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Newsletter

A publication of the Oregon Association of Student Financial Aid Administrators, a not-for-profit membership organization

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President's Letter

Greetings OASFAA Colleagues,

OASFAA has been hard at work providing training for our membership. We just finished our Summer Drive-in Workshop held at Clackamas Community College and had a very good turnout in spite of the enormous workload colleges were experiencing getting students tucked in for fall. We had the pleasure of having our friendly fed, Kim Schreck, provide us with the Department's federal updates and strengthening our understanding of the new SAP rules.



We are now in the process of providing a Support Staff Workshop in November at George Fox University in Portland, OR. Many thanks to our Chairs, Nancy Hanscom from University of Oregon, and Delores Pruitt from Portland Community College, for putting this workshop together.

Chairs G. Michael Johnson, Pacific University, and Kathy Campbell, Chemeketa Community College, are hard at work putting together our Financial Aid 101 & 201 training. This is scheduled to be held in January 2012.

Chairs Michelle Holdway, University of Oregon, and Ryan West, Western Oregon University, are putting together our Annual Conference to be held at the beautiful Salishan Lodge on the Oregon coast in February. WASFAA President Kay Soltis is on her way to join us and we are also pleased that NASFAA's Executive Director Justin Draeger will be there also.

Lastly, but not leastly, we are very excited to be hosting the WASFAA conference in April in Portland, Oregon. The conference will be held in downtown Portland at the Benson Hotel. I am sure all will be very happy with the location and proximity that Portland has to offer. We look forward to seeing many of you there.

Bert Logan, President

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Editorial Policy

Opinions expressed are those of the authors and not necessarily of OASFAA, its members, or the institutions represented by the authors.

OASFAA welcomes all views and invites submissions of articles, essays, photographs, or information of general interest to all members. Submissions should be brief and may be edited. It may not be possible to publish all articles submitted. Email items for publication to the [Editor](#).

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Letter from the Editor

by Sue Shogren, USA Funds

In this issue, you'll meet an OASFAA volunteer who is giving back to the community that supported her when she was enrolled in college, even as she shares her knowledge and talents in support of today's college students. Inspiring!

In fact, many of your colleagues share their own knowledge in the articles you'll find in this issue. And as the October 29 deadline for most schools to post a Net Price Calculator passes by, you might find the article that begins on page 9 of particular interest.

As always, we have news to share about your colleagues, and quite a few informative and thought-provoking articles. Let us know what you would like to see addressed in future issues of the Newsletter and keep sending in your news!

Publication of the next issue is scheduled for mid-January. We're looking for contributions by **December 15, 2011**.

Welcome, New Members!

Sara Alexander, Clackamas Community College

Greg Anderson, Clackamas Community College

James Brooks, University of Oregon

Sandra Carney, University of Oregon

Ashley Coleman, University of Oregon

Lara Moore, Eastern Oregon University

Denise Sullivan, Discover Student Loans

Laurel Williams, Central Oregon Community College

Mike Wilson, Pioneer Pacific College

Did you know...

OASFAA currently has 226 members, of which 203 (90%) are renewals?

A Friendly Reminder

by Stacie Englund, OASFAA Membership Chair

Is there a new staff person in your office interested in joining OASFAA? Do you have co-workers who are not currently receiving OASFAA updates? Encourage them to join or renew their membership at: www.oasfaaonline.org/docs/forms/memApp.html.

Questions? Please contact me at stacie@pacificu.edu or (503) 352-2858.

Member News

Michael Budke and **Elaine Robinson** both earned a Master of Science degree in Management and Organizational Leadership from Warner Pacific College in July.

Helen Faith leaves the University of Western States in November to become Director of Financial Aid at Lane Community College.

Sue Shogren earned the Certified Professional in Learning and Performance (CPLP®) credential from the American Society for Training and Development.

Lyssa Thaden joined ASA in August as Financial Education Consultant.

If you or someone you know has received a promotion, taken a new job or experienced a significant life event, e-mail: susan.shogren@usafunds.org.

2011 Summer Drive-In Workshop Recap

by Darcie Iven, Clackamas Community College

The 2011 OASFAA Summer Drive-In Workshop was held on August 15, 2011, at Clackamas Community College. The theme of the workshop was "Financial Aid: Building Bridges or Creating Roadblocks?"

Sessions included:

- Federal Updates-Gainful Employment/New SAP Rules/R2T4/Verification
- OSAC and OASFAA Updates
- New SAP Rules: Best Practices
- Undocumented Students
- Using NSLDS reports for Default Prevention
- Effective Use of Social Media
- The Keys to Presenting Successful Financial Literacy Programs On-Campus
- Doing More with Less

Kim Schreck from the U.S. Department of Education was on hand and Josette Green provided an OSAC update. The Keynote Speaker was a student who shared her life circumstances and expressed how the Financial Aid Office has been her bridge to being a successful student.

OASFAA Support Staff Workshop Update

by Nancy Hanscom, University of Oregon



The theme for this year's OASFAA Support Staff Workshop is "**Finding Your Pace: How to Keep Up With Change.**" Scheduled for November 3, 2011, at George Fox University's Portland Campus, this year's sessions are designed to help attendees pace themselves in this hectic profession as they juggle ongoing federal regulatory changes and the needs of students who are themselves facing a variety of challenges, both academic and personal.

This workshop is always a wonderful opportunity for financial aid office staff to learn about Federal regulations, connect with fellow OASFAA members and rejuvenate during this stressful time of the year. If you have any questions, please contact any of the members of this year's OASFAA Support Staff Committee:

- Delores Pruet, Portland Community College (delores.pruett@pcc.edu)
- Nancy Hanscom, University of Oregon (nhanscom@uoregon.edu)
- Jennifer McBratney, Portland Community College (jennifer.mcbratney@pcc.edu)
- Julia Reid, Birthingway College of Midwifery (julia@birthingway.edu)

OASFAA Conference 2012

by Ryan West, Western Oregon University



The Annual Conference Committee has been busy reviewing the feedback from the 2011 conference and planning the 2012 conference. The conference will be Wednesday, February 1 through Friday, February 3, 2012, and will again be held at Salishan Lodge and Golf Resort (www.salishan.com).

The conference theme is "Financial Aid – the Real Groundhog Day: 6 More Weeks of..." and appropriately enough, we will observe Groundhog Day while at the conference. Be sure to mark your calendars now for this event.

Keynote speakers, breakout sessions and room reservation information is still being worked out and planned, but we will be sure to keep the membership updated as they become available. We are happy to announce that NASFAA President, Justin Draeger, will be attending and participating in our conference in 2012.

If you have any questions or ideas about the conference, please contact Michelle Holdway (mholdway@uoregon.edu) or Ryan West (westr@wou.edu).

Mark Your Calendar...

The WASFAA Annual Conference returns to Portland in 2012!

The conference will be held at the Benson Hotel on April 22 – 24. This year's theme is "The Yin and Yang of Financial Aid: Reaching Harmony through WASFAA."

More information will be available soon at:

www.wasfaa.org/docs/toc_conferences.html.

Member Profile: Delores Pruett

Delores works at Portland Community College as a Financial Aid Advisor. This year, she volunteered to serve as Co-Chair of the OASFAA Support Staff Workshop for 2011 and she is Co-Chair of the Financial Aid Day held at PCC.

How long have you been in Financial Aid?

I have worked in Financial Aid for 7 years.

How did you get started in Financial Aid?

I started as a work-study student. Doesn't everybody?!

What has your involvement been with OASFAA so far?

This is my first year as an OASFAA volunteer and it has been fantastic. I have had a wonderful time getting to know colleagues in the financial aid community.

What is the most rewarding part of your job?

The students are the most rewarding part of my job. I have a real connection with the students at PCC because I was one of them. I was a first-generation college student and participated in the ROOTS/TRIO program. I had a great college experience at PCC and now I have the opportunity to provide the same experience for our current students!

What case/student will you be most likely to remember for the rest of your life?

My most memorable moment would have to be when a student that I worked with many times throughout the term came to me to show me her final grades for the term. It was such an accomplishment, I was truly proud of her. At that point in time, I became more than just a financial aid representative. That really meant something to me.

What is the most difficult aspect of your job?

The multi-tasking can be trying at times, but it's what keeps me on my toes!

How do you cope with stress on the job?

I have just started running this year and it is working wonders. There is nothing like putting on my favorite music and going on a long run after work.

Who has been the biggest influence/mentor on your career?

My biggest mentors have been Sarah Loepker and Julia Reisinger. I was encouraged and supported by these two amazing women throughout my financial aid career and, thanks to them, I was able to become a financial aid advisor. I am grateful to have them as my colleagues and thankful to have them as good friends.



What is/was your favorite volunteer experience?

College Goal Sunday/Financial Aid Day has always been my favorite event. I love volunteering for this event because I get to meet with students and their families in a comfortable, casual environment. I am always humbled by how grateful these families are for Financial Aid Day.

What do you do when you are not working?

I love to hang out at home with my dog and two kitties. I also attend many cyclo-cross bike races to cheer on my husband!

What do you like about living in Oregon?

I love the rain!

What is the most unusual place that you have traveled?

I traveled to Scandinavia with my husband and we stayed in a small lakeside town called Mariestad, Sweden. It was the highlight of our trip.

What is your favorite restaurant?

Besaws! Best breakfast in the northwest.

What was the last book you read?

The Shipping News, by Annie Proulx

If you could change anything in our industry, what would it be?

I would lower the aggregate loan limits. I think too many of our students walk away from community college with frightening amount of loan debt.

Do you have any advice for your fellow financial aid administrators?

I think we should all keep in mind that we are doing a great service for our students and when times are stressful we can know that the students really do appreciate the work we do.

If you were not in financial aid, what would you be doing now?

Costume design for Tim Burton or Sofia Coppola films!

Volunteer Opportunity

Each year at the Portland National College Fair, financial aid experts help prospective college students understand the application process and available resources. Mike Johnson (johnsong@pacificu.edu) has recruited volunteers for this year's college fair held early in November.

Keep this opportunity in mind for next year!

OSAC Update

by Josette Green, OSAC



Greetings from your friends at OSAC. What's new at OSAC? Plenty, so please read on.

Several new initiatives are in place or coming up soon:

- A fresh, new website (www.OregonStudentAid.gov) now replaces and consolidates all of OSAC's websites (OSAC.state.or.us, OSAC.state.or.us/ODA, GetCollegeFunds.org and ASPIREOregon.org). Take a look.
- Our new name – Oregon Student **Access** Commission (OSAC) – begins on January 1, 2012.
- A new, easy and streamlined online scholarship application will be available by the end of the year. Stay tuned for more information.

What is the status of the Oregon Opportunity Grant (OOG) for 2011-12 and are there any decisions for 2012-13?

- Funds for 2011-12 are fully awarded and, while the state is projecting a budget shortfall for this biennium, the 2011-12 grants will not be reduced. Reductions, if any, will come from the not-yet-awarded 2012-13 amount.

“There will be a flat award of \$1,950 for 2012-13...”

- OSAC understands the administrative issues associated with the OOG. Since the majority of students received the maximum award for 2011-12, there will be a flat award of \$1,950 for 2012-13, regardless of the school one attends. The deadline or priority date (depending on the term most understandable to your students) is February 1 and funds will be awarded on a first-come, first-served basis. OSAC also will be sending e-mails to students notifying them of their OOG award.
- OSAC wants to ensure your staff has the knowledge to best administer the OOG program. OOG training is available on a one-to-one basis with any staff needing an update or anyone new to the program. Contact Susan Degen at (541) 687-7451 to schedule this training.

What is the status of the priority OOG funds for foster youth that are to be available in 2012-13?

- Foster youth will be awarded through the normal OOG process until the majority of the money is depleted, possibly by February 1, at the latest. OSAC

will then be setting aside a pool of OOG funds for foster youth to be awarded after February 1 and into fall 2012. As a foster youth completes the FAFSA, OSAC will notify the school of the award in a timely manner. The pool of foster youth is fluid and changes. If OSAC has awarded an OOG to a foster youth, the award will continue to be honored even if the individual no longer meets the foster youth criteria as stated in HB 3471. OSAC currently is working with DHS to identify the foster youth and will have this process in place by January 1, 2012.

How is OSAC involved in the Investment Board and SB 909?

- OSAC is a very active partner in the roll out of this important proficiency and outcome based initiative. OSAC is developing and looking at outcomes of important programs and engaging in many conversations to drive programs that can make a difference in creating a college-going culture in this state.

Please contact our office if you ever have any questions or need further information. We are here to serve you so our students receive the best support possible to achieve their educational dreams.



USA Funds Ask Policy — Answers to Your Policy Questions in 24 Hours



Finding the answer to a specific student aid policy question can be time-consuming. USA Funds® Ask PolicySM eases that burden by addressing your questions about specific federal student aid policies. Our policy experts generally respond within one business day, with answers that include regulatory citations and other supporting resources.

Email your federal student aid policy questions to askpolicy@usafunds.org for a definitive answer — within one business day.

How to Make the Most of Your Calls to Delinquent Borrowers

by Sun Ow, Great Lakes Educational Loan Services, Inc.

In a time when many student loan borrowers are frustrated that their loans have moved several times or are split among multiple servicers, schools may be the only entity a delinquent borrower recognizes. More schools are launching campaigns to call delinquent borrowers and guide them to the organizations and options that will get them back on track.

When planning a phone campaign, there are some easy steps you can take to make the most of your phone calls.

Before the Call

- Identify borrowers to contact. Use the NSLDS Delinquent Borrowers report and guarantor reports.
- Find phone numbers. In addition to the phone numbers in your records and from NSLDS and guarantor reports, check with your school's registrar and alumni offices for updated contact information.
- Consult with your school's legal counsel for guidance to ensure you are complying with federal and state privacy and debt collections laws.

During the Call

- State your name and that you're from the school.
- Verify that the borrower is speaking before disclosing private information.
- Motivate the borrower to contact their servicer and resolve the delinquency by letting them know what's in it for them. Examples include, "Protect your future credit," and "Save money in interest."
- Listen to the borrower as they voice concerns.
- Acknowledge the difficulty the borrower is having and let them know that you are there to help.
- Help. No matter the issue, encourage the borrower to contact their servicer and ask about available options.
- Verify the borrower's contact information. Ask for address, phone numbers, and email address.

After the Call

- Update your records with the date and outcome of the call and any changes to the borrower's contact information.
- Keep track of the borrowers you have called.

Schools that make the most of their calls to delinquent borrowers can make a difference, not only in the life of each borrower that they contact, but, over time, in their cohort default rates.

Use of Professional Judgment

by Francie Campbell, SimpleTuition

Today, an increasing number of students and families need special circumstance considerations. Parents have lost jobs, faced salary cuts, had changes in marital status, and many more issues. How do you, as an advisor, deal with the rising demands for special attention from students and their families?

The U.S. Department of Education gives financial aid officers flexibility when dealing with special circumstances through professional judgment (PJ), as long as each case is considered an exception and not the norm. Documentation is always key, but it's equally important to understand your office's process for reviewing such cases. Every school should ensure that their professional judgment policies identify:

- Who has the authority to use PJ?
- What are the appropriate circumstances?
- When can requests be submitted?
- What are acceptable forms of documentation?

It is essential to have open dialogues with families, either through written correspondence, phone calls or in-person visits when granting revised financial aid packages. Having an opportunity to assist individual students and parents through difficult times is valuable for us all.



What's new for your students in 2011?

Several new features are available on Wells Fargo private student loans this year:

- Reduced interest rate for Wells Fargo customers¹
- Fixed rate option
- E-sign self-certification forms
- Loan forgiveness in the event of death or disability²



Together we'll go far



¹ Wells Fargo reserves the right to discontinue or modify our rewards for future disbursement at any time without notice.
² Loan forgiveness does not apply to the Wells Fargo Private ConsolidationSM Loan.
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School Profile

by Donna Fulton, Klamath Community College

*The mission of **Klamath Community College**, according to the school's website, is to offer "...quality learning opportunities that enhance growth and development for the individuals, businesses and organizations within our greater community."* (Read more about the college [here](#).)

What year was your institution founded? Was your institution ever known by any other name?
1996, and it has only ever been known as Klamath Community College.

What is your current undergraduate and/or graduate enrollment?
For Fall 2011: 1,595 students.

What types of degrees do you offer and what's your largest or most popular program?
We offer one-year certificates and Associates Degrees. The most popular programs are the limited-enrollment ones: Automotive/Diesel Technology and the one-year PN certificate.

Is your campus primarily residential? Commuter? Online?
We are a commuter campus.

If you have athletic programs, what is your most successful program?
No athletic programs.

Do you have a School Mascot? What are your School Colors?
Our School Mascot: Badger.
School colors are burgundy and silver.

How many staff do you have in your financial aid office?
Four.

Who is your current Financial Aid Director?
Donna Fulton.

Do you offer institutional grants and/or scholarships?
Yes, the amounts are limited and vary from year to year.

Do you run on semesters, quarters or another schedule?
Quarters.

Do you offer programs using credit hours or clock hours, or both?
Credit hours.

What type of financial aid management system do you use (i.e. Banner? PowerFAIDS? PeopleSoft? Something else?)
PowerFAIDS.

How long have you been DL?
Since the 2010-2011 year.

What is the one thing that EVERYONE should know about your institution that they may not already know?
We have just finished the construction of three new buildings that significantly increased the square footage of the campus. These buildings will house the new Practical Nursing, Auto/Diesel Technology and Construction Technology programs, in addition to providing an on-campus site for our bookstore.

FERPA and Your Students—A Beginner's Guide

by Sun Ow, Great Lakes Educational Loan Services, Inc.

For schools, the Family Educational Rights and Privacy Act of 1974 (FERPA) details the transfer of rights to access educational records—from the parents of your students to the students themselves. Under FERPA, all education records (except directory information, in most cases) are confidential, and cannot be disclosed unless the student consents or the request fits an exception outlined by FERPA.

While FERPA is a complex issue that requires research, here are a few things schools must know:

Know the Student's Rights

The FERPA provides several rights to students with regard to their education records, including the right to access, review, and request amendment of their education records, and demand records be disclosed only with student consent. FERPA also gives students the right to file complaints against the school for disclosing education records in violation of FERPA.

Know the Parents' Rights

Unlike students, parents do not have automatic access to their child's education records even if their students are dependent students.

There are a few instances that do allow access to parents, including if the student has provided written consent. Under certain circumstances, as outlined in the FERPA, full rights may be given to the parent at the school's discretion.

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Know Your School's Responsibilities

There are steps that schools must take to ensure that they are complying with FERPA:

- School faculty and staff must have a legitimate educational interest to see a student's education record, or meet an exception outlined by FERPA.
- Know your definitions. FERPA defines: school, eligible student, attendance, dates of attendance, disclosure, and the different types of records and student information.
- The school must respond to a student request to view education records by:
 - Providing copies (or other arrangements) of applicable education records (exceptions outlined in FERPA) within 45 days of the receipt of the request.
 - Not charging a fee for the record search (but may charge a copying fee).
 - Know what to do when a student asks to amend a record. The school must:
 - Decide within a reasonable timeframe.
 - If approved, amend the record as requested.
 - If denied, inform the student or parent of their right to a hearing, and
 - Allow the student or parent to insert a statement in the record, if denied after the hearing.
 - Notify students in attendance of their rights annually.
 - Review campus policy annually.

Know Where to Learn More

FERPA compliance help is available. You can email your compliance questions to the U.S. Department of Education at: ferpa@ed.gov.

FERPA information is available from several sources:

- Ecf.gpoaccess.gov
- [FSA Handbook 2009-10 Volume 2, Chapter 9](#)
- IFAP.ed.gov
- Ed.gov/policy/gen/guid/fpco/ferpa
- Aacrao.gov/compliance/ferpa/index.cfm
- NASFAA.org
- Clhe.org

You may also wish to consult your campus legal counsel, as this article is intended to provide general FERPA information only.

By following these guidelines, and becoming familiar with FERPA, schools can ensure that the privacy of students' confidential education records is protected.

Editor's Note: The 2010-11 edition of Volume 2 of the Federal Student Aid Handbook is available at: ifap.ed.gov/fsahandbook/attachments/1011FSAHbkVol2Ch7.pdf.

Continuing a legacy of superior service

ECMC is committed to providing the service that you and your students have come to rely on. We continue to offer an array of resources and services to help you and your students in the areas of:

- College access
- Loan counseling
- Financial literacy
- Default prevention
- Training

For more information, visit www.ecmc.org.

ECMC



Net Price Calculator or Net Value Calculator?

by Herald Johnson, Consultant with Hardwick-Day

Not another article on the Net Price Calculator! It seems like every magazine, newspaper, higher education journal, or newsletter has an article on NPCs. So, why am I writing one and why would you read it?

I was asked to write about calculators from the perspective of an NPC provider and observer. Since you already are well informed about the NPC requirement and the ways in which an institution may meet the law, my intent is to challenge you to think creatively about potential uses of the NPC. Instead of just complying with the requirement, the NPC can be used strategically to advance the overall enrollment plan of the institution.

Institutions I work with have taken a variety of approaches to the NPC. Some wanted a clean, straight-forward, simplified calculator, whereas others have chosen to make the NPC a tool that goes beyond minimal regulatory compliance and creates one that reinforces the institution's value proposition.

Common NPC Enhancements

1. Add self-help (student loans and on-campus employment) estimates to the results page. Since the federal definition of Net Price (Cost of Attendance minus all gift aid) is an incomplete picture of the financial aid available to the student most schools are including self-help in the final display of results to the student.
2. Add information about available payment plans or provide links to the student accounts office.
3. Provide links at key points in the NPC to strategically important pages on the institutions website, such as financial aid, scholarship applications, request for a campus visit, admission application, housing information, quick facts, etc.
4. Add information that discloses the return on investment for the student of that school's education.
5. Surround the calculator with messages that reinforce the mission, values, and benefits of attending the institution. Nesting the NPC within a page on the school's website allows the institution to seamlessly, consistently, and quietly remind the student of the uniqueness of the school.

A common criticism of the NPC is that it reduces evaluation of post-secondary education options to a price based decision rather than one based on value and fit. While a primary motivation for the creation of the NPC is transparency of price, financial aid, and the

resulting net price, the degree to which a student's decision is commoditized rests in large part on how well the institution directs the conversation with the student into consideration of value and fit. This approach is important because whether a family is considering a private or public institution they are very concerned about the cost and they want value for their money.

Strategies that reinforce value

1. Provide staff training. Just as you annually update and train your admissions and financial aid staff on financial aid and the application process, training should now include training on the net price calculator.
 - Have each staff member complete the NPC, discuss the results, think of questions and objections families may present and develop responses. Make note of refinements you may want for the annual NPC update.
 - Remind staff that this is an estimate of net price not an award or a pre-award.
 - Remind staff that you do not have control of who will complete the NPC. A high school senior or a parent of a 5th grader could be completing the NPC.
 - Train staff on how to talk about price. What is the difference between price and net price? How does your institution set price? Why does it cost so much? What do I get for my money? Why are schools so vastly different in what they charge for tuition?

The NPC will embolden families to raise these questions and more and we need to be prepared to answer them. Never apologize for your price. Never reduce the value of the educational experience at your institution to a consideration of price only. Always steer the conversation to value and fit for the student but be prepared to answer the questions mentioned above.

2. Provide links to pages on the institution's website. This draws the user into the pages where you control the message, where your uniqueness as an institution is more fully on display.
3. Always address the full investment needed to complete the degree or credential. Students need to be reminded that one year does not guarantee the succeeding year's funding.

Observations on the future

1. The NPC will change the discussion we all have with families about the cost and financing of the education

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Six Steps Schools Can Take to Lower Loan Default Rates

by John Blaine, USA Funds

Approximately 45 percent of the nation's colleges and universities posted 2009 cohort default rates that were higher or the same as their previous year's rates, according to rates released by the U.S. Department of Education on Sept. 12, 2011. Schools that would like to achieve lower default rates should consider the following six key activities:

Enhanced loan counseling. Although federal regulations mandate entrance counseling for first-time borrowers and exit counseling for departing borrowers, schools can offer counseling that goes beyond the minimum requirements. Incorporating additional information about personal finance topics, collecting additional contact and reference information, explaining in detail loan repayment options and providing more information about sound debt management and credit management practices can better equip borrowers to minimize their education debt and pay back their loans.

Financial literacy. Students who are more knowledgeable about the prudent use of credit, budgeting and other basic personal finance topics are less likely to borrow excessive amounts and more likely to fulfill their financial obligations while in school and following graduation. Delivering personal finance education can influence student behaviors in the management and repayment of their student loans.

Student retention. Students who persist to the completion of their academic programs are at much lower risk for loan default than those who drop out before completing their degrees or other academic credential. Developing or enhancing existing plans to promote student retention can have the twin benefits of improving graduation rates and lowering student loan default rates.

Dedicated staff. Employing experienced and trained default prevention staff helps to establish strong working relationships with student loan borrowers from their college years through the repayment of their loans. Postsecondary institutions that are strapped for resources might consider devoting a portion of an existing staff member's time to coordinating default prevention efforts.

Borrower contact. School contact with borrowers, while they are still in school, during the six-month grace period after they leave school, during repayment, and especially if they fall behind in their loan payments, is a proven default prevention best practice.

Analyzing characteristics of borrowers in default. Schools should analyze data on their borrowers who default on their loans to ascertain the unique characteristics of former students who end up in default. This analysis can inform future strategies and interventions for preventing loan default.

For additional information, visit the Department's Default Prevention Resource Information page at: www.ifap.ed.gov/DefaultPreventionResourceInfo.

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at our respective schools. A student will now have preliminary information about potential financial aid available at the schools they are interested in before they even apply. Students will likely be more equipped with information, have more informed questions, and hopefully make better decisions.

2. The NPC could be the catalyst to simplify the financial aid application system. The last few years we have heard much discussion on simplifying the FAFSA and recently the discussion has turned to simplifying the NPC, even before it is required to be implemented. Keep track of the reactions you receive from students and parents and feed these to those who are responsible for maintaining our individual NPCs.
3. Could the NPC eventually develop into the method students will use to officially apply for financial aid? We already have the IRS link established, the technology is in place to manage the process, and the interest of students and their parents in ease of application all lend themselves to a dramatic change in how the process is managed.

These are definitely challenging times in the financial profession. However it does seem to me that the net price calculator will be more of a boon than a bane. Will we have a net *price* calculator or will we have a net *value* calculator? How you train for it and how you use it will determine the answer.

Editor's Note: Herald Johnson is a consultant with Hardwick-Day, Inc., which has built net price calculators for higher education institutions across the country.

On the OASFAA Calendar

Nov 3	Support Staff Workshop
Dec 13	Board Meeting
Dec 15	Newsletter submissions due
Feb 1	OASFAA Board Meeting
Feb 1	Annual Conference (3 days)