

*California State University, Chico
Financial Aid Office*

Measures of Performance and Quality

Report for 2001/02 Academic Year

*Prepared by Annette Edwards
Director, Financial Aid and Scholarship Offices
September 2002*

(1) Financial Aid Applications Processed

Purpose – To monitor application volumes for evaluation of future resource needs and policy decisions.

Method – Compared data for 2001/02 and the four years prior for the volume of financial aid applications.

Results –

Original Records

Processed 10.82% more in 2001 vs. 2000

Processed 0.70% fewer in 2000 vs. 1999

Processed 4.70% more in 1999 vs. 1998

Processed 1.36% more in 1998 vs. 1997

Processed 10.14% more in 1997 vs. 1996

Updated Records (generated from corrections made by either the student, financial aid staff, or federal processing center)

Processed 145.26% more in 2001 vs. 2000

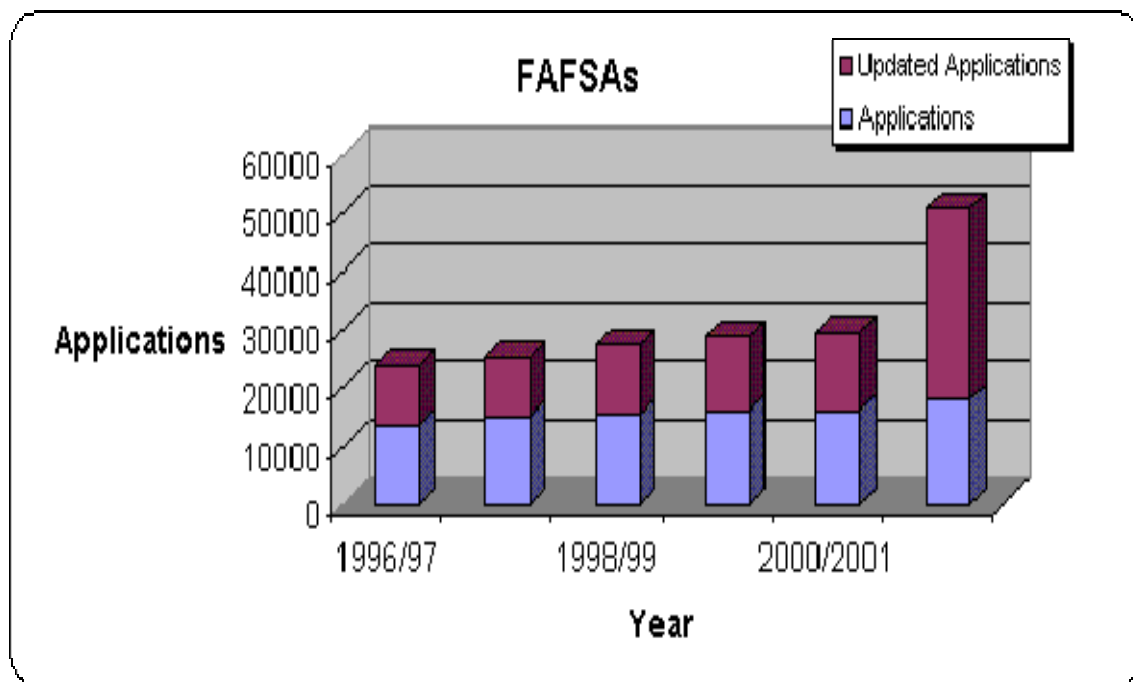
Processed 6.69% more in 2000 vs. 1999

Processed 5.22% more in 1999 vs. 1998

Processed 8.78% more in 1998 vs. 1997

Processed 5.47% more in 1997 vs. 1996

Notes – Thousands of students apply for financial aid and use the results to make their decisions about where they can afford to go to college. The enrollment increases and popularity of CSU, Chico over the past few years have resulted in increases in financial aid applications. Additional policies from the U.S. Department of Education (USED) have also resulted in procedural changes so we can appropriately report updated or corrected data for students, generating updated electronic records for thousands of students. Monitoring this data has allowed the financial aid office staff to evaluate seasonal workload needs as well as computer software and hardware needs to accommodate the growth.



(2) Financial Aid Recipients

Purpose – To monitor recipient volumes for evaluation of packaging philosophies, future resource needs, and policy decisions.

Method – Compared data for 2001/02 and the four years prior for the volume of financial aid recipients.

Results – 4.17% more students received aid in 2001 vs. 2000

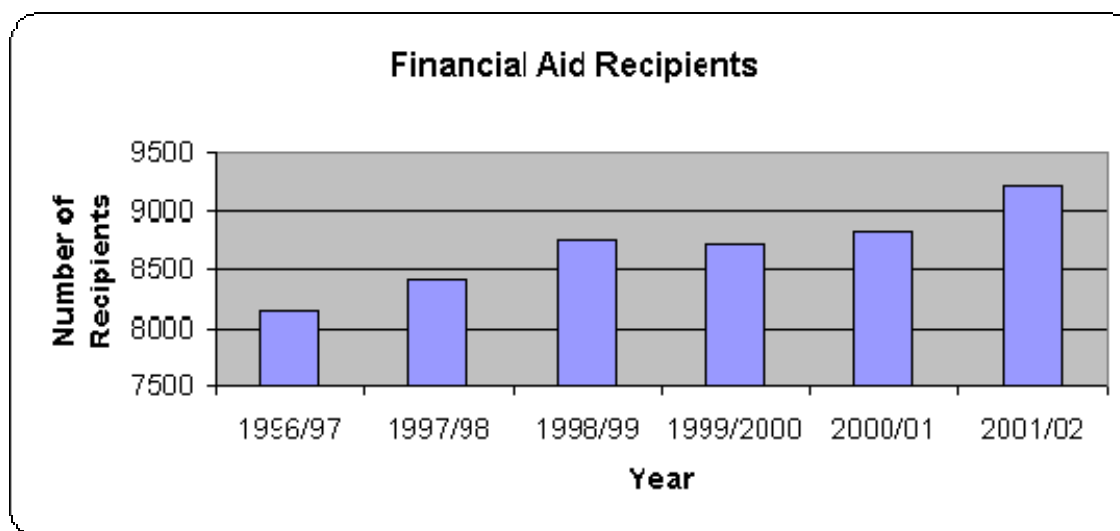
1.18% more students received aid in 2000 vs. 1999

0.37% fewer students received aid in 1999 vs. 1998

4.18% more students received aid in 1998 vs. 1997

3.23% more students received aid in 1997 vs. 1996

Notes – Recognizing a steady increase in the number of aid recipients has enabled us to reevaluate packaging decisions to spread limited financial aid dollars among as many students as possible. It also helps us solicit support from Congressional and statewide representatives.



(3) Processing Time

Purpose – To evaluate responsiveness to students and efficiency of processes.

Method – For all students who received a fall 2001 disbursement, compared the dates for final document submission to the dates financial aid advisers or the computer software reviewed those documents.

Results

Processing time: 1999 2000 2001 1999fao* 2000fao* 2001fao*

- Mean: 26 days 33 days 31 days 13 days 15 days 13.5 days
- Median: 25 days 32 days 31 days 0 days 0 days 0 days
- Mode: 27 days 36 days 34 days 0 days 0 days 0 days

*includes data processed by computer rather than only staff

- | | 1999 | 2000 | 2001 | 1999fao | 2000fao | 2001fao* |
|---|--------|--------|--------|---------|---------|----------|
| • Percent processed within 10 days: | 30.91% | 16.73% | 26.11% | 62.95% | 66.68% | 67.76% |
| • Percent processed within 30 days: | 62.22% | 39.19% | 49.84% | 79.82% | 75.67% | 78.11% |
| • Percent processed in more than 45 days: | 17.86% | 41.85% | 30.04% | 8.90% | 16.75% | 13.50% |
| • Percent processed in more than 60 days: | 6.78% | 22.15% | 10.76% | 3.48% | 8.86% | 4.51% |

*includes data processed by computer rather than only staff

Notes – Significant staffing changes resulted in slower processing times for 2000 compared to 1999. In 2001, there is a bit of a rebound and processing is done more quickly. However, because of the increase in volume of aid applications and other projects that absorb staff time, such as the implementation of Year-Round Operations, it is difficult to predict future outcomes for this measure.

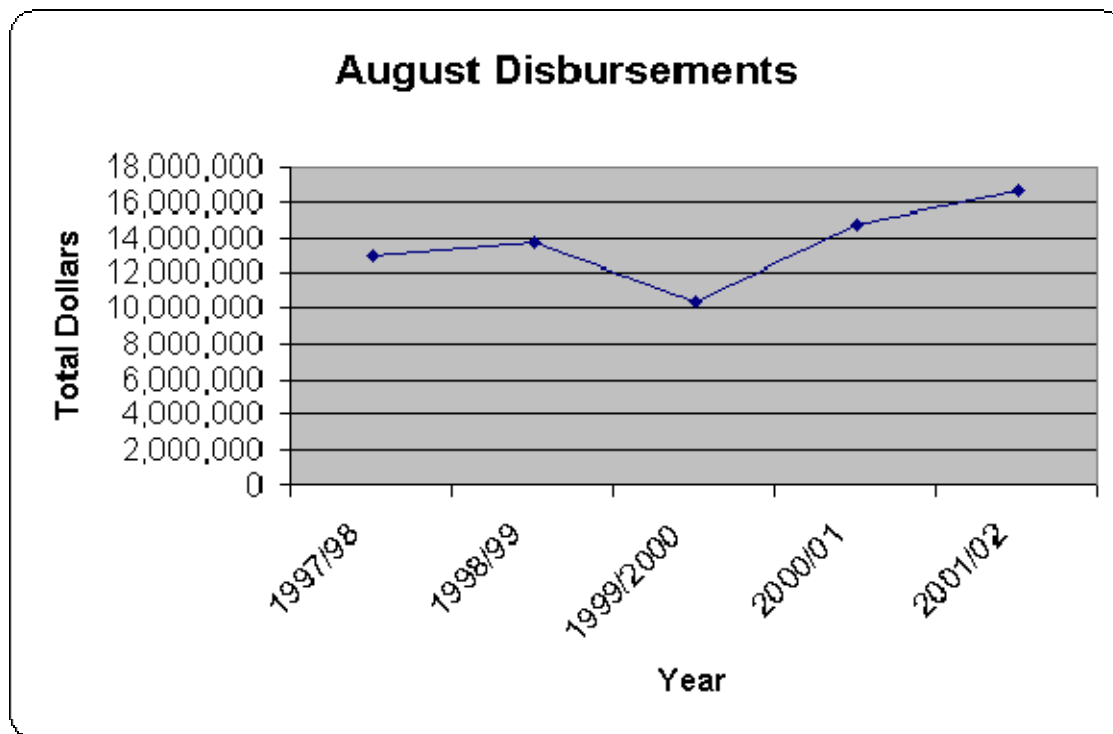
(4) August Disbursements

Purpose – To evaluate responsiveness to students and efficiency of processes.

Method – For all students who received disbursements in August 2001, compared the amount of money set up for that disbursement for each of the prior four years.

Results – Provided 11.31% more aid in August 2001 than in August 2000. In August 1999, processed less aid than the prior year due to a new policy that required students to complete their files differently than before. After three full years operating with this policy, it is clear that students understand the process, we are receiving documents from them earlier, and are able to process aid for earlier disbursements.

Notes – Setting up money for August disbursement means students get money early enough to pay for fees, books, room, board, and other living expenses prior to school starting. We are committed to setting up August disbursements for all students who apply for aid using a Free Application for Federal Student Aid (FAFSA) by the statewide priority filing date of March 2 and who submit by June 1 other documents we request of them. For the past three years, we have been able to honor that commitment and have even been able to make August disbursements to hundreds more students each year who did not meet the priority deadlines.



(5) Special Disbursements

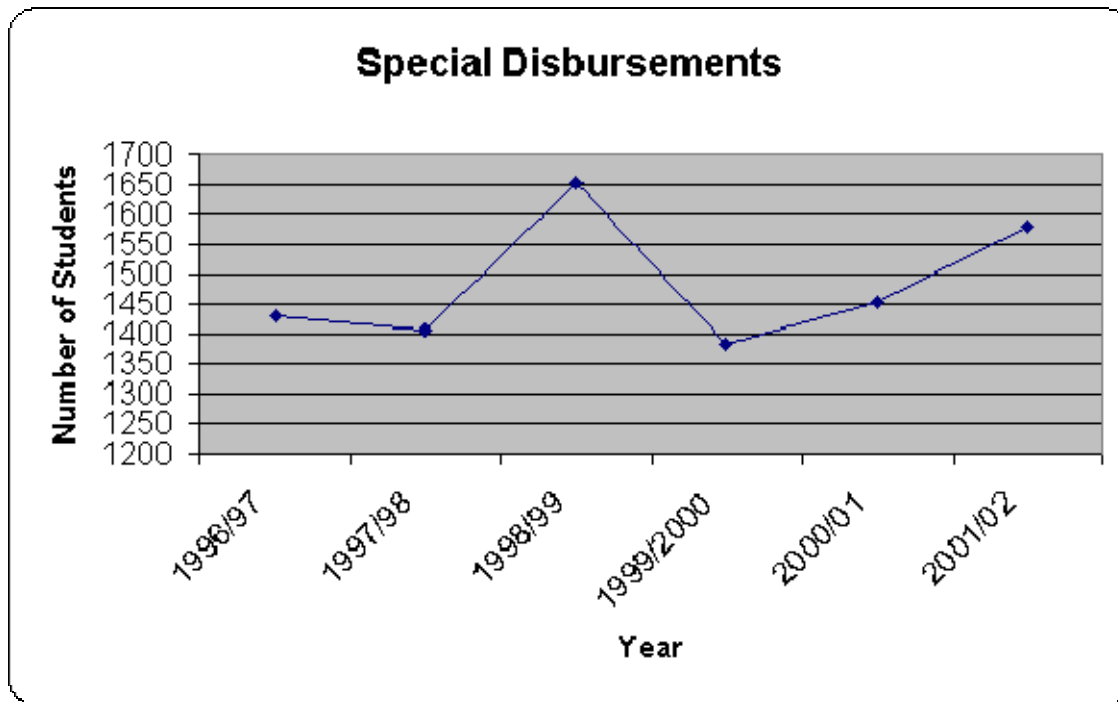
Purpose – To evaluate effectiveness and efficiency for main disbursements, and responsiveness to students with hardships. A low number of special disbursements, especially at the beginning of each semester, indicate better effectiveness and efficiency in setting up money for students during the main disbursements. However, higher numbers demonstrate responsiveness to students in that we can deliver financial aid in short time frames when hardships arise for them.

Method – Compared the number of students set up for special disbursements in 2001/02 to the four prior years.

Results

2201/02 = 783 more special disbursements compared to 2000/01
2000/01 = 426 more special disbursements compared to 1999/2000
1999/00 = 289 fewer special disbursements compared to 1998/99
1998/99 = 284 more special disbursements compared to 1997/98
1997/98 = 71 fewer special disbursements compared to 1996/97

Notes – A general rising trend of special disbursements over the past five years has been noted, though disbursements in the months of May, June, and July must be excluded as they represent summer aid disbursements and not, necessarily, true special disbursements. As special disbursements are more labor intensive than regular disbursements, for both the financial aid staff and financial aid business services, a remedy was sought. In addition, it became clear that students were having financial difficulties with our traditional first-of-the-month disbursement approach. In collaboration with financial aid business services staff, a twice-a-month regular disbursement process has been implemented for 2002/03 and special disbursements have been eliminated. The new process will be monitored throughout the year and evaluated for effectiveness in next year's report.



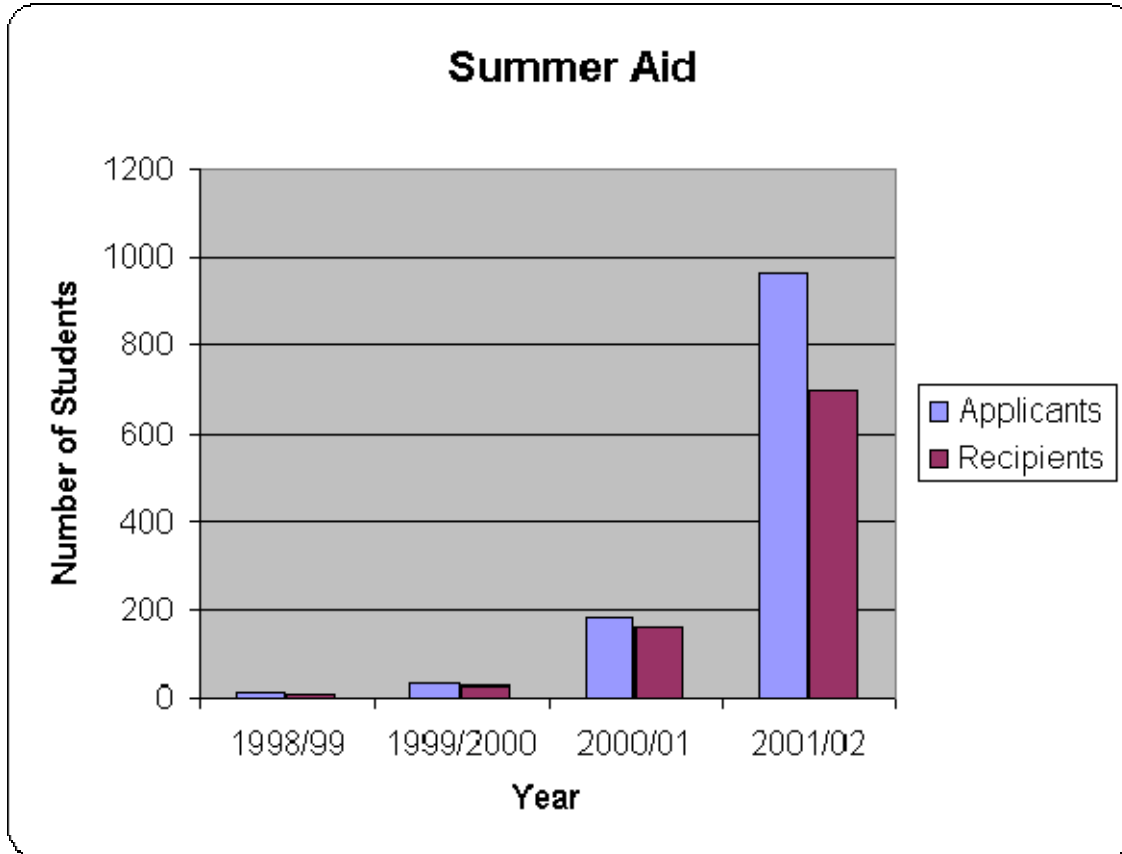
(6) Summer Financial Aid Applications

Purpose – To evaluate resource needs and to determine efficiency of processing.

Method – Compared numbers of summer aid applicants and recipients for the past four summers.

Results – Significant increases have occurred in the numbers of applicants, recipients, and amount of aid disbursed.

Notes – This one was a bugger! Through collaborative efforts with other departments on campus, we successfully administered this program. However, significant revamping of computer systems is needed to change this from a largely manual system to one that is better automated. Amount of aid disbursed is not a readily available statistic due to needed computer programming changes so, therefore, is not reflected in the summary data depicted here.



(7) Periodic Stafford Loan Default Rate Reports

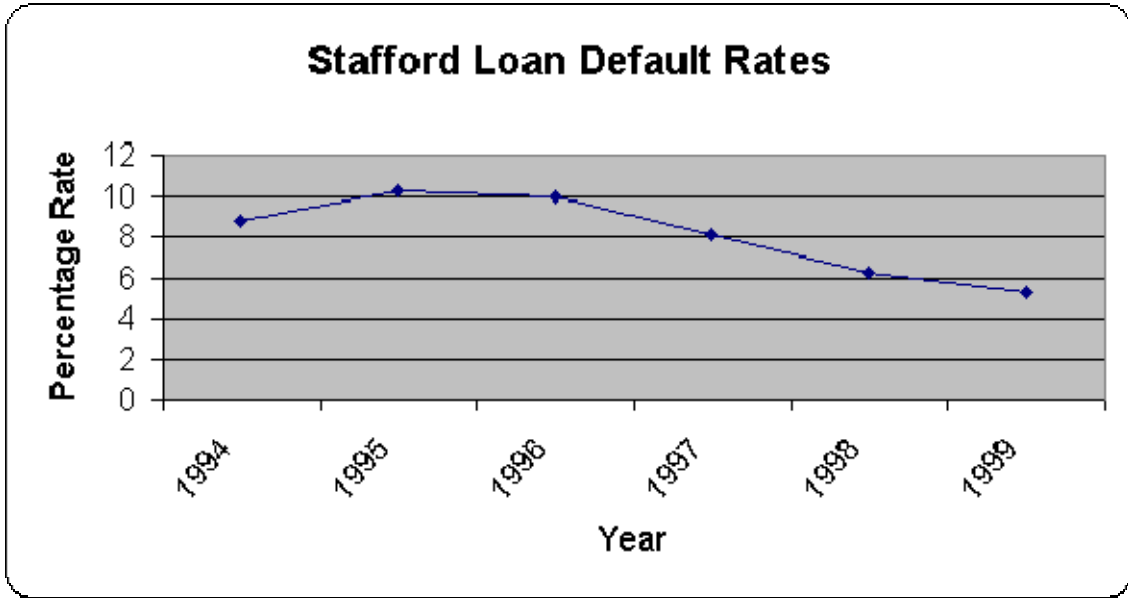
Purpose – To evaluate effectiveness of advising efforts and materials related to loan counseling.

Method – Compared annual Federal Stafford student loan default rates of students for fiscal year 1999, the last year for which federal data is available, and the five years prior.

Results – Default rates have significantly declined over the past six years, from 10.2% in 1995 to 5.3% in 1999.

Notes – Most CSU, Chico students have been repaying their student loans according to the terms of their promissory. However, many variables affect default rates and it is prudent to continue monitoring those variables and implementing policies and procedures to keep default rates low.

- The state of the national and state economy is critical. As the economy has been slumping, we will need to monitor this variable carefully.
- Entrance counseling materials for students must be clear and simple. It appears our homegrown Web product has been an effective tool.
- Contracting the services of the National Student Loan Clearinghouse to provide enrollment data for peripatetic students has helped reduced technical defaults. We will continue to use their services.



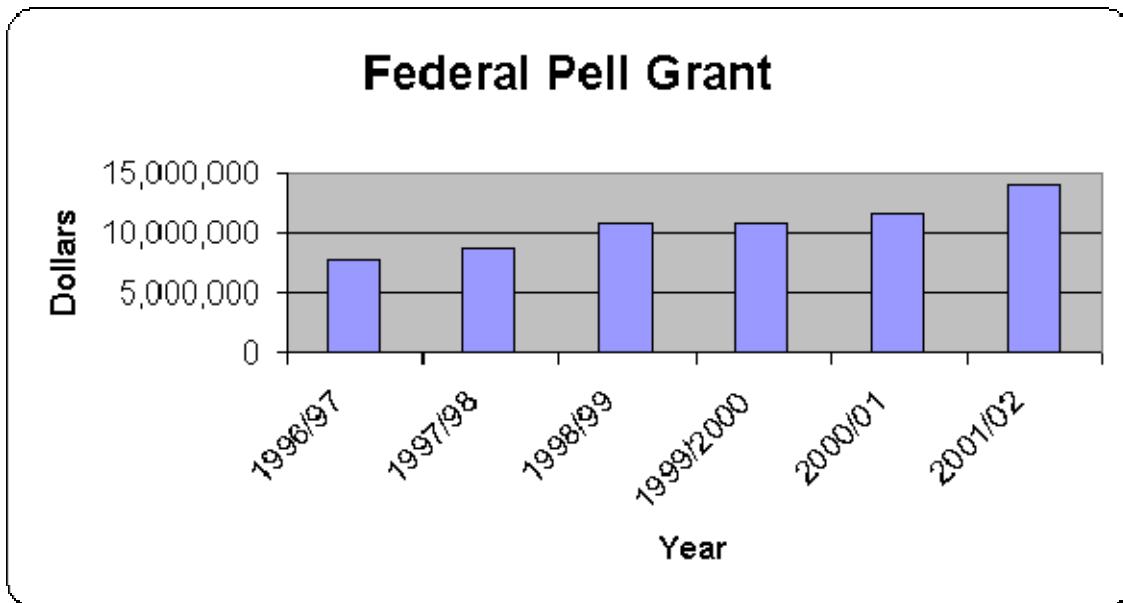
(8) Aid Disbursed

Purpose – To evaluate efficiency and ability to provide aid as demand rises and to monitor the availability of federal and state money for the various financial aid programs.

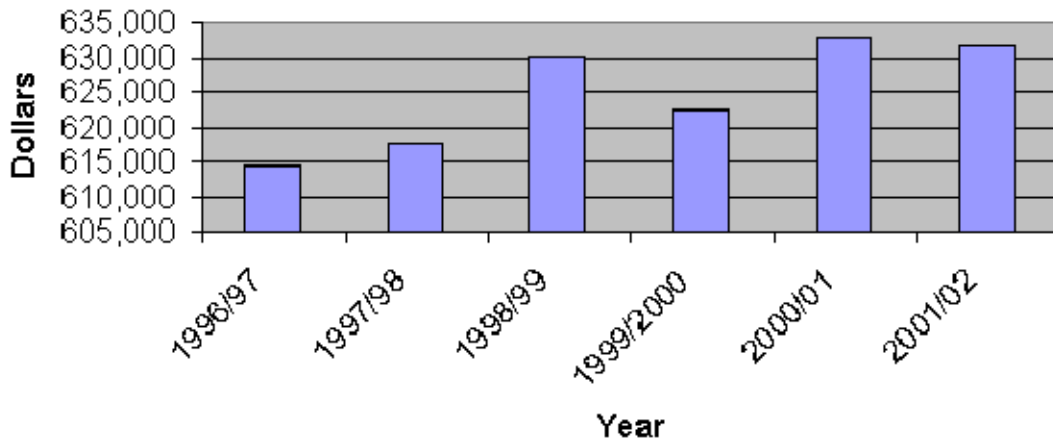
Method – Compared amount of money disbursed in 2001/02 for each aid program to each of the previous five years.

Results – With the exception of subsidized student loans, all aid programs have demonstrated steady increases in disbursements.

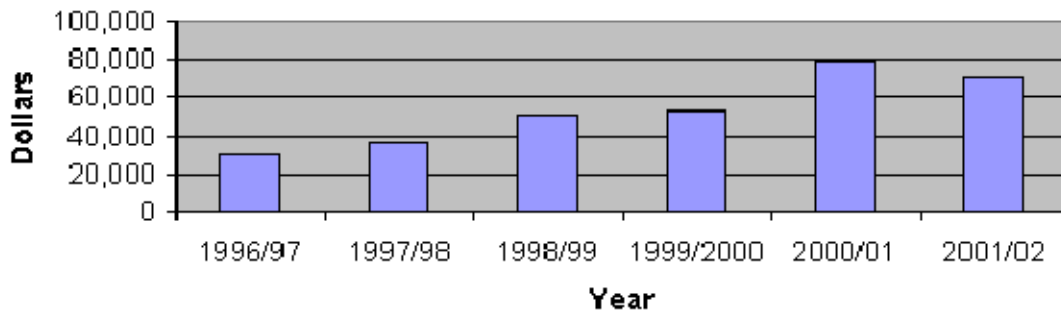
Notes – This analysis also serves to indicate changes in demographic patterns. For example, more Federal Pell Grant was disbursed, indicating a new federal law that allows students in teaching credential programs to receive Pell. Subsidized student loan volumes are decreasing but unsubsidized loans are on the rise, possibly indicating a change in family income levels of our student body.



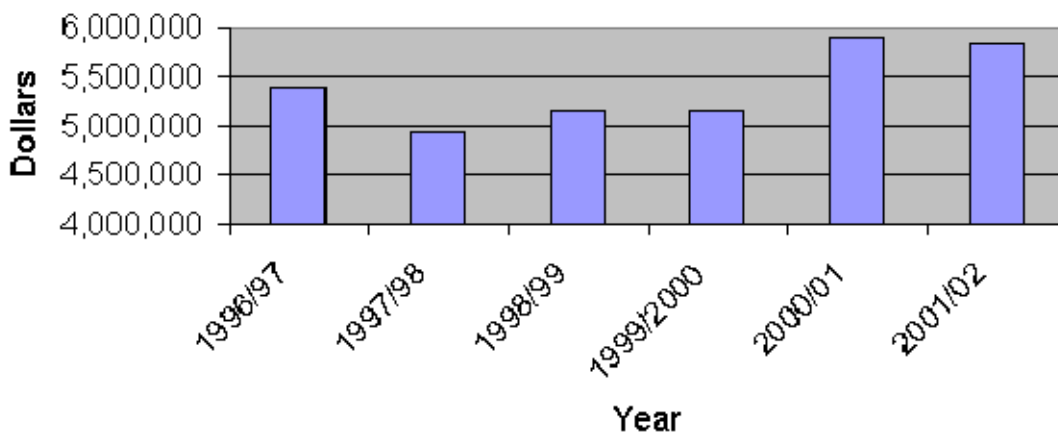
Federal Supplemental Educational Opportunity Grant



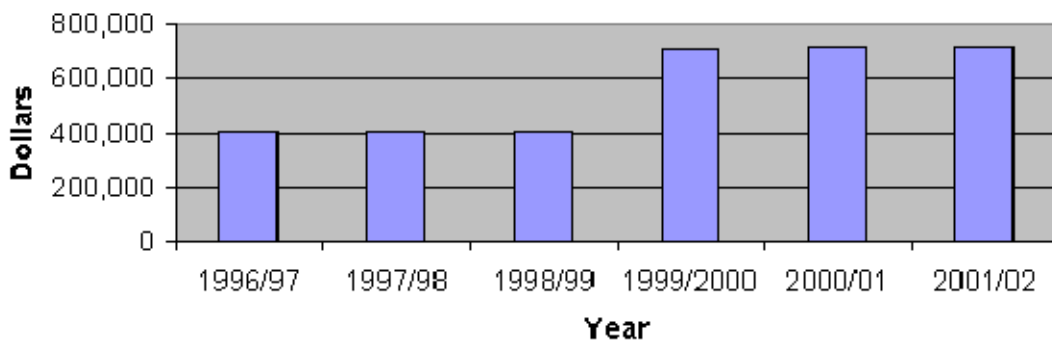
Bureau of Indian Affairs Grant



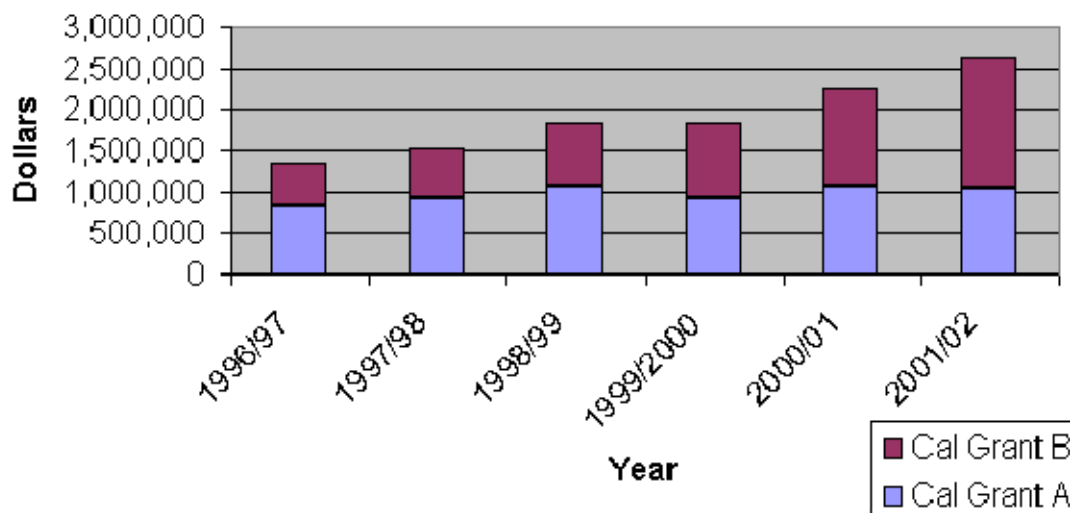
State University Grant

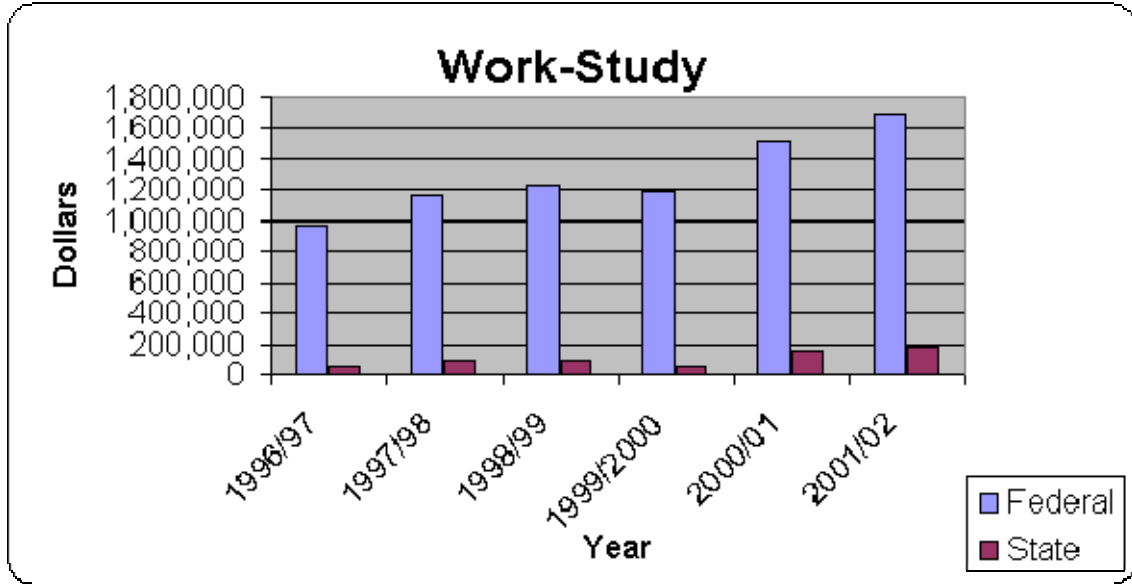
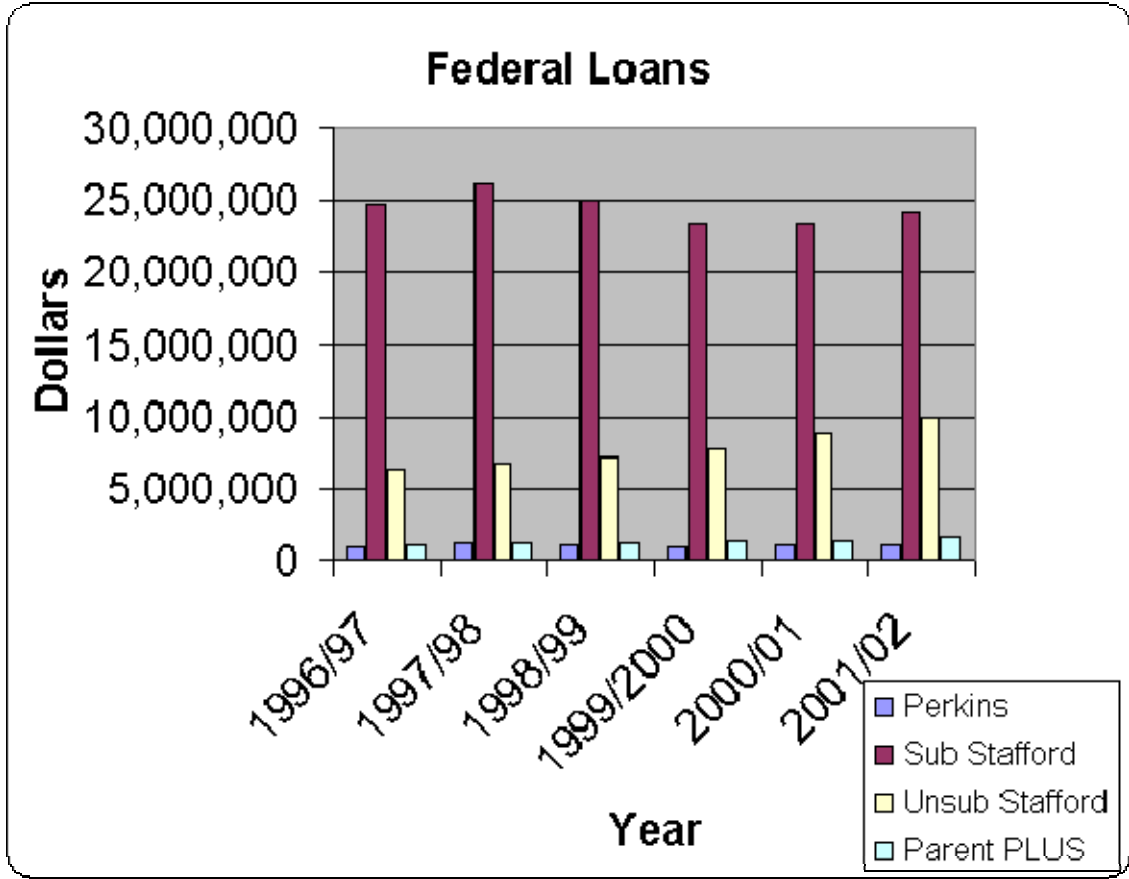


Educational Opportunity Program Grant



Cal Grant





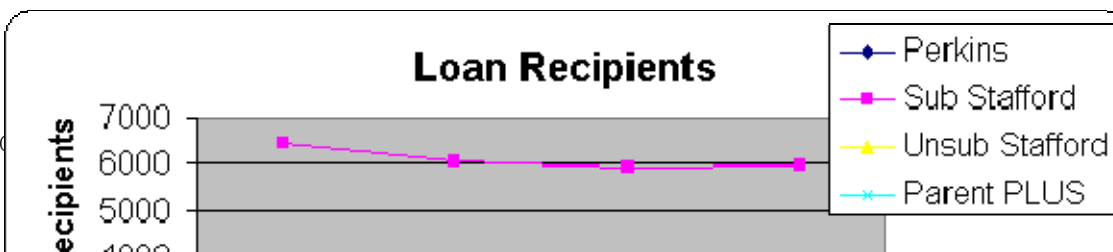
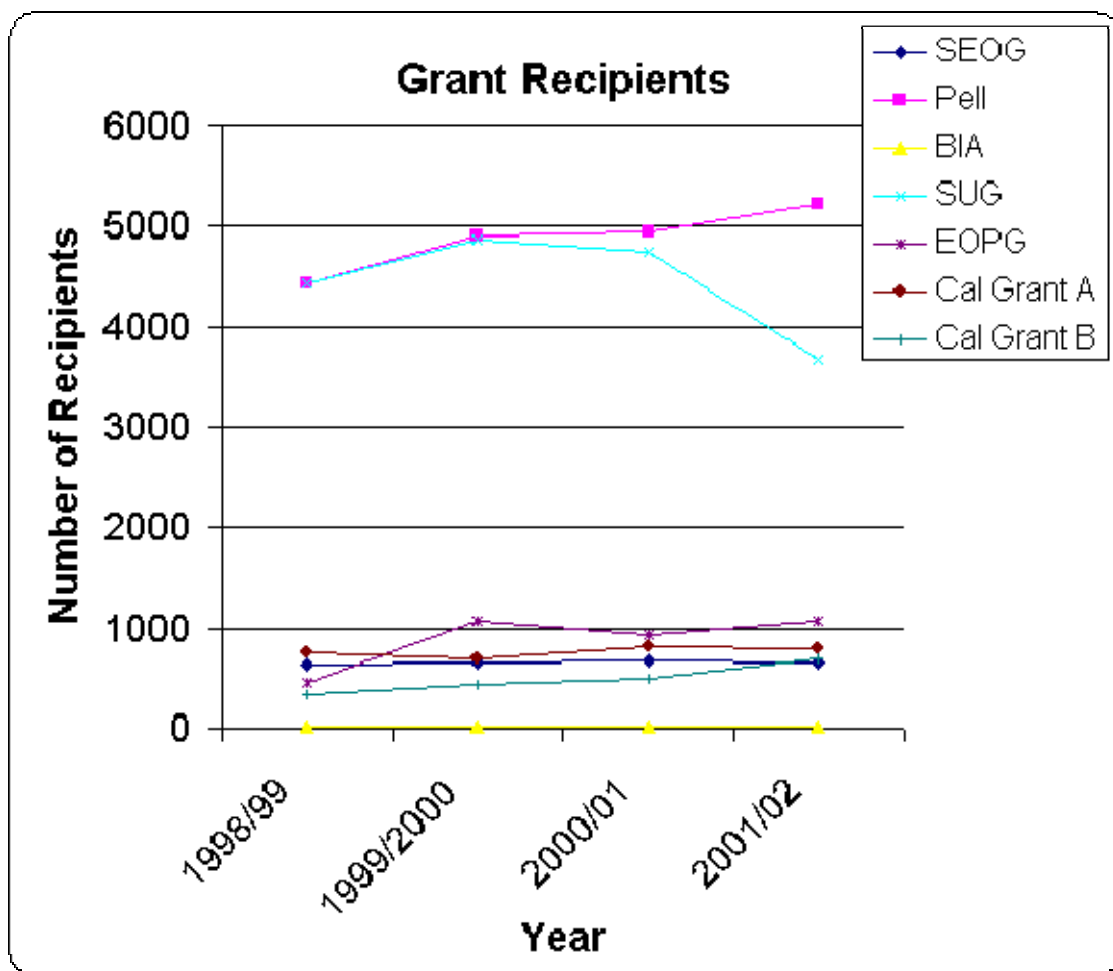
(9) Recipients for Each Financial Aid Program

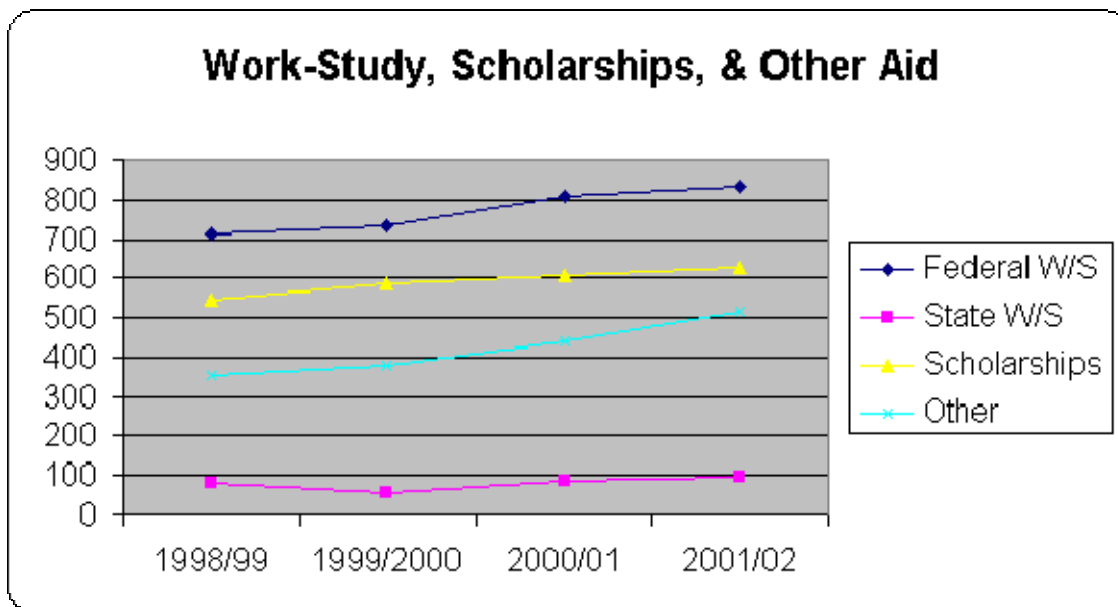
Purpose – To evaluate effectiveness of financial aid programs in response to changes in demand.

Method – Compared number of students who received money in 2001/02 for each aid program to each of the prior five years.

Results – For most of the aid programs there are steady increases in the number of recipients. Subsidized student loan volumes are decreasing while unsubsidized borrowing is on the rise. There was a marked decrease in State University Grant (SUG) recipients for 2001/02.

Notes – Further analysis is warranted to determine demographic changes of financial aid populations and to guide packaging policies. Family income of CSU, Chico students may be changing so the types of loans for which students are eligible are changing. Changes to SUG policy resulted in individual recipients receiving larger amounts of the grant but fewer students received it. Policy has been changed for 2002/03 in an effort to spread the money among more students.





(10) Appointment Usage

Purpose – To evaluate accessibility of financial aid advisers and how to most effectively structure their time.

Method – View appointment books and charts to evaluate the number of both walk-in and scheduled appointments available to students. Also evaluate those available appointments that go unused.

Results

Average number of walk-in appointments daily:	31
Average number of unused walk-in appointments:	16
Average number of scheduled appointments daily:	24
Average number of unused scheduled appointments:	4

Notes – Availability and usage fluctuate throughout the year.

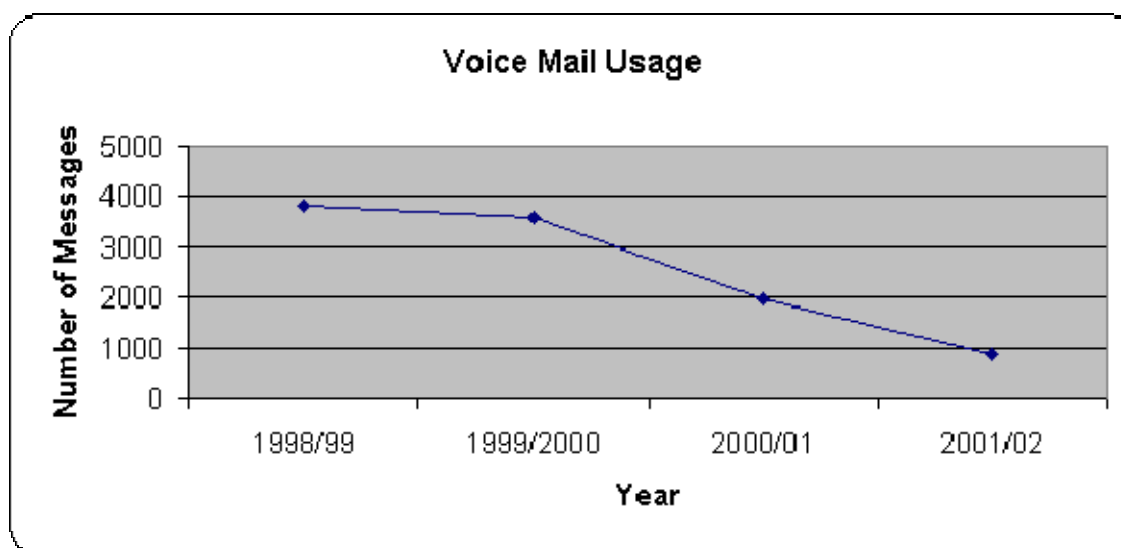
(11) Voice Mail Usage

Purpose – To evaluate phone service accessibility and staffing needs.

Method – From a daily log, calculated the number of voice mails left by students over the past four years.

Results – Significant reductions in numbers of voice mails have occurred over each of the past four years.

Notes – Customer service staff return phone calls to students who leave voice mails, usually within 24 hours. The reduction in numbers of voice mails indicate staffing effectiveness as well as efficiency of customer service staff as they take care of the needs of callers quickly so as to not tie up phone lines for other callers.



(12) People Waiting in Line for Services

Purpose – To evaluate accessibility and timeliness of services.

Method – Several times throughout the day, inspect the lobby to determine number of students waiting for services.

Results

Average number, non-peak season: 1.67

Average number, peak season: 4

Highest number, peak season: 6

Notes – Earlier processing of files and documents, improved written communication materials, Electronic Deposit of Financial Aid (EDFA), processing changes, and effectiveness of telephone staff have had significant impacts on reducing the numbers of students waiting in line.

(13) Email Usage

Purpose – To evaluate accessibility of FAO staff, to determine effectiveness of various methods of communication, and to evaluate responsiveness.

Method – Analyze a log of incoming email.

Results

Average: 75+ emails received and responded to weekly.

Response time: 24 hours (except on weekends)

Notes – Email usage is becoming more popular for students. Future services will entail more communication from the FAO to students via this option.

(14) Written Materials

Purpose – To evaluate effectiveness of written communication.

Method – By using customer feedback during group advising sessions and individual sessions with students, we are able to determine frequently asked questions about which students are unclear.

Results – Feedback has helped us learn which issues need clarification or further explanation. Forms, documents, and guides are continually revised to meet customer needs.

Implementation of New Programs

Year Round Operations (YRO): Though the Financial Aid Office has provided assistance for several summers for students attending summer school, implementation of state-support summer session had a large impact. For the first time students were eligible for State University Grant (SUG), which increased the applicant pool considerably, and an additional allocation of \$98,000 was provided for CSU, Chico students. Collaboration with Regional and Continuing Education (RCE), who contracted to provide summer session 2002 for the campus, and Financial Aid Business Services (FABS) was essential in making this program successful. Working together, we were able to defer fee payment for financial aid eligible students until financial aid could legally be given to the students. See statistics above for more detail regarding aid funding for summer session students.

Process Mapping: Implementation of the Student Administration module of CSU's Common Management System (CMS) has begun on the Chico campus. Preliminary steps for the FAO include mapping the various processes that are undertaken as we administer financial aid programs. Approximately two-thirds of the FAO maps have been drawn and submitted to the Student Administration implementation team. In addition to their use for installing PeopleSoft software, the maps will be evaluated to assist FAO staff in making more efficient processes.

Common Origination and Disbursement (COD): The U.S. Department of Education has implemented a new system whereby Federal Pell Grants and federal student loans are originated and resultant disbursements are reported. CSU, Chico is a phase-in participant and we have begun using the system, which, so far, is proving to be problem-ridden.

College Goal Sunday: A statewide effort to provide more financial aid outreach to high school students took hundreds of financial aid administrators to various communities in California on a Sunday in February. CSU, Chico participated, sending financial aid advisers to at least six communities that receive limited outreach but have high numbers of students traditionally not represented in higher education. It appears the program will be continued each year.

Continuing Services Offered

- Outreach programs for local area high schools and middle schools
- Liaison services for mutual students with Disability Support Services, Student Employment, Veterans' Affairs, University Housing and Food Service, MESA, Educational Support Services, Intercollegiate Athletics, TRIO Programs
- Coordination of private consumer loans
- Preparation of responses for myriad surveys
- University Incentive Grant Association (UIGA) awards for high school students preparing for college (separate report available)
- Assist students with exchange and visitor programs
- Short-term loans
- Assumption Program for Loans in Education (APLE) to encourages students to pursue teaching careers in underrepresented areas
- Federal Pell Grants provided to qualifying teacher credential candidates
- Recipient Financial Management System (RFMS) to track Federal Pell Grant eligibility and payments