management plan. The team will make recommendations for resource allocation funding based on default management goals, action projects and timelines.
3. Team Goals, Action Projects, and Timelines (*How will this team proceed to accomplish their purpose? i.e. what will they do?*) The team will be guided by the default management plan and college action plans aligned with student success. (See item 10 for the list of team accomplishments for 2017-18 and item 11 for a list of major goals for the 2018-19 academic year).
4. Stakeholders and their Key Requirements (*For whom is this team doing their work? What do they want?*) Stakeholders are prospective and actual student borrowers (who are given tools to plan for their educational expenses and repay their student loans) and the college (which works to maintain eligibility for federal financial aid programs). The team accomplishes its purposes by successfully implementing the default management plan.
5. Resources Needed (*both people and budget*) Staffing needs include: Individuals representing Financial Aid, Enrollment Management, Institutional Research and Planning, Information Technology, Advising and Transfer/Counseling and Career Center, Records, Finance and Administration, College Administration, Office of the President, faculty, and third party vendors who provide delinquency aversion and financial literacy services for borrowers. Budgetary resources needed include funding for:
 - A third party vendor to provide Debt Letter, financial literacy modules and delinquency resolution services (approximately \$17,500 annually for the next two years).

- Loan Repayment Specialist contingency positions (\$26,000 for two positions).
 - Delinquency aversion/financial literacy activities (approximately \$3,000 annually for educational materials, events, and printing and mailing expenses)
6. Troubleshooting Path (*How will unresolved issues or roadblocks be handled?*) As the team identifies issues or roadblocks, they will collectively work to find a resolution and approach individuals or departments for assistance with this process. As the nature of this work is cross functional, departments or individuals who can assist with resolution will be engaged when necessary.
 7. Requirements for Integration with other Departments or Teams (*How does this Team interface with others doing concurrent work?*) The work of this team, though primarily focused within the Financial Aid Office, connects with many other departments. Team members from these departments have representation on the committee to enhance open and thorough communication. It is the responsibility of the team members to share the team initiatives with other campus teams and departments. This ensures that default management efforts are not being duplicated and all necessary parties are brought to the table for comprehensive collaboration and maximum effectiveness.
 8. Review Progress (*How and when will the work of this team be reviewed?*) Progress is reviewed by the team on an ongoing basis. Default management is a departmental action project assigned to the Associate Director of Financial Aid and monitored by the Director of Financial Aid. The financial literacy component is part of the Financial Aid Office department action plan. The team meets quarterly and provides an annual report to Cabinet.
 9. Team Leader, Current Members, and Membership Specifications
Are team members appointed? Volunteers? Is team membership permanent? Term-limited? Is this team accepting new members?
Please also list the current members on the Team by name.
 Team members are volunteers with no term limits. Members are solicited by the Default Management Team to represent essential stakeholders concerns. The team is not currently recruiting new members, but will add additional stakeholders that are identified by the team in the future (including student representatives).

Current team members:

Paul Doane, Associate Director of Financial Aid – Team Leader
 Ann Isackson, Executive Financial Aid Director - Team Leader
 Bruce Morrison, Data & Record Coordinator – Institutional Research and Planning
 Currently Vacant - Records Office
 Eric Mullen, Associate Dean of Enrollment Management & Financial Aid
 Currently Vacant - Student Success & Retention
 Marisol Blanco, Associate Director - College Success Center
 Michael Passer, Information Technology/Enterprise Applications Manager
 Rebecca Powell, Loan Repayment Specialist – Financial Aid
 Todd Hurley, Controller - Accounting and Budget Services
 Bill Firn, Athletic Director

Misty Anderson-McClure, Executive Deputy to the President and Board Liaison -
Office of the President
Rachel Jungblut, Senior Program Manager - Job Training
Lina Blair, Director of Student Life and Conduct

10. List the major team accomplishments over the past year. (*What are your outcomes?*)

- Modified our multi-layered outreach campaign to delinquent borrowers and students entering repayment as the result of withdrawal or graduation
- Secured new third party servicer (Inceptia) for
 - Debt Letter notification services to current borrowers and to students who withdraw or complete a degree or certificate
 - financial literacy website and **Financial Avenue** modules for use in college success courses
- Experienced Cohort Default Rate (CDR) reduction from 21.5% to 15.8%
- Expanded schedule of financial literacy events both on campus and to local high schools (from 63 events and 1594 participants in 2016-17 to 80 events and 2489 participants in 2017-18)
- Loan Repayment Specialist outreach included:
 - Multiple contacts with over 600 delinquent students borrowers through phone, mail and email
 - Over 700 contacts with student borrowers who withdrew from all their classes
 - Over 1000 contacts with students who completed a certificate or degree
 - Conversations with over 735 students during scholarship workshops or at Gradfest
 - Provided financial literacy offerings to current GRCC students through partnerships with external financial institutions
- Revised defaulted borrow profile from institutional research data

11. List the major team goals for the upcoming year. (*What do you plan to accomplish as a team in 2018?*)

- Evaluate and revise the default management plan
- Provide less than half time students with additional financial literacy opportunities
- Look for ways to assist stop out students in navigating the loan repayment process
- Enhance the delivery of financial literacy/loan repayment services to late-enrolling and distance education/online students
- Explore ways to reduce dependency on loan funding for non-resident, out-of-state and differential tuition students
- Engage first year student who are not required to take college success courses in financial literacy activities
- Maintain the CDR below 18% for the next three years

- Secure financial literacy and default management services from a third party vendor.

12. Please describe any current challenges the team is facing.

- Incomplete or inaccurate contact information on delinquent and defaulted borrowers
- Dependence on loan funding to pay educational costs for non-resident, out-of-state and differential tuition students
- Increasing institutional and financial resources for students
- Low certificate and degree completion rates
- Low retention and persistence rates

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