

Financial Aid

Office of Financial Aid

Introduction

The purpose of the Office of Financial Aid is to administer programs that provide quality financial assistance services to the students and their families of McNeese State University in accordance with federal and state regulations in a fair, equitable and timely manner.

The Office of Financial Aid provides students with federal and state financial assistance opportunities to assist with funding their education and with financial literacy to become more educated about the programs that are available through this office.

To assist our distance education students, this office provides all information and forms on our website and accepts documents by fax, mail, or email. In addition, our students communicate daily by email to ask questions, seek guidance, and/or submit any necessary documents.

Performance Objective 1 To provide financial assistance opportunities and services to students in a knowledgeable, efficient, and satisfactory manner. In addition, to reach out and inform the community (public and on-campus) about financial aid information, opportunities, and applications.

1 Assessment and Benchmark

Benchmark: Score at least 3.0 (met expectations) or higher (on a 4.0 scale) on all items listed on the Financial Aid Workshop Survey.

[SurveyMonkey Analyze - 2017 Fall Financial Aid Workshop Evaluation](#) [PDF 52 KB 9/17/18]

1.1 Data

Academic Year	Response rate		# of items with a score higher than 3.0
	#	%	
2013-2014	20/32	62.5%	6/6
2014-2015	10/25	40%	6/6
2015-2016	8/27	30%	6/6
2016-2017	8/32	25%	6/6
2017-2018	17/29	58.6%	6/6

Statement	Academic Year Ending	
	2017	2018
The financial aid information was presented to the seniors and/or parents in a clear and concise manner.	3.75	3.59
The PowerPoint presentation content was understandable.	3.75	3.59
The presenter held the audience's interest throughout the presentation.	3.75	3.35
The presenter was available for additional help after the presentation was over.	3.88	3.71
The overall presentation was done in a timely manner.	4.00	3.59
I will invite McNeese State University back to speak to the seniors and/or parents about financial aid next year.	4.00	4.00

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- Continue providing financial aid workshops to the seven-parish area high schools when staff and funding permits.
- Have each student sign in to compare the data to see how many students attend McNeese for their first semester out of high school. We will create a new McNeese sign in sheet to use at each school visit to collect the appropriate data for this information to be included in Radius for future communication with each student.
- Work with staff to ensure they are prepared for their presentation. This past year, we have several new employees presenting, so this could have resulted in some of our evaluation scores being a little lower than last year.
- Work with Institutional Research and Effectiveness to convert financial aid workshop web survey for high school counselors to Class Climate.

2 Assessment and Benchmark

Benchmark: Score at least 2.0 (somewhat) or higher (on a 3.0 scale) on all items listed on the Financial Aid Awareness Day Event Survey.

2.1 Data

Academic Year	Response rate		# of items with a score higher than 2.0
	#	%	
2013-2014	22/300	7.4%	5/5
2014-2015	34/300	11.3%	4/4
2015-2016*	0	0%	N/A
2016-2017**	0	0%	N/A
2017-2018**	0	0%	N/A

*Due to personnel shortages, we provided a one-day table browse in the Student Union for three hours and had about 300 visitors that picked up financial aid brochures along with pizza for their lunch. With it not being a formal event, no surveys were issues.

**Due to personnel shortages, we provided a one-day table browse in the Student Union for three hours and had about 200 visitors that picked up financial aid brochures. With it not being a formal event, no surveys were issues.

Statement	Academic Year Ending	
	2014	2015
Do you feel the information you learned at this event was useful?	2.77	2.85
Do you feel that you can state the different types of financial aid available for you as a McNeese student?	2.45	2.53
Are you able to explain the steps on how to apply, receive, and accept financial aid?	2.23	2.44
Do you feel more comfortable with the Financial Aid Office, the staff, and how they can help you with your needs?	2.91	2.85
Overall, were you satisfied with this event?	2.86	N/A

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- Continue providing an on-campus financial aid awareness activity in partnership with student organizations to encourage upcoming year financial aid application in a timely manner. We will continue to email our students reminders at different times throughout the year to complete their financial aid application.
- Work with the Radius software team to identify students that have still not applied for financial aid to encourage them to apply timely and help educate our students about financial assistance opportunities.
- Discontinue the surveys effective 2018-2019, since we have not been able to conduct the surveys since 2015 based on how the visitation function has been setup.

3 Assessment and Benchmark

Benchmark: Score at least 4.0 (agreed) or higher (on a 5.0 scale) on all items listed on the Office of Financial Aid survey.

3.1 Data

Academic Year	Response rate		# of items with a score higher than 4.0
	#	%	
2013-2014	435/4737	9.2%	8/8
2014-2015	602/4737	12.71%	8/8
2015-2016	560/5431	10.31%	8/8
2016-2017	617/5029	12.26%	8/8
2017-2018*	0	0%	N/A

*Due to the Financial Aid Office no longer assisting students on the front end, over the phone, and/or by email, we can no

longer survey students with these types of questions since all the responses are pertaining to the assistance that the students receive from Student Central, our "one-stop shop." Students are currently still struggling to know whether the Student Central staff or Financial Aid personnel are assisting them, but the intent is for all students to be assisted by the Student Central staff on all aspects of their inquiries. Financial Aid personnel only handle students with escalated financial aid issues and/or appointments.

Statement	Academic Year Ending	
	2016	2017
Overall, I am treated in a courteous manner by the Financial Aid Office staff.	4.36	4.38
Overall, the Financial Aid Office staff conducts business in a professional manner.	4.40	4.34
Overall, the Financial Aid Office staff provides services in an efficient manner.	4.14	4.10
Overall, the Financial Aid Office staff provides services in a timely manner.	4.13	4.07
I feel that information received from the Financial Aid Office staff is accurate.	4.21	4.15
I find the Financial Aid website user friendly and forms accessible.	4.04	4.01
I feel that Banner Self Service provides me with all necessary information pertaining to my missing requirements and awards.	4.11	4.00
I found the computer lab accessible.	4.23	4.37

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We will no longer survey students about their financial aid services experience due to these duties being reorganized to Student Central. We will plan to share our previous survey with Student Central for them to consider adding our questions to their survey, but this assessment will be discontinued effective 2018-2019.

Performance Objective 2 Receive zero exceptions on all audits.

1 Assessment and Benchmark

Benchmark: Zero exceptions on state legislative audit conducted every even year.

1.1 Data

Semester	# of exceptions on state legislative audit
Fall 2013	0
Summer 2014	0
Summer 2016	0
Summer 2018	NA*

*Summer 2018: Undetermined at time of submission; federal student aid portion had just begun at the beginning of July 2018.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- The state legislative single audit was conducted in summer 2016 with no findings, meeting the performance indicator.
- Consistently monitor reporting and data collection requirements and updated policies and procedures to ensure compliance with stated requirements. Continue to monitor current regulations for changes in all federal programs as well as state grant programs.

- To ensure efficiency, evaluate manual processes and work toward automating those processes as appropriate.

2 Assessment and Benchmark

Benchmark: Zero exceptions on any random Louisiana Office of Student Financial Assistance (LOSFA) program review.

2.1 Data

Semester	# of exceptions on any LOFSA review
Spring 2013	0
Spring 2017	0

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- The Louisiana Office of Student Financial Assistance (LOSFA) program review was conducted in April 2017 to monitor the GO grant program. It resulted in no findings, meeting the performance indicator.
- Consistently monitor reporting and data collection requirements and updated policies and procedures to ensure compliance with stated requirements. Continue to monitor current regulations for changes in all federal programs as well as state grant programs.
- To ensure efficiency, evaluate manual processes and work toward automating those processes as appropriate.

3 Assessment and Benchmark

Benchmark: Zero exceptions on US Department of Education program review.

3.1 Data

2017-2018:

The last US Department of Education program review was conducted in 1996 and resulted in no findings.

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- Consistently monitor reporting and data collection requirements and updated policies and procedures to ensure compliance with stated requirements. Continue to monitor current regulations for changes in all federal programs as well as state grant programs.
- To ensure efficiency, evaluate manual processes and work toward automating those processes as appropriate.

4 Assessment and Benchmark

Benchmark: Zero exceptions on any additional audits or program reviews conducted internally or externally throughout the year.

4.1 Data

Fiscal Year	# of exceptions on any additional audits or program reviews conducted internally or externally
2013	0
2014	0
2015	0
2016	0
2017	0

4.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- There were no exceptions reported by internal or external auditors during the prior fiscal year, meeting the

- performance indicator.
- Consistently monitor reporting and data collection requirements and updated policies and procedures to ensure compliance with stated requirements. Continue to monitor current regulations for changes in all federal programs as well as state grant programs.
- To ensure efficiency, evaluate manual processes and work toward automating those processes as appropriate.

Performance Objective 3 To provide information and guidance to help student borrowers understand how to manage their debt and repay loans. (SACSCOC 12.6)

1 Assessment and Benchmark

Benchmark: Require all first time federal student loan borrowers to complete Entrance Counseling.

1.1 Data

2017-2018:

All first time federal student loan borrowers must complete Entrance Counseling at the US Department of Education (USDE) website, www.studentloans.gov, prior to the Financial Aid Office certifying their federal student loan. We record the requirement that the student needs to fulfill in Banner and send students an email guiding them to the USDE website to complete the process if they are interested in pursuing the federal loan. We retrieve from the USDE daily all who have completed the process for us to continue with the certifying of their federal student loan(s).

The number count of students that complete this each year has not been determined. A new program will have to be created for this.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The University has had prior conversations about making this mandatory on a yearly basis for each student. The current procedures is once a student has completed their Entrance Counseling at McNeese, then they do not have to repeat it again. To implement a change requiring each student to complete counseling on a yearly basis will be a huge change for the students, and we would have to determine the appropriate time to implement a change like this.

2 Assessment and Benchmark

Benchmark: Require Exit Counseling notification for any federal student loan borrower that ceases to be enrolled at least half-time each semester at any time during the semester.

2.1 Data

2017-2018:

All federal student loan borrowers are monitored each semester to determine if they are enrolled at least half-time (six or more hours). Any student that is not enrolled at least half-time will be notified that they must complete Exit Counseling at the USDE website, www.studentloans.gov website. This process is run each semester and emails the students that the requirement must be fulfilled at the point that they are either not enrolled at the beginning of the semester and/or at the point that they cease to be enrolled at least half-time during the semester. Our process is run on a nightly basis.

Per federal regulations, we must notify the students to complete the Exit Counseling, but we are not required to monitor the number that actually complete the process at the USDE website.

Term	# of potential graduates and federal student loan borrowers notified to complete Exit Counseling
Fall 2017	323
Spring 2018	412
Summer 2018	41

Term	# of federal student loan borrowers either not enrolled or enrolled less than half-time and notified
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	to complete Exit Counseling
Fall 2017	660
Spring 2018	547
Summer 2018	312

2.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

We will continue to email our students that need to complete the Exit Counseling, guiding them to the USDE website. In an effort to help provide our students with additional guidance during their grace period, the University has implemented some additional procedures (see 3.1 data below).

3 Assessment and Benchmark

Benchmark: Grace Counseling is provided to all federal student loan borrowers when they first leave the University or cease to be enrolled at least half-time (six or more hours). All federal loan borrowers have a six-month grace period prior to their loan repayment starting.

3.1 Data

2017-2018:

The University has partnered with a third-party servicer to notify each of our federal student loan borrowers that are no longer enrolled at the University or enrolled less than half-time status. The third-party servicer will provide the students with repayment options, deferment information, cancellation options, a location to call 24 hours to ask any questions and seek guidance, etc. This is the University's way of ensuring that our student loan borrowers can get on a path to success for repaying their federal loans, which will help keep our Cohort Default Rate (CDR) as low as possible. Below is statistical information on our borrowers by academic year (July 1st through June 30th):

Academic Year	# of borrowers assigned	# of calls attempted	# of actual phone contacts	# of email attempts	# of emails opened
2017-2018	639	1828	117	1955	457

3.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- We will continuously send and monitor our students that enter into their grace period to our third-party servicer to ensure that our students are receiving guidance and assistance to help our students get on the correct path for their appropriate repayment option.
- We will evaluate our third-party servicer on a yearly basis to ensure our partnership is working for our students and the University.

Performance Objective 4 To monitor the default rate of student borrowers.

1 Assessment and Benchmark

Benchmark: Ensure that the University's Cohort Default Rate (CDR) from National Student Loan Database System (NSLDS) remains below 20 percent.

1.1 Data

Fiscal Year	CDR Percentage	Rate Type	Process Date
2010	12.9%	2 Year Official	8/04/2012
2010	17.2%	3 Year Official	7/28/2013
2011	10%	2 Year Official	7/27/2013
2011	12.9%	3 Year Official	7/26/2014
2012	12.1%	3 Year Official	8/08/2015
2013	12.4%	3 Year Official	8/06/2016
2014	11%	3 Year Official	8/05/2017
2015	9.8%	3 Year Draft	1/27/2018

In the past, the USDE only used a two-year CDR, but in 2009, changed it to a three-year CDR, which made CDRs increase at almost all Title IV schools. Beginning in 2012, the three-year CDR is the only one used at this time. Federal regulation requirements were altered based on the three year CDRs pertaining to when the Default Management Plan must be implemented, Title IV funding is at risk, sanctions, etc.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

If our CDR reaches 20 percent or above, then the University must implement a Default Management Plan. In addition, the Financial Aid Office will seek funding from the University to partner with a company for a default management program for our students.

Performance Objective 5 Comply with gainful employment regulations.

1 Assessment and Benchmark

Benchmark: Ensure that all Gainful Employment (GE) regulations are fulfilled for any non-degree programs, like our Post Baccalaureate Certificates (PBC's).

1.1 Data

2017-2018:

Due to the University providing PBCs, ensure that all GE regulations are being fulfilled. These regulations include posting all details of the programs on our website, using the required USDE templates for disclosing the information, posting all information on the University website, reporting the number of students enrolled in each program, number of completers, etc. In addition, we must provide a link to the University's GE details on the home page of the University's website for students to easily find.

If a new program is added by the University, it must be submitted to USDE for approval prior to providing any Title IV funding to any student. It is important for the Financial Aid Office to be informed of all new PBCs after the Board of Regents approves them and prior to the program starting.

1.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

- If any program has ten or more completers, then some additional regulations and reporting compliance must begin.
- To remain Title IV-eligible for our PBCs that meet the GE eligibility, continue to monitor the regulations and comply with the numerous reporting and disclosures required.