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2014



Newsletter

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

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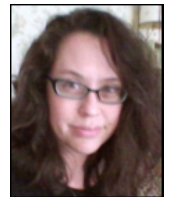
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President's Letter



The Oregon Association of Student Financial Aid Administrators (OASFAA) is an all-volunteer organization of dedicated financial aid professionals who collaborate to provide outstanding training and professional development opportunities for our fellow aid administrators. In addition, we reach out to high school counselors, students, and parents to present useful, timely information on applying for and receiving college financial aid. OASFAA is unique in the variety and quality of training opportunities and high school outreach activities offered, as well as our extraordinary collegiality. It is an honor and a privilege to serve OASFAA in the coming year to continue the valuable work of our association.

Financial aid administrators play a critical role in helping students and families to overcome financial barriers to college attendance. We bridge the chasm between the offer of admission and the reality of paying for college. As the cost of college rises at a rate that consistently outpaces increases in federal and state student aid funding, the bridge to postsecondary education that we provide feels increasingly narrow, slippery and unstable. Yet we soldier on, adapting to the ever-changing regulatory landscape while supporting our institutions, which must in turn balance the needs of students, local communities, employers and staff, while managing costs and maintaining focus on institutional missions and values.

OASFAA derives its strength from the dedication and talents of our volunteers, who work tirelessly to fulfill our mission. Volunteer opportunities are numerous and varied, and the rewards of giving back to the organization far outstrip any time or effort invested in service. While we all lead very busy work lives, there are so many ways to contribute. I would encourage all of you to serve OASFAA in the coming year, whether through moderating a training session, helping to plan the annual conference or other training event, serving as a trainer or mentor, presenting at high school financial aid nights, writing a newsletter article, running for elected office, or in some other capacity. Let us know how you'd like to be involved!

Sincerely,
Helen Faith
OASFAA President 2014-15

Membership Chair

Stacie Englund
Assistant Director of
Financial Aid
Pacific University
phone: (503) 352-2858
email: stacie@pacificu.edu

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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

I recently attended a lecture by Eboo Patel, author and blogger on diversity and pluralism. For me, one particular point stood out: diversity itself is not the goal; finding ways to live together when we *are* diverse – in our experiences and our customs and our beliefs – is the real task at hand. One of the best ways to accomplish this is to seek out opportunities where we can learn about each other and from each other. OASFAA's conference and training events are great examples of such opportunities, and it's so great to see people gathering together whenever we can. OASFAA's Mentoring Program is another way in which OASFAA members can connect with each other, learn from each other, and help broaden our perspective and understanding. Look for updates in the next issue from our current Mentoring Partners, and consider getting involved next year!

In this issue you'll find an update from the Annual Conference and OASFAA's FA 101/201, both of which happened in February. You'll also find several articles with informative and thought-provoking suggestions for helping your students.

As noted on OASFAA's website, publication of the next issue is scheduled for July, prior to the annual Summer Drive-In. We're looking forward to receiving your contributions by **June 1, 2014**.

Member News

Robert Rodgers is now Account Executive for the Payment Solutions Division of U.S. Bank, covering territory from Salem to Eugene.

Nicole Schilling left Portland Community College to join Oregon Health Sciences University as Administrative Coordinator.

Lyssa Thaden, ASA, and her husband welcomed their son, *Slate Thaden Hayes*, into the world on March 17, 2014.

Kara (Hoisington) Westervelt, University of Oregon, changed her name and email address: kwester@uoregon.edu.

Geoff Wullschlager left Portland State University to become City Manager for the City of Wheeler, Oregon.

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

Welcome, New Members!

Jessica Brown, University of Oregon

Dianne Fulmer, USA Funds

Chauncey Kieley, Rogue Community College

Reed McCue, University of Oregon

Dawn McCling, Klamath Community College

Stephanie Hamington, University of Oregon

Rosemary Martinez-Kepford, ECMC

Brian Proctor, Umpqua Community College

Jeff Strickland, The Ford Family Foundation

Correction

The article on page 5 of the [January 2014 issue of the OASFAA Newsletter](#) is incorrectly attributed to Christina Negrete, Southern Oregon University. This article actually was written and submitted for publication by **Jennifer Knight**, Linfield College – her *second* article for the January issue.

Our sincerest apologies for any confusion this might have caused. And our deepest appreciation to Jen for all she does for OASFAA's members and for Oregon's college students!

Membership Update

As of mid-January, membership stood at 319 members. Of these, 20% were new members!

Invite your colleagues to find out more about us. The membership fee is still only \$25!

www.oasfaaonline.org

OASFAA Leadership for 2014-15

by Helen Faith, Lane Community College

The OASFAA election results are in, and I hope you'll join me in congratulating the new 2014-15 Executive Board members:

President Elect	Ryan West , Western Oregon University
Community College Vice President	Kevin Multop Central Oregon Community College
Private 4-year Vice President	Molly Walsh , University of Portland
Proprietary Vice President	Kim Pound , Concorde Career College
Public 4-year Vice President	Lois DeGhetto , Oregon State University
Secretary	Kara (Hoisington) Westervelt , University of Oregon

A vote of the membership was not required for the following Executive Board members to continue to serve OASFAA during the 2014-15 year:

President	Helen Faith , Lane Community College
Past President	Suzie Petersen , Oregon Institute of Technology
Treasurer	Michelle Holdway , University of Oregon

At the Board Meeting on March 31, 2014, the Executive Council approved the following committee leadership appointments for the 2014-15 year:

Annual Conference Co-chairs	Frankie Everett , Marylhurst University Lindsey Thaler , University of Oregon
Archives Chair	Ryan West , Western Oregon University
Fund Development Chair	Frankie Everett , Marylhurst University
FA 101/201 Co-chairs	Kathy Campbell , Chemeketa Community College Mike Johnson , Pacific University
High School Counselor Training Chair	Leslie Limper , Reed College
Legislative Chair	Susan Degen , OSAC
Membership Chair	Stacie Englund , Pacific University
Mentoring Co-chairs	Susan Shogren , USA Funds Donna Fulton , Western University of Health Sciences
Newsletter Chair	Susan Shogren , USA Funds
OSAC Liaison*	Susan Degen , OSAC
Site Selection Chair	Suzie Petersen , Oregon Institute of Technology
Strategic Planning Chair	Donna Fulton , Western University of Health Sciences
Summer Drive-In Co-chairs	Mary McGlothlan , Multnomah Bible College/Seminary Shelle Riehl , Western Seminary
Support Staff Workshop Chair	Chippi Bello , Clackamas Community College
Technology Chair	Ben Wessel , Oregon State University
Vendor Liaison*	Lyssa Thaden , American Student Assistance
Volunteer Coordinator	Ashley Coleman , University of Oregon

* These positions are appointed and do not require approval of the Executive Board.

Committee Chairs now begin the work of identifying committee members for approval at the next Board Meeting and making plans for the activities they have been charged with completing this year. If you haven't already, be sure to indicate your preferences for volunteering with OASFAA at: www.oasfaaonline.org/docs/forms/memVolunteer.html.

I look forward to working with all Executive Board members and Committee Chairs to accomplish OASFAA's important work in the coming year. Many thanks to everyone who ran for office – your willingness to serve the association is greatly appreciated, and if you weren't selected this time, we hope you'll volunteer in other ways and run for office again in the future.

Feel free to contact me (faithh@lanec.edu) with any questions, comments or suggestions.

OASFAA Volunteer Update

by Ashley Coleman, University of Oregon



OASFAA's newly approved committee chairs will be looking for volunteers for their committees soon. This is the perfect time to go to <http://oasfaaonline.org/docs/forms/memVolunteer.html> and update your volunteer preferences!

OASFAA derives its strength and vibrancy from our members, who generously volunteer their time and expertise to help their financial aid colleagues statewide. It takes a lot of work behind the scenes to accomplish all of our training and other activities each year, and as the saying goes, "many hands make light work." Won't you take a moment to let us know how you'd like to lend your hand to lighten our collective load?

As any OASFAA volunteer can attest, it is both easy and rewarding to get involved. There is such a wide variety of volunteer opportunities that you are certain to find something that works with your interests and time limitations, and you'll make new friends and build new skills in the process! If you have any questions about the various committees or need help in finding your perfect fit, just let me know.

2014 OASFAA FA 101/201

by Co-Chairs Kathy Campbell, Chemeketa Community College, and Mike Johnson, Pacific University

On Friday, February 28, 2014, 45 participants from all four school sectors and some education-related organizations, spent the day at Chemeketa Community College attending the 3rd annual FA 101/201 OASFAA training. Six faculty members represented public two-year, public four-year and private schools. The day was another OASFAA training success!



Faculty members Ryan West, Nathan Warthan and Jennifer Knight.



Faculty member and Committee Co-chair, Mike Johnson.

The agenda was packed, and included coffee, tea and continental breakfast in the morning and a full lunch. And even chocolate cake for afternoon break! Drawings for participants were held at the end of the day and everyone went home with at least one prize!!!

Participants moved freely between FA 101 & FA 201 sessions as they wished. Topics for the training included:

- Financial Aid History from 1643 to present;
- Financial Aid Programs;
- Effective Communication and Working with Other Offices;
- Student Eligibility;
- FAFSA/SAR/Database Matches;
- Advanced Need Analysis;
- Verification and Conflicting Information;
- Professional Judgments and Award Revisions;
- The COA, the EFC and "Need";
- Next Steps in Professional Development;
- 2014-2015 Updates.

"Positive and encouraging to folks new to Financial Aid"

"Faculty is very engaging and knowledgeable."

"Excellent!"

"Loved other staff input."

"A lot of info."

"Great job! Glad I came!"



"Thank you for including me!"

Each year the curriculum is evaluated and revised and Kathy Campbell from Chemeketa CC and Mike Johnson from Pacific University have been asked to Co-Chair this event again. If you missed this – or even if you didn't – there will be another opportunity in 2015! If you have ideas for topics to be included, just let Kathy and/or Mike know!

OASFAA Conference Recap: Snowpocalypse 2014!

by Russell Seidelman, University of Portland



Even the Oregon Snow Storm of 2014 didn't stop the superheroes of the Oregon financial aid community from enjoying another OASFAA Conference at Salishan. AidVengers did in fact assemble, although some had to leave early. Snow did not fall at Salishan (well, not much), which created a false sense of security. I thank all who braved the elements in order to go back to their offices to share all the valuable information they received at the conference.

Many thanks go out to all of our session presenters, the superheroes who were willing to share with OASFAA some of their super presenting powers.



AidVengers Assemble!



Superheroes Ashley Coleman and Lindsey Thaler join Keynote Speaker Sam Bridgman as he answers questions about this year's Service Project. Find out more at: www.cureFA.org.

Special thanks go to our federal presenters, Suzanne Scheldt and Chuck Hirman. I sure hope that Suzanne caught her plane to Africa... yes, she went from snowy Oregon to sunny Tanzania.



Suzanne Scheldt, Federal Trainer, provides a Federal Update during the conference.

We also would like to thank Kay Soltis for joining us as a WASFAA representative. Kay also presented two sessions.

Change is a constant in our industry, so the conference committee felt that conference attendees could manage the changes to the schedule. We hosted the conference dinner on Wednesday night, a change from previous year when the dinner was on Thursday night. Many people commented on how much they liked the change.



Masked AidVengers enjoy dinner on the first night of the conference.

We hosted a Trivia Night on Wednesday which was a smashing success. Thanks go out to MC's Greg Kerr and Shelle Riehl, as well as Ashley Coleman and Lindsey Thaler, for coordinating the event. The winning trivia team was the Eclectic Crusaders.

And we also must thank The Ford Family Foundation for once again providing drink coupons for conference attendees, a tradition everyone loves and appreciates.



Kay Soltis brought gifts for those who could answer trivia questions about WASFAA.

Extravaganza. What happens at karaoke stays at karaoke, but a highlight of the night was Ashley Potter from The Ford Family Foundation for singing Janis Joplin's "Mercedes Benz." For those of you who don't know, this song includes the lyrics, "Oh, Lord, won't you buy me a..." which Ashley creatively changed to, "Oh, FORD, won't you buy me a..." Good times were had by all.



Conference Co-chairs Russell Seidelman and Heather Hall Lewis.

It is bittersweet to end my tenure on the Annual Conference Committee. I have enjoyed the opportunity to work with so many OASFAA members and get to know the Oregon financial aid community better.

I look forward to providing guidance and advice for the new committee chairs, but I must admit that I also look forward to spending more time with my family.



Captain America and Rosie the Riveter (and their special guests) made an appearance at dinner.

Conference Presentations: http://oasfaaonline.org/docs/toc_conference.html

Photo Gallery



Ryan West receives OASFAA's Distinguished Service Award



Conference attendees find time to connect



President Suzie Petersen prepares to pass the gavel



President Suzie Petersen accepts President-Elect Helen Faith's gift of appreciation for Suzie's leadership during the past year



Conference Co-chair Russell Seidelman makes a few more announcements before the Business Meeting begins. Seated from left to right: Suzie Petersen, Helen Faith, Donna Fulton, Heather Hall Lewis, Ryan West, Kara Westervelt, Michelle Holdway, Lois DeGhetto and Kim Pound

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OSAC Update: Oregon Opportunity Grant

by Susan Degen, Oregon Student Access Commission



As of mid-February, recent activities of the Oregon Student Access Commission include several projects, as outlined here.

Higher Education Coordinating Commission (HECC) – State Financial Aid Work Group

This work group continues to review the current structure of state-funded financial aid and how it can help propel the state to meeting its 40-40-20 goals. It will produce a report to the HECC in March with recommendations for administration of the Oregon Opportunity Grant and possible future legislation. The work group includes an OSAC board member, several HECC members, and stakeholders representing Oregon's institutional sectors, the Treasurer's Office, the Oregon Student Association and the Oregon Community Foundation. Resource specialists include OSAC's Interim Executive Director, Bob Brew, Kathy Campbell (Chemeketa CC), and Kate Peterson (OSU).

At a half-day retreat on February 14, the group reviewed and discussed results of a survey that asked members and resource specialists to prioritize 14 foundational principles and to indicate preferred approaches to questions regarding

award structure and eligibility, award amounts, target populations, and academic criteria.

The group met again on February 24 to continue discussion and planning on a recommended design of the Oregon Opportunity Grant. Also at that meeting, the group was scheduled to hear testimony from the financial aid community.

Joint Interim Task Force on High School and Transition Success for Students with Disabilities (HB 2743)

This task force continues to examine issues related to high school transcripts, transition strategies, support services, and post-secondary opportunities for students with disabilities. Key issues discussed at recent meetings include lack of uniformity in high school transcripts, impact of federal requirements for highly qualified teachers in key subject areas, employment support for people with disabilities, youth transition programs, standardized assessments and accommodations, and graduation rates for students with disabilities.

OSAC Scholarships

OSAC's official Early Bird scholarship application deadline was February 15, but the application site remained open through February 18 because the 15th fell on

a weekend, followed by the Presidents' Day holiday. This year's application process has gone very smoothly. Statistics through the 2014 Early Bird deadline: 6,486 applications submitted by 2/18/14. Total submitted by the same time in 2012: 5,086 applications. OSAC expects to award scholarships from 479 separate programs – an all-time record.

Oregon Opportunity Grants

OSAC planned to post the first OOG award list for 2014-15 on March 17, 2014. Award amounts for 2014-15 remain at \$2,000 for full-time, full-year enrollment. After posting award lists for schools, OSAC will notify awardees by email of their potential eligibility for an Opportunity Grant. OSAC updated the OOG webpages with information for 2014-15 and added 2014-15 award information to the OOG Award Estimator.

Outreach – FAFSA Completion Project

OSAC is working with the HECC to develop initiatives to encourage more eligible students to file FAFSAs for the 2014-15 academic year. Immediate focus is on students already attending college who may be eligible for federal aid but have not completed a FAFSA for whatever reason.

Legislative Issues of Importance to Oregon

by Ryan West, Western Oregon University



As OASFAA's new President-Elect, I prepared to meet with some of Oregon's congressional delegation during NASFAA leadership training. I came up with some thoughts on the state of financial aid in the U.S., and in Oregon specifically. As talks have begun about the upcoming reauthorization of the Higher Education Act, this is a good time to provide feedback to our elected representatives about areas in financial aid that need to be changed.

Preservation of the campus-based Perkins Loan program. The President's proposed budget year after year has continued to request a change in the Perkins Loan Program that would recall the federal funds currently

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April is Financial Literacy Month

by Jeff Southard, ECMC



For me, of course, April is Christmas, New Year's, Halloween and a bonus vacation all rolled into one. It's Financial Literacy Month, of course! All across the country, people come together at community events to better understand their finances and get themselves on a path to prosperity. Started by the JumpStart Coalition in April of 2000, Financial Literacy Month gradually gained support until the U.S. Senate proclaimed April as "Financial Literacy Month" in 2004.

All in all, if you look at the ten years since National Financial Literacy Month came about, we've not seen a lot of growth in the event. While there's no denying that Americans sorely need financial education, the proclamations seem to go unnoticed. As I was researching this, it occurred to me why this could be the case: the proclamations are declared by governors, presidents, and other city and state officials at the end of March! This doesn't leave much time to build the hoopla we look for in getting people excited about managing their money.

Oregon will likely either proclaim April as "Financial Literacy Month" or alternatively proclaim one week in April as "Financial Education Week." The Federal Reserve will support outreach efforts during April 5-12 to tie in with "Money Smart Week"—an outreach event that provides listings of events by state. Information on Oregon financial literacy events that will take place during this week should be emailed to money.smart@chi.frb.org.

However it's proclaimed, don't miss out on this opportunity to provide valuable information for your students! Whether you plan a big event or something small, you could make a real difference and use this year as a foundation for next year.

During April, there are lots of options to reach your students. Many campuses bring in experts to help with taxes, educate on financial planning and even provide advice on finding a summer job.

Additionally, we've seen campuses successfully take on several different approaches for financial literacy outreach events. Some of our favorites focus on the practical application of financial savvy, such as thrift store fashion shows, clothing swap meets with financial education workshops, internship and networking opportunities, and even in-class promotion of financial literacy education materials.

Successful outreach events do require a bit of planning and luckily, we're all concerned about the financial education of our students. You'll probably see a successful outcome by partnering with other departments on campus and offering some sort of incentive to get students to attend. Whether it's free food, networking opportunities or a fabulous prize, build incentives into a fun event to get students to come out. Proclaim Financial Literacy Month on your campus with both big and small events—shout about it, tweet it, post it, and email it—and you'll head into May with a smile on your face and excitement over the next year.

Knowing Budgeting Basics Can Help You Save and Spend Smartly

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



Budgeting is an important part of achieving healthy finances, and can assist your students in getting, and staying, on track of their money. In addition, it's easier than students think to implement and maintain.

Whether they're just starting higher education or already on the path of repayment, learning how to properly track and budget expenses is an invaluable skill for your students' future financial success. The following are some tips you can offer them.

Why Budget?

A budget can help plan for all expenses, from paying monthly bills to bigger life changes like buying a house. Tracking anticipated income over the next few months, or even years, as well as how much of that income gets used for payments and savings ensures you'll always know when to cut back on spending, when to loosen the reins, and how long it will take to save for major goals.

- Make long- and short-term plans for a financial future;
- Predict and avoid financial crises;
- Live comfortably within your means.

How do I Budget?

It's easiest to create a budget on a computer, either in a spreadsheet or using software. Federal Student Aid (FSA) offers a budgeting calculator on their website. Spreadsheets allow for easy calculation of budgets in numerous ways (e.g., monthly or yearly totals). Budgeting applications could also be a consideration; they are available to download on tablets and smart-phones, providing quicker access to maintain a budget. Once you've decided how to create a budget, you can get started.

1. **Start with your income.** Track the amount of money coming in every month, from jobs, work study, scholarships, grants, or money given to you. When tracking income from a job, it's easiest to use the amount you take home after taxes. This is the pool of money available for the budget, so get it as accurate as possible.
2. **Track all expenses—even the small things.** Think of every expense for the month; use receipts or bank statements to ensure everything is accounted for.

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3. **Plan for all types of expenses, including savings.** Don't just track obvious expenses like rent and student loans; make sure to include variable expenses like utilities, gasoline, and pet care. Also, plan for the expenses that only come up a couple of times a year like gifts, car insurance, and doctor visits, and leave some room to set aside savings; a general rule of thumb is to save 10 percent of your income. By planning for these expenses, they can be worked into monthly payments or be covered by money set aside ahead of time.
4. **Use accurate descriptions.** Track everything by what it is rather than where it was purchased to track later how much is spent in certain categories. Just knowing where items came from doesn't help keep track of the details of what you actually spent money on.
5. **Update your budget daily.** The easiest way to stay on track is to keep your budget as updated as possible as often as possible. Tracking expenses takes minimal time if done daily, and reduces the risk of forgetting something. Using a budgeting app might be a great fit to help with daily budgeting for the convenience of mobile devices.
6. **Budget monthly, not by the paycheck.** This forces you to think long-term without feeling a budget is impossible to handle.

Budgeting Tips

There are a lot of ways to get derailed from a budget, but it's easy to avoid by planning as thoroughly and as realistically as possible. Here are some additional tips for budgeting.

- **Set realistic goals and allow for flexibility.** It'll be easier to stay motivated to stick to a budget with clear, realistic goals in mind. Also, allow some sort of reward for yourself for sticking to a budget; just ensure this gets worked into the budget right off the bat so you're not thrown off by extra spending. It's easier to work some rewards into a budget than to try to make up for excess money spent later on.
- **Be honest with yourself.** When first starting a budget, if you're not honest about your expenses, it's going to be hard to properly track everything. Start with your current financial situation and make adjustments after assessing where you're at.
- **Pay when you can.** You don't have to wait until payments are due to pay them; pay ahead instead. This applies to bills like utilities and phone bills, as well as loans. Any extra payment made on loans tackles the principal amount (i.e., not just covering the interest that accrued in the last month). It's also great for your credit to never miss a payment.
- **Plan all aspects of spending.** Don't only look at purchases; consider how you're making the purchases. Try to plan errands that don't require making unnecessary trips and make lists for the grocery store to avoid forgetting something you'll have to pick up later. Organizing as much as possible in your life can prove to be beneficial in many ways.

Budgeting is an easy way to stay on top of your finances for small things like never missing a payment to much larger decisions, such as going on vacation or buying a house. No matter your income or expenses, budgeting can help you save money and spend smartly.

Six Tips for Connecting with Millennials

by Miran Saric, Inceptia

When it comes to communicating with the millennial generation, you may be flooded with an abundance of communication channels that could simultaneously set you up for misunderstanding.

Because many millennials are at a key point in their lives—college and post-college years—it is critical to reach out to them in order to assist them in a period where many important financial decisions need to be made.

Millennials, themselves, are often misunderstood and viewed as an age group that's difficult to connect and communicate with. By taking the right steps to contact them you can develop a healthy and successful relationship.

Here are some suggestions to effectively reach millennials and start discussions on their finances and student loans.

Don't water down your message. Due to the instant messaging and 140-character-limit age we live in, one might be tempted to scale down their message to the bare minimum in order to grab millennials' attention. However, this is an ambitious and intelligent generation that appreciates intelligent discourse. As the Pew Research millennial study states, "Millennials are on course to become the most educated generation in American history, a trend driven largely by the demands of a modern knowledge-based economy, but most likely accelerated in recent years by the millions of 20-somethings enrolling in graduate schools, colleges or community colleges in part because they can't find a job." This is why discussions with them must be of intelligent nature.

Embrace social media. Reports vary in stats, but the majority state that at least 90 percent of millennials use social media and well over 50 percent use smartphones. This is a rich environment for fostering dialog that allows for two-way conversation and an opportunity to engage with your organization. Not only can you start a conversation, but by posting links and flexible content you give millennials the opportunity to further share your posts and increase your following and exposure.

Reach out at all hours of the day. Millennials are plugged-in 24/7 thanks to

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mobile technology and social media. If you have any updates, reminders and information to share, then schedule them on social media at all hours without any hesitation. However, be prepared to respond in a reasonable amount of time to keep the conversation going.

Don't overload this age group with information. You're not the only one who has social media available to them 24/7, so be aware that millennials' attention spans will be put to the test. If you feel that you're posting too much information, target individuals who need the most attention and instant message them. Nearly every social media platform allows for individual, private messages, so use them to your advantage.

Interactive media is a must. Rather than *telling* millennials about the grace period process, for example, *show* them what to do through a short video. Include infographics as often as possible and photo sharing sites such as Instagram are booming in popularity. The best thing about interactive and rich content is that it's usually inexpensive to create and is easily shareable.

Remember, millennials are career and future-oriented. When reaching out to them, seek to aid them, show them how your program or services cannot only help them in the immediate sense but also how it can set them up for future successes. Focus on the gratification aspect of your relationship and what you can do for them.

When reaching out to millennials to discuss finances and financial education, do not be afraid to use all methods available. Millennials are receptive to communication as long as you employ their preferred methods and in a manner in which they'll appreciate.

For more research on this generation, visit the Pew Research Millennial Generation research center. It's slightly dated but still provides excellent data on this generation.

Considering a Peer Mentoring Program? Six Tips Can Help

by Dianne Fulmer, USA Funds



Enlisting the help of students to teach their peers about default prevention and student success offers benefits to all parties involved.

Students who receive assistance from peer mentors connect to campus by learning the academic and financial ropes from those whose school and life experiences are similar to their own. Students who mentor others gain community service and leadership experience while also reviewing the student success lessons they're imparting. And schools can benefit from enhanced student retention and decreased student loan default rates.

So are you ready to try peer mentoring at your school? Here are some tips to guide you as you develop a mentoring program for financial literacy and student success training:

1. **Decide which students most need assistance.** Mine the data available regarding your students' success to help you decide which groups to pair with mentors. Does the data for your students suggest that first-year students could benefit most? Maybe it's students who are struggling academically. Or perhaps it's first-generation students.
2. **Attract the right peer mentors.** When getting out the word about the program — perhaps by poster or by seeking faculty recommendations — tout the benefits and expectations for mentors. Offering pay or even class credit can help you attract more students. Being clear about what's involved helps ensure that you're getting applicants who are serious about the effort.
3. **Establish a structured program.** I work with several schools that offer peer mentoring programs. They've found that it's important to set clear guidelines for mentors — with signed agreements noting points such as number of students to mentor, amount of time to spend with those students, the importance of confidentiality, and activities to conduct.
4. **Consider how mentors will provide the training.** The possibilities are endless for activities focused on default prevention and student success. Examples of activities at the schools I counsel include remedial class and residence hall presentations, study sessions, and fun activities that incorporate financial literacy training. How about a scavenger hunt, movie night or bowling outing?
5. **Determine the tools your mentors will need.** Equip your mentors to provide the assistance students need to succeed. You could offer training using programs and resources accessible online. You could provide a list of campus and community resources where students can seek help. And make sure mentors know your office is there when they need you.
6. **Develop a plan for measuring results.** Assessment and evaluation of your efforts are critical. So establish goals for performance in peer mentor activities, student learning and program effectiveness. Then regularly track your progress toward those goals.

College Administrator Study: Attitudes and Approaches to the Student Debt Issue

by Sarah Arslanian, ASA

American Student Assistance® (ASA) recently conducted a study of university decision-makers to better understand their perceptions and opinions about rising student debt, increasing cohort default rates (CDRs), and how to address both concerns on campus.

The research consisted of in-depth, qualitative interviews with administrators at public, private, and community colleges across the nation and revealed five findings:

1. New Urgency of Student Debt.

There is a new urgency to provide financial literacy and debt management programs given the economic climate and lack of jobs upon graduation. This urgency is being fully felt by campus administrators, as rising student debt can have serious repercussions for both an institution's CDR and its long-term success. These implications played out in the study as over two-thirds of respondents are considering programs around financial literacy and debt management.

2. Obligation to Educate is Two-Fold.

Institutions feel they have an obligation to educate prospective students, before college, on whether they can afford higher education. And, the desire of campus administrators, as lifelong educators, to nurture and educate students is often at odds with the reality, as businesspeople, to encourage buyers of their "product." They now realize there is a way to balance the two. By equipping students with the resources to make smart borrowing choices and a full understanding of future repayment obligations, universities can empower them with the tools to make sure that investment has a strong return.

3. Responsibility Lies With the School.

Campus administrators feel passionately that financial literacy and debt management are, in part, the responsibility of the university. Furthermore, many feel that a comprehensive financial literacy program could help administrators shift the student debt conversation from fear towards confident, well informed action.

4. A Proactive Approach is Key.

Institutions are now thinking more proactively, and expansively, about financial literacy and student debt education, seeing them as part of a comprehensive curriculum—and even a student wellness program. By enabling students to make smarter borrowing decisions at each stage of their higher education cycle—before, during, and after

college—they are empowered to take control of their finances, remain in school, and work towards a bright future after graduation. All while gaining financial management skills for life.

5. Responsible Borrowers Become Happier Graduates.

Overall, the sentiment in the study reflects that responsible borrowers become more financially aware students and, ultimately, more engaged alumni. By teaching students to borrow smart, borrow less, and repay well, schools can start to address the concerns over student debt on campus. In turn, a Responsible Borrower Program can help universities fulfill their promise to educate students while also protecting the school's long-term financial success.

To access the full report and review peer perspectives, please visit schools.saltmoney.org.



Lower default rates and enhanced student success need tangible, workable solutions.

- Analytics
- Financial Education
- Default Prevention
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used to make loans, and change the program to essentially be a new unsubsidized loan. While the Perkins Program isn't huge, and I know some of you don't participate, I think it is a beneficial program for many students in the state of Oregon. If no action is taken by Congress, the Perkins Loan program could expire completely after the 2014-15 academic year.

Elimination of the 150% subsidized usage limit.

The amount of time, money and energy invested by the U.S. Department of Education and by institutions to implement this limitation is inappropriate. Regardless of feelings on whether a new subsidized limitation is needed (beyond the statutory loan limit), there must be better ways to do this that would be less burdensome on all involved and would be possible to explain to our students in a way that could be understood.

What are the topics you think need intervention? Please share your ideas, concerns, complaints and recommendations with me (westr@wou.edu).

On the OASFAA Calendar

May 21	OASFAA Board Meeting
June 1	Newsletter submissions due
July 15	OASFAA Board Meeting
September 1	Newsletter submissions due
October 30	OASFAA Board Meeting
December 1	Newsletter submissions due
February 4	OASFAA Board Meeting
February 4-6	Annual Conference (3 days)
March 1	Newsletter submissions due






Conference Fundraiser

During the OASFAA Conference, a 50/50 Raffle was held to raise money in support of the Friedreichs Ataxia Research Alliance. The winner of the raffle was Tracey Marshall from Mt. Hood Community College, and she chose to donate her winnings to FARA... what a Superhero!

Together, we raised \$834.00 for FARA.
Great job everyone!

On the Lighter Side

Do you know the answers to these trivia questions about OASFAA? Email your answers – or your guesses – to the Editor (susan.shogren@usafunds.org). We'll acknowledge our "resident experts" in the next issue of the OASFAA Newsletter. We might even share the answers!

-  In which year was OASFAA formed?
-  Who was the first OASFAA President?
-  In which year did OASFAA receive its status as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code?
-  How many registered attendees came to the 1987 annual conference at Salishan?
-  Which of the following was *not* an OASFAA Conference theme from years gone by?
 - a. Delivering the Future
 - b. Waves of Change, Oceans of Opportunities
 - c. 2001: A Financial Aid Odyssey
 - d. Going the Distance: Working Together to Overcome Challenges