

Measures of Performance and Quality

(1) Financial Aid Applications Processed

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

Method – Compared data for 2002/03 and the four years prior for the volume of financial aid applications.

Results –

Original Records

Processed 2.84% more in 2002 vs. 2001

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

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

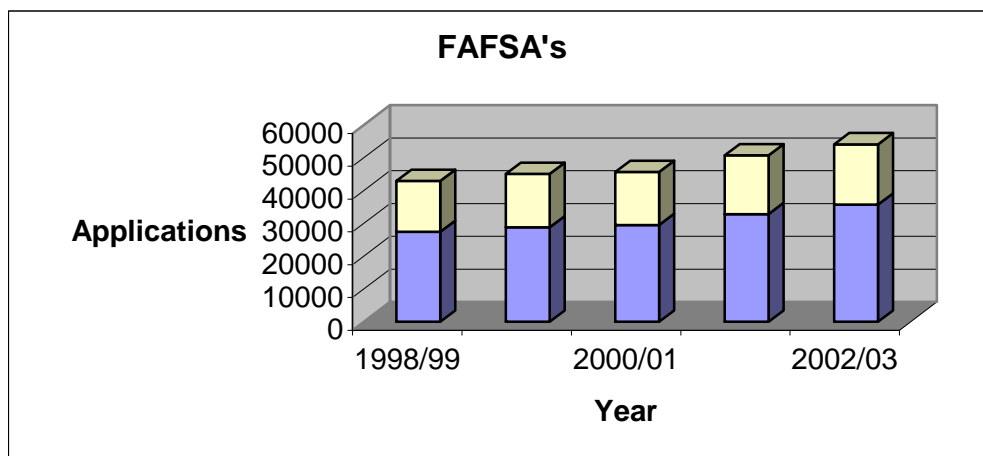
Processed 8.74% more in 2002 vs. 2001

Processed 11.23% 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



(2) Financial Aid Recipients

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

Method – Compared data for 2002/03 and the four years prior for the volume of financial aid recipients.

Results –

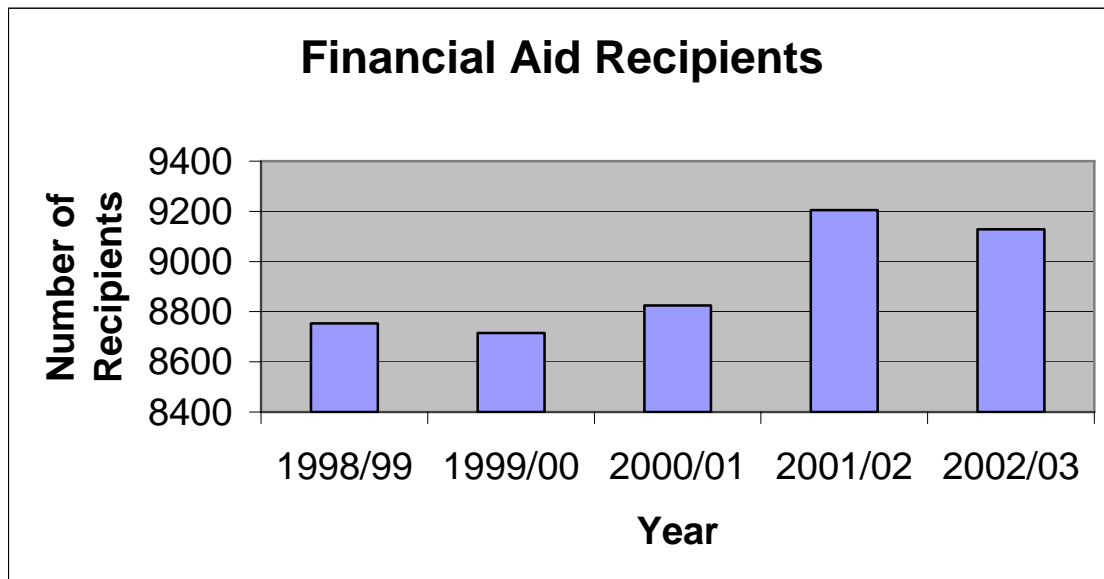
0.83% **fewer** students received aid in 2003 vs. 2002

4.31% more students received aid in 2002 vs. 2001

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



(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.

Note – I was not able to recreate this data for 2002/3. I will work on getting it this year, and be ready to report for both 02/3 and 03/04 in the next annual report.

Results

Processing time:	1999	2000	2001	1999fao*	2000fao*	2001fao*
• Mean:	26 days	15 days	33 days	31 days	31 days	13 days
		13.5 days				
• Median:	25 days	0 days	32 days	31 days	0 days	0 days
	0 days	0 days				
• Mode:	27 days	0 days	36 days	34 days	0 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:	26.11%	62.95%	66.68%	67.76%
	30.91%	16.73%		
• Percent processed within 30 days:	49.84%	79.82%	75.67%	78.11%
	62.22%	39.19%		
• Percent processed in more than 45 days:	30.04%	8.90%	16.75%	13.50%
	17.86%	41.85%		
• Percent processed in more than 60 days:	10.76%	3.48%	8.86%	4.51%
	6.78%	22.15%		

*includes data processed by computer rather than only staff

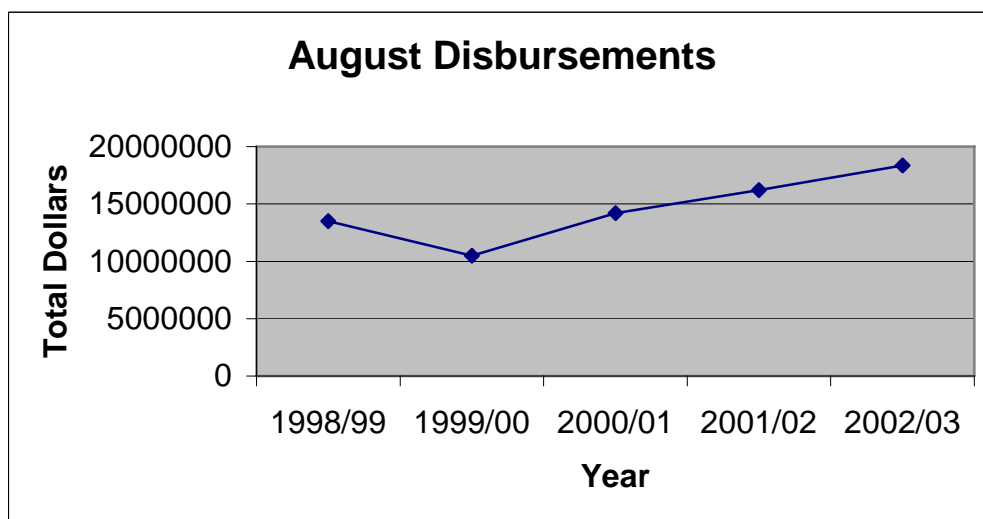
4) August Disbursements

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

Method – For all students who received disbursements in August 2002, compared the amount of money set up for that disbursement for each of the prior four years.

Results – Provided 11.7% more aid in August 2002 than August 2001. 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. This steady increase in available money speaks to the efficiency of new processes including imaging and emailing aid packets. Financial Aid staff members continue to produce high volume processing efforts as well.

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

2002/03 Special Disbursements discontinued

- 2001/02 = 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 –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.

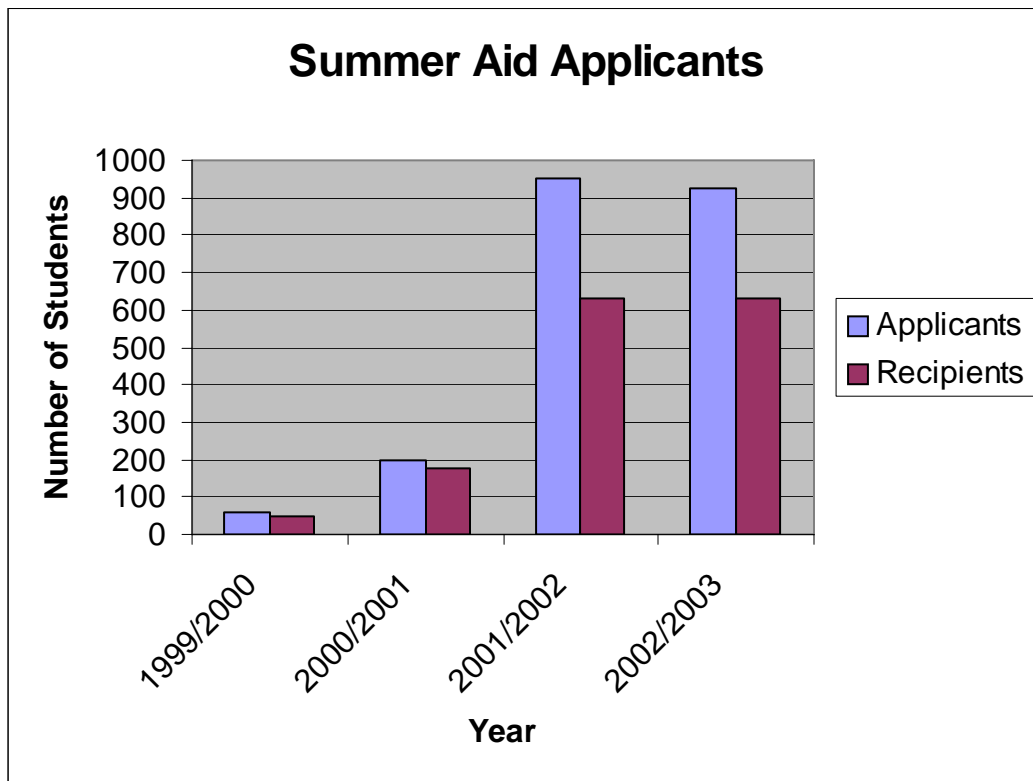
(6) Summer Financial Aid Applications/Aid Awarded

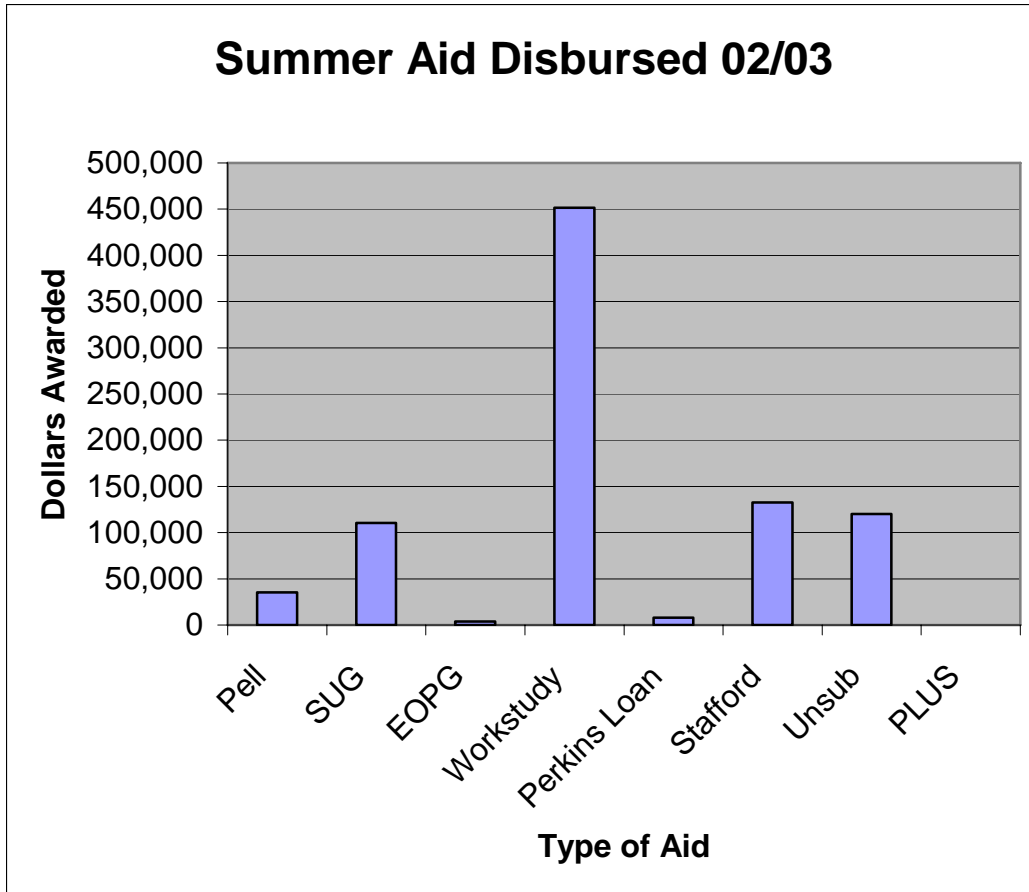
Purpose – To evaluate resource needs and to determine efficiency of processing.

Method – Compared numbers of summer aid applicants and recipients for the past four summers. For 02/03 new data is available. We are now tracking summer funding (total by award type and total aid for summer).

Results – There have been significant increases in the numbers of applicants, recipients, and amount of aid disbursed.

Notes – The number of applicants/recipients has held steady for the past two years. There was a slight decrease for 02/03, probably due to an enforced application deadline.





(7) Periodic Stafford Loan Default Rate Reports

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

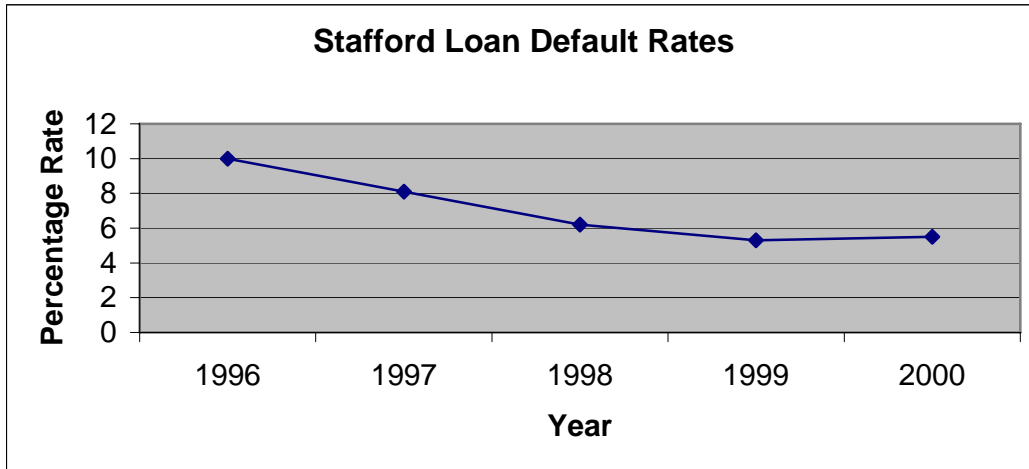
Method – Compared annual Federal Stafford student loan default rates of students for fiscal year 2000, the last year for which federal data is available, and the five years prior.

Results – Default rates have significantly declined over the past six years, from 10.2% in 1995 to 5.3% in 1999. There was a slight uptick in 2000, to 5.5%.

Notes – Most CSU Chico students have been repaying their student loans according to the terms of their promissory notes. 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.



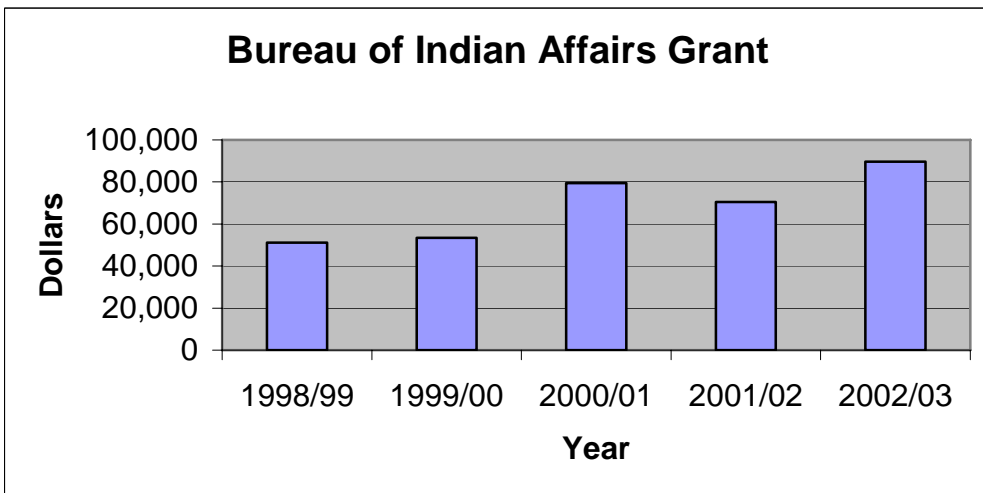
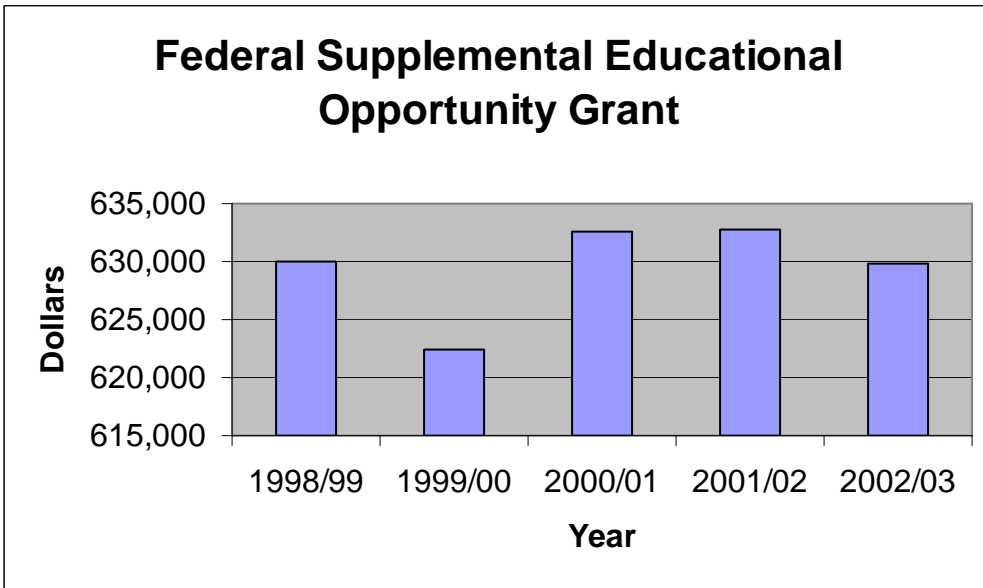
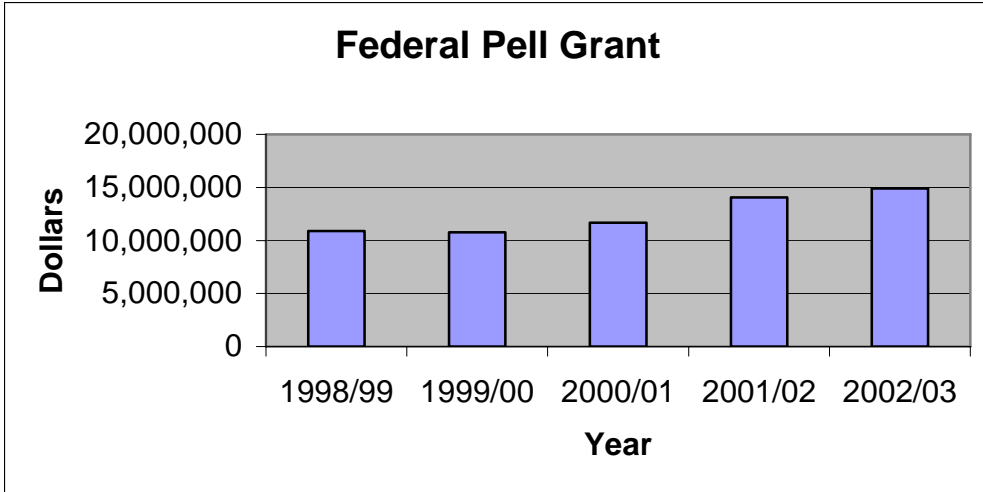
(8) Aid Disbursed

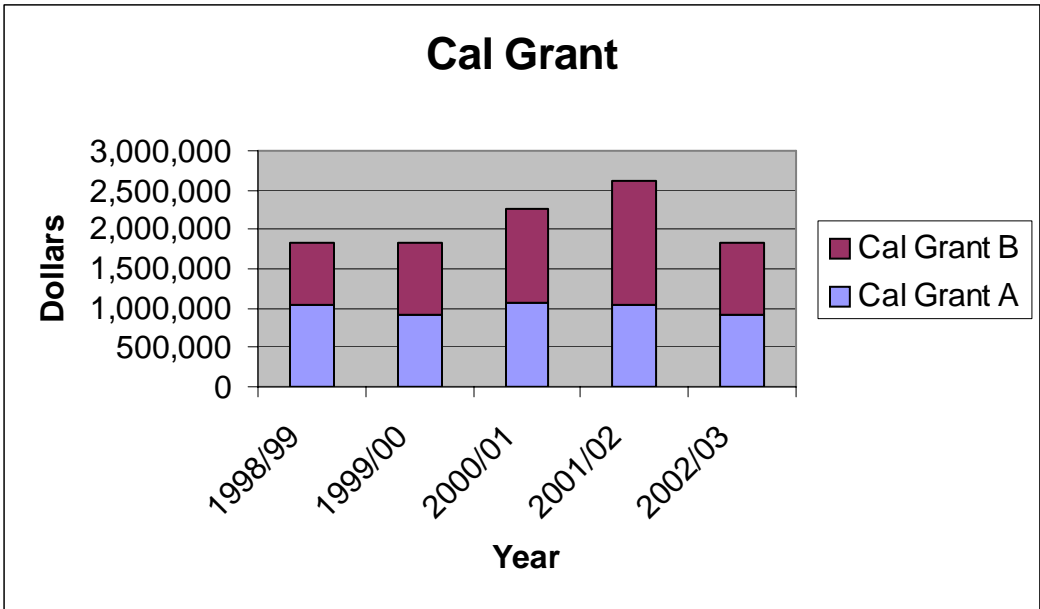
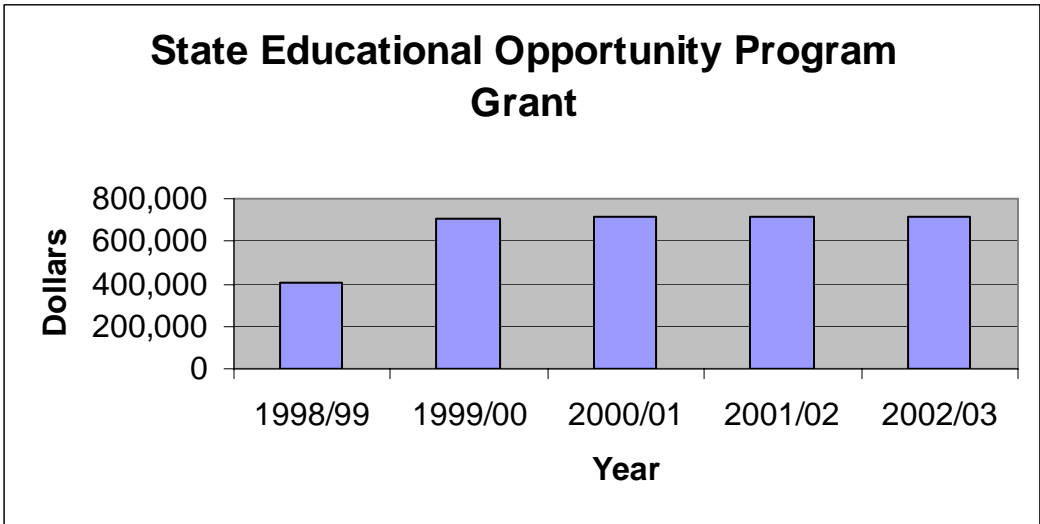
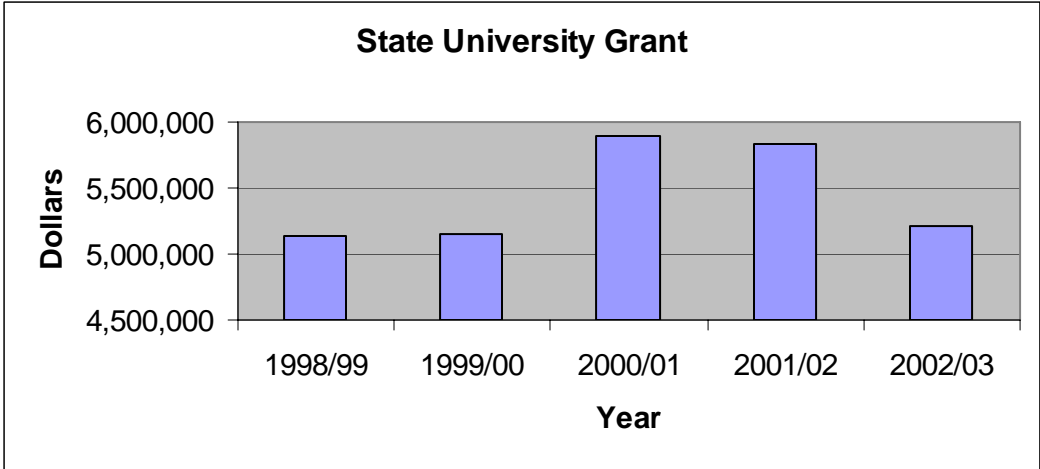
Purpose – To evaluate efficiency and ability to provide aid as demand rises and to monitor the availability of federal and state money for the various financial aid programs.

Method – Compared amount of money disbursed in 2002/03 for each aid program to each of the previous four years.

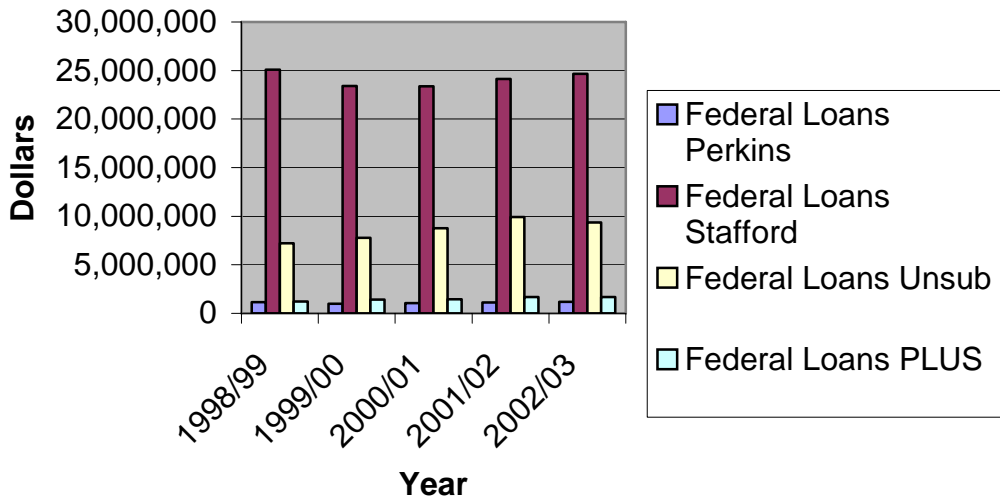
Results – While most programs held steady or increased slightly, there were marked decreases in federal SEOG, State University Grant, and Cal Grant. The campus SUG allocation was cut significantly in 02/03, and there was a change in how Cal Grants were awarded at the state level.

Notes – For 03/04 we have received a significant increase in SUG funds. Cal Grants will also increase. These increases are in response to the 30% fee increase that has gone into effect for the 03/04 year.

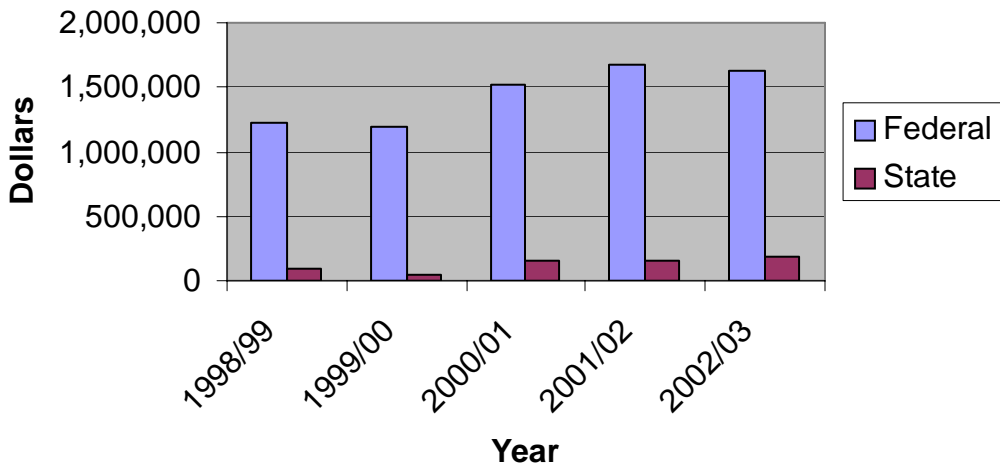




Federal Loans



Work-Study



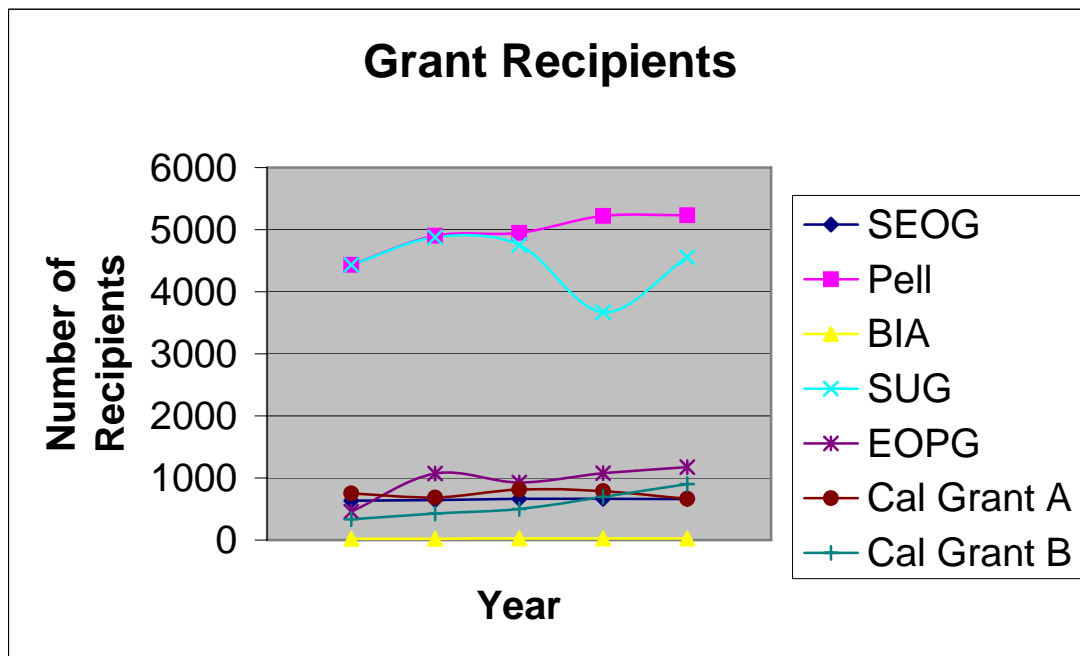
(9) Recipients for Each Financial Aid Program

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

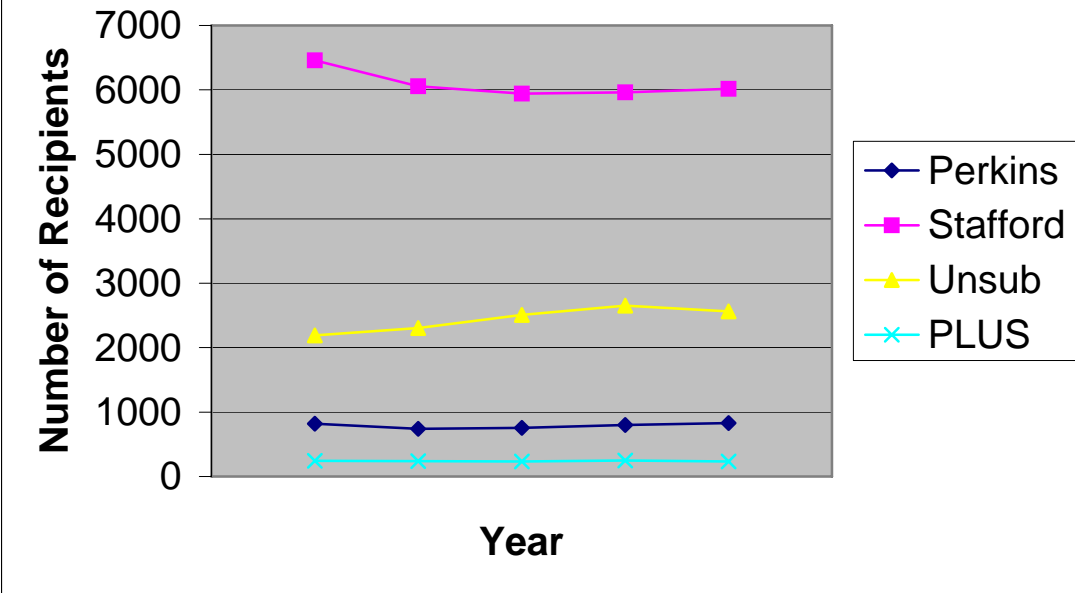
Method – Compared number of students who received money in 2002/03 for each aid program to each of the prior four years.

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 and again in 2002/2003.

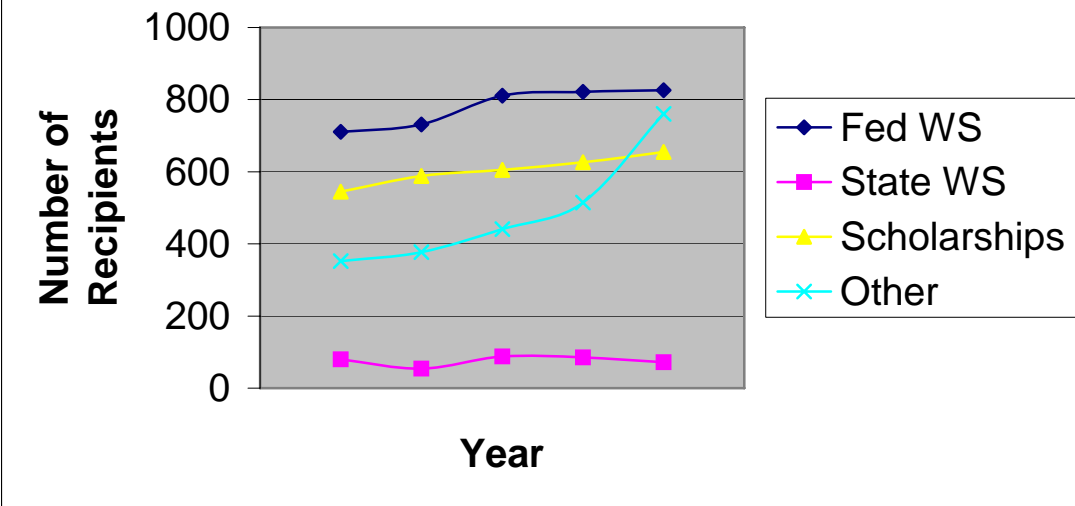
Notes – Further analysis is warranted to determine demographic changes of financial aid populations and to guide packaging policies. Family income of CSU, Chico students may be changing so the types of loans for which students are eligible are changing. Changes to SUG policy resulted in individual recipients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



Loan Recipients



Work-Study, Scholarships, & Other Aid



(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

	01/02	02/03
Ave. number of available walk-in appointments daily:	31	42
Ave. number of unused walk-in appointments:	16	25
Ave. number of available scheduled appointments daily:	24	26
Ave. number of unused scheduled appointments:	4	13

Notes – Availability and usage fluctuate throughout the year. For 02/03, more appointments were available, and fewer students took advantage of them. This might indicate that student needs are being met without advisor assistance. Further analysis is needed to make that determination.

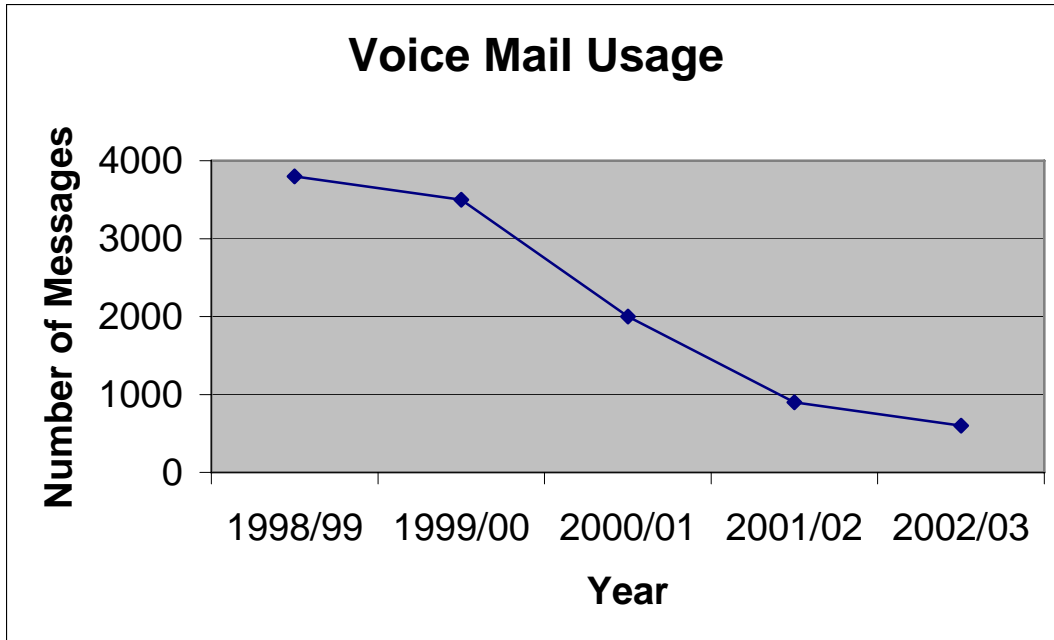
(11) Voice Mail Usage

Purpose – To evaluate phone service accessibility and staffing needs.

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

Results – The number of voice mails has gone down significantly over the past five years

Notes – Customer service staff all return phone calls to students who leave voice mails, usually within 24 hours. The reduction in voice mails indicates staffing effectiveness as well as efficiency of customer service staff who respond quickly and free up the phone lines for other callers. Email is also replacing the use of voice mail.



(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: 175+ emails received and responded to weekly.

Response time: 24 hours (except on weekends)

Notes – Email is replacing the phone as the preferred form of communication for students. There has been a 233% increase in emails since 00/01.

(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.

Outside Impacts

- Staff impacts of PeopleSoft implementation
- Upcoming Dept. of Ed program review of all professional judgment decisions
- Continued provisional participation agreement
- Follow-up peer review
- Pending Reauthorization of the Higher Education Act

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
- Common Origination and Disbursement (COD) system to track Federal Pell Grant and William Ford Direct Stafford Loan eligibility and payments